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PHENOMENOLOGICAL STUDY ON
ADOLESCENT'S PERCEPTION OF
ONESELF AND OTHERS ON INSTAGRAM

Şafak DURAÇE
118637010

Assist. Prof. Yudum SÖYLEMEZ

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Phenomenological Study on Adolescent's Perception of Oneself and Others on
Instagram

Ergenin Instagram'da Kendisi ve Başkaları Hakkındaki Algısı Üzerine
Fenomenolojik Çalışma

Şafak Duraç

118637010

Thesis Advisor(s): Assist Prof. Yudum Söylemez,
İstanbul Bilgi Üniversitesi

Jury Member: Assist Prof. Anıl Üstünel,
İstanbul Bilgi Üniversitesi

Jury Member: Assist Prof. Selenga Gürmen.....
Özyeğin Üniversitesi

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ABSTRACT

In this study, adolescent's perception of oneself and others on Instagram is examined through the experiences of adolescents. Six adolescent who are using actively Instagram were selected for the present study. The participants' age range varied between 14 and 17 years old. The semi-structured interviews which lasted approximately one and one and a half hour, took place in cafes depending on the location of participants and conducted individually with adolescents. The participants explained their Instagram experiences, how they prepare their profiles, how they develop their relationships with others and the place of Instagram in their lives. Interpretative phenomenological analysis was used and six themes were revealed as a result of the analysis of the interviews: Instagram's benefit, creating an appearance: from image to reality, the process of getting to know oneself, boundaries, emotions, others' impacts via Instagram. The results of this study suggest that the perceptions of adolescents regarding themselves and others are greatly influenced by Instagram and their relationship with Instagram is very complex and should be evaluated with their individual differences. The results provided helpful information for therapists who work with adolescents. The results are discussed with the existing literature, limitations and suggestions for future studies are explained.

Keywords: Instagram, Adolescent, Adolescence, Identity Formation, Digital Identity, Social Media

ÖZET

Bu çalışmada, ergenin Instagram’da kendisi ve başkaları hakkındaki algıları ergenlerin tecrübeleri üzerinden incelenmiştir. Altı aktif Instagram kullanıcısı ergen bu çalışma için seçilmiştir. Katılımcıların yaşları 14 ve 17 arasında değişmektedir. Yarı yapılandırılmış görüşmeler yaklaşık olarak bir ve bir buçuk saat arasında sürmüştür ve görüşmeler katılımcılara yakın kafelerde gerçekleştirilmiştir. Katılımcılar Instagram tecrübelerini, profillerini nasıl hazırladıklarını, diğerleriyle ilişkilerinin nasıl geliştiğini ve Instagram’ın hayatlarındaki yerini açıklamışlardır. Çalışmada yorumlayıcı fenomenolojik analiz kullanılmıştır ve analizin sonucunda altı tema ortaya çıkmıştır: Instagram’ın yararları, görünüm yaratma: İmajdan gerçeğe, kişinin kendini tanıma süreci, sınırlar, duygular, Instagram’da diğerlerinin etkileri. Bu çalışmanın sonuçları ergenlerin kendileri ve başkaları hakkındaki algılarının Instagram tarafından oldukça etkilendiği ve onların Instagram ile olan ilişkilerinin karmaşık bir yapıya sahip olduğunu gösteriyor. Sonuçlar ergenlerle çalışan terapistlere yardımcı bilgiler sağlamaktadır. Sonuçlar alan yazında yer alan önceki çalışmalarla birlikte tartışılmıştır ve kısıtlamalar ve gelecek çalışmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Instagram, Ergenlik, Kimlik Oluşumu, Dijital Kimlik, Sosyal Medya

INTRODUCTION

We are all living in a global and digital world where our social relations are taking their origins from external environments we are physically engaged and social media we virtually share. During the last decade, the popularity of online communication tools through social media technology has increased. According to the data from EU Kids Online' survey, an average 15- 16-year-old adolescent is approximately 188 minutes online on internet per day (O'Neil, Livingstone, McLaughlin, 2011). Social media technology (SMT) uses social media networking sites (SNS) which are explained as "websites which make it possible to form online communities and share user created content" (Kim, Jeong, & Lee, 2010). Popular SNS were established after 2003 (Boyd & Ellison, 2007). SNS give people the opportunity to get information and to construct and share user-generated content. Creating a virtual profile gives individual the opportunity to connect with real-life friends, making new connections and sustain relationships in both online and offline platforms (Cataldo, Lepri, Neoh, Jin Yee Neoh, Esposito, 2021).

Our time's adolescent generation is the primary example of group who grew up with SNS. Communication becomes the most important use of the Internet especially for adolescents (Gross, 2004). Adolescents are co-constructing their own environment with internet's popular communication functions such as e-mail, messaging, blogs, chat and thus internet is like a new platform to screen adolescent developmental issues (Greenfield & Yan, 2006). Additionally, online social interaction blurred the lines between offline and online life (Lieberman & Schroeder, 2020). Adolescent peer relationships are restructured via social media tools based on creating a new platform for peer interactions. Furthermore, a previous research explain that offline developmental issues of adolescence is in continuity in online platforms (Mikami & Szewedo, 2011).

Instagram is one of the most popular SNS. There is approximately one billion people who have active Instagram accounts (Monthly Active Instagram Users, 2021). Since the world population is 7.7 billion people as of January 2021 (World Population, 2021), this means one seventh of people are using Instagram

worldwide. According to Statista (2021), 7.3% of Instagram users are adolescents between 13 – 17 years old worldwide. Hence, there are approximately 73 million adolescent Instagram users worldwide. Furthermore, there are approximately 45,380,000 Instagram users in Turkey and 4.3% of these users are aged between 13 and 17 years old (Statista, 2021). It is the second most popular social media platform with 72% among adolescents between 13 to 18 years old after YouTube with 85% (Anderson & Jiang, 2018).

With the use of new technology and changing world, investigating Instagram can enlighten its effects on adolescents' identity formation and wellbeing. It is crucial to figure out the effects of online social relationships on mental health and interpersonal functioning in developmental stages. Present study aims to review the perception of adolescents about themselves and others including family, peers on Instagram in regard to understand its effects on adolescents' identity and wellbeing; to understand the Instagram experience of adolescence with different aspects; to understand how adolescents use Instagram in terms of identity and its relation to identity formation during adolescence; to interpret the interactive relation between adolescent's Instagram use and their development. In this respect, Erikson's identity development theory and fundamental concepts of identity formation during adolescence are defined at first part. Following this section, separation – individuation process and emotional separation of adolescents from their family and increased importance of peers during adolescence will be explored. Additionally, the relationship between identity formation and mental health will be examined. In the final section, the relationship between adolescents and Instagram will be investigated through the studies conducted regarding adolescent's perception of oneself and others, self-esteem, body dissatisfaction, friend closeness, fear of missing out, fake Instagram accounts' effects and psychological effects of Instagram during adolescence within the scope of its effects on identity and mental health of adolescents.

1. 1. IDENTITY DEVELOPMENT

1. 1. 1. Identity Development Theory of Erik Erikson

Erik Erikson is the first psychoanalytic author focuses on identity formation throughout adolescence. Erikson's identity theory is one of the most used theory and showed as reference point for many research. He focuses on ego and its adaptation capacity for healthy functioning and believes that meaningful life and a coherent self is a result of regulation of ego (Kroger, 2004). He uses the ego identity and explains it as a multifaceted process that develops with the interactions of psychic structures of ego and social environment which is very crucial during this period. Furthermore, ego identity formation is a lifelong process and develops with "constitutional givens, idiosyncratic libidinal needs favored capacities, significant identifications, effective defenses, successful sublimations and consistent roles" (as cited Erikson, 1969, p. 116 in Cote & Levine, 1987). Erikson explains that there are eight developmental stages from birth until death and uses *Psychosocial moratorium* for developmental crises in each stages, especially used to explain the period given to adolescent identity crisis resolution in adolescence (Cote & Levine, 1987).

According to Erikson, physiological change represents one dimension of adolescence (Kroger, 2004). Adolescence represents the fifth stage of Erikson's life stages, entitled *Identity versus Role Confusion* in his identity formulation in which there is a bipolar conflict leading life crisis needs to be resolved and occurs generally between 12 and 18 years old. As it is defined in the stage's name, this stage can end with either forming an identity or role confusion. This process is defined neither positive nor negative, should concluded with the adaptation of the individual to social environment. This stage's task is being committed to a world view, to find a cause in life and form an independent identity and a sense of self. *Fidelity*, key term of this stage, is defined as one's ability of relating to others and forming genuine relationships with them (Arnold, 2017). If an adolescent forms successfully a coherent identity, one will be able to proceed to the next stage. Otherwise, the adolescent will be confused about one's identity and individual will experience role confusion (Kidwell, Dunham, Bacho, Pastorino, & Portes, 1995).

Erikson explains that exploration is the key point in adolescent identity formation. He described exploration as identity crisis which doesn't have to be very intense in each individual's experience (Erikson, 1959). It is said that identity formation can be completed through exploration. Thus, adolescent identity exploration goes with fluctuations in ego strength in his theory. It is said that changes in cognitive structure and self-view causes a decrease in ego strength. Subjective discomfort, confusion, mood swings, ego defenses, impulsivity, acting-out, and heightened physical and somatic complaints are some examples to other symptoms can be seen during this stage (Erikson, 1968). Furthermore, he tells that each stage cause crisis and vulnerability due to changes occurring in growth and awareness going along with a shift in instinctual energy (Erikson, 1959). These changes can lead also to the negative part of identity formation because of confusion regarding self-image and splits in self-view (Erikson, 1975).

While this theory is as a starting point for many research, there are also many critics about his theory. One of them is Caplan (1979) who tells that this theory should be revised according to sexes and sex differential socialization model should be used to understand the differences between sexes. Furthermore, Kroger (2004) wrote that new stages or modifications to existing stages should be added to clarify differences between men and women. Kroger added like other scholars that cultural differences are not included in this theory and cultural, vocational and social roles can differentiate in different cultural contexts. This can cause differences in identity stages. However, Marcia (1983) supported Erikson and explained puberty is the essence of change regardless of cultural norms. Therefore, they are not contributing importantly to adolescent stage (Marcia, 1983).

1. 1. 2. Exploration and Commitment

One of the most important decedent of Erikson's theory is James Marcia who focused on exploration and commitment themes (Kroger, 2004). He developed *Identity Status Interview* for early, mid and late adolescent and adults based on this theory. Furthermore, he identified four identity status based on Ericson's psychosocial identity development including two types of commitment and non-

commitment, which are *Identity Diffusion (ID)*, *Identity Foreclosure (IF)*, *Identity Moratorium (IM)*, and *Identity Achievement (IA)*. Both *IA* and *IF* are based on individual's commitment to different social roles. Ones who complete *IA* are passing through crisis and decision making process while ones in *IF* period detours identity formation and commits to roles similar to the roles and values of individual's childhood characters. In parallel, either *IM* and nor *IF* states don't include commitment to social environment. Nevertheless, *IM* goes through an ego synthesis process in search of adequate social roles while one having a diffused identity are not in this search (Kroger, 2004).

In a meta-analysis by Lillevoll, Kroger, & Martinussen (2013), relationship between identity status and anxiety is observed. 565 empirical research conducted from 1966 to 2005 were analyzed with anxiety scores and gender. It can be said that the development of a coherent personal identity is protector factor against several clinical symptoms.

1. 1. 3. Separation and Individuation during Adolescence

Like biological changes, adolescent's psychosocial change occurs in order and starts after reaching to puberty in adolescent life (Kroger & Haslett, 1988). As it is also seen in Erikson Identity Development Theory, developmental sequences occurs as a result of complex interaction between intra psychic structure and social environment. Adolescent becomes more independent during this period and establish a sense of self with one's own values. Blos (1967) proposes to understand adolescence as the second individuation process. To understand second individuation, first individuation process should be understood. The first individuation process terminated at the end of third year of development through reaching object constancy as Mahler stated. Mahler, Pine & Bergman (1975) separated the stages during infancy depending on the changes of intrapsychic differentiation of the child from mother or primary caregiver. Internalization of the mother image by the child would lead more physical independence from the mother, herself. Individuation process start with differentiation with the changes in both physical and intrapsychic capacities as the child completing symbiosis in which

mother child is considered as one unit. However, this leads to “rapprochement crisis” in which child experience anxiety and loss caused by the conflict between the need for separation and individuation.

Blos (1962) approaches adolescence as the *second individuation phase*. *Individuation process* can be explained as if there is a dialectic tension between regressive and progressive positions which can also cause both clinical and subclinical problems in the time of failures. It is stated that “Personality organization’s peaked vulnerability, the urgency of changes in psychic structure in consonance with the maturational forward surge” (Blos, 1967, p. 163), specific deviant development embodies the similar failures of individuation are common in both first and second individuation. While toddler gains individuality after a symbiotic phase with mother, adolescent becomes independent from family to adapt one’s role in social or adult world. Blos’ second individuation phase is also continued to be a reference point in different research regarding adolescence and identity status.

Another important mechanism regarding second individuation is attachment. *Attachment* is an integral part of human behavior from birth until death (Bowlby, 1979). The general assumption in attachment theory due to extreme immaturity at birth, human infants can only continue to live if an adult gives one the protection and care (Hazan & Shaver, 1994). According to attachment theory, infant look for primary care giver basically for three functions: Proximity seeking based on staying near and resisting separations; safe haven based on turning to for comfort, support, etc.; secure base based on using a base from which to engage in non-attachment behavior (Bowlby, 1979). Attachment theory influence beliefs and feelings about the self, social and global self-esteem. There are three organized types which are secure, insecure avoidant and insecure anxious and one disorganized attachment type (Ollendick, Benoit, & Grills-Taquechel, 2014).

Kroger and Hasslett (1988) observed late adolescence’s tension between ego identity status and object relations structure based on attachment profiles of Hansburg’s Separation Anxiety Test with 76 participants during 2 years. It is found out that there is a positive correlation between identity achievement and secure

attachment while moratorium status nearly equally distributed in secure and non-secure attachment types. One fifth of the identities in foreclosures are found to be majorly non-secure. Identity diffusions separated equally between secure and non-secure types.

1. 1. 4. Emotional Separation: From Family to Friends

Second individuation is a term took its roots from psychoanalytic approach. However, emotional separation of adolescence is also important to explain gaining independence from the family.

Emotional separation can be explained as one's experience regarding taking distance from one's parent from the beginning of adolescence when one become more separate and see one's parent as individuals differentiated from oneself (Koepke & Denissen, 2012). Previous research examines long-term related changes due to effect of individual differences in identity formation, identity evaluation, autonomy, separateness and attachment between parents and children during passage from childhood to adolescence and emerging adulthood. It is concluded that there are two prototypical developmental trajectories of identity development and separation- individuation in adolescence and emerging adulthood, which are optimal and disruptive development. In optimal development, parents don't experience important discrepancies between the persons they want to be and their current situation and they are able to give the needs of their child in a genuine way. This also leads them to allow separating themselves from their child, to recognize their child's individuality, and to draw optimal boundaries for self-determination at a certain age in parallel with the society they live in. Part of the authority passes from parents to child during adolescence prepares the adolescent to adult life. Thus, the communication between them and the support provided to adolescent during this period in the times of indecisiveness experienced by the adolescent can help resolve identity crisis successfully in long-term. Progressive increase in emotional attachment and stabilization of separateness is expected in emerging adulthood in time. However, in disruptive development, parents who are experiencing strong discrepancy regarding the one they want to be and they are, can demand their

children to act in the direction of fulfillment of their own expectations and this lead them not to recognize their child's individuality. In that case, the child may exposed to heavy control by the parents which can lead the inhibition of autonomy of the child. These can cause disrupted development in self-trust, self- other differentiation and the capability for self-assertion of the child. In adolescence, these children could only be separate from their parents by self-defensive emotional detachment (Ingoglia, Lo Coco, Liga & Grazia Lo Cricchio, 2011). Thus, these children have problems in emerging adulthood regarding establishing their identity and experience difficulties regarding their autonomy and individuality due to their insecurities about insisting on their life choices.

Emotional separation and autonomy are two process that are influencing each other during adolescence. In another research (Alonso-Stuyck, Zacarés, & Ferreres, 2018), differences in age, in emotional separateness and autonomy in decision making in adolescence are analyzed through questionnaires of identity commitment, self-esteem, emotional separation, and autonomy in decision making with participation of 567 adolescents from 12 to 18 years old in Spanish high schools. In parallel with the predictions, findings show that there is an increase in emotional separateness in both boys and girls with age. As Blos (1979) developed second individuation in this dual tendency separation-individuation theory and he explains that physical, emotional and cognitive distance from parents develop with independence of decision making which is one's decision without depending other's opinion. Alonso-Stuyck et al. found out that emotional separateness is not related with positive self-esteem or with a stronger identity in the intra- personal domain. In contrast, the more adolescent experience self-esteem, occupational and ideological identity commitment, the more they become autonomous in decision making and show low on emotional separation. The balance in autonomy has an important role for adjustment in adolescence.

Adult attachment differentiates importantly from infant attachment. Infants and children can be in the need of physical proximity with the attachment figure to feel safe while older children, adolescents and adults can be in contact with their attachment figure when they need (Hazan & Shaver, 1994). Furthermore, adult

attachment figure becomes a peer or a sexual partner while child's attachment figure is generally a parent. In late childhood and early adolescence, safe heaven function turns into a more support seeking model. Parents stays as main attachment figures. But, place of peers changes and become more important during adolescence. It is in parallel with the developmental stages in which adolescents spend increased amount of time with their peers undertaking some affiliative functions (Dykas, Ziv & Cassidy, 2008). From a socializing perspective, adolescents become more socialized in a more expanded environment via school and spending more time without family. These lead adolescents to spend more time with peers. Furthermore, adolescents become more inclined to please their peers and fulfill their attachment needs through these peer relationships instead of looking for parent's approval as it happened in childhood (Gallego, Delgado, & Sanchez-Queija, 2011). The proximity-seeking component was transferred in early childhood, the safe-haven component was transferred in adolescence and young adulthood, and the secure-base component was transferred in early adulthood (Hazan & Zeitman, 1994 as cited in Fraley & Davis, 1997) However, it is also suggested that peer attachment might not be as strong as attachment to parents (Rosenthal & Kobak, 2010). Even in securely attached adolescents continue to accept their primary caregiver or parent as the main attachment figure during adolescence and sometimes early adulthood (Julal, Carnelley & Rowe, 2017). It can be said that while functions of safety or proximity seeking are passing to peers from family in adolescent world, all qualities of attachment are not transferred.

In a research (Viejo, Monks, Sánchez-Rosa & Ortega-Ruiz, 2019) , differences in attachment relations and related constructs in relationships with family, peers and romantic partners of 1025 Spanish adolescents between 12 and 17 years old with 14. 06 mean age are investigated with gender differences. Important People Interview is used. The data showed that the importance of family in regard to the affiliative bonds decreased with increased age. However, attachment bond remained still and mothers are found to be the primary attachment figures. The interpretation can be in two ways. One is saying that shift of attachment from family to peers is not the case but family and peer attachment are different and

complementary with both increased age in both girls and boys (Gorrese & Ruggieri, 2012). Secondly, it can be said as Zeifman and Hazan (2008) indicated that young people's attachment contexts are probably expanded by age. Lastly, their emotional and intimacy providers including peers become also an attachment figure (Groh, Roisman, Booth-LaForce, Fraley, Owen, Cox, & Burchinal, 2014).

1. 1. 5. Increased Importance of Peer Relationships during Adolescence

Developing peer relationship is a developmental task faced by adolescents and its importance peaked in adolescence (Subrahmanyam, & Smahel, 2010). Peer relations become more explicit during adolescence (Brown & Larson, 2009). Self-disclosure to friends becomes important and friends turn into a more important source compared to family (Brown, 2004 as cited in Brown & Larson, 2009). Furthermore, peer relationships of adolescent become more sophisticated in time. Their choice of peer groups, close friends and romantic partners of adolescence is structured with wider peer system which is not important in childhood. Additionally, selection on friends is based on similarity. Status or being popular is important in peer relationships. Hierarchies show up in peer network, some become more popular (Brown, Von Bank, & Steinberg, 2008). Adolescents with good social skills show better adjustment and self-acceptance is a good predictor of adjustment (Brown & Larson, 2009). It is also found that there are two types of popularity among adolescence. One stems from the status and the other one comes from being well liked. For example, a group seem higher in the hierarchy can be popular but it does not mean the members are liked. Understanding the increased importance of peer relationship in adolescence can be important to understand how they reflect experience these relationships need for peer interaction in their use of online applications, such as social networking sites, chat rooms, and discussion groups (Subrahmanyam, & Smahel, 2010).

1. 1. 6. Adolescent's Identity Formation and Mental Health

Adolescent mental health can be influenced by identity formation or vice-versa. This previous research studies associations between emergence of

internalizing and externalizing problems among girls and boys in early adolescence and process of identity consolidation (Besser & Blatt, 2007). Level of cognitive development (CL) of children's descriptions of each of their parents are assessed with Object Relations Inventory to measure psychosocial functioning in early adolescence with 97 children from sixth and seventh grade in US. Higher scores on CL of mother than father is more related to the externalizing problem's intensity in boys while higher CL in descriptions of father than mother is significantly related to the intensity of internalizing problems in girls. Identity formation during early adolescence includes consolidation of identification with same-sex parent, while later adolescence should involve more balanced and integrated representations of both parents (Erikson, 1968). It is possible to say that discrepancies regarding parental representations, particularly impairments in representation of the same-sex parent development, can become a source of vulnerability. Additionally, results show that child who has an imbalance the organizational structure of their representations regarding their parents are also at risk about psychological and behavioral disturbances.

Adolescents at-risk for problem behaviors can have more difficulties in developing a coherent sense of personal identity (Crocetti, Klimstra, Hale, Koot & Meeus, 2013). The aim of this seven years long longitudinal study is to understand the effect of externalizing problems occurring in early and middle adolescence to late adolescence. Participants of the study were between 11 to 12 years old and their identity formation was studied during five consecutive years during 14 to 18 years of age. They are separated into two groups based on gender with high versus a low-risk for externalizing problem behaviors. After completion of self-report measures of identity commitment, in-depth exploration, and reconsideration of commitment, Multi-group Latent Growth Curve and profile stability analyses were applied. Data showed that boys and girls at high risk have less structured identity with decreased levels of commitment increased levels of reconsideration of commitment. Furthermore, it can be said that externalizing problems behaviors and absence of a coherent sense of identity might strengthen each other and early intervention for high-risk adolescents might increase positive development of youth.

