



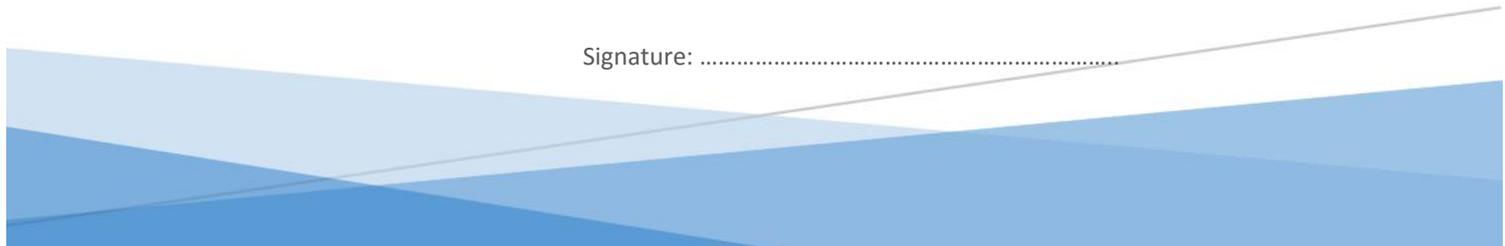
The Experience of Using Online Social
Networking Sites for Children in UK
Secondary Schools: The Impact on
Cognition, Social Relationships, Sense
of Self and the