Non suicidal self-injury (NSSI) is referring to direct destruction of one's body without intention of suicide and NSSI has high prevalence in adolescence (Claes, Luyckx, & Bijttebier, 2014). The relations between NSSI and suicide with age, gender, and depression and identity formation problems are examined with 532 Flemish high school students with 15. 2 years old mean via Self-Harm Inventory, the Erikson Psychosocial Stage Inventory, and the Child Depression Inventory. The findings shows that 26. 5 % of adolescents has once injured oneself and NSSI is negatively correlated with identity synthesis. However, it is positively correlated with identity confusion. It can be said that identity confusion is in relation with increased symptoms of depression and lower levels of well-being.

The ways to cope with identity issues are associated with identity styles based on "the social-cognitive strategies" (Berzonsky as cited in Vleioras & Bosma, 2005, p. 369). While information orientation strategy is based on actively seeking out, elaborating, and evaluating related information to establish commitments, normative orientation constructed on the normative expectations of the significant others of the individual. Lastly, a diffuse and avoidant orientation established on avoidance from facing identity issues as long as possible. Extensive research of Berzonsky and Adams has shown that individuals passing through successfully from identity achievement and moratorium stages utilize majorly an information orientation style while individuals at identity foreclosure state use a norm orientation style (as Berzonsky, 1990 cited in Vleioras & Bosma, 2005, p. 398). Furthermore, identity diffusion state is seen with a diffuse and avoidant orientation. Therefore, in parallel with identity statuses, an information orientation is accepted as the most mature identity style while a diffuse and avoidant orientation considered as the least mature, and the norm orientation remains between two (Vleioras & Bosma, 2005).

Passing through identity formation successfully is in relation to being psychologically well (Erikson, 1963). In another study, relations among maturity of the identity styles, adaptive and behaviors are investigated. Identity Style Inventory and the scales of Psychological Well are completed by 230 Greek students between 18 and 23 years old. Findings indicated that information and

normative orientations are related to have high score in strength of commitment, while the diffuse and avoidant orientation is related with having low on strength of commitment. Strength of commitment associated with all psychological well-being scales. In parallel with the findings, information and normative orientations are positively related to psychological well-being due to leading to make commitments while diffuse and avoidant orientation is negatively correlated with psychological well-being due to lack of commitments. Furthermore, to avoid facing identity problems found negatively correlated to psychological well-being. However, the way of facing these issues is not important in regard to psychological well-being. Individuals look for responses or adopt used norms are leading to psychological well-being.

In a research, interactions between identity formation and moral identity and its effects on mental health health-risk behaviors, and psychological well-being on college students are observed. 9,500 college students between 18 and 25 years old with 19.82 mean age fulfilled online self-report surveys and Structural equation models are used in analysis (Hardy, Francis, Zamboanga, Kim, Anderson & Forthun, 2013). Individuals having higher scores on commitment-making and identity synthesis as two aspects of identity formation found to show lower levels of anxiety and depressive symptoms and hazardous alcohol use. However, they have higher scores on self-esteem and meaning. Identity formation was not found associated to sexual risk taking in their sample. It is interpreted as risk taking may be normal at this life stage. Moral identity found as predictor of all six health outcomes. Youngsters higher on moral identity have lower levels of symptoms of anxiety and depression and lower levels of hazardous alcohol use and sexual risk taking, and found to have higher scores on self-esteem and meaning. It is possible to say that identity commitments are determinant for healthy functioning while moral commitments might be particularly adaptive.

This previous research investigates stressors' effects on relationship and vocational career of youngsters during identity formation and identity formation's effect on adolescent mental health with their combined effect with the sex differences, between 1222 Dutch participants from 15 to 24 years old in

Netherlands (De Goede Spruijt, Iedema & Meeus, 1999). Marcia's development of identity hypothesis based on Erikson's model is used. This project formed in two steps in 1991 and 1994, respectively with an interview and extensive questionnaires including Cantril Ladder measuring general wellbeing and happiness, The Utrecht Groningen Identity Scale measuring exploration and commitment. Linear structural relations model is applied for analyses. It is found that relationship stressors and relationship identity are not significantly correlated. However, vocational stressors can cause a less achieved vocational identity. Youngsters can perceive the chances of a new relationship more than a new job. Therefore, relational stressors forms less risk for relational identity while vocational stressors put more risk on the formation of vocational identity. No gender differences found regarding the effect of relationship and vocational stressors on mental health. However, it is found that there is more negative effects of vocational stressors on boys. Finally, the data shows that career stressors effect substantially mental health in the long-term.

1. 2. FREQUENTLY RESEARCHED VARIABLES IN ADOLESCENCE AND INSTAGRAM LITTERATURE

1. 2. 1. Self-perception

In a study (La Sala, Skues, Wise, Theiler, 2015) conducted in Australia, use of Instagram by adolescents is investigated. 34 adolescents aged between 13 and 17 participated to the study and study focuses on adolescents' perception of their own and of others regarding SNS behaviors, motivation underlying these behaviors, and the expected outcomes related to these behaviors. Adolescents explained that they are spending long time for planning their SNS posts and they think that the information they posted was a true reflection of them as a person, and thus interpreted likes as measure of their self-worth. However, the data shows that there are also some adolescents who perceive the number of likes as a sign status and popularity. It is not caring about how the posts are reflecting themselves. Findings show that preparing posts for Instagram is an important phase for adolescents and others reactions to their posts is influential on their self-perception.

Another study conducted by Yau & Reich (2018), investigating adolescent's

self-presentation norms and practices on Facebook and Instagram. Participants were 51 adolescents between 13 and 18 years old (27 female, 24 male) from 21 schools. Ten Focus groups based on proximity, grade, level and gender formed with 3-8 teens were conducted. Furthermore, background information survey has conducted after focus group study. It is found that ability of adolescents about taking perspective of third person and their concern for peer approval acquaintances, offline norms for peer interaction seem to be reproduced on Facebook and Instagram. Data shows that some teens are annoyed by sharing posts on these online platforms and require help of their peers. It can be said peer influence is crucial and preparing posts for other people to see is important about adolescent self-view.

1. 2. 2. Instagram and Self-Esteem

Likes are one of the major factor getting people's - especially adolescent's attention with its rewarding power in social media platforms and perceived as a way of social inclusion. The objective of this previous study is the influence of likes and self-esteem on Problematic Instagram Use (PIU) and the moderating role of self-esteem in the relationship between *likes* and problematic use (Martinez-Pecino & Garcia-Gavilán, 2019). A survey has conducted with 244 teens in Spain and analyzed with regression analysis. Findings show that self- esteem has a protector role that helps to perceive *likes* in a more objective way that cause less PIU. Individuals with low self-esteem scores show more PIU. Furthermore, social media can be used beneficial to create efficient interventions. It can be said that protector factors of individual can make an impact on how adolescents use SNS.

Bell, Cassarly and Dunbar's study (2018) is the first to examine the extent to which young adult women post objectifying self-images on social media, and whether the frequency of posting such content can be predicted by self-objectification and positive feedback through the research based on completed self-report measures of self-objectification and social media use. It searches if this behavior can indicate a relationship between self-objectification and positive feedback with 86 women from 18 to 24 years old. Furthermore, contents of 20 most

recent images posted on Instagram is analyzed. In parallel with the predictions, sexually suggestive poses are the most frequent type of self-objectification and attract more positive feedback compared to other self-images. It is concluded that young women are more inclined to act in a more objectified way in other's presence.

Another study (Sherman, Payton, Hernandez, Greenfield, Dapretto, 2016) investigated 34 adolescents between 13-18 years old under fMRI while viewing photos on Instagram. They were more likely to like photos that are being liked more compared to photos being liked less by others. Furthermore, the results were the same for both neutral photos and photos of risky behaviors including drinking, smoking. Moreover, photos with more *likes* cause greater activity in neural regions implicated in reward processing, social cognition, imitation, and attention. When adolescents are shown risky photos as opposed to neutral photos, activation in the cognitive-control network decreased. These findings show possible mechanisms underlying peer influence during adolescence and the effect of *likes* on individual.

A further study (Sherman, Greenfield, Hernandez, Dapretto, 2018) focuses on features of like on social media is a fMRI research investigating the effect of likes on youth through neural and behavioral responses to their and other people's photographs on Instagram with 61 individuals between 12 and 21 years old to understand behavioral results of influences of peer on social media and underlying neural mechanism beneath these influences. Data shows that photographs having more likes compared to others are liked more by participants and popular photographs, especially their photos cause greater activity in several brain regions including brain reward underpinnings, the nucleus accumbens (Nacc). Furthermore, responsivity of Nacc augmented with age in high school students while no increase is observed in college students. Portraying photographs of risk taking behavior (alcohol use, drug use) show lessened activation of neural regions related cognitive control. Quantifiable social endorsement have a crucial role in making an effect on adolescents perceptions and responses to info seen in social media and peer influence has major impact in emerging adulthood.

In a previous research (Sherman, Hernandez, Greenfield, Dapretto, 2018), 58 adolescents and young adults' neural pathways while providing *likes* and

positive feedbacks to others on Instagram are mapped in fMRI. The findings show that these regions are associated. The data showed that providing *likes* to others on social media is in relation with brain circuitry about reward, including the striatum and ventral tegmental area, regions also related with receiving *likes* from others. Providing *likes* also activated brain regions which are having role in salience processing and executive function. It can be concluded that both having and providing *likes* have roles in the perception of adolescence regarding viewing themselves and others.

1. 2. 3. Body Image

Another study conducted between 273 university students using Instagram, focused on self-schema, self-discrepancy, body satisfaction and self-esteem (Hill, Anna, Denman, 2016). Structural Equation Modeling is used to measure hypotheses. The findings show that Instagram use made an effect on young adult's body image that leads to body dissatisfaction. It seems that one who spend more time with SNS tools more internalize the image of thin ideal body and have more drive for thinness. Therefore, one choses images to impress others and receive approval from friends and peers based on these criteria. Further, one is also exposed to these ideal photos feels unhappier, dissatisfied with their body. Moreover, they searched the relation between self-schema and self-discrepancy. And it is found out that people who give more attention to how they look found appearance more important. However, exposure to these ideal photos increase self-discrepancy between the states "How I am?" and "How I should look as the ideal self?" and ideal self becomes more distant by having incompatible and unreachable beliefs about self. This will lead a negative emotional state, eventually. As a result, a sequential mechanism that relate Instagram usage to body satisfaction continues with a cognitive process on self-schema and self-discrepancy that cause negative emotions. This discrepancies are important in understanding how Instagram can effect individual's self-perception by comparing oneself with others.

Another research (Marengo, Longobardi, Fabris, & Settanni, 2018) studies the relationship among time spent on highly visual social media (HVSM) including

Instagram and concerns about body image and internalizing symptoms, in sample of 523 adolescents with 18.82 mean age in Northern Italy. Concerns about body image used as internalizing symptom predictor. Multiple linear regression was used. According self-reports, participants using HVSM more than two hours a day are having significantly higher body image concerns and internalizing symptoms than peers reporting no using HVSM. Furthermore, positive correlation has found between use of HVSM and internalizing symptoms with the mediation of participants' concerns about body image. This data shows that adolescents frequently using HVSM may be under risk for developing concerns about body image that can cause risk on well-being.

A further research focuses on social media use effect on college women's appearance with their relations to mood, and body satisfaction with a designed experiment in which 308 undergraduate women from 18 to 26 years old are randomly exposed to Instagram, Facebook, or a control activity which is a matching game on an iPad for seven minutes by manipulation (Engeln, Loach, Imundo & Zola, 2020). The data revealed that Instagram users spend more time on viewing images or videos of people compared to Facebook. It should be added that Instagram users are more exposed to different images of people by the structure of Instagram. The data show that women in Instagram condition had thought regarding comparing their looks more than the ones in Facebook condition. This previous study supported recent findings about highly visual social media including Instagram, not Facebook can have more negative effect on young people's body image through creating several moments for comparisons based on body image. Furthermore, it is found out that Instagram use can affect mood and body satisfaction more negatively due to its nature based on image.

There are research regarding the relationship between self-objectification and problematic SNS use. A research (Gioia, Griffiths & Boursier, 2020) investigates the indirect effects of body shame on problematic use of SNS through testing body image's mediating effect between 693 Italian adolescents between 13 to 19 years old. It is found that female participants are more at risk than males and have more problematic control about their looks in photos, exclusively make more

investment on their self-portraits as a way of showing their identity and maintaining positive and negative images for promoting themselves. Women use SNS more to boost their moods, they have more obsessed though patterns and weaker self-regulation. However, there is no significant difference found regarding online social interaction preferences between sexes. In total, according to data, SNS use of adolescents and body shame are both directly and indirectly positively correlated. Furthermore, recent research may reveal that male adolescent users are engaging more in experiences based on self-objectification.

1. 2. 4. Instagram and Clinical Implications

Emotional, social and psychological development of adolescences is influenced both negatively and positively from social media and Instagram use. While Instagram can have positive outcomes such as expressing oneself, passing time, and entertainment, gaining more interactive ways of communication it also have negative effects (Kircaburun, & Griffiths 2018; Muhammad, Dey & Weerakkody,, 2018). Previous research show that Instagram use can cause to negative mood, body dissatisfaction, depressive symptoms, negative social comparison, loneliness, general and physical appearance anxiety, and lower self-esteem between males and females (Brown and Tiggemann 2016; Sherlock and Wagstaff 2018). Individual's mental health, social, emotional, and psychological development can be impaired due to these psychological effects. In addition to these, UK Royal Society for Public Health declared that Instagram is the worst among social platforms YouTube, Snapchat, Facebook, and Twitter in regard to its mental health effects on young people. It can be said there is diverse effect of Instagram use depending on how it is used by adolescents.

Research find correlations between social media including Instagram and mental health. Social media use patterns appear to predict psychosocial adjustment during early adolescence. In contrast with the studies telling that social media use affects adolescent's mental health in a negative way, these findings indicate that social media use is more complex and there is no direct associations. The way of using social media is crucial to understand is effects. Associations between different

social media platform types and psychological functioning are investigated in this present study with online surveys conducted among 600 emerging adults between 18 and 22 years old (Vannucci, Ohannessian, & Gagnon, 2019). Findings based on path analysis model indicate that the more number of social media platforms is related with more anxiety symptoms, depressive symptoms, total alcohol consumption, and drug use. Facebook and Snapchat are associated with depressive symptoms and substance use, respectively. Either Instagram or nor Twitter use was associated with any types of psychological functioning. Gender differences also were not observed.

A longitudinal study investigates effects of use patterns of social media on psychosocial and social functioning on early adolescence (Vannucci & Ohannessian, 2019). Two surveys based on baseline and 6 months follow-up are conducted with 1205 adolescents between 11 – 14 years old. Three social media groups are established as high overall social media use in all platforms (39%), daily to hourly use of solely Instagram and Snapchat 53%) and group of low social media use. Higher depressive symptoms, panic disorder symptoms, delinquent behaviors, family conflict, as well as lower family and friend support are expected more in high use of social media group compared to high-Instagram /Snapchat and low social media use subgroups. While predictions about high Instagram/ Snapchat use group was members to have greater delinquent behaviors and school avoidance behavior than the low social media use subgroup, higher close friendship competence and friend support are observed compared to other two groups. In conclusion, social media use patterns affect psychosocial development in adolescence in different ways and high social media use is the most problematic , using high Instagram /snapchat use or low social media use have different trade-offs.

Study of Frison & Eggermont (2017) regarding adolescent's depressive moods and Instagram use is conducted between 671 adolescents with 16. 71 mean age. Structural equation modeling is used. It is found that adolescents have more chance to develop a greater depressed mood when they browse more often through Instagram and that adolescents have more chance to post more on Instagram when

they have higher levels of depressed mood.

New research shows that retouching selfie photos shared on social media platforms can indicate eating disorder patterns entitled as clinical eating disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM). In this research (Lee-Won, Joo, Baek, Hu, & Park, 2020), conditional process model of the relationship between Instagram-based self-photo modification and disordered eating, with rumination and mindset as mediators is tested through a cross-sectional online survey between 396 participant between 18 and 50 years old. It offers initial empirical evidence that rumination may constitute a mechanism underlying the relationship between self-photo modification on Instagram and disordered eating, and that female Instagram users with more of a fixed mindset might be more under risk. Although, direct causality is not found, it is possible to say that technological features may menace to the wellbeing of individuals and increase the risk of eating disorders.

This previous research focuses on Problematic Instagram use (PIGU) , which is a specific type of internet addiction, is seen frequently between adolescents and young adults (Nasser, Sharifat, Rashid, Hamid, Rahim, Loh, Suppiah, 2020). Individuals can exhibit photos of risk taking behavior and post these photos to have acceptance among peers and boost their popularity. These may be related to PIGU. This fMRI cue-induced reactivity study is based on using negative emotional valence, positive emotional valence, and truly neutral cues via using Instagram themes with 30 participants accepted with a diagnostic criteria established with behavioral test in which Modified Instagram Addiction Test is also included. In fMRI, responses of participants to the images and regional activity of the neural addiction pathways were recorded. The data showed that addiction-specific Instagram- themed cues reveals the underlying neurobiological mechanisms of Instagram addiction. Furthermore, these findings show that dopaminergic reward system activations and executive control network deactivation points out similar neuropathological pathways between Instagram and other addiction types.

Addiction to developing social media network is an important problem influence adolescent's social, physical, and psychological aspects of their lives

(Ponnusamy, Iranmanesh, Foroughi, & Hyun, 2020). Social media creates addictions easily by gratifying specific needs (Sun, Zhong, & Zhang as cited in Ponnusamy et al. , 2020) including social and psychological needs (Park and Lee, 2014 as cited in Ponnusamy et al., 2020). Instagram addiction of 364 university students from Malaysia is investigated with the role of well-being as moderator in this research. The findings show that recognition and social needs have significant impact on Instagram addiction while information and entertainment needs are not influencing addiction.

1. 2. 5. Friendship closeness

It is important for adolescents to develop intimate relationship established on openness, honesty and self-disclosure (Brown, 2004). Girls and boys start searching for intimacy during adolescence and it is found that disclosure is important in teenager's online behavior (Guan & Subrahmanyam, 2009). Greenfield and Yan (2006) explain that Internet is a cultural environment where new norms are constructed, shared and passed to others. Therefore, the influence is in two ways. Adolescents' online and offline worlds are connected and developmental tasks regarding sexuality, identity, intimacy and interpersonal fields are mixed (Subrahmanyam & Smahel, 2010). Furthermore, it is found that contacts of teens increase with internet and this does not affect face to face contacts. However, it helps to widen their peer network.

Friendship closeness, important developmental task in adolescence, is investigated in regard to its relation to social media (Instagram, Snapchat and WhatsApp) in a sampling study conducted between 367 adolescents with 14. 11 mean age (Pouwels, Valkenburg, Beyens, Driel &Keijsers, 2021). Adolescents self-reports based on which social media they used in previous hour and their momentary experiences of friendship closeness, are followed six times per day during three weeks. The findings show that adolescents using WhatsApp and Instagram with close friends are having greater levels of friendship closeness compare to peers. In contrast with the predictions, Instagram is found to be the platform having the biggest role in communicating with close friends and friendship

closeness. Moreover, fake Instagram accounts used to communicate with close friends also thought to be an important source for increasing friendship closeness.

According to a research (Sherman, Payton, Hernandez, Greenfield, Dapretto, 2018), regarding the effects of Instagram on adolescent brain and behavior through peer influence, a comparison made between an adolescent sample based on 34 high school students (*Mean age* = 16. 8, *SD* = 1. 4) and young adults (*Mean age* = 19. 9, *SD* = 1. 1) is made to understand if there is any difference depending on the age. Older adolescents have been among the first generation exposed to new media, and they tend to use the tools most frequently, compared to adults and younger teens. Although adolescents generally are early users of new media tools, the tendency for older adolescents to be more involved with SNS than younger ones can show not only greater independence from parents but also showing increased motivation to seek approval from online platforms. It is possible to say that increased age with increased independence make an impact on adolescents' perception about themselves and their peers.

1. 2. 6. Fake Instagram Accounts

Lately, *Finstas* or fake Instagram account's popularity increase among teenagers in US. *Finsta* accounts function as complimentary accounts of teenagers to their primary accounts (McGregor & Li, 2019). They have attentively selected audiences and posting materials that is not related to their main account. These accounts may be detected through Public Twitter Posts regarding revealing information about these secret accounts that cannot be found directly on Instagram due to their hidden nature. Researchers utilize Natural Language Processing technic in tweets to understand *Finsta* accounts. After selecting 10. 000 Tweeter posts including *Finsta* 5159 tweets were analyzed quantitatively. "Desire for privacy compared to their main account, a place to share information that may be politically incorrect or would get users in trouble if shared on accounts with wider viewership, and a place to showcase real life" were the chosen themes searched among these posts where the themes defined (McGregor & Li, 2019, p. 39). The findings show these accounts may function as back closets for emotional catharsis and create a

safe place. A *Finsta* account owner has one's closest friends in these accounts, may post images telling their negative emotional states. It is possible to say that the owners count on that their close circuit friends won't reveal their privates and respect privacy. The data shows that *Finstas* are new way of connection with their close friends in a platform they have more control. They show important amount of gossip making, exhibitionist, risk-taking, and attention-seeking behaviors that can be accepted regular for adolescence. They can reveal their authentic aspects, create and post differently compared to their traditional way of social media use.

In another research (Taber & Whittaker, 2020), self-presentation is compared between Real Instagram or *Rinsta* accounts and *Finsta* accounts with authenticity and consistency qualities between 88 participants. Personality traits examined in these accounts with the comparison of offline traits with these individuals. The findings show that *Rinstas* show more undesirable traits of participants while *Rinsta* audience cause a more attentively curated self. *Finstas* accounts are more extraverted, less conscientious, and less agreeable compared to *Rinstas* and they show more authentic, but negative self-presentation.

1. 2. 7. Fear of Missing Out

Fear of missing out (FOMO) is started to seen as an indicator of engagement with SNS and SNS addiction (Moore & Craciun, 2020). FOMO is associated with higher anxiety and fear of social exclusion (Blackwell et al., 2017). It is also found that higher FOMO is related with spending more time on Instagram and having more compulsive social media use (Baker et al, 2016). Having constant access to SNS is causing users to have the opportunity to see what they are missing out and leading them to feel dissatisfaction, anxiety, and unworthiness while decreasing self-esteem temporarily at these times (Abel et al, 2016).

In a research, the effect of FOMO and Big Five personality traits on SNS attitudes, usage, and addictive tendencies in the context of an increasing use of Instagram is investigated. 156 participants with 20 years old mean age participated to online surveys to measure their personality traits and their Instagram activity is also observed. Data showed that ones who has higher scores of FOMO will use

Instagram with following more accounts, having more positive attitudes, and having stronger social media addictive behaviors. There is no significant relation between neuroticism traits and spending more time online.

Phubbing which can be explained as someone to check one's mobile phone while being in a face to face conversation with another person, is one of the negative outcome of smart phone use (Balta, Emirtekin, Kircaburun & Griffiths, 2020). A previous research examines direct and indirect relations among neuroticism, trait anxiety, trait fear of missing out with phubbing through state of fear of missing out and PIU. Furthermore, phubbing through PIU is both directly and indirectly associated with trait fear of missing out and neuroticism. Data shows that females significantly have more scores on phubbing, fear of missing out, PIU, trait anxiety, and neuroticism.

1. 3. THE PRESENT STUDY

The research about the relation between Instagram and adolescence identity formation is limited in the literature. Investigation of the phenomenon of perceptions of adolescents regarding themselves and others is crucial to understand adolescent identity development and its relation to Instagram. Lately, Instagram became one of the most popular social media tool among adolescent (Anderson & Jiang, 2018). For this reason, the relation between Instagram and adolescents becomes more important. Alongside Instagram's beneficial effects such as socialization and friendship closeness, it may also have negative influence on adolescence mental health. Therefore, it is important to explore its effects.

This study is designed to contribute to the development of adolescent development and Instagram literature. It is exploratory and this current study focuses on adolescence reflecting on their experiences on Instagram in their narratives. In order to explore this subject, following research questions are addressed:

- a) How are the adolescents influenced by Instagram use?
- b) How is the adolescent identity affected by Instagram use?
- c) How do the adolescents represent themselves on Instagram?

- d) How do the relations between adolescents and others develop on Instagram?
- e) What are the reasons of adolescents for using Instagram?
- f) What is the place of Instagram in lives of adolescents?

METHOD

2.1. PERSONAL REFLEXIVITY AS THE PRIMARY INVESTIGATOR (PI)

I, as the author, am the primary investigator of the study who constructed the study, collected and analyzed data. I am enrolled in the Istanbul Bilgi University Clinical Psychology graduate program, with a focus on the children and adolescents. My interest on adolescence started during my undergraduate studies.

My interest in the relationship between Instagram and adolescence stems from the fact that the social media invades our lives at a greater level each and every day, and its role in adolescence is a growing subject that is affecting generations. Identity formation, which changes during adolescence, gaining autonomy and becoming independent are closely interrelated with how adolescents reflect themselves on social media. A wider understanding of adolescent's relationship with Instagram can improve our understanding on these concepts.

On the other hand, all my readings and experiences as a therapist until now made me strongly believe that each adolescent is unique and specific. Although this subject is a relatively new field of research, there are some controversial and divergent results in the literature at certain points. I believe that complexity of findings on the adolescents' identity formation and its relation to Instagram can be best understood through in depth investigation of their own narrative. For this reason, I believe it is valuable to conduct a qualitative study that aims to explain participants' experiences from their own perspective, within the scope of their perception of reality through their narratives.

This study is significant for me for different reasons. Firstly, as a psychologist who has profound interest on adolescence, social media and artificial intelligence, I learned greatly about the inner world of adolescents and gained a better understanding about social media network and how they may be used in different ways regarding mental health with new developments in technology in the future. I am still very curious regarding how social media and new technologies will affect our lives, children, parenting, adolescence and developmental stages. Furthermore, this study has changed my own views about social media. Before I conducted this research, I was not a very active user of social media or Instagram

and my use was limited with professional and social purposes, since I was thinking that spending long time on social media could affect me adversely. While conducting this research, I started to use Instagram more in time in order to stay connected with my peers and especially during COVID-19 pandemic, I started to use it to maintain my social life. It becomes a more direct and important source to learn about others and to have fun due to the limitations on social life with curfews and lockdowns. After I conducted this research, my opinion on social media has changed in a way that made me see its benefits. I started to think that Instagram can be a good source to follow trends and appreciate other people's opinion as long as it is not the only source. Furthermore, I started to see mutual relationship between individuals and Instagram more, after I write this thesis. Lastly, I should add that I gained a deeper understanding on the impact of growing up with social media on adolescents. To be born into technology and growing up with social media as a main source of connection are valuable in terms of determining individual's association with social media. I think becoming familiar with social media can be very enlightening to understand how younger generations react to it and why.

This study is conducted before COVID 19 pandemic. Therefore, the place of Instagram in the lives of adolescents may change after pandemic. It is possible to say that online education, isolation, not being able to socialize face to face during pandemic can influence the relation between adolescents on Instagram. Furthermore, social media and Instagram may increase their effects in adolescent's life. Because social media becomes the only source of communication for many adolescents during this period. Therefore, many adolescents started to spend more time on Internet and it can be expected from adolescents to spend more time on Instagram. This can also mean that Instagram started to replace some face to face activities and different needs met on offline platforms before pandemic. Therefore, the results of the current study would be probably different from some aspects if it was conducted during pandemic.

My presence may affect the way participants related to me and answered interview questions. Firstly, I am older than them. Therefore, it may cause a distance between the participants and me. They may have doubts about telling me

things about their private life. Furthermore, it can also be said that it can be sometimes difficult for participants to tell their life to a person they just met. During interviews, it is observed that participants were firstly more timid. After some time passed, they were more open and comfortable regarding answering interview questions. It should be also added that if this study was conducted after pandemic, PI would be able to conduct these interviews on online platforms. This would probably make effects on the narratives of the participants.

2. 2. PARTICIPANTS

Participants of this study were selected from adolescents between 14 to 17-year-old and who are active users of Instagram. There were one 17, one 16, two 14, two 15 years old participants. Active users of Instagram means that participants had current Instagram accounts and were using them in their daily lives at the time the interviews took place. 8 participants were recruited for this study. 2 participants were excluded from data based on their narrative length. There were 4 female and 2 males participants and all of them were continuing their education. Participants' gender and age information were presented in the table 2.1.

Table 2. 1. The Demographic Characteristics of the Participants

| Participant | Gender | Age | Number of Followers | Minutes spent on Instagram per day | School |
|-------------|--------|-----|---------------------|------------------------------------|---------|
| P0 | Female | 17 | 433 | 92 | Public |
| P2 | Male | 14 | 150 | 90 | Private |
| P3 | Female | 15 | 430 | 79 | Private |
| P4 | Female | 14 | 1117 | 60 | Private |
| P5 | Female | 15 | 916 | 120 | Private |
| P6 | Male | 16 | 133 | 172 | Public |

2. 3. SETTINGS AND PROCEDURE

The Primary Investigator (PI) used snowball sampling to find participants. After receiving approval of Istanbul Bilgi University Ethics Committee, the PI informed her colleagues by sending emails and text messages about the study and participation criteria. PI's friends, clients and all other acquaintances were excluded from the study. Participation in the study was based on volunteering. PI made pre-interview calls with all candidates' parents to inform about the study, confirm the participation criteria, and arrange the appointments for interviews. Participants who fulfilled the inclusion criteria were interviewed by the PI in a cafe close to participant's home.

One participant was interviewed as a pilot study before the other six interviews. No revision on the interview structure was needed after the pilot study. Pilot data is also included in the analysis upon agreement with thesis advisor(s). Data were collected with semi-structured and face-to-face interviews. Before the interview, participant's parent or caregiver read and signed the informed consent forms (see Appendix A). At the beginning of the interview, PI informed participants about the aim of the study once again and participants also read and signed the informed consent forms (see Appendix B). Demographic information gathered via

verbal questions. Open ended questions were preferred to deeply understand the experiences of the participants' and clarified when needed. Different probing questions (Semi Structured Interview Questions, see Appendix C) were prepared to explore details of their relationship with Instagram, how they use it and how they reflect themselves. Important advantage of using semi structured interview questions in real-time settings is that the researcher can ask follow-up questions based on any interesting or important points being made by the interviewee. Interviews lasted between one and one and a half hours and were conducted in Turkish. Interviews were all conducted in cafes that were selected depending on the participant's locations. Lastly, the interviews were conducted before Covid-19 Pandemic.

2. 4. DATA ANALYSIS

Interpretative Phenomenological Analysis (IPA: Smith & Osborn, 2003) is used due to explore the experience adolescents of Instagram since its phenomenological nature fits best to explore adolescents' perceptions regarding their identity and their relation to others on Instagram in depth. IPA is developed to study people's live experiences and how they make sense of this experience and come up with a meaning (Smith et al, 2009). This approach is phenomenological which means that it focuses on the first-hand experience. It is hermeneutic and this gives researcher the chance to gain insight regarding the personal experience of the participant. It is ideographical. Therefore, it focuses on the experience of the participants (Finlay, 2011). Earlier research regarding social media and adolescents also used IPA(Keles, Leamy, Trainor, Murrells & Grealish, 2020; Amanda, 2020).

All interviews were audio recorded and transcribed by the PI. Transcriptions took place concurrently with the data collection process. Transcripts were edited by PI to ensure privacy. During the transcription process, PI examined process-related components of expressions such as improper affect, silence moments, laughs and tone of voice. Transcripts were uploaded to Maxqda Software Program and the PI coded each interview.

The transcripts are analyzed in six steps as described in Interpretative Phenomenological Analysis (Smith & Osborn, 2003). First, the experience of the adolescent was read and reread with the field notes. Secondly, the PI added exploratory notes by using the memo function of Maxqda. Third step was to coding the transcripts and to choose the most important ones. Each transcript was analyzed independently in the beginning, and then themes in all transcripts were analyzed in order to identify common and similar themes. Some sentences have been coded more than once if needed. Codes are established in accordance with the narratives of the participants without the inferences of PI. The codes are followed and controlled with Thesis Advisor(s). After coding all transcripts separately, all codes are organized according to their frequency to understand which codes were more frequent and more important in the narratives of participants. Thus, PI was able to view similar and divergent patterns among participants and able to establish connections between emerging themes of different transcripts. In this process, all codes are reviewed and similar codes identified in different transcripts are gathered together. Thesis advisor(s) followed all these processes. Furthermore, the codes which has lower frequency among all codes but identified as important by PI were included to process of identification of emerging themes. Some codes which seemed irrelevant to the topic were excluded. In the following step, themes were identified accordingly. After writing results section, some of the emerging themes were reorganized according to their content with the approval of Thesis Advisor(s).

All interviews are conducted in Turkish. All coding process was in Turkish. After coding, themes and sub themes are interpreted and organized in English. The quotations of participants used in results were translated from Turkish to English by the PI. In this process, PI tried carefully to keep the essence of the narratives of the participants. However, the translations may be affected by the PI's subjective lens and word choice.

2. 5. TRUSTWORTHINESS

The researcher using IPA focuses on making sense of the way the participants make sense of the world (Smith & Osborn, 2015). This is called double

hermeneutics (Smith & Osborn, 2008). However, the researcher has their own values, experiences, and perceptions which could influence inevitably the process of understanding participants' making sense of the world. Therefore, researcher should be very careful while identifying themes to be sure that each theme is represented in the transcripts being analyzed, and these themes are not as a result of researcher's over interpretation (Smith et al., 1999). If the research includes different participants, the researcher try to look for common and different patterns among them. It is accepted that objective viewpoint is not possible in this approach. This means that researcher tries to understand, rather than exactly knowing, how participant experience the situation. (Smith & Osborn, 2008).

In order to strengthen the trustworthiness, multiple methods were applied. The first of these methods was that the data was collected in two different ways; audiotapes and the field notes to be able to use the information that was not on the recordings to increase the trustworthiness of verbatim transcripts. During the interviews and coding process, the PI took notes regarding her own perspective and reflections and continued to reflect regarding them until she completes writing this theses. The whole process was followed by the thesis advisor(s).

There are four principles of Yardley for assessing the quality of qualitative research (Yardley, 2000 as cited in Smith, Flower & Larkin, 2009). These are sensitivity to context, commitment and rigor, transparency and coherence, impact and importance. Sensitivity to context starts from the selection of IPA as method of the research until finishing the research. PI was tried to be very sensitive from the start by exploring IPA from different context to understand the method to be able to better use it in this current research. Furthermore, PI was aware making sense of other's world requires great sensitivity while collecting and analyzing the data. Adolescence is very complex and age differences between adolescents make a substantial impact on their perception. Therefore, the age range is selected narrowly to be able to form a homogeneous sample. Secondly, great commitment is dedicated by the PI in data collection in terms of making all participants feel comfortable in talking about their experiences during the interviews and in analyses of each

transcript with great attention. Therefore, PI held interviews at locations chosen by the participants in order to make them feel comfortable and safe.

Rigor refers to thoroughness of the research in regard to interview questions, quality of the interview and completion of the analysis. PI tried to show a highly attentive manner during interviews for keeping the balance between closeness and separateness, to catch the important cues from participants' narratives and ask appropriate questions to stimulate participants' sharing and to learn deeper. As a novice researcher in qualitative analysis, the PI always consulted her thesis advisor(s) regarding essential points to be able to show rigor throughout the study. The study and interview questions are approved by the Ethical Committee of Istanbul Bilgi University before PI started the interviews. Furthermore, this analysis process was conducted systemically with the supervision of the thesis advisor(s). Themes were developed after all the transcripts were carefully coded.

The third principle, transparency and coherence refers writing about participant selection, interviews, and steps used in research in details. PI tries to describe about all steps of the process in a genuine and transparent way.

The fourth principle is impact and importance. Social media and new technologies are making an important affect in our lives. Adolescence is an important stage of life. Furthermore, SNS and technology are integral parts of adolescent life nowadays. Therefore, it is important to understand deeply how adolescents make sense of their own world on Instagram and how they are affected by Instagram.

Lastly, Yin explains that the validity of a qualitative research can be followed by viewing the chain of evidence from the beginning to the end of the study (Yin, 1989 as cited in Smith, Flower & Larkin, 2009). In this study, all the steps are tried to be described carefully and transparently to the readers. All the steps taken in this current study from construction to analysis and report are shared with transparency and integrity. Hence, all the steps of the PI went through were followed and supervised by thesis advisor(s) at each step to ensure the validity of the study.

RESULTS

This section provides the results of analysis of six participants. Theoretical elaboration of the results will be in the discussion section. According to the six interviews, 6 themes are revealed: “Instagram’s Benefits”, “Creating An Appearance: From Image to Reality”, “The Process of Getting to Know Oneself”, “Boundaries”, “Emotions”, “Others’ Impacts”. The themes are organized on the basis of participants’ experiences. All themes include subthemes that explain comprehensive summary of data analysis. The themes and subthemes are presented in the Table 3.1.

Table 3.1. Subthemes of the Research

| | Theme 1 | Theme 2 | Theme 3 | Theme 4 | Theme 5 | Theme 6 |
|------------|----------------------|---|--|---|---------------------------|-------------------------------|
| | Instagram’s Benefits | Creating an Appearance: From Image to Reality | The Process of Getting to Know Oneself | Boundaries | Emotions | Others’ Impacts via Instagram |
| Subtheme 1 | Following Interest | Image is important | Growing Up and Change | Having Two Accounts | Getting Curious | Getting Attention |
| Subtheme 2 | Socialization | Will to Share and See Good Things | Individualism | Feeling addicted to Instagram | Discomfort with Judgments | Emulation to others |
| Subtheme 3 | Learning | Sharing One’s Personal World | Pausing at Questions about Oneself | Not Able to Quit | Feeling Happy | Family |
| Subtheme 4 | Feeling Inspired | Thinking before Posting | Linguistics | Avoiding Negative Emotions | | Friends |
| Subtheme 5 | Professional Life | Only Showing Your Good Sides | The Process of Getting to Know Oneself | Following the Ones that One Has Already Known | | Using smart phones |
| Subtheme 6 | | | | Show Yourself As Much As You Want | | |

3. 1. INSTAGRAM'S BENEFIT

This main theme came up from the statements made by the participant's explaining the reasons why they are using Instagram. All participant's discourses suggest that some parts of Instagram use is clearly beneficial for themselves and contribute to their ordinary daily lives through the discoveries that they made during using Instagram. Furthermore, they fulfill also some of their social needs.

It is possible to say that Instagram is not only a social media platform, it is also a source in which they can enrich their lives with its potential benefits. In order to understand these beneficial aspects deeply, the five following themes which are entitled as "Following Interests", "Socialization", "Learning", "Being Inspired" and "Professional Life" will be investigated widely in following sections. These benefits also seem interrelated. For example, learning a new thing for their interest or other related subject from Instagram can lead to a conversation between individuals. This means that they will be able to socialize at the same time.

3. 1. 1. Following Interest

To understand comprehensively Instagram experience of adolescents, they are asked which accounts they are following and how they've decided to follow these accounts. In all participant's answers, most common factor behind their decisions was to follow their personal interests. It has to be noted also that the participants gave specific replies regarding following their interests such as following fashion, sports, celebrities, etc.

When Participant#3 (P3) is asked what is interesting for her on Instagram, she told her experience and/or her likes as follows:

"Going to another country and making an activity there and moving to another place or searching for healthy food because I like healthy food a lot. They share healthy foods and I am asking which food is delicious, then I should go there. " (P3)

Here it's seen that she follows accounts that serve her to learn more about her interests in her real life. Instagram is a kind of source between her and her interests. It widens her horizon.

When Participant#4 (P4) is asked to define Instagram very briefly with few things. She said:

“Curiosity and interest.” (P4)

This plain and simple answer can be interpreted such that learning a subject in which she has interest can be one of the main and explicit reasons why she is using Instagram.

Another participant of the study, Participant#6 (P6) replies a question on what he likes-mostly in Instagram as follows:

“What I like the most is; when I see motor videos, when I hear motor sound, I feel like I am so excited. I fall in love with the sound of this motor, e.g. there is a Yamaha motor having a 600cc engine. When I hear its sound at full power, I get excited and in a way, I fell in love with this motor.” (P6)

He explains that he is following his motor passion from Instagram. Watching the motor at Instagram seems different from only following a photo or picture for him. It may refer also to a connection between his life and his interest.

Participant5# (P5) made the following statement when the meaning of Instagram for her is asked.

“Because I follow fashion at Instagram, also follow many people related to fashion in Turkey and the world at the same time. Their dressing style impresses me and during shopping I always have the intention of buying things which are in accordance with their style, e.g. when I like so much the clothes and/or pair of shoes worn by a celebrity, I want to go and buy them immediately. For example, when I see a pair of show I don’t know how I can say it in Turkish, I got inspiration from the posts I see. Since I meet also with new people, I have also started to make new friends which I met initially from internet. It is also something.” (P5)

In this statement, it is also seen that she follows her interests on Instagram and see new things related to her interests. Then, she wants to implement these things in her real life.

3. 1. 2. Socialization

Socialization is another very important and beneficial aspect of Instagram. All the participants are using Instagram also for connecting to other people online. These people that they are meeting can be people they already knew before or they can meet, may be preferably, new people on Instagram. When P5 is telling about the meaning of Instagram, she stated:

“Meeting people, is also knowing new people, I have many friends I met from internet. It is also something.” (P5)

It is understood that Instagram is an important platform where she can meet with new people and this is a reason for her to use Instagram.

Another participant (P4) is telling that she uses Instagram to share the time she had with her friends and with other people.

“For example, if I go to Bağdat Street with some friends. I share it like you should come. Just to share” (P4)

In this statement, it is seen that Instagram is used as a medium between her and her friends. It is a way of showing for her to say that she went somewhere and she was inviting others with help of this image. It can be also said that she is sharing this image of her to show that she is social and having good time with her friends. Therefore, it can be a part of the self-image that she wants to give to others.

Another participant (P6) who is asked about the best part of the Instagram explains that it is socialization for him:

“Socialization, to see friends is the best part. For example, x person likes your photo. Before that you don’t know who is. You write like are you fine? Then, you get close to each other immediately. For example, I had many friends from Instagram. Hence, I may have found my twin from Amasya. I am from Amasya. I found many friends from Amasya. Now, all loves me. Thus, if I go Amasya, their first purpose would be finding me.” (P6)

In this statement, it is understood that P6 makes a lot of friends from Amasya. He even found one of his best friends. In his narrative, it’s observed that he was very enthusiastic about these friends that he made from Instagram. It is

observed that he seemed happy when he was telling about his experience. Probably, the feelings of being loved made him happy.

Participant#2 (P2) answered in these following words when he is asked regarding what the three things are coming to his mind when he thinks about Instagram.

“Knowledge, friendship and comedy...I sent messages to my friends from Instagram. I send them photographs. They also send me photographs. We share new things that we learned. Then, we can talk about a subject. We can also talk face to face at school when we go.” (P2)

As it is seen from his statement, Instagram looks like as a platform where they make their usual and daily talk. Furthermore, it seems that Instagram gives new themes for socialization. A photograph is not only for showing something, it is also a way for starting a conversation that may lead socialization between friends both on online and offline platforms such as school. It can be said that it may also affect friendship closeness due to opening and maintaining dialogues between them through images.

3. 1. 3. Learning

Learning can be also one of the important aspects of Instagram’s benefits. This subtheme came up from five of the six participants. They can learn many things through different Instagram accounts including their social environment. This can be about new artists, songs, brands, or gossip about their social entourage. Participants are not only following their interest but also learn new things regardless of their interest which may lead them having a new interest.

In this following statement of P3, she tells about Instagram as a medium of learning new things:

“For example, to learn new things I follow science stuff. For example, healthy foods. For example, things (accounts) make volleyball posts. I follow accounts.” (P3)

In this statement. It is seen that learning new things on Instagram is something she casually does. She learns new things regarding her own interests. In

her narrative it is seen that she is excited when she is telling about her learning experiences and discoveries.

Furthermore, learning is a multidimensional activity. In this following statement of P4, she explains the place of Instagram in her life.

“In fact, it doesn’t have a big place. In fact, currently on Instagram, I can learn about the agenda news because it is shared. But there are also incidents that I may uninstall Instagram. I become overwhelmed and delete my account. Sometimes I don’t have phone and I can also live comfortably without it. To see actual things, see things in celebrity life is also beautiful.”
(P4)

In this statement, it can be understood that it is important to learn about actual things happening in her environment. This can be news regarding agenda or news about the celebrities whom she is interested in. It is possible to say that feeling and following what is going on related to her world is important. In her narrative, it is also seen that some of the news she learns, makes her overwhelmed and she gives a break to this info flow. It may be explained as she would like to feel in charge by controlling Instagram. In this case, she cut the connection between Instagram and herself. However, it should also be thought that she needs to delete her account to give a break. She is not able to give this break until she deletes it.

In this following statement, P2 tells about what Instagram means to him.

“Instagram is a platform where I can talk and have information in advance about the games I play. For example, I play a game on computer, a new information about it will be released, I can learn in advance from Instagram.” (P2)

In this case, it is possible to say that he uses Instagram because he can reach to early news regarding his own interest. It can be said that it is important in two senses. Firstly, he wants to learn new things about the game and he is aware that Instagram is a provider for this kind of information. Secondly, he wants to learn more in the future. Therefore, he continues to check Instagram posts if there is something new about his interest. It may be one of the reasons why he keeps on using Instagram.

3. 1. 4. Feeling Inspired

Instagram is described as a source of inspiration by four of the six participants. Narratives suggests that inspiration from Instagram is used as a good motivator for some adolescents. They see something on Instagram and they learn about it if it is inspirational for them. After that they get inspired and they would like to try it in their own lives.

In the following statement of P0, an obvious example to this subtheme can be observed. She is asked how she chooses the people she follows.

“How I choose the people I follow? In fact, I choose people that has views that I accept, people that are similar to my mindset and people make me inspired.” (P0)

P0 continues telling about inspiration again in this statement. When she is asked that what kind of messages she takes from people she get inspired.

“They are very helpful. For example, they tell the accounts that gives them inspiration. They send the photos about how they started and all tries to be very helpful. But some don’t care at all and passing it.” (P0)

As she tells, it is understood that being inspired come up as a criteria when she chooses the people she follows. It can be said, being inspired is important for some people. Therefore, Instagram can motivate them better. In her case, it is seen that she is encouraged by the messages returned from people she got inspiration. She takes these people’s way as an example to herself. In this sense, it can be said that Instagram gives her motivation for the things she would like to succeed. In her narrative, it could be understood that she was very happy about the return messages and the things she learns. However, it is also seen that when some people she got inspired doesn’t return, it is observed in her narrative that she gets disappointed.

3. 1. 5. Professional Life

Professional life subtheme is only come up in two participants’ interviews. However, it is included due to being an important point in Instagram experiences of these participants. Instagram can be used professionally as a way to contribute to the professional development of individuals.

In this following statement, P0 explains about the three words she chooses when she thinks about Instagram.

“I would say popularity, firstly. Some loss of time secondly and as the last item partly beneficial, I would say. Because it depends on the ways we use it. For example, some uses for business, some uses it in a classical way. I use it both classically and in my field. Therefore, I can define it a little bit in different areas.” (P0)

In another statement P0, she explains about her accounts and if she wants to increase the number of followers:

“I never thought of this. I only thought that for my professional account. In this account, I send invitations who has drawing accounts and they also know that I am like them, so they contribute. And people who like this type of art send invitations even they don’t draw. ” (P0)

It can be understood from both statements that, she uses Instagram for her professional life. It has two distinct aims. One is she learns to use Instagram like other people on Instagram. The other is that she opened a professional account to exhibit her work and show them to other people. There are other people who have professional accounts. It is also observed that she is serious about it and put effort to develop her professional account.

Another statement made by P5 regarding this subtheme. She explains about bloggers:

“Yes, in fashion, people like the ones I follow, share exclusive things, write from where and what they buy, and turns this into a business... There are bloggers on Instagram. For example, the ones they wear beautiful clothes that comes to a certain level, use Instagram and discovered from Instagram and for example a blogger becomes an obvious official blogger and they make money from this. The brands see them, send them clothes. It turns into a business. They make advertisement of these brands. They make money from advertisement.” (P5)

In this statement, it is observed from her narrative that she may have kind of admiration to these people. She learns how bloggers accounts turn into a

business. And she probably take them as an example. It can be important. Because her account is not yet opened as a professional account. However, the account itself, being an Instagram blogger may become a business, itself. Therefore she also learns about it.

3. 2. CREATING AN APPEARANCE: FROM IMAGE TO REALITY

“Creating an appearance” is an important theme between participants in Instagram. Because creating an outer appearance, an image of yourself is a must in Instagram. One needs a profile to use Instagram. Everybody who enters Instagram needs to structure a profile that will represent oneself. It is seem that participants have shared common subthemes such as “Image is important”, “Sharing & seeing the best”, “Sharing my world”, “Thinking before posting”, “Only showing good sides”.

3. 2. 1. Image is Important

“Image is important” is a theme revealed in all of the accounts. However, it should be said that this theme showed itself differently in the interviews. It can be said that some parts of the participants are reflected on the account on purpose. However, there are also other things that can be understood from a photo even the purpose of posting the photo is different. For example, participant’s thoughts, look, etc. may give important aspects about oneself. This can happen as a result of a conscious or an unconscious process.

In this following statement, she tells about her preparation before taking photo shoots for Instagram:

“If I would be in a photo, I wear accordingly. For example, I don’t wear a simple thing. When I go somewhere and when I will be seen, I wear accordingly. I wear chic things. I mean today I wore tights and pants, but I generally wear trousers or skirt.” (P5)

In this statement of P5, she would like to be perceived as chic in the photos. Therefore, she arranges her clothes if she is having a photo.

In P6’s following statement, he talks about his profile:

“I usually put photos that I look beautiful...Photos that I look thin.” (P6)

In this statement, it is understood that he wants to be perceived as fit and handsome. This is probably the image he would like to give his followers. He chooses his good looking pictures to post on Instagram.

In another statement of P3, she talks what kind of profiles:

“It is like something that people would like and not too funny and not weird. I don’t know things that society wouldn’t like or find strange. Some people, I don’t know, do some silly silly moves and dances, I don’t know dance and shoot a video. In my opinion, it is pretty strange. I don’t think they should share there. Because they will be criticized. One’s friend will think inside but won’t tell her/him... I see from my friends.” (P3)

This statement shows that your image from your profile is important and should not include silly things or something that can show one weird. She feels the pressure of the society and her friends. It can be said that she internalized this system in herself. She gives importance about others’ thoughts about her. In the system she mentioned, one need to act properly on one’s profile for not being criticized. Otherwise, there can be consequences.

In the following sentence, P6 answers to the question if his profile is reflecting himself:

“It doesn’t reflect from many aspects. But because it is me, it reflects. If it is me in the photo, it reflects me, I mean.” (P6)

It can be understood that in the narrative that he is a bit confused regarding this subject. He thinks some of the things he puts on his profile does not give a good reflection of himself. He might represent himself differently on his profile. He might put photos that reflect positive qualities he would like to have. But he is not sure if he have these qualities. In contrast, he also knew that the photos are his photos. That’s why these photos reflect him in some ways at the same time.

In another statement of P5, she talks about what other people thinks about her profile when they see her profile.

“Simple, natural, like that.” (P5)

In this statement, it is understood that she thinks that her profile reflects her. In parallel, it should also be accounted while considering her statement that she likes to be perceived by others as simple and natural. But it is important to understand that she thinks that her accounts are in line with the person who she thinks she is.

In this statement of P3, she explains what kind of changes she makes in her posts.

“I don’t make any changes. I don’t put also any filters. I didn’t put any of these or make any changes.” (P3)

This statement tells that she reflects her image as she is. Not making any changes on the posts can be understood as an important indicator showing that she reflects herself as she looks on the photos.

3. 2. 2. Will to Share and See Good Things

In this subtheme, it is seen that participants would like to share and see good posts.

In this following statement of P4, she tells what kind of photo is worth to share.

“In fact, like I said, the best. If a person, page or account that I follow share 30 photos, I will see all that and it will not take my attention anymore. Because I see too much. But if they post only one, they post the best. Generally, they do like this. They post the best. If it looked good to their eye, probably it will look good to me, too. I couldn’t explain what I want to say but it is like that.” (P4)

In this previous statement, it is seen that she doesn’t want to see a bunch of photos of an account. Seeing many photos of the same account in the same day gives her the impression that these photos are not selected carefully before posting. It can be said that she may want to feel special by seeing the best. Otherwise, she feels like she sees random shots which are not selected attentively. And it may be understood that she thinks that she deserves better. It was also interesting that she is telling that she would lose her interest if she is exposed to many photos of the same account. In her experience, to be seen rarely makes something more special.

It is probably more unreachable. It is not known if it is the best photo among other shots if there are any or if it is a random choice. However, posting only one photo gives her the impression that is selected as the best.

Following statement of P6 is about posting a photo of oneself and the reason why he chose this photo:

“It is not how I choose, it is taken by a friend. I wanted to have a photo and post it because these motors are the best motors in the world. ” (P6)

In this statement, to share yourself with the best motor in the world is important for him. He admires these motors but it can be possible to say that to share his image with a best photo is a way of presenting himself.

3. 2. 3. Sharing One’s Personal World

Instagram accounts and profiles of adolescents are ways for them to reflect their inner world. They can post and share their own view, how they see the world, what they like, what kind of people they are friends with and many other things. It is kind of a window opening to the outside world. Furthermore, the control of this window regarding how big it is, and how much they want to show is under their control. It can be said that these accounts may give many clues regarding their world.

In this statement, P4 tells about her story in Instagram:

“From the start? In fact, because I started to Instagram at very early ages, I was sharing the photos that I like from Safari. Then it turns into my own photographs and my personal account. I mean, I just see things like that. With time, I started to share my own photos and my own story. Now I use it to share my time that I spent with friends with others. ” (P5)

In this statement, it is understood that one’s Instagram account became somewhere that she shares herself in time. It can be thought as a process. Because it is understood that she did not have that kind of purpose in using Instagram at first. But in time she starts to use it to share her world. Of course, Instagram’s increased popularity could also be an effect in using it more and in a different way.

In this following statement, P4 explains:

“When I say it explains me, if a person looks at my profile, one would understand what kind of person I am more than my character qualities, can understand where I go, when one sees where I go, could understand what I like. Or what kind of speech, ok doesn't hear my voice but can understand how my style or where I am from. I don't explain too much about my personality.”

In this statement, she explains what she is showing about her world on Instagram. And she also relates to another person. She tells that one can learn about her more from her posts. Therefore, it is also possible to say that accounts may represent not only photo but a life style of the owner.

3. 2. 4. Thinking before Posting

Thinking before posting is an important subtheme regarding creating an appearance. In four of six participants' narratives, it is appeared as a subtheme. It is found that adolescent participants give effort and time to prepare their posts. They go through this process sometimes individually, sometimes with friends.

In this statement of P4, she tells how she decides to share a post:

“First of all, I asked myself, if it is beautiful. I am asking to myself if this worth sharing. After I share, sometimes it changes, I say my friends according to you, is it beautiful? What do you think? In fact, if my friends don't tell yes it is beautiful, yes it is bad, I share it still. But, I don't know, it is good to take someone's opinion before sharing.” (P4)

In this statement, P4 tells that she is taking her friends opinion before she shares anything. It can be said that her friends' opinions matter until some degree but she acts in her own way. However, as she mentioned, it feels good to talk before their post. From what she said, it can be understood that there is a thinking process on the post until she shares. However, this process does not finish when she posts, she continues to think about it after she posts it. Thus, she can changes her idea about her post. It is possible to say that other people's reactions can influence her about what she feels about the post. If people give reaction to the post in a positive

way and if likes of a post are a lot in numbers, probably she will not experience incongruence. However, she can think after she post if she does not get approval.

In this following statement, P4 tells how it feels to take other's opinion before posting.

“To take their opinion, like I said because it doesn't make a difference, it doesn't make me feel anything. However, if a friends tells face to face that it's very beautiful what you shared, I would be happy. But it doesn't make a big difference to take other person's opinion.” (P4)

It seems that that there can be a contradiction between what she tells and what she experiences. While she says that other's view is not important, to get friend's approval or positive comments make her feel good. Post is a medium to connect yourself with others. And to get other's good comment or being liked becomes important.

In another statement, P5 tells her decision process of her posts:

“Ihmm, it is very difficult. For example, I don't take only one shot and post it. I put it on press and I choose among them. But sometimes, I don't like any of them. Sometimes there is one I like and I look at it. But I look at it a lot. I enlarge and enlarge my face and I look at it. I care a lot then I post it. Because I have many obsessions. After caring, I don't post if I am not sure. Even if I am sure, I erase it when I don't like it.” (P5)

In this statement, the struggle she experiences every time she post a photo of her is very obvious. Before and after posting a photo, she is having anxiety about how she is seen by others. It seems that she has low confidence about her look, especially about her face. Thus, she wants to be seen positively by others. These two things gather and make a crucial effect on her. Other people's opinions really matter for her. It seems that she judges herself in a harsh way.

In this statement, P3 tells her experience about how she shared one of her photo:

“In fact, I wasn't sharing it. Ihhm for being active, we need to post this kind of photos and we should share something. Because in fact, I wasn't thinking to share this kind of explicit photo (a photo with bikini). When my friends

said share share, I shared... Since I shared, some months passed and people didn't make anything. Furthermore they made good comments. Therefore, I fortunately put it. " (P3)

In this statement, it is seen that she had a thinking process before posting her photo with bikini. It is understood that she normally puts her photo as a responsibility and to be active. Being active means to be seen by others. Actually, she was not thinking to post a photo that exhibits her body. But in this process of thinking, her friend's opinion and encouragement influences her. Peer influence is important in that sense. Lastly, the positive comments after her post also made her think that posting that photo was a good thing.

3. 2. 5. Only Showing Your Good Sides

Only showing your good sides is a common subtheme between participants.

In this following statement, P5 tells her experience in return to the question about if Instagram reflects oneself well.

"In my opinion, Instagram doesn't reflect anyone well. Because people post photos they seem beautiful. People don't post photos that they cry. So, it doesn't reflect anyone well. It doesn't reflect me, either. It only reflects from the point of clothes but emotionally, it doesn't reflect. " (P5)

This statement tells that individuals only posts photos that they can be perceived happy or beautiful. It can be said that people would like to be seen positively by others. Therefore, they do not post any photos that they look bad or sad.

"In fact it is bad. Because when it works like that, everybody thinks you are happy. They think that you don't have any problem. For example, we think the same for celebs. Because they share always beautiful things. I mean they always share the good sides of their lives. So, I think it is bad. Because we don't see what other people are living and it should be in that way. As a result, Instagram is a social media thing. But I mean, it is not good in that sense." (P5)

In these statements, it is seen that she tells that posting only good things on Instagram is kind of a common criteria accepted by many people. Furthermore, celebrities are also becoming examples regarding the use of Instagram.

In another statement by P4, she tells how she changes her photos:

“Looking pale, color, myself not in the sense of skin. For example, probably grass were not in this color but in this photo it seems prettier to eye. But probably, I opened it with a feature on my mobile. Because it looks like glass. Other than that, I don’t do something regarding my physical appearance. People would understand in reality. So I don’t. If I take black and white. Of course they know it is not real. If they don’t see in real. They can’t know if I am lightening or darkening the colors. They just look better.” (P4)

In these statements, it is understood that it is important for her to look better. But at the same time it is important that other people should not notice the changes she made to look the photos better.

3. 3. THE PROCESS OF GETTING TO KNOW ONESELF

Creating an identity is an important part of adolescent development. The participants are between 13-17 years old are passing through adolescence. Therefore, this identity formation process reflected on interviews and gathered in four different subthemes which are “linguistics”, “growing up and change”, “having difficulties regarding explaining one’s views” and “individualism”.

3. 3. 1. Growing Up and Change

Growing up and change is a subtheme seen in all participants. It seems they are separating being a child from being an adolescent. And they separated their current state as an older person who is different from their younger selves.

When it is asked how it is felt to being liked on Instagram, P3 answers in these following sentences:

“It was beautiful. Furthermore, they were also writing comment. It was interesting at that time. But it doesn’t make a difference now. Now I got mature and I understand.” (P3)

In this example, P3 separated clearly her childhood state from her current state. She thinks that she is mature now and understand likes are not important while she was enjoying these likes when she was younger. It is understood that she is also feeling superior than she was before. It is understood that the things she liked change as she changes. In P6’s statement, he says:

“I was a kid while I was doing this. I was like a baby. You know there are people on fourth grade who tries to discover things. I was like them. When I was at fourth grade, I took the phone and took that [photo]. The back of my pen was missing. I said I should cut the back of it. I thought I can put that part to the missing part. Maybe it can work. I succeeded at every exam because of it, I mean. I couldn’t press it [the pen] in every exam. So I said I should try the back of my pen.” (P6)

In this example, P6 looks at his photo on Instagram and explains about it. As it is understood, he see himself as a child, even as a baby in this photo. Additionally, he describes this phase as a discovery. It could be understood that he does not see himself like this now. He changed.

3. 3. 2. Individualism

Individualism is an important part of adolescents. Their individualism reflected on their narratives. It is also used in a way telling that one is different from others.

For example in the following statement of P4, she tells if she wants to be followed by more people:

“Plainly, it is not very important for me to be followed by more people. In some people, I am telling for my age group, because it happens generally in my age group, there is a will to be popular. Because I don’t want that. I don’t need that. Therefore, I don’t follow people that I don’t know. I don’t accept.” (P4)

In this statement, it is seen that her individuality develops and showed itself in her narrative. She is not like other people and she do not need to be followed like other people do in her age group. She also claims that she is different from others.

In another statement of P2, his sense of individuality is reflected through using his own mobile and not giving to others.

“Because I was using their phone (parents). Sure, if I had a brother or sister, I wouldn’t give them all day. It is like that. They (his parents) handed out their phones naturally to me maximum for half an hour or say 40 minutes. And I was taking. I was watching a video etc. When they had something to do, they were taking it back. I wasn’t able to do many things. ... It’s my phone. I got stuff to do. My friends send messages. Or I feel like looking at videos. Just feel like looking.” (P2)

In his statement, it is seen that, it can be understood that it is his personal field, and his phone is his property, it is his personal space. Therefore, he does not want to share it with others. It can be said being an individual and having his own things, private things reflected the way he relates to his phone.

3. 3. 3. Pausing at Questions about Oneself

In all narratives, it is seen that, participants had difficulties when they need to explain things about themselves, especially about their feelings. Most of the time, they had troubles stating the names of their emotions and how they feel. Furthermore, it is also observed that they experienced difficulty in telling negative situations. In P4’s statement in return to the question about her style on Instagram, she explains:

“Very good question. I don’t know, I mean, I paused at questions about myself, questions that I need to think about myself. But I think an eye from outside can tell it more comfortably. I mean, if I tell about myself, I can brag myself a lot or just tell bad things that I see at myself. So, when there is a general question about myself, I don’t think I tell with a general view.” (P4)

In this statement, she tells clearly that she experiences difficulty about telling herself.

Direct questions about herself make her uncomfortable and she has difficulty viewing herself from outside.

In another example P2 states when it is asked how it makes you feel regarding the things he doesn't want to see.

“I don't like seeing them. To see does not make me feel but I don't like to see in general. I don't want to see, I mean. ” (P2)

It is observed that these participants had difficulties when they are asked about their feelings. Any of them told that they are not feeling anything. They are having difficulty regarding explaining their emotions, especially the unpleasant ones. In this example, while P2 says that he doesn't like it, he is also saying that he doesn't feel anything. It can be said that there is a confusion between his thoughts and feelings. Furthermore, telling it to the interviewer would make additional pressure on him.

3. 3. 4. Linguistics

Linguistics can be an important indicator to understand adolescent development. Common linguistic patterns between participants are found in these interviews. *Yani*, used as “I mean”, *Gerekli olma*, used as “being necessary” are examples of some of the patterns they use.

Using “I mean” has the highest number among all codes in participant's narratives. It is observed that adolescents use “I mean” as way of thinking and taking time to answer questions they need to think and instead of explaining.

For example, P2 made that following statement in return to question about explaining about the humor at accounts he follows.

“I mean...They share jokes or contents regarding themselves. Like that. ”
(P2)

In this example, it is seen that he starts his explanation with “I mean”. In this narrative, this may give him time about his explanation. It can be said that he has difficulty in answering to question. In addition to that, it may also be used to shorten the answer.

In another statement by P4 when she is asked about her story about Instagram, she tells:

“From the start? In fact when I started as a child, I shared photos I found in Safari that I like. After a while, it became something like my photos, my personal account. I mean I just see like that. Increasingly, I started to share my own photos and my own story. Now, I use it to share my time spent with my friends, with other people.” (P4)

In this example, it is observed that “I mean” is used to make an explanation. But it seems that participant is not also very sure about her response. However, it can be said that she uses to strengthen her answer. “I mean” take a role in her argumentation and again possibly shorten the answer.

In this statement of P0, another use of “I mean” can be observed when she retries to explain about telling her favorite Instagram account.

“Let me put in this way. She wins the university from an Eastern village. The university has a quota of 40 people. She wins this school with many difficulties and she finishes it with a high score. She is close to finishing. Her last year. She took very good grades. I mean, she inspires me. In fact, I don’t lose my hope. While I have more opportunities, she win in an impossible way and her determination, I mean her constancy, bonds me. Anyway, her skills are also excellent.” (P0)

In this example of use “I mean” she uses it to link her favorite account’s story to her inspiration. In her narrative, she got excited when she started to explain. And it can be said that she had difficulty in connecting her arguments and use “I mean” in order to save her position and it replaces the explanation.

Necessity is another concept that all participants used in their narratives. Being “necessary” or “unnecessary” are the forms they use frequently. “I need to”, “I do not need to” are verbal versions of this form. For example, P4 states:

“No, in fact I have already followed this person. I probably like the posts she put. Why I should like an unnecessary photo because it is posted by a friend. I don’t need to like a thing that I don’t really like. Or why I should

say “ıyyh, it’s so bad” to a thing because it is posted on social media. I mean with this mindset I don’t like what I don’t like. ” (P4)

P3 explains in the following statements:

“My general account is plain, I don’t share everything. I talked about this kind of plainness. On my other account, I don’t also share an unnecessary thing. In my other account, I opened it on sixth of December, for example, just one month passed and I shared seven photos. I shared, shared. The difference between is that. ” (P3)

In both examples, being unnecessary is not mentioned as a positive thing. They do not approach positively to unnecessary things. It seems like they have a mental model in their minds regarding what is being necessary or unnecessary and they decide depending on it. In their narratives, it is understood that they look down on unnecessary things. Or they try to get away from it.

3. 4. BOUNDARIES

Boundaries are important part of human relations. It is seen that participants draw boundaries while using Instagram to feel safe and comfortable. Boundaries theme has six subthemes: “Having two accounts”, “Feeling addicted to Instagram”, “Not able to quit when you want”, “Avoiding negative emotions”, “Following the one you have already known” and “Show yourself as much as you want”.

3. 4. 1. Having Two Accounts

Having two accounts come up as a common theme among five of six participants. It seems that many adolescents use two accounts to draw their boundaries differently with their close and expanded social circles.

In this following statement, P3 tells about her experience of having two accounts:

“One is formed for my close friends, one is normal. For example, in the one having my close friends, not having my distant friends, I can share comfortably or share photos. In the other, I share less about myself for not to be seen much by people. ” (P3)

This statement clearly explains the reasons why she needs two accounts. Her boundaries between her close circle and expanded circle are different. She reflects these boundaries to Instagram by having these accounts. This means that she also has two different strategies in two accounts. One with close friends made her feel safer and probably less critical about herself.

In another statement of P5, she tells her experience why she needs a second account in the following sentences:

“Because my family is not there. Furthermore, for example, ehmmm, only my friends see it. There are no people that I don’t know. In my other account, there are more people who see my all stories and posts. There, I don’t have them. Because there is only people that I know, I am comfortable.” (P5)

This statement is very similar with the first statement and can be seen complementary to the first. P5 tells that her second account is for her to share comfortably regarding her world and creates a boundary not only between her expanded circles but also with her family. This can be understood as very important in adolescence. Because it is possible to say that the way she used Instagram might be a reflection of her will for independence and separation from family. This is very normal during adolescence and expected in identity development process.

In this statement of P4, she tells about the differences between her two accounts:

“Less control is like that. For example; I share everywhere I go from my private account while I am not sharing all the places I go, in my general account, I only share things that I found beautiful and acceptable from my side. Everybody is not entitled to see everything I post, I am more selective. It is like the place that I chose the best between the good ones.” (P4)

She continues to tell regarding her selection process:

“I mean it is like that. How it happens... When I go somewhere or I drink something or I do something, I share a photo in my account. I choose the best photo, the best perspective, I choose the best colors. In the other account, I also share the drafts, the ones I like but don’t have to be more beautiful.” (P4)

In this statement, it is observed that she gives more effort to select the photos that she will post in her general account which includes more people. This means that it is more important how she is perceived by people she does not know. To post the best picture can mean that she would like to be seen as the best and does not want to be judged by others. In her general account, it is kind of a public image she is creating.

In this statement P4 tells about how this distinction between two accounts evolved:

“This distinction is like that. It takes time to develop this distinction. It takes time for an account to be followed by a lot of people, I mean followed by many people. Otherwise, you can have only one account and use it as you want. Like I said in the account I have more followers, I opened a new one instead of picking out, I made it easier for myself by opening a new one. The content is the same. It is just instead of picking out 200 people, I accept 20 following invitations. It is for easing the job. ” (P4)

In this statement, P4 explains why she needs two accounts. It can be understood that she gives effort to be perceived better through the images she posts. Or she wants to create an image that is very selective. In contrast, she tells that in her private account, she is reflecting herself more and she does not give effort that much regarding how she is perceived from outside.

Secondly, she explains about a second perspective regarding having two accounts. She tells that it was easier to open a new account for her close friends than removing 200 hundred people from her general account. It can be said that this can be analyzed as her strategy in her expanded circle. Because if she removes these people, she can be perceived or labeled as not being nice or polite. Furthermore, she may be curious regarding people in her expanded circle and she can continue to learn about them in this general account. In addition to that, people will continue to know about her by following her. It will be a reminder of her to other people. Therefore, when she started a new account, she did not deal with any kind of these thoughts that can be uncomfortable for her. Moreover, she can sustain to her public image with the best pictures she selected.

3. 4. 2. Feeling Addicted to Instagram

“Feeling addicted to Instagram” is a theme appeared in five of six of the narratives. This theme is very important in understanding how they create their relation to Instagram and how they stay connected. This is about the difficulties participants are having regarding drawing boundaries between Instagram and themselves.

In this statement of P3, she tells when she thinks about is Instagram, addiction is one of three words comes to her mind and she explains what she means by that.

“Because I enter to Instagram too much, when I sit I directly open and enter. So, it comes to me as an addiction. Not every second but I enter during the day. I mean I enter it more than studying to lessons. ” (P3)

In this statement of P6, he tells what he thinks when he gets bored from Instagram:

“I mean, at last I got rid of this telephone, etc. I say. I am really saying that a lot. I always look. Always like this. As if I am addicted, for example, cigarette addict, I turn into something like that. Telephone shouldn't be something that good. ” (P6)

This statement shows that Instagram and telephone addiction is something mixed. He looks at Instagram from his phone. The photos on Instagram take his attention. However, telephone is the tool he uses as a medium to access Instagram. Therefore, telephone becomes a part of his addiction. It is also understood that getting bored from Instagram or the mobile phone is a good thing. Because he probably feels free and connected to life.

“While I am looking, it is like I dive and detached from life. It is like I don't live. I was only taking the phone. I look. There is time that I looked at a photo during almost half an hour.” (P6)

He tells his experience like he looks to a photo for a long time and he does not understand why he is looking that long. He feels like that he becomes disconnected from life. It is like he is being hypnotized by a photo. It could also be

understood that he does not know how the time passes while he is looking at the photos of others.

In this statement of P5, she explains the worst part of Instagram:

“People, to look all the time and it becomes an addiction. For example I quit Instagram, I enter it again. I quit, I enter again. Because of it is making addiction. It decreases the communication.” (P5)

In this statement, she tells her experience that she couldn't stay disconnected from Instagram and she repeats quitting and entering as an endless cycle. It is understood that this situation is annoying for her but it is out of her control. Furthermore, this is bothering her due to decreasing face to face communication between people.

3. 4. 3. Not Able to Quit

“Not able to quit when you want” is a subtheme appeared in 5 of 6 interviews. Participants are generally tells that they cannot quit Instagram even though they want to quit or need to do other things. This subtheme also refers participants' difficulties regarding drawing boundaries on Instagram.

For example, in this statement of P3, she tells:

“I thought I enter more from mobile. It feels like it make me lazy. Furthermore when I look at social media it overwhelms and I want to quit but sometimes it takes too much time. I try not to look at it that much, I mean.” (P3)

In this statement it is understood from her narrative that she continues to look at Instagram or other social media even it becomes to an excessive point for oneself. However, she is not able to quit it easily, she needs to give serious effort for not looking at it.

In this statement of P0, she tells her experience:

“Loss of time part, sometimes too much of our time can go unnecessarily. On behalf of myself, sometimes it took one hour, sometimes I don't want to look at it. It can pass in front of something important we do. For example,

we watch a video then its continuation is coming. I think it is loss of time.”

(P0)

In this statement, it is understood that she experiences difficulty to quit Instagram some of the time. She starts to look at or watch something on Instagram, then she cannot stop. Because Instagram keeps showing her new things and it becomes harder to quit, it becomes sometimes impossible for her.

In this statement of P6, he tells how he can quit:

“If I don’t have my mother, I would be able to quit phone and nobody was able to save me.” (P6)

This statement shows that he is losing his control about himself while he is using his phone and he needs someone to help him about quitting.

3. 4. 4. Avoiding Negative Emotions

Avoiding negative emotions captures many different situations such as unfollowing the accounts that one starts to dislike or one gets disappointed, block the accounts that you don’t want to see, block the account if owner do something that can harm the society, etc.

In this statement of P3, she tells under which condition she would unfollow an account:

“If someone shares something bad that I don’t like.” (P3)

In this statement, it is seen that if something does not make her feel pleased anymore, she doesn’t want be exposed to the posts of this account. This can be also understood that if this account creates any kind of negative feelings in her, she would not follow it anymore.

P4 tells how she unfollowed 200 accounts in this following statement.

“I just gave an example. Not only about food, the accounts that I unfollow. If I don’t like someone’s music anymore, or I don’t like one’s posts anymore, I would unfollow that account. And it won’t be excessive.” (P4)

In another statement of P5:

“For example, if there is anything that I don’t like, that harms society, I would unfollow that account.” (P5)

In this statement, it can be understood that content that may harm society or things that one does not like, can evoke some negative emotions. And she would avoid these emotions by unfollowing these accounts.

In the statement of P0, she tells what kind of post she does not like:

“For example I don’t like negative sharing, negative from which aspect? Sharing that will discourage or make an impact on people’s psychology in a negative way. I don’t like to see them. And even I come across from time to time, I can block directly. I don’t like to see these kind of sharing.” (P0)

In these statements, she tells that any kind of negative reactions that can discourage her is something she would like to avoid. It is seen that Instagram can cause negative feelings in her through the critical comments to her posts. However, she avoids them by her strategy.

3. 4. 5. Following the Ones that One Has Already Known

Following the ones you already knew is a kind of a personal boundary that participants use in their accounts. Adding people to their followers that they know from offline platforms such as school, friend’s friend etc. is something they do. Furthermore, adding familiar people, people they knew to their list is like a criteria to create personal boundaries that can make them feel safe and secure in their Instagram use and experience.

In this following dialogue, P3 tells how she accepts people into her account.

“If we have a lot of friends in common, I accept...When I don’t know this person with less common friends, I don’t accept... There should be no less than ten people in common. Not ten, it can be eight.” (P3)

In this statement, it is seen that when P3 does not know the person that sends request from somewhere or she does not meet this person face to face, she has an established criteria to feel safe. It can be said that this boundary of having eight common friends at least makes her feel more secure when she is accepting someone’s request to follow her account.

In another statement of P2, he tells about how he accepts invitations.

“I look at the invitations at first. One can be my friend or my friend’s friend. I accept depending on it.” (P2)

This statement is also similar to the first one. Even an adolescent does not know the person directly, he/she feel more familiar to friend’s friends and one evaluates the requests depending on having some common relations.

3. 4. 6. Show Yourself As Much As You Want

Showing yourself as much as you want can be explained as a personal boundary of the participants. They share some aspects of their life. This part can change from person to person. They choose the way they show themselves. The way how they show themselves is something that they care a lot. Furthermore, showing themselves as much as one wants is also used to create a boundary between oneself and others following them.

This statement of P3 tells her ideas regarding her account and how she shows herself on her account

“Plain, Ehmm, organized and not a bad account.” (P3)

She explains what she meant in the following statement:

“For example, people are sharing thons of photographs, or put many stories. In my opinion, I don’t want to share my information, I mean. You know good things. Sharing where you go, share each second is too much. ” (P3)

In this statement, P3 explains her boundaries regarding posting photos and how this process is influenced with the comparison she made between herself and others. She thinks there should be a limit for her about sharing her world or information. She has also a side that she does not share. It can be thought that this part can be more personal or more negative things that she does not want others to see. Furthermore, she thinks it is too much too share everything.

In another statement of P4, she talks about her profile and sharing about herself on her profile:

“My profile, some people share too many photos, some people don’t share at all. I act selectively for my sharing. Why should I share unless it is absolutely necessary? Why I want other people to see certain subjects?

Therefore, I don't share too many things on my profile. The ones I showed are posted nine weeks ago. I added one photo after eight weeks. It is something that I am very selective, clearly. I don't share every item that I receive. I act selectively." (P4)

In this statement, P4 tells that she does not share everything. This boundary she creates about her posts and profile is important for her. It is possible to say that she sees this profile as a window from her life opening to outside world and to her audience. But in this statement, it is seen that she shares only what she wants. However, this process can also be hard for her. Because she wants to post the best of the bests. And it seems what she shares is kind of direct reflection of her personality. Her posts should be good and perceived as a good thing by others. It can be said that to share good things may be equal to being good for her.

3. 5. EMOTIONS

Emotions is another theme appeared in the narratives of adolescent participants. There are three sub themes of this theme which are "Curiosity", "Discomfort with judgments", "Feeling happy".

3. 5. 1. Getting Curious

Curiosity is one of the subthemes found in the narratives. The results suggests that it has an important role in using Instagram. It is also can be understood that curiosity is an important motivator in Instagram to make discoveries.

When it is asked to P5 regarding her feelings when she sees what other people wear, she replies:

"Ihhh, because I buy under their effect. I have a huge interest to models. I love what they are doing. For example, what they are wearing. I get curious, what they wear. Even if I don't use Instagram, I search and look from Internet all the time. Except this, it is like that." (P5)

In this statement, it is understood that her curiosity influence how she uses Instagram. Because she loves models, she wants to learn about them more. She is

driven with her curiosity in online platforms in parallel. It can be said that she is trying to look like them. Therefore, she is trying to imitate them.

In another statement of P4, she tells that she eases Instagram from her phone from time to time. She tells that after sometime passes from the time that she erases Instagram from her phone, she reinstall it because of getting curious about the things happening on Instagram.

“It is not like missing. Just getting bored. Let’s say, from different social media stuff I can’t see that, there are things that I can’t see. I get curious. When I get curious, I reinstall it. ... Curiosity. There are many things I get curious. It can be about something interests me, some celebrity I love or a person who goes to a nice place can upload a photo or a pianist I like can upload a song and inform from there.” (P4)

In this statement, it is seen that P4 got curious when she does not have access to Instagram for a while. And she starts to wonder what is going on the platform both about her interests or social environment. It is also observed that she does not want to be behind from her social environment.

In this statement of P3, she tells about her curiosity on Instagram.

“ I, In general, if one is my friend, logically to see my friend’s profile and ihhh I mean follow one to see what he/she is doing. But if one is a celebrity, I follow because I am curious about what one is doing. For example; information account or food account.” (P3)

In this statement it is seen that P3 talked about different types of curiosity. In general, it is seen that she wants to see what her friends are doing when she is not there. It can be understood that she does not want to be left behind friends. Furthermore, to follow each other’s account and talk about their or others accounts can make an effect on peer relationships. Probably, following celebrity accounts is another type of curiosity. She would like what her life looks like and get inspired.

3. 5. 2. Discomfort with Judgments

In narratives of participants, it is understood that feeling judged by others on Instagram is something that discomforts them. Results suggest that they are feeling criticized or judged in many situations on Instagram.

In this statement, P0 tells what kind of posts she does not like:

“For example I don’t like negative sharing, negative from which aspect: Sharing that will discourage or make an impact on people’s psychology in a negative way. I don’t like to see them. And even I come across from time to time, I can block directly. I don’t like to see this kind of sharing.... For example, I can have many negative comments from a post that I shared. Disappointing.... For example, the one that doesn’t like my drawings, can find many mistakes. I don’t say it because I did them. But I don’t like when a drawing without a fault is criticized. Even I know it there is no fault in the drawing, I think if there is a mistake and they tell about it, if people I show are telling me it is beautiful for not breaking my heart, my teachers. I feel like I keep questioning myself.” (P0)

In this statements, it is seen that she puts her drawings to Instagram and some people are leaving negative comments to her drawings. It is hard for her to handle negative comments. She found them disappointing and she starts to interrogate the good comments and her skills depending on these negative comments. Furthermore, it should be said that she tries to avoid being judged by others by blocking accounts that are leaving negative comments. These situations are not ok with her. She experiences difficulty to regulate herself and her emotions. It is understood that one negative comment is not only remaining for that specific drawing. It is like that she took this negative comment on her being. Therefore, she starts questioning herself, her skill, her drawing after a negative comment.

In this statement, P3 tells about her experience that once her friends made her notice that she posted her photo on the wrong account.

“Ehmm, once, not like she said something. I said before I have another account. I shared a photo there instead of this one. They told that. Put it off, put it off. I did it by mistake I put a very funny photo with my sister...

They knew that I wanted to share in my other account. I mixed the accounts. I shared it, that's why.... I felt scared and I erased it immediately. ... Like I said, in this account, I don't have all my acquaintances, my friends' friends are also following this account and I didn't want everybody to see it. Funny photo.... Critics. There is nothing to do. I would put it normally if society doesn't say a thing. I would, of course, put it. But I don't want to since I am criticized." (P3)

In this statement, it is seen that she is afraid of feeling judged before she is obviously judged. It is seen that there is no proof that she is judged by the "society" she mentioned. However, it can be said that her close circle friends who warn her are probably very critical and made her feel bad. It is possible to tell that her experience of avoiding from feeling judged is very critical and create an impact on how she uses Instagram. It is understood that she had two accounts depending on these criteria. In one, she is comfortable and feel less judged by others. It is understood that being criticized is scary for her and made an effect how she uses Instagram.

In this following statement, P3 tell her experience regarding the critics to her:

"I think it is silly. Because you don't have to be perfect and your profile doesn't have to be good. But people don't understand this like this. That's why, it doesn't make you feel good." (P3)

P3 tells being perfect as:

"...to be liked by all society or something at this level." (P3)

When these two statement gathered, size of the pressure she is feeling can be understood better. It is possible to say that she felt criticized through the image she puts on Instagram. It is important to see that she internalizes society's criteria that she created and she feels like she needs to be perfect in front of others. It can be understood that Instagram plays a role in internalizing this criteria she structured in her mind.

3. 5. 3. Feeling Happy

“Feeling happy” due to using Instagram is an emotional state observed in the narratives of the participants. Feeling happy can be an important motivator in Instagram use of participants.

In this following statement of P6, he explains the reasons why he thinks that Instagram is a perfect application.

“Yes. Because the best thing I do was to open that page. And I become famous due to Instagram. Like this. There are people who loves me on the motor page. I have followers. They wrote everyday like “New video, new video”. It is like I feel happy when girls and boys write. That’s why, it is a perfect page and perfect application.” (P6)

In this statement, he tells about his experience of being happy on Instagram. It seems that not only Instagram makes him happy, but also it is about the things that Instagram provides him. Instagram act as a source and a mediator between him and the audience that he reaches. After he opened an account, his social environment has expanded. Furthermore, he feels loved by other people and they also want and expect new things from him. Probably, these expectations are also making him happy. Because he feels useful and loved at the same time. It can be said both are very important for him to continue having his accounts on Instagram.

In this statement of P2, he talks about how it is to look to the posts for him.

“Looking to posts is something classic for me. I mean when I enter, looking at posts gives me happiness sometimes. Like I said, comic pages, jokes. That’s a good thing. I love it.” (P2)

In this statement, it is seen that an activity he can do through Instagram is making him happy. Similar to the first example, Instagram is perceived as a source and a provider in this example. It connects him to other people through their posts. Seeing a joke or something funny makes him happy. These are also his subjects of interest. Furthermore, these jokes can be shared with other people including friends through Instagram. It is probably easy for users to share the images through Instagram rather than sending it to friends with other online platforms. These can also make an effect on Instagram use.

Another statement, P4 explains how Instagram bringing out fun in her experience.

“I mean, I share things with my friends. I sent photos. In this way, I am laughing and having fun. I share fun videos in this way. It makes me happy.”
(P4)

In this statement, it is seen that P4 is having fun through sending images on Instagram that leads having fun between friends. Sharing can be seen as an important part of friendship. Instagram gives opportunities to share fun things with others. This can effect friendship closeness.

3. 6. OTHERS' IMPACT ON ONESELF VIA INSTAGRAM

There are types of behaviors, social factors, specific emotions, access to technology that are making an impact on how participants use Instagram. “Getting attention”, “Emulation to others”, “Family”, “Friends”, “Using Smart Phones” are the five subthemes of this theme.

3. 6. 1. Getting Attention

Getting attention is one of the important factors that is structuring how participants use Instagram. It seems that taking attention is hand in hand with getting likes. And having likes from others can be an aim in posting something. Therefore, it makes a direct impact on their use.

In this statement, P3 tells if she can add a feature to Instagram what it would be:

“I don't know, I mean, it happened for me. Number of likes are not seen. You know that right? It was something that I wanted a lot. ” (P3)

She tells how she feels about not able to see the number of likes:

“I am relieved. Sure, I am not saying that mine is low level, I don't want to say that it wasn't liked. But I say it for people. All my friends are telling why it is closed. Because their number of likes is good and they see themselves superior. They want to show their likes to people. When it is shut down, their likes are not seen, so they are annoyed...It is not but if it

was I would be glad that it is removed. Thus, I would be very happy for not being able to be criticized. But not I am normal happy. ” (P3)

In this statement, having likes which can be understood as a sign of taking attention on Instagram, creates pressure on adolescents. It may lead to worry or anxiety. Therefore, removal of this feature of the number of likes gives her a relief. This means that she can post a photo without thinking how many people like it. This may also bring the question to her mind what other people would think about her if she does not get enough likes. It seems that P3 was feeling under pressure each time she posts a photo. Therefore, taking attention is something important that affects her way of posting behavior in her experience. Furthermore, her statement points out that number of likes can create a hierarchy between users.

In this statement of P4, she tells about her view about sharing too many photo and taking attention.

“I can explain unnecessary like that. If I shared all the places I go, it would become unnecessary. When people see where I go, they don’t say she was here. Things that people can like. For example let’s say sky is purple, people can like that or I share what I like. But sky is something I always see. Why should I share the normal, why should I share if it is not interesting?” (P4)

In this statement, it can be understood that she shares things that can take attention from other people, things that can be found interesting by other people. It is possible to say that she doesn’t want to share the normal thing because it would be ordinary and probably won’t take much attention, especially compared to an interesting picture.

In this statement of P3, she tells about her experience regarding sharing things taking people’s attention.

“(I share) things that taking people’s attention and things found beautiful by them and things taking my attention at the same time. I share because it takes my attention.” (P3)

It seems that it is important to share things that is can both take attention of other people and P3. She tells that she shares because of her. However it seems that other’s view is also very important.

3. 6. 2. Emulation to Others

Emulation felt by adolescents to users of other Instagram account owners can make an effect on how they use Instagram. These other users can be friends, professionals or celebrities they follow.

In this statement of P3, she talks about the last thing took her attention on Instagram.

“Lastly, I looked at a very beautiful photo shared by a friend. She was very beautiful. And people always emulate. I looked, she was very beautiful. So she was beautiful, her photo was also beautiful. I didn’t look at likes or comments. She took my attention directly.” (P3)

When she is asked if she looked only at that photo, she answers:

“This is something else, I continued. But it was the one I looked the longest. Because it took my attention. When the rest is not like that I close on time.” (P3)

In this statement, emulation to someone, beauty of someone she doesn’t even know, can influence her behavior on Instagram. It can be understood she is really impressed by the beauty of the girl and this cause to look longer at the photo. It is possible to say that she wants to be beautiful like the girl she saw. Furthermore, it is interesting that even she doesn’t know the girl directly, she found her beautiful not just on the photo. The girl gave the impression to her that she is beautiful in real life, too.

In this statement, P5 tells her experience how she emulates to other on Instagram:

“Ihmm, I emulate to clothes that people wear. Because some of them are expensive but I generally emulate their clothes.” (P5)

In this statement, it is understood that she follows accounts that she has admiration especially about clothes. She wants to buy the clothes she had admiration. However, they are expensive. Actually these photos are not only showing clothes, they can be understood as a certain kind of life style with certain

economic level. Therefore, it is possible to say that these clothes are structuring her world view, probably what she wants in her future.

3. 6. 3. Family

Family and its members are important from time to time in participant's narratives. It seems that parent, mother, father, sister or a close cousin can make an effect how adolescents use their Instagram account. This means their relationship with Instagram should be analyzed within the family relations.

In this following statement, P5 talks about how she opened her first account on Instagram:

“My mother was using. I was sending pictures from my mother's account. Then, my mother passed to another account. And I passed to her account. But it was very silly, I was taking pictures of my dolls and posting them. I wasn't posting myself. I was sharing very childish things. Then, I opened an account on middle school. I am using that account now. Now I am at tenth grade. I use it since fifth grade, something. Five years something. Not five. Five, six, seven, eight, nine. Yes, like five years.” (P5)

In this statement, her mother's impact on her Instagram use is very crucial from the start. It can be said she can learn about Instagram from any place. However, her mother's use made an obvious effect on her. It can be said that her mother's approval about her child's Instagram use was influential. Probably, P5 look up to her mother and her mother was her role model.

In another statement made by P2, he tells why he don't like to post pictures of himself.

“I think it is a bit family related. For example, my mother doesn't post a lot of photos. She didn't post. It can be family related.” (P2)

In this post it is obvious that he took his mother as a role model and imitates the same behavior in his account.

3. 6. 4. Friends

Friends are very important during adolescence. Effects of friends in participants' life is important both in online and offline platforms. Therefore, Instagram is a platform where peer influence is crucial in the way they use it.

In this statement of P6, he tells how he started to use Instagram:

“How I started to Instagram? When I first buy my mobile, I saw everybody was using Instagram. My primary school friends were also using Instagram. I was using an old phone these days. You know Nokia c33. It has both touch screen and press button. Because I couldn't use Instagram from that, I was sitting and jealous of my friends. I was looking in jealousy. Finally, my father, not my mother but my sister had old, Samsung Galaxy. I was using it. Then we had thefts in school. Mobiles were stolen. Then I used it. And I started to use Instagram with that.” (P6)

In this statement, it is understood that P6 wanted to use Instagram because his peers were using. And he wanted to do what his friends doing at that time. It seems that it was very important for him. Because he still remembers his jealousy due to not being able to use it.

In another statement, P6 tells if her profiles are similar to her friends:

“It looks like to my close friends'. But if I count everyone, it changes. Like I said there are people with thousands of pictures. But it looks like to my close friends.” (P3)

In this statement, it is understood that not only she is under influenced of her peers. She is also affecting her peers. As a close friend group, they have similar style on Instagram profiles. The way they create their profiles, they post and probably the photos they share has common points.

In another statement, P4 tells her profile look likes to her friends' profiles on Instagram.

“From which aspects. I speak from my close friends' aspect, none of us share some parts of our lives. Or none of us, not none of us. Everybody always share. Because why not? We can go back and look and we will like it. Like that.” (P4)

This statement tells that belonging to a group, act as a group is very important in her Instagram experience. Peer influence in an adolescent group also make an impact how they use it. They use Instagram to share common memories. And they create a memory they can go back and share or enjoy again. The belongingness to a group in that moment leads better memories later in life as a group. Furthermore, it can turn into a conversation topic in the future.

3. 6. 5. Using Smart Phones

Using technologic devices is a must for using Instagram. Therefore, it can be said that accessing to technologic devices make a crucial effect. It is observed that meeting and having the opportunity to access some technologic devices, especially mobile phones made an impact on relations between participants and Instagram.

In the statement of P4, she tells:

“.... for example, my time of Instagram use is one hour 19 minutes. This one hour 19 minutes is not always at home. Last years, I couldn't use mobile at school. This year, I can use it during the breaks. This can increase the time when I looked during the breaks.” (P4)

In this statement, it is understood that when she is able to use her mobile, her time on Instagram increases.

In another statement, P2 explains:

“When there is Instagram, when I enter to the Instagram, I use it more. Now Instagram is installed, my rate of looking to computer has dropped. Then I can say I look at my mobile 60%. Because I can't look at the computer all the time. But I can take the mobile with me all the time. If I was looking at the computer 35% between those hours, now I can look at my phone with 60-70% of the time. Looking at my computer is less. It caused a time limit.” (P2)

In this statement, there is a comparison between computer and mobile and its effect on Instagram use. P2 tells that mobile is more practical in terms of using because its use is practical and you can carry it to anywhere, while computer offers

a more time limited use. In addition to that, he tells that Instagram changed his relations with computer. Because he is on Instagram more, his relation with computer has weakened, accordingly. Furthermore, what you do with technology is structured with the device you use. For example, on computer, he does more diverse stuff, while he uses and focuses on Instagram more on mobile. Therefore, this statement is important not only seen the effects of technologic devices, but also for seeing the differences between them.

DISCUSSION

This current study examines the perception of adolescents regarding themselves and others on Instagram. Their identity formation on Instagram, their relationships with others including family, peers and the world in general and setting boundaries are investigated within the context of this study. The results revealed in six main themes. They are entitled as “Instagram’s benefit”, “Creating an appearance: From Image to Reality”, “The Process of Getting to Know Oneself”, “Boundaries”, “Emotions”, “Others’ Impacts via Instagram”. The first theme represents beneficial parts of Instagram helping to understand the reasons why adolescents use Instagram and how their perception is affected with these beneficial aspects. The second theme is important to understand how they want to be perceived by others on Instagram and how this reflects to their account. The third theme is exploring how being an adolescent is reflected on their identity on Instagram. This stage of adolescents comes with its different aspects such as, perceived changes, becoming an individual and faced difficulties. Forth theme is a crucial theme regarding understanding established boundaries of participants to feel safe and comfortable while using Instagram. The boundaries include the boundaries between participants and others on Instagram and the boundaries between themselves and Instagram. The fifth theme investigates different emotions revealed in participants’ narratives while using Instagram and how these emotions make an effect on their perception and using behaviors on Instagram. Lastly, the final theme helps to understand the effects of others on Instagram on their perception and its reflections on Instagram.

4. 1. INSTAGRAM’S BENEFIT

Instagram has many beneficial aspects from the point of participants. It is important to consider its beneficial aspects for adolescents in order to understand adolescent’s relation with Instagram. Exploration and commitment stages which develop hand in hand are important parts of adolescent identity formation (Erikson, 1959). According to the current study results, to understand its beneficial sides from

the exploration and commitment aspects are very essential and better be evaluated with Instagram's contributions to oneself and one's relationships in online and offline platforms. It is possible to say that there are two main parts regarding these aspects mentioned hereinabove. Firstly, adolescents are able to discover new interests and meet with new people on Instagram. Secondly, they find opportunities on Instagram to deepen their information on the subjects that they've already interested or relations with other people that they knew before. Both are dynamic issues and Instagram's technical structure gives adolescent to interact with new and old things they have in their lives at the same time. This means that they can explore while they can make new commitments and/or quit the ones they want and/or deepen their connections with the ones they already knew. It should be added that these things are happening in a very controlled environment. Because they are able to understand these things through Instagram and mostly with a smart phone and this can decrease perceived social pressure with respect to face to face environment. Furthermore, these discoveries can become very important regarding structuring their identity and different sides of their life through Instagram. Therefore, it is essential to understand Instagram as a dynamic and rich source of information providing accessible and potential options to adolescents under a more controlled online setting compared to real life.

Instagram is a new research topic in the literature. Therefore, it can be stated that the sources to be investigated are limited in this field. The relations between identity formation of adolescence, exploration and commitment are not yet studied. However, it is known that exploring new roles, commitment to these new roles are important tasks of adolescent identity formation (Kroger, 2004). Adolescents tend to experience experimental activities with diverse interests, narratives and the way they present their self (Kroger, 2007). Furthermore, identity formation during adolescence is intense (Marcia, 1983). Different settings and individuals can make an impact on identity formation (Maccoby, 1980). Instagram is a different setting and acting as a source for different people. Therefore, its effects should be observed. According to results of this study, it is possible to say that Instagram has beneficial aspects in contributing to these stages in a positive manner.

Another beneficial point for adolescents is being able to learn both new things and deepen their current interests through Instagram. Results suggest that participants can learn new things regarding their social environment and the world. It is observed in the narratives that Instagram can help them to raise their awareness about some popular subjects, such as feminism, environmental issues, etc.

In the literature, learning new things from Instagram is not widely studied. However, there are some studies which gave results in parallel with the findings of this present study. It is found that Instagram creates awareness regarding subjects such as sex, body issues and etc. which can be hard to speak with the close environment (Statusofmind, 2017). Previous research shows that health related discussions or online health support groups can be beneficial for individuals who needs help (Forest & Wood, 2012). Furthermore, another research (Andalibi, Ozturk, & Forte, 2017) found that SNS can be an important medium to find social support for individuals disclosing about their negative emotions and/or difficult part of their identities. Instagram can help them finding social support and give courage to others to talk about these issues. Hence, it is found that Instagram can be used to promote healthy eating behaviors by giving individuals the opportunity to track themselves, share the difficult experiences with others and providing social support (Chung, Agapie, Schroeder, Mishra, Fogarty, & Munson, 2017). It can be said that Instagram can provide a social environment to raise awareness regarding sensitive subjects and help others. Seeking support or attention through publishing posts are common on Instagram but this subject should be observed carefully. There are also research findings about Facebook supporting stating that purposes of these support seeking posts are not always clearly understood by followers of the users. This may make users feel isolated or unsupported (Blight, Jagiello, Ruppel, 2015). Therefore, while seeking and finding support through Instagram regarding certain subjects can be beneficial for adolescents, on the contrary not being able to find it or not to be clearly understood by the followers can have negative effects on the individuals.

Next, previous research found that that content viewed on Instagram which can also be strongly related with learning from Instagram is an activity in which user is not passive. Browsing may decrease feelings of loneliness by bringing users'

mind regarding their potential contacts (Yang, 2016). But it should also be added that some content on SNS can cause more negative results than the beneficial ones. Tandoc, Ferrucci, Duffy (2015) found that Instagram use can lead envy and envy is correlated with higher rates of depression. Therefore, it is important to keep in mind that while learning about new things or on their interest can be beneficial for adolescents, some content can cancel these beneficial points and Instagram can become harmful for adolescents.

According to results, it is found that socialization is one of the most important reason for participants to become engaged in Instagram. It should be considered that Instagram can suggest instant solutions to adolescent's boredom or loneliness at any time of the day. Feeling lonely can cause difficulties in adolescent life. Peers are very important part of adolescent life and developing a peer relationship is a developmental task (Subrahmanyam & Smahel, 2010). Therefore, if they are feeling lonely, they are able to meet with new friends in parallel with their current interests through Instagram. It can be considered as a factor to understand adolescent behavior who are experiencing difficulties in developing face to face relationships with peers. Furthermore, opening a conversation through Instagram can be easier for them. Because Instagram is not only providing a medium to communicate with others, it also provides to peers new content of information about their common interests such as games, celebrities, other friends, etc. Due to easing of socialization, adolescent's anxiety and stress can be influenced positively. Furthermore, these solutions are not only making effect on their online life, at the same time they can create opportunities to connect in real life such as face to face meetings with friends that are taking their origins from Instagram posts. Overall, all these reasons can lead an increase in adolescent's self-esteem. However, this was the experience of these participants. This may change for other adolescents.

Literature supports these above mentioned findings that Instagram can be beneficial for socialization and enhancing peer relations. A previous study (Lee, Lee, Moon and Sung, 2015) found that establishing and maintaining social interaction with other people is an important motive to use Instagram. Furthermore,

a study by Abeele, Antheunis and Schouten (2014) found out that SNS help adolescents to meet with new friends and maintain established relationships and improve perceived friendship quality among adolescents. But Wellman and Gulia (1999) found out that individuals use SNS to meet with people similar to themselves and find social support. This is related both with socialization and seeking support. Furthermore, Pouwels, Valkenburg, Beyens, Driel and Keijsers (2021) found out that developing peer relationships and being able to talk to each other on Instagram when they want can be a beneficial point of Instagram. Furthermore, previous research support that Instagram interaction has positively correlated with wellbeing (Brandtzæg, 2012; Burke, Marlow, Lento, 2010; Yang & Brown, 2013). It can be said that online interaction can make the users feel less lonely and more connected. Relationship between self- esteem and socialization among adolescents on Instagram has not yet studied. However, Best, Manktelow and Taylor (2014) found that online chatting and receiving online support through online technologies can help to increase adolescent's self- esteem. It can be stated that all these results supports the opinion that socialization on Instagram can enhance adolescent's self- esteem. However, it should be added that negative experiences on Instagram may affect self-esteem negatively. Therefore, other aspects should be observed also in order to understand this way of thinking in a better way..

Furthermore, results of another study reveal that Instagram can make a positive impact on decreasing loneliness (Pittman & Reich, 2016). Findings showed that visualization on Instagram strengthens the effect of social presence. This means that a person sees a photo, video can more likely to signal their brain that their friend is there. This is not directly related to socialization. However, it can make an positive effect on a person for feeling in a social way. In parallel, it is found that interacting with others on SNS and browsing SNS can lower the level of feelings of loneliness. There is no study found regarding compensation of loneliness through Instagram. However, according to the research of Song et al. (2014), lonely or shy people tend to compensate their social skills by using Instagram. Shyness level of the participants is not measured in this current study. However, some participants

told that they found friends from Instagram and one of them told that he had difficulties in finding friends in offline settings. It was easier on Instagram.

Additionally, a previous research (Lowe- Calverley and Grieve, 2018) found out that “liking” on image-based social media can lead enjoyment, by giving users a sense of online appreciation. Furthermore, sense of belonging can be enhanced through social media (Grieve, Indian, Witteveen, Tolan, & Marrington, 2013). In particular, Instagram encourages users to make comments on others’ photos and they remain visible to others to view. Thus, it is found that Instagram provides a unique platform to study the effects of peer appearance related comments on women’s body image (Tiggemann & Barbato, 2018).

Alongside socialization and learning, results suggest that feeling inspired is an emotional state that adolescent feel via Instagram. Feeling inspired can give them courage and influence their self-esteem in a positive way. Inspiration is closely related with social comparison. In line with findings, Noon and Meier (2019) found in adolescence that making comparisons more strongly on Instagram is positively correlated with being more inspired from Instagram use. It is also said that if adolescents compare themselves to similar individuals and not to unachievable false role models, social comparisons would be more inspiring for them.

Therefore, it can be said that feeling inspired from a celebrity or a close peer can make opposite effects on adolescence life. Furthermore, it is found out that another online trend labeled as “fitspiration” aiming to promote exercise and healthy eating behaviors found to be inspirational for some users while creating a pressure on user’s body image (Tiggemann & Zaccardo, 2018). This shows that being inspired from content about body image or idealized beauty standards can do harm on adolescents’ psychological wellbeing. It can be interpreted that the subjects giving inspiration on Instagram can also make negative impact on adolescents and cancel its benefits. Another qualitative study among university students showed that while some participants are feeling jealousy, inferiority and stress due to making social comparisons on Instagram. These comparisons also motivated them to work and look for help from other friends who are more successful at related subjects (Mao, 2017). It can be understood that comparing oneself to a similar one can be

beneficial and help adolescents to achieve their goals. It is possible to say that these kind of inspiration can also help adolescents regarding their identity formation by giving them motivation for committing to certain roles during their adolescence. Moreover, it is found that viewing nature and travel postings can be inspirational and contribute to wellbeing. It is also seen in participants that the travel postings take their attention and help them to expand their world view. Lastly, profession is an important aspect of life. It is found that vocational interests of adolescents may be developed and supported through Instagram posts and the network it provided. They can be inspirational. Research tells that life transitions are threatening to some point but individuals in novel situations find upward comparisons for inspiration to improve their perceptions regarding controlling their own life and enhance their conditions to achieve like others in the future (Lockwood, Shaughnessy, Fortune, , & Tong, 2012). In that sense, Instagram can be inspirational from many aspects for adolescents. But, as it is stated, these aspects can change and it can do more harm than being beneficial in some situations and subjects. Therefore, to generalize these situations are not possible.

To conclude, results suggested in this theme are supported regarding Instagram's social support, socialization affect, learning new things, decreasing loneliness with previous studies. However, the contributions of Instagram's benefits to exploration and commitment stages of adolescence is a new subject that needs to be explored. Furthermore, Instagram's benefits can change in different cultures. For example, it is discussed that sensitive subjects may be explored better with Instagram. It can become easier to disclose regarding these sensitive issues. In the narratives of participants, it is seen that they learned about Turkish economy, differences regarding lives between Turkey and other countries by using Instagram. It can be said that these information influence their identity. They raise awareness regarding different peoples' lives. These differences they learn may be important for them. Because participants are able compare their lives with others' lives depending on this content on Instagram. Therefore, the benefits of Instagram including learning and raising awareness should also be considered with its cultural aspects.

4. 2. CREATING AN APPEARANCE: FROM IMAGE TO REALITY

“Creating and appearance: From Image to Reality” theme explains how participants’ Instagram profile is related to their identity. All Instagram users are creating an identity based on how they want to be perceived by others. It is observed that participant’s Instagram profile is like a public image of their selves, based on images. Therefore, it is found that participants have generally given effort to prepare their profile and continued to construct this image of them. It is a very dynamic structure since it is a process that continues as long as they are having an account on Instagram. It is a social environment and a constant recreational space where adolescents have their peers, family members and many other people. This profile and the photos they post are always there to represent themselves. Furthermore, they can have unspoken but important rules they have among them. Results show them, to publish photos that can take attention or can be perceived positive and beautiful are important criteria in general for appreciation. Other previous studies found that adolescent girls is affected by idealized beauty standards and peer’s thoughts regarding beauty (Chua & Chang, 2016). Sherman, Payton, Hernandez, Greenfield, Dapretto (2016) found that posted photos liked more by others if they are getting more attention in this medium from others. Social endorsement is important during adolescence. It can be said that participants may publish good looking photos just to get more attention by others. Furthermore, Engeln et al., (2020) support these findings. In the literature, it is observed that people who are giving more importance to physical view, find appearance more important in photos (Hill et al., 2016). It can be concluded that the reaction from others to a photo may have a more important role than the photo itself. Therefore, participants are probably feeling under pressure and have difficulties regarding reflecting themselves on Instagram.

Analysis of data received from the participants reveals that image they are giving to others on Instagram is important. Participants give effort to choose these images that will represent themselves. Thus, the thought process related to their posts continues after posting it. It is possible to say that being publicly seen by

others is occupying adolescents' minds before and after posting. It is observed that if participants have a good reaction from others, they have less doubts. If they think a posted image is not liked sufficiently or disliked by others, this occupation regarding this post and their image in their minds can increase and may annoy them. They can even erase the image if the comments are not positive or not in line with their expectations.

It can be said that previous research is in line with results of this current study. It is found that social comparison may cause developing maladaptive emotion regulation strategies and may cause an increased risk for depression (Feinstein, Hershenberg, Bhatia, Latack, Meuwly, & Davila, 2013). Instagram use can lead social comparison among adolescents, rumination can be one of the results of Instagram use (Teo & Collinson, 2018).

Next, it can be said that self-esteem plays an important role in this process. If an adolescent has high self-esteem, one can be influenced less by others' reactions. It should be added that popularity also has a crucial role. This means that adolescents try to be popular in real life and on Instagram. Therefore, if they think they are popular, they try to sustain this popularity which is evaluated through reactions of others. This can also create a stress on them.

Previous findings show that self-esteem plays an important role in Instagram use of adolescents. Wilkinson (2010) explains that while ones with more self-liking can experience more fulfilling relationships with their family and peers, ones with less self-liking have difficulties regarding sustaining these relationship. Having less self-liking may lead them to spend more time on social media including Instagram to satisfy their social needs. Additionally, Acun (2020) found that low self-esteem is related with increased use of social media to enhance self-image and self-esteem. Furthermore, Martinez-Pecino and Garcia-Gavilán (2019) found that problematic use of Instagram is more seen in adolescents with lower self-esteem. Therefore, adolescents with self-esteem may need other's approval less or give less importance to other's thoughts about them.

Next, data of this study suggests that participants would like to share and see the good things on Instagram. This can be related to self-worth. They want to

be perceived positively by others and they think they should see the selected ones among the posted images. Previous research support these results by explaining that self-worth is closely related with one's self esteem (Havi & Samaha, 2017).

When it comes to sharing, it is understood that participants are aware of that it is not only a photo of themselves, but it is also a representation of their life style or world view. But this is a complex process. Because they want to show themselves but do not want to show themselves with all of their aspects. While they are hiding some parts of their life on purpose, they try to share images that can contribute to this public image in a positive way and can take attention. Furthermore, getting negative attention can make them sad and lead self-doubts that may threat directly their sense of self.

Similar to findings, Yau and Reich (2016) tells that individuals tend to highlight their positive sides on Instagram. Thus, Ringrose, Harvey, Gill, and Livingstone (2013) found that teenage girls are usually editing their photos to look more attractive on social media. In addition to that, being popular is equally important on online settings. Therefore, self-presentation on online and offline platforms are having similar indicators such as looking interesting, having social relations and being attractive to others (Bruyn & Van Den Boom, 2005). It can be said sharing good images of themselves or of their world is important. Because they may want to be perceived as popular or maybe some participants would like to become popular. Furthermore, Barbato and Tiggemann (2018) found out that positive comments make a positive effect on adolescents. Therefore, sharing the best photos can be for taking good comments from others. They are sharing the best image of them, they may assume that the others are doing the same thing. Hence, similar with the findings of Kircaburun and Griffiths (2018), self- liking is negatively associated with Instagram addiction.

Briefly, this theme's results including giving importance to Instagram profile, trying to conform beauty standards imposed by Instagram, thinking process regarding posting a self-image are important topics that are explored and supported with previous research. It is possible to say that this theme is a common and a global

issue between Instagram users. And narratives of the participants reflected the importance of this issue.

4. 3. THE PROCESS OF GETTING TO KNOW ONESELF

Adolescents go through a complex period. In the interviews, it is observed that there are common patterns among participants during this period. Growing up and change, individualization and difficulty in expressing oneself are suggested in results as the common issues among participants. While they grow up and perceive their changes, it is observed that their individualism increase. They are becoming more separated from family and they are also becoming different from their friends. Besides, it is observed that expressing oneself can be difficult for participants especially, about their emotions. These are influencing the way they create their identity on Instagram and the way they tell about it. Therefore, it can be said that these common patterns might be important in understanding their perception. Furthermore, these can be considered with the aspects of identity formation.

Different aspects of identity formation can be followed through perception of adolescents regarding themselves and others on Instagram through the way they tell their decision making processes on Instagram during interviews. It is observed that their way of using Instagram differentiates from childhood to adolescence. Participants were also aware of these changes and thought that their perceived matureness has increased since childhood. It is known in the literature decision making processes and maturity develops in adolescence by age (Steinberg & Cauffman, 1996). It is observed that they are pleased by this change and growing up.

Becoming an individual is important task of adolescent. This study results suggest that that Instagram may help participants to separate themselves from family and friends and to become individuals through their account. As Erikson (1963) and Marcia (1983) observed, adolescents try different things and evaluate their own values and preferences. Instagram gives them an opportunity to try new things. The findings of this study also shows that participants are affected by their peers on Instagram that they compare themselves with. Previous research found that

peers relations make an impact in adolescent identity development via structuring their perception regarding themselves and others (Steinberg & Morris, 2001). In line with findings of Boyd (2014), participants are observed to be highly aware that their friend's comments to their posts which can make an effect on how they are perceived by others. It can be said that peer group norms and preferences of individuals can influence each other. It is observed that participants can see them as an individual who is different from others. While sometimes they do similar things with their friends, sometimes they differentiate themselves through acting differently on Instagram. If Instagram helps adolescents to develop their individuality or it is making a pressure on adolescents to follow peer norms has not been studied yet. However, it is known that Instagram can be both effective and detrimental regarding certain subjects such as body image and can do negative effect on mental health. Therefore, it is important to understand its both negative and positive aspects in order to discuss its effects on becoming an individual.

Results suggest that participants have common patterns in their use of language and having difficulties regarding explaining themselves, especially their emotions on Instagram. This results can show that becoming an individual is complex and developing a coherent identity can be a difficult task. It can cause confusion and difficulties in self-expression. From the developmental point of view, it is possible to say that adolescents are on exploration phase and while participants were thinking about different subjects, they haven't decided yet what they think or feel in general. Furthermore, making an interview with a stranger may create a pressure on them and this may affect their responses. Therefore, they might experience difficulties. Alongside these issues, some similar patterns are found among participants showing that Turkish adolescents may have some common linguistic patterns and make an effect on each other. This similarity between certain linguistic patterns among adolescents can show that peers are influential on each other regarding language use. This is in line with findings telling that peers are making an important impact on each other. Moreover, these linguistic patterns can also be interpreted as a reflection of difficulties in expression.

To conclude, these results are indirectly supported by previous research based on adolescent identity formation. Instagram's contribution to development of adolescent identity and to become an individual are not yet studied. But this data can be very important to understand its relation in that sense. Furthermore, it should be said that the common linguistic patterns used in the narratives of participants can be very cultural. Participants were adolescents living in Istanbul. It is important to consider culture when their choices of word in their narratives are thought. These language patterns may be common for adolescents living in Istanbul and/or in Turkey.

4. 4. BOUNDARIES

Findings suggest that participants are drawing boundaries while using Instagram to feel safe and comfortable. In parallel with the structure of Instagram which does not have a dislike option and try to be motivational with its nature, it is seen that participants try to avoid negative emotions and create a positive image on Instagram. Hence, it is important for them to please themselves and others at the same time.

Instagram is a unique social networking site because it focuses majorly on sharing images. Previous research shows that individuals generally choose to post images that they look thin and attractive (Manago, Graham, Greenfield, & Salimkhan, 2008). Instagram users can also make changes and use filters on their photographs to reach to an ideal look, and share them with others. This creates a new opportunity for users to be exposed to idealized images of their peers. The participants in Fardouly and Vartanian's (2015) study reported that they compared their appearance on social media more with distant peers than with close friends or celebrities.

The results show that most of the participants use two accounts for different purposes. It is observed that one account is general account, the other account is a more intimate account. General account has more followers including friends, family, people whom they did not meet face to face and the owner posts images that are selected carefully, images that won't hurt their image on this general account.

Second account is generally opened after general account due to needing a more intimate and safer place. It is observed from the narratives of participants that first general account gets crowded with time. Furthermore, it is understood from interviews that having a second account is very common between their friends. This second account is for limited followers, especially for close friends. It is observed that participants are more comfortable in this account and can post images easily compared to other one. They don't give much thoughts regarding their image compared to the first one. Therefore, their established boundaries for two accounts are very different.

Previous studies support this study results regarding having two accounts (McGregor & Li, 2019; Taber & Whittaker, 2020). It is found that adolescents can act more comfortable, feel less pressure, and reflect both their positive and negative emotions, not trying to be always positive in these second entitled as Fake Instagram Account in the literature. In parallel, it is the followers who are limited to close friends. Therefore, it is safer for them to share what they want. It is meaningful for adolescents to open this second account in time depending on their need for being comfortable. It can be said that this second accounts can also be important for their identity development. Because they can act more experimental in this account and this can make a positive effect on their exploration period. Their followers are individuals they trust. Therefore, they are not feel judged and can reflect themselves more comfortably.

Furthermore, these accounts can be seen as a sign of separation from family and getting closer with peers as it is expected during adolescence (Blos, 1967; Koepke & Denissen, 2012). Because, it is also observed in participants narratives that these accounts do not always include family members.

Another important point revealed in the data which can be considered as establishing boundaries on Instagram is that participants would like to follow people and being followed by others if they have some friends in common. However, it is not always the case. There was also a participant who becomes close friends that he only know from Instagram. It can be said if an individual is more social and has friends, one can have more criteria regarding accepting or following

others in the Instagram account. In contrast, if an adolescent does not have many friends in their real life and feeling lonely or excluded, one can be more inclined to accept and follow others that one does not meet before on Instagram. This can be a very positive thing for these adolescents. In addition to that, self-esteem can make an effect regarding these criteria about accepting and following friends. Song et al. (2014) observed it is possible for lonely or shy people to compensate their social skills by using Instagram. This can also influence how they respond to other people's following request on Instagram. Furthermore, Keep and Amon (2017) examined the relationship between belongingness behaviors and personality on Instagram, revealing that Instagram provides a special opportunity for satisfying belonging needs.

In the literature, criteria regarding accepting follower requests in Instagram has not yet been studied. However, Yang and Brown (2015) found out that there is a correlation between poor college adjustment and talking to strangers on SNS. Furthermore, interacting with strangers on Instagram may cause negative psychological outcomes (Lup, Trub, & Rosenthal, 2015) and poorer social adjustment, as well (Yang & Lee, 2020). But, it is also indicated that social media activities can made a positive impact in one case, but this can become negative in other case. Therefore, this subject can be important understanding how adolescents may reflect their personal boundaries to Instagram and what makes them feel safe and comfortable. This can be also important to understand the relationships between identity formation and mental health.

Choosing how much one wants to expose oneself on one's account is considered as another aspect of establishing boundaries on Instagram. It should be added this can also be closely related with avoiding negative emotions and discomfort of potentially being judged. Therefore, it can be said that it is essential for adolescents to expose themselves safely on Instagram, especially in their general account where they can be followed and seen by many people.

In the results, it is also observed that participants have some problems regarding drawing a boundary between Instagram and themselves. They do not feel in control regarding their time spent on Instagram and they are not able to quit when

they want. This means that they spend more time than they wanted. It is observed that this is out of their control. Therefore, they need to give effort to quit and to be away from Instagram. Furthermore, it should be said that Instagram can continue to occupy their minds even if they are not connected. They can think what others are doing and they feel urge to look to Instagram, again. It is also observed that most of participants feel addictive to Instagram and they don't like this feeling. They feel like they are getting lost on Instagram and cannot stop looking at images. Furthermore, some of them need help from others to stay away from Instagram. It is examined that when they succeed not looking at it, they may feel successful. Not being able to control themselves can be disturbing for them. Feeling addicted to Instagram is annoying for them.

In line with findings, previous studies indicate that addiction to social media is found to be an important problem among adolescents and may have negative physical and psychological outcomes (Ponnusamy, Iranmanesh, Foroughi, & Hyun 2020). Social media addiction defined by Andreassen and Pallasen (2014) as to spend too much time on SNSs because of an urge that cannot be controlled and they suggest that it leads to excessive use and negative results in real life. These results of previous research is in parallel with this study findings showing that participants are experiencing problems regarding studying or having face to face conversations due to their urge to look at Instagram posts. Furthermore, previous research shows that social media addiction have positive correlation with negative depressive symptoms, loneliness, anxiety, negative moods, low self-esteem, and dissatisfaction with one's appearance (Brown & Tiggemann, 2016; Lup et al. , 2015; Marengo et al. , 2018). These current findings support that Instagram addiction can make a negative impact on identity formation process of adolescents by affecting mental health negatively. Moreover, in the literature, it is found that having more followers can be perceived as a reward and activate the reward system which can lead addiction in return. (Luciana, 2013).

In conclusion, it can be said drawing boundaries on Instagram can be considered as a parallel process with identity formation. It is important to understand that this effort put by participants can also be interpreted as a strategy

for them to continue using Instagram. It is possible to say that adolescents need safe boundaries to make exploration freely and comfortably. But it should be added that wanting to be seen positively by others can make these boundaries blurry. Because they would like to make explorations freely, but they would like to be perceived positively and would like to keep a good image at the same time. However, they may feel threatened by these possible judgments or discomfort of judgments. It can be said that they are trying to find a balance between Instagram and them. Therefore, their exploration can be narrow and/ or limited and can become a problematic during adolescence. They can be afraid to try or making mistakes. Especially adolescents with low self- esteem, anxiety or depression can be more influenced with these thought regarding what others may think. These can lead to rumination or obsessive thought patterns.

Lastly, narratives of the participants can be interpreted that they develop some strategies to use Instagram. This is something that is not studied in the literature. It means that while they are trying to avoid negative parts or things that may influence them in a negative way on Instagram, they are trying to benefit from its parts that are perceived positively by them. These boundaries may change between different adolescents.

4. 5. EMOTIONS

This study suggests that and curiosity, feeling happy and feeling discomfort with judgments are the emotions which are influencing their relationship with Instagram among participants. This is also important to understand their perceptions regarding themselves and others. Because it is understood that their emotions can help enlighten their behaviors on Instagram. Curiosity is one of the leading emotions observed in participant's engagement with Instagram. Curiosity for other's life, for their interest and for news they can learn through Instagram is an important drive in Instagram use. It is examined that they stay connected in Instagram because they would like to learn more about the things they follow on online and offline platforms. Furthermore, it can be said that they are very curious regarding their friends life. According to data, there can be two reasons for that.

One is that they want to do the new things such as going to a fancy place that their friends go. Adolescents do not want to be left behind. Secondly, fear of missing out is also seen among participants. This means that they are reminding of themselves by staying connected and staying curious regarding others life.

In line with findings, Sheldon & Bryant found that surveillance and knowledge is the strongest motive for using Instagram (2016). It is found that surveillance and knowledge about others which is strongly related with information seeking (McQuail, 1983 as cited in Sheldon & Bryant) defined. Therefore, it can be said that willingness to know about their friends can be related to feeling curious about what is happening in their friend's life for being able to do the same things. In the literature, curiosity on Instagram and adolescent has not yet investigated. It can be said that curiosity about others can be examined in regard to surveillance. Furthermore, its effects to identity formation should be examined to understand its effects to adolescence.

Next, it is found that following celebrities, trends or game accounts give participants information in advance and it seems that participants feel special with the information they learn. Furthermore, these information can also be useful in their daily life. This information provided from different Instagram accounts can make direct and indirect effects in their lives. For example, they can imitate these celebrities in their life, they can use this information to open a conversation with their peers or they can use this information while they are playing a computer game in their life. But this curiosity should be observed carefully. Because this can cause confusion regarding their identity and self- esteem. For example, curiosity regarding celebrity lives and photos can cause create pressure on them regarding their body image, or their life in future. It is observed in participants that these images are influencing the way think about their physical appearance. The findings support that exposure to thin and attractive female celebrity images has an immediate negative effect on mood and body image of women (Brown & Tiggemann, 2016; Krones, Stice, Batres, & Orjada, 2005; Trottier, Polivy, & Herman, 2007; Wasilenko, Kulik, & Wanic, 2007). Therefore, this curiosity can also make a negative effect and adolescent may feel obliged to follow these trends.

Alongside curiosity, results suggest that being happy is an important reason to understand participants' relation to Instagram. Happiness can strengthen their relationship and create a very positive opinion regarding keep on using it. It is found that participants can be happy regarding making friends, being social or fulfillment of a routine such as checking regularly posts of some accounts which they like following on Instagram. This also means that they know what to expect from these accounts. Furthermore, it is possible to say that to have beneficial aspects from Instagram make them happy. It may be important to consider Instagram as a platform where adolescents know what they can find. On one side, it is safer compared to real life settings and can be reached easily. However, the content shared on Instagram may influence adolescents in a negative way and can have negative effects on their well-being.

It is found that reaching shared content or sharing some memory can be meaningful for participants and can contribute their happiness. It is observed that participants find easy to view or share visual content. It is told in the narratives of participants that they do not need to explain their memories, they can create a memory only by sharing an image. This is parallel with other studies telling that documentation is one of the motives to use Instagram (Sheldon & Bryant, 2016).

Next, they can find funny posts on Instagram that can make them laugh effortlessly and this make them happy. Furthermore, to be able to reach their friends and get response from them can make them feel loved and this makes them happy. Other previous research supports these results by finding entertainment as one of the motives to use Instagram (Sheldon & Bryant, 2016). It can be interpreted that entertainment can be strongly related to feeling happy on Instagram and this can strengthen adolescent's relation to Instagram.

Next, results suggest that feeling discomfort with judgments is another emotional status participants are facing. It could be said a comment section may create a risk for judgments. It is observed that feeling judged or criticized create discomfort in them. Furthermore, it is observed that these comments may occupy their minds before and after posting. This can be also related to the fact that they are able to view other people's account and other people's comments on Instagram.

These can make effect on how they perceive others. In addition, it is found that these posts can be mentioned and criticized between peer groups not only on online settings but also in face to face conversations. Therefore, this discomfort can turn into as a potential threat regarding being criticized in minds of participants. It is understood that they do not want to be perceived and criticized in a negative way. It is possible to say that this creates a pressure on them.

These findings are supported by Boyd (2007) who indicated, adolescents are highly aware that peers comments are influencing how they are perceived by others. This means that their followers who can see their profile and/or people can put comments may make them feel judged. These findings are also in line with study of Reismeyer, Pohl and Ruf (2020) who found that adolescents may feel under pressure to have communication with their group and to follow group's aesthetic ideals on Instagram for not being excluded from the group or being sanctioned. Due to coping with perceived peer pressure, adolescents may create coping strategies such as obeying group norms even if these norms are not good for their interests. It is also observed in participants that they feel pressure due to their peer group's critics regarding Instagram posts. Furthermore, findings of different studies about social media revealed that negative appearance comments like teasing is positively associated with body dissatisfaction, eating disorders and weak psychological functioning (Herbozo, Himes, & Yamamiya, 2005; Webb & Zimmer-Gembeck, 2014). In parallel with findings, it is suggested that social media can lead conversations based on appearances between peers on offline platforms (Tiggemann & Slater, 2014) and this has a major role on body dissatisfaction (Tiggerman & Barbato, 2018) while strengthening beauty ideals and causing poor body image (Clark & Tiggemann 2006) and self-objectification (Tiggemann & Slater, 2015). Furthermore, Tiggerman & Barbato found that being exposed to images with positive appearance related comments may lead to greater body dissatisfaction compared to just seeing the images without comments between undergraduate female students. It is seen that some participants are making changes or they post photos exposing their face and body that their peer would approve. These can be related both to peer pressure and body image manipulated by

Instagram. In line with findings, Yang (2016) found out that users who make social comparison on Instagram has perceived their social connectedness as unsatisfactory and this erase the potential positive impact of social interaction. Therefore, it can be said feeling discomfort regarding judgments is an important subject that can create a potential risk of influencing identity formation in a negative way. It can be said that they may not able to experience new things freely due to this feeling of discomfort.

In addition, these judgments can be taken directly regarding one self, not only about the post. But it should be said that this situation can change. Because adolescents with more anxiety or low self-esteem can be influenced more negatively with these judgments while the ones with higher self- esteem may deal with these comments in different ways. This subject is not yet studied. However, Seabrook, Kern and Rickard (2016) found out that frequent social media use can be a great risk for anxiety and depression due to including social comparison. It should be considered that the level of discomfort may change between adolescents. However, this discomfort may cause negative impact on wellbeing of adolescents.

This feeling judged is also affecting their posting behavior, especially the post they expose or show themselves. Previous findings show that posting behavior is influenced by the self-esteem at first place (Hill & Dunham, 2016). While the adolescent with average self-esteem are posting the most provocative photos, the ones with low or high self- esteem are inclined to post more goofy and filtered photos. It is observed in this study that some participants were very attentive regarding the images they will post. For example, one told that she deleted her picture because it could make her look silly and it will be against norms of society.

It can be concluded that they are trying to publish posts that can be liked, that can create positive emotions, not only for feeling motivated or happy but also not for feeling judged. However, personal differences may influence posting behaviors. Furthermore, these emotions they feel during using Instagram can have direct and indirect effects on their social life. Therefore, these emotions can have impacts on their identity formation. While feeling positive emotions can make a positive impact on exploration and commitment stages, feeling judged can form an

obstacle in front of their identity formation. They may feel unsuccessful, unhappy, depressed and can be less active and become more passive. This is important because this can lead to role confusion and not being able to reach identity moratorium or achievement stages. Adolescents should try and fail to learn and decide. However, to be judged in front of others can cause shame, stress and turn into bigger problems. Emotions observed while using Instagram are also supported with the existing literature.

4. 6. OTHERS' IMPACT ON ONESELF VIA INSTAGRAM

Others' effect on Instagram is found to be important on participants' Instagram use. It is seen that external effects are influencing participants' perception regarding themselves and others on Instagram.

It is observed that getting other people's attention, which is generally evaluated by the number of likes and comments on a post, is very essential on participants' relation to Instagram especially on their posting behavior. The fact that number of likes cannot be seen by everyone in current Instagram structure, may be relaxing for some adolescents, especially the ones with low self-esteem or high anxiety. It is also observed that some participants were more passive on Instagram which means they do not publish posts. This can be related to fear of not getting a positive attention. Because fear of not being liked by others or not getting positive attention can be perceived as a threat. This can also be considered with identity formation process. Because they are not able to try different things and show them on Instagram freely even if they want to. There may be other reasons for them to stay passive in Instagram. Or, they can experience new things in other places except Instagram. But there can be parallel sides between their Instagram use and behaviors in other social environments. Therefore, this should be considered among the reasons why they stay passive and how being passive on Instagram might make an effect on their identity formation stages. Furthermore, being popular is very important during adolescent. Therefore, number of likes and followers can be seen as an indicator regarding popularity. More popular adolescents can post easier compared to unpopular ones. Because popular ones can predict the attention they will

take from others. But it should be added that there is research showing that being popular on Instagram, followed by many people and getting likes can make an adolescent popular while it increases the risk of cyber victimization (Longobardi, Fabris, Prino, & Settanni, 2020). The data showed that participants are trying to be popular at some level. It means that they don't want to have too much attention. This can be related to feeling criticized or to potential threats of bullying.

In line with literature, it is important for adolescent girls getting feedback from their friends to their posts on social media (Frison & Eggermont, 2016) and not getting a feedback can harm their mental health by causing depression and sadness (Jong & Drummond, 2016). Chang, Chua, Loh (2018) found out that it is a burden on them and these feedbacks can influence negatively their self-esteem. These are supporting this study. It is possible to say this can have an impact on their identity development in a negative way.

Another way of understanding the degree of the attention of others is the number of followers. It is observed that higher number of followers can be correlated with getting higher attention and more active Instagram users have more followers. Therefore, it is a cycle which is affected by each other. Even though most of the participants tell that the number of the followers are not important on their both accounts, it is observed that they are giving time and effort regarding their posts and trying to calculate the comments that can come from their followers. They would like to be perceived positively.

In line with literature, having followers is another way for getting feedback and it is a reflection of users' popularity (Chua and Chang, 2016; Jang et al., 2015). It is found that "follow /like me" is one of the most mentioned subject among adolescents on Instagram and to become more popular they add "please follow me" hashtags in bio descriptions or add more tags to their images (Jang et al. , 2015). This is not observed during the interviews. Except for professional purposes, participants told that the number of followers and likes are not important for them. However, participant may talk about these things in their in group while saying that being followed and liked are not that important for them.

Emulation to others, especially to celebrities are common in participants. They want to be like celebrities or public figures they like. The importance of beauty is becoming important in the sense of emulation. They want to emulate more to people they find beautiful. This can make pressure on their beauty standards and body image perceptions. It is found in the literature that females (Marengo, Longobardi, Fabris, & Settanni, 2018) are more influenced by beauty standards. However, it is observed male adolescents are also mentioning about these beauty standards and give importance their physical appearance in the photos they post. For example, one male participant told that he put photos that he thinks handsome. Previous research tell that exposure to thin and attractive female celebrity images has negative effect on mood and body image of women (Brown & Tiggemann, 2016; Krones, Stice, Batres, & Orjada, 2005; Trottier, Polivy, & Herman, 2007; Wasilenko, Kulik, & Wanic, 2007). Therefore, feeling emulation to celebrities should be observed carefully. Because it can have negative impact on identity formation of adolescents.

Furthermore, it is observed that parents are influential on participants' Instagram use. The way participants' use Instagram is observed to be in parallel with their parents' way of Instagram use. It seems that they see their parents as a role model regarding the way they use Instagram. It is observed that these similarities are especially effective when they start to use Instagram in their childhood. But the effect lasts during adolescent with the increased effect of peers. This is also very parallel with adolescent stages in which adolescents become more independent from family and peers gain more importance compared to family.

In line with findings, Vaala and Bleakley (2015) found out that parent's smartphone behavior make an impact on children's smartphone behavior at implicit level. This research also found parent's computer and internet use is an important predictor of children's engagement in diverse activities of Internet including instant messaging, social networking sites. Furthermore, Liu, Fang, Deng, and Zhang (2012) found that Internet use of parents is an important predictor of pathological Internet use of adolescents. Lastly, it is also found that internet addiction of children is highly in relation with parent's excessive-compulsive use of mobile phone (Zhou,

Zhang, Liang, & Tsai, 2014). Therefore, parents are influencing adolescent's technology, Internet and social media use with their actions. Additionally, it is found that adolescent with secure attachment (Bowlby, 1969) may protect children from addictions of smart phone use. This also show parent's effect on their SNS use and engagement.

Friends are observed as very effective in participant's perception and Instagram use. Friends, especially the close ones are very effective on participant's Instagram account. Their opinion regarding the user's post matters for the participants. It is seen that participants discuss their posts with their close friends before and after they post. Furthermore, close friend's profiles are similar. It is observed that they learn and look up from each other how their post should be. They can decide to share same posts if they spend time together. This can be generalized among adolescents. Moreover, belonging to a group and friendship closeness can be observed from Instagram friendships. It is possible to say that Instagram can make a positive effect on friendship quality and closeness by gathering them on a platform that they can connect at any time of the day. But it should also mentioned that friends can also create pressure on adolescents. Their face to face conversations regarding their posts and other people posts can become a pressure on the user. This can also be affected by the level self-esteem and the attachment style of the adolescent.

In line with findings, Yau & Stephanie (2018) found that peers' reactions are very influential on perception and self-presentation of adolescents. This means that adolescents give importance to peer's thoughts about themselves. Offline norms of peer interaction is reproduced on Instagram. Sherman et al. (2016) explore the underlying brain mechanism of *likes* and found out that *likes* are influencing perception of adolescents. In line with research findings, La Sala et al. (2015) found that preparing posts is an important phase for adolescents due to likes which can be an indicator of self-worth for adolescents. And these reactions are generally coming from their followers formed by their peers. It can be said that peers are influential during adolescents and peer reactions are becoming visible and countable on Instagram platform. Therefore, peers and their reactions is very important for

adolescents regarding how they perceive themselves and others on Instagram and on offline settings. According SNS studies, it is found that SNS is used to get information regarding others (Lampe, Ellison, & Steinfield, 2006) which helps them to develop interpersonal relationships and to full their need of belonging (Baumeister & Leary, 1995). They can be important factors for viewing peers as effective.

To conclude this theme, results about impact of other people's attention, peers, family members, smartphone use are supported by the existing literature. However, these impacts of these things on adolescents can change. Personal differences play an important role.

Overall, Instagram is a part of many adolescents' lives. It is understood that it is relatively a new field in the literature. The findings of this current study are supported in many ways with the existing literature. When all the themes are considered together, it is observed that participants of this current study were aware some effects of Instagram, especially the negatives ones on themselves. These may lead them to develop some strategies consciously or unconsciously. It seems like they are trying to decrease the harmful parts of Instagram such as addiction while trying to benefit Instagram's good parts such as socialization, learning, etc. Another important point is that participants' Instagram use can change according to individual differences. Therefore, their relationship with Instagram should be considered with their individual differences. Furthermore, cultural differences may affect this relationship. Instagram's benefits can change in different cultures. They become aware of Turkish economy, differences regarding lives between Turkey and other countries with the help of the content they come across on Instagram. Or it can understand adolescents boundaries can change with the culture they live in. These all may show differences between different cultures.

4. 7. CLINICAL IMPLICATIONS

Use of social media and Instagram has increased in adolescent life and become an important part of their lives for many of them. Adolescents use Internet

mostly for communication (Gross, 2004). In parallel with the increase in use, the problems regarding use of social media and Instagram is also increasing.

Findings of this study show that the relationship between Instagram and an adolescent is very complex. Using Instagram can influence adolescents in both beneficial and detrimental ways. Therefore, therapists should evaluate this relationship from different aspects to understand adolescence in a better way and the problems developed related to Instagram use.

The results indicate that Instagram is an online platform where the lines between online and offline settings become blurry (Lieberman & Schroeder, 2020). Online norms can be reproduced on Instagram (Yau & Stephanie, 2018). Therefore, therapist can consider Instagram as an environment where adolescents may reflect their identity they show on offline settings. It can be a good source to understand their peer environment, academic behaviors, world views, etc.

Therapists also need to know that this relationship between Instagram and adolescents is bidirectional and identity formation of adolescents can be affected by their Instagram use. Adolescents reflect some parts of their world to their Instagram accounts.

Furthermore, another important point for therapist to consider is that the problematic use of social media or Instagram may refer to some missing parts of adolescents' world. Instagram use may help adolescents to fulfill their belonging needs (Keep & Amon, 2017).

Limitations aside, this study contribute to the established literature by showing the importance of the mutual relationship of Instagram and adolescents. This study has the potential to inform policy, intervention and prevention program makers regarding technology addiction, eating disorders, depression, raising sexual awareness, etc. and technology developers and educators to use and increase the beneficial aspects of adolescent's Instagram use while decreasing teens' problematic use. In addition to that, parents of adolescents can benefit from this study by learning more about the relationship between their child and Instagram. This may help them to understand their children regarding why they use Instagram and what parents need to be careful about their Instagram use.

4. 8. LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This exploratory study contributes to the literature regarding perceptions of adolescents about themselves and others on Instagram. It is one of the first studies exploring the phenomenon of adolescents on Instagram in Istanbul, Turkey. This study provides a comprehensive perspective regarding adolescent experience on Instagram. The sample includes six participants and interviewed at a cafe setting. However, there are some limitations about the sample and the analysis. In the following section, these limitations and suggestions for further research will be explored.

Firstly, the participants' ages were between 14 and 17. The experiences of a 14 year old adolescent and 17 year old adolescent on Instagram may vary due to age difference. Therefore, future research may consider to have samples within the same ages.

Thus, six participants' socio economic level was not known. It is only known that while two participants were going to public school, four participants were going to private school. This may be due to socio economic status of the families. Socio economic level of the families may influence adolescent's pattern of Instagram use. Therefore, future research may use samples coming from a more homogeneous group.

Next, a peer debriefer and participant's feedback on themes may help to evaluate the analysis and self-reflexivity.

Furthermore, the differences of gender are not considered in this study. However, gender may be important in structuring user's experience. Therefore, future research can explore the gender differences.

In future research, it would be also important to conduct studies regarding Instagram, and adolescent identity formation with larger samples with quantitative research methods to be able to generalize some results.

This was an exploratory study in relatively new field. While writing this study, it is understood that there are many subjects that should be studied in future research. The relation between Instagram and adolescent can be explored from

different aspects such as identity formation, self-esteem, socialization, individualism with both quantitative and qualitative methods.

Lastly, the self of the researcher is important in qualitative studies. The researcher's past experience regarding adolescence and social media use may help in preparing appropriate questions that would be meaningful to the context of participants to make sense of their experience. Nevertheless, the fact that researcher didn't use Instagram during adolescence may influence her interpretation of the results.

4. 9. CONCLUSION

The present study aims to explore the perceptions of adolescents regarding themselves and others. The main objective of this study is to explore experiences of adolescents on Instagram. The experiences of six participants explored via semi-structured interviews conducted. Despite social media's effects on adolescence is investigated in the literature, the relation between Instagram and adolescents is relatively a new subject. Thus, this study aims to give comprehensive information regarding adolescent's image and their relationships with others on Instagram, and the effects of Instagram to daily lives of adolescents to future research.

The results show that adolescents are in a bidirectional relationship with Instagram. It is observed that adolescents can be influenced through the posts, messages, profiles on Instagram. Hence, it is observed that one also can influence others through one's post, profile, likes, and unfollows. Therefore, it can be said that this relation is bidirectional. Users are not the only ones under others' influence they also have effect on others. The influence on them or their influence on others may change depending on their Instagram use and personal dynamics.

Although the literature is mostly focusing on Instagram's negative effects on adolescence, in fact the relationship between Instagram and adolescents is more complex than that and it is recommended to avoid generalization on this subject matter. It is important to understand this relationship from both positive and negative sides. In the present study, results suggest that Instagram may influence adolescent identity formation with its effects on them.

When the relationship between Instagram and participants are considered, it has to be noted that some local societal and cultural values of Turkey may influence participants relationship with Instagram and the results of a study on this subject. The subjects that participants were sensitive may be affected by Turkish economics, politics, or societal values. Therefore, the content especially regarding the topics they become aware through Instagram can change. As it is seen in the results, they make social comparison not only between individuals but also between different cultures and countries. Most of the participants were aware of the differences of lives between Turkey and European countries. It is possible to say that some posts on Instagram can be very influential on their identity.

Different from the existing literature, it is possible to say that participants develop some strategies while using Instagram. It is observed that while they are using some strategies to avoid the negative parts of Instagram, they are trying to benefit from its positive sides. It may be possible to say that they are trying to find a balance between its negative and positive sides. Because they are aware of these both sides. These strategies are not something they are consciously following. However, narratives of the participants suggest that they have some ways to handle their experience with Instagram. These strategies can have differences depending on the personal dynamics of the adolescent. In general, it can be stated that, they try to benefit from the opportunities of Instagram as much as possible while decreasing its negative effects on them.

Lastly, it is very important to approach to the relationship between Instagram and adolescent by taking into consideration individual and cultural differences of a person. These differences may influence adolescent's Instagram usage substantially.

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APPENDIX A – Informed Consent Form for Parents

Ebeveynler için Bilgilendirilmiş Onam Formu

CALIŞMANIN ADI: Ergenlerin Instagram’da kendilik ve ötekilik algıları

CALIŞMANIN KONUSU VE AMACI:

Bu çalışma ergenlik dönemindeki (14-16 yaş arası) kişilerin Instagram’da kurulan ilişkileri, kendilik ve ötekilik algıları ile ilgilidir. Çalışmanın amacı, ergenlik dönemindeki kişilerin kendilik ve diğerlerini algılayışlarını, Instagram aracılığıyla anlamak ve nasıl şekillendiğini anlamaktır.

CALIŞMA İŞLEMLERİ:

Çalışmaya katılmayı kabul ederseniz, çocuğunuzla yaklaşık 1 saatlik, yarı yapılandırılmış bir görüşme yapılacaktır. Bu görüşmede çocuğunuzdan, Instagram hesabı ile ilgili paylaşımında bulunması beklenecektir.

CALIŞMAYA KATILMAMIN OLASI YARARLARI NELERDİR?

Çalışmaya katılımınız, ergen bireylerin, ergenlik dönemini ve bu süreçte Instagram’da kimliğin ve ilişkilerin nasıl şekillendiğini anlamaya yararlı olacak, literatüre katkıda bulunacaktır.

CALIŞMAYA KATILMAMIN OLASI RİSKLERİ NELERDİR?

Çalışmaya katılım sonucu olası bir risk beklenmemektedir.

KİŞİSEL BİLGİLERİM NASIL KULLANILACAK?

Bu formu imzalayarak araştırmaya çocuğunuzun katılımı için onay vermiş olacaksınız. Bununla birlikte çocuğunuzun kimlik bilgileri çalışmanın herhangi bir aşamasında açıkça kullanılmayacaktır. Görüşmede verilen cevaplar ve araştırma süresince görsel/işitsel cihaz kullanılarak edinilen her türlü bilgi yalnızca bu araştırma kapsamında kullanılacak, başka hiçbir amaç için kullanılmayacaktır. Araştırmanın sonunda tüm kayıtlar silinecektir.

SORU VE PROBLEMLER İÇİN BAŞVURULACAK KİŞİLER :

Araştırma hakkında sorularınız ve yaşadığınız herhangi bir problem için İstanbul Bilgi Üniversitesi Psikoloji Bölümü Dr. Öğr. Üyesi Yudum Akyıl ve İstanbul Bilgi Üniversitesi Klinik Psikoloji bölümü öğrencisi Psk. Şafak Duraçe’ye ulaşabilirsiniz.

Çalıřmaya Katılma Onayı

Bu bilgilendirilmiř onam belgesini okudum ve anladım. İstedięim zaman bu arařtırmadan çekilebileceęimi biliyorum. Bu arařtırmaya katılmayı kabul ediyorum ve bu onay belgesini kendi hür irademle imzalıyorum.

| | | |
|---|--|-----------------------|
| <i>Katılımcının Ebeveyninin Adı Soyadı:</i> | | <i>Tarih ve İmza:</i> |
| <i>Adres ve Telefon:</i> | | |

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|--------------------------------|--|-----------------------|
| <i>Arařtırmacı Adı Soyadı:</i> | | <i>Tarih ve İmza:</i> |
| <i>Adres ve Telefon:</i> | | |

APPENDIX B Informed Consent Form for Adolescents

Ergenler için Gönüllü Onam Formu

CALIŞMANIN ADI: Ergenlerin Instagram’da kendilik ve ötekilik algıları

CALIŞMANIN KONUSU VE AMACI:

Bu çalışma ergenlik dönemindeki (14-16 yaş arası) kişilerin Instagram’da kurulan ilişkiler, kendilik ve ötekilik algıları ile ilgilidir. Çalışmanın amacı, ergenlik dönemindeki kişilerin kendilik ve diğerlerini algılayışlarını, Instagram aracılığıyla anlamak ve nasıl şekillendiğini anlamaktır.

CALIŞMA İŞLEMLERİ:

Çalışmaya katılmayı kabul ederseniz, sizinle yaklaşık 1 saatlik, yarı yapılandırılmış bir görüşme yapılacaktır. Bu görüşmede sizden, Instagram hesabınızla ilgili paylaşımda bulunmanız beklenecektir.

CALIŞMAYA KATILMAMIN OLASI YARARLARI NELERDİR?

Çalışmaya katılımınız, ergen bireylerin, ergenlik dönemini ve bu süreçte Instagram’da kimliğin ve ilişkilerin nasıl şekillendiğini anlamaya yararlı olacak, literatüre katkıda bulunacaktır.

CALIŞMAYA KATILMAMIN OLASI RİSKLERİ NELERDİR?

Çalışmaya katılım sonucu olası bir risk beklenmemektedir.

KİŞİSEL BİLGİLERİM NASIL KULLANILACAK?

Bu formu imzalayarak araştırmaya katılım için onay vermiş olacaksınız. Bununla birlikte kimlik bilgileriniz çalışmanın herhangi bir aşamasında açıkça kullanılmayacaktır. Görüşmede verdiğiniz cevaplar ve araştırma süresince görsel/işitsel cihaz kullanılarak edinilen her türlü bilgi yalnızca bu araştırma kapsamında kullanılacak, başka hiçbir amaç için kullanılmayacaktır. Araştırmanın sonunda tüm kayıtlar silinecektir.

SORU VE PROBLEMLER İÇİN BAŞVURULACAK KİŞİLER :

Araştırma hakkında sorularınız ve yaşadığınız herhangi bir problem için İstanbul Bilgi Üniversitesi Psikoloji Bölümü Dr. Öğr. Üyesi Yudum Akyıl ve İstanbul Bilgi Üniversitesi Klinik Psikoloji bölümü öğrencisi Psk. Şafak Duraçe’ye ulaşabilirsiniz.

Çalıřmaya Katılma Onayı

Bu bilgilendirilmiř onam belgesini okudum ve anladım. İstedięim zaman bu arařtırmadan çekilebileceęimi biliyorum. Bu arařtırmaya katılmayı kabul ediyor ve bu onay belgesini kendi hür irademle imzalıyorum.

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|---------------------------------|--|-----------------------|
| <i>Katılımcının Adı Soyadı:</i> | | <i>Tarih ve İmza:</i> |
| <i>Adres ve Telefon:</i> | | |

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| <i>Katılımcının Ebeveyninin Adı Soyadı:</i> | | <i>Tarih ve İmza:</i> |
| <i>Adres ve Telefon:</i> | | |

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| <i>Arařtırmacı Adı Soyadı:</i> | | <i>Tarih ve İmza:</i> |
| <i>Adres ve Telefon:</i> | | |

APPENDIX C-Semi Structured Interview Questions

Bu arařtırmayı gençlerin Instagram kullanımlarını, Instagram'ın onların hayatında nasıl bir yeri olduđunu anlamak için yapıyoruz. Őimdi de senin Instagram kullanımın üzerine bir gürüşme yapacađız. Soracađım soruların dođru ya da yanlıř cevabı yok, sadece senin deneyimlerini anlamak istiyorum. İçinden geldiđi gibi cevaplar verirsen çok sevinirim. Cevap vermek istemediđin bir soru olursa bunu bana söyleyebilirsin.

Demografik Sorular:

Yař:

Cinsiyet:

Sınıf:

Instagram'a giriş yılı:

Kullanılan sosyal medya araçları:

Gündelik Instagram kullanma süresi (Telefondan kontrol edilmesi):

Gündelik sosyal medya kullanma süresi:

Instagram'ı en çok kullandıđın zamanlar:

Interview Schedule

Main questions:

1)Öncelikle Instagramın senin için ne ifade ettiđini anlamak istiyorum. Bana Instagram ile olan hikayeni anlatır mısın? Nasıl açtın, neler oldu, hayatında nasıl bir yer var?

- a. Instagramı üç kelimeyle tanımlayacak olsan ne derdin? Bunları açıklar mısın?
- b. Instagrama nasıl girdin? İlk girdiđinde ne düşündün hatırlıyor musun?
- c. Instagram'a girmeden önce boş vaktini nasıl geçiriyordun?
- d. Instagramın sence en güzel tarafı ne?
- e. Instagramın sence en kötü tarafı ne?
- f. Instagramda en çok ne yapmaktan hoşlanıyorsun? (paylaşım, takip, vs)
- g. Instagram'a yeni bir özellik eklense, bu ne olsun istersin?
- h. Instagram'dan bir özellik çıkarabilecek olsan, bu ne olsun istersin?
- i. Ne olsa Instagram hesabını/hesaplarını kapatırsın?
- j. Instagramda kaç hesabın var? Evetse, neden başka hesaplara ihtiyaç duydun, anlatır mısın?

2) Őimdi Instagram profilinden bahsebilir misin? (birlikte bakabilir miyiz?)

- a. Bu profili 3 kelimeyle tanımlayacak olsan neler derdin?
- b. Bu profili oluřtururken nelere dikkat ettin düzenlerken? Nasıl karar verdin ne yazacađına?
- c. Őimdi bu profile baktıđında ne hissettin?
- d. Sence bu profil arkadaşlarının profillerine benziyor mu? Ne açıdan benziyor/benzemiyor?

- e. Sence profiline bakan biri (ismini söyleyerek) nasıl biri olduğunu düşünür?
- f. Nasıl bir şeyler paylaşmaya karar veriyorsun?
- g. En son post ettiğin fotoğrafı nasıl seçtin? Bunu paylaşmak senin için ne ifade ediyordu? Şimdi baktığında nasıl hissediyorsun?
- h. En son story'ni açıp bakabilir miyiz? Bunu paylaşmak senin için ne ifade ediyordu? Neden post değil de story olarak paylaştın? Şimdi baktığında nasıl hissediyorsun?
- i. Paylaşmadan önce fotoğraflarında nasıl değişiklikler yaparsın?

3) Şimdi takip ettiğin profillerle ilgili birkaç soru sormak istiyorum. Instagram'ı açtığında genelde karşına neyin çıkmasını istiyorsun, anlatır mısın?

- a. Instagram'da kaç kişiyi takip ediyorsun?
- b. Genelde bu kişiler kimlerden oluşuyor?
- c. Takip ettiğin insanları neye göre seçiyorsun? Birini takip etmeye nasıl karar veriyorsun? O an içinden geçenleri bana anlatır mısın?
- d. Ne olsa takip ettiğin bir hesabı takipten çıkarırsın? Hiç takipten çıkardığın oldu mu?
- e. Instagram'da en sevdiğin profili açabilir misin? Bu profilin nesini beğeniyorsun? Sence neden bu profili seçmiş olabilir? Sence bu kişinin nasıl bir yaşamı var?
- f. Instagram'da en çok nasıl paylaşımlar hoşuna gidiyor? Neden?
- g. Instagram'da nasıl paylaşımlar hoşuna gitmiyor? Neden?

4) Son olarak da senin takipçilerinle ilgili bazı sorular sormak istiyorum. Kaç takipçin var? Bu sayı senin için nasıl bir sayı? Daha çok kişi takip etsin ister miydin? Kimler takip etsin isterdin?

- a. Seni takip edenler konusunda nasıl hissediyorsun?
- b. Takipçi sayını artırmak istiyor olsaydın bunu nasıl yapabilirdin?
- c. Arkadaşlarının takipçi sayıları seninkinden farklı mı? Bu senin için ne ifade ediyor?
- d. Profilin gizli mi? Neden profilini gizleme ihtiyacı duydun? Takip isteklerini neye göre kabul ediyorsun?
- e. Ne olsa bir kişiyi engellersin? Hiç engellediğin oldu mu?

Verdiğin cevaplar için çok teşekkür ederim. Önemli gördüğün ama benim sana sormadığım bir nokta var mı?

I. ETHICS BOARD APPROVAL

Ethics Board Approval is available in the printed version of this dissertation.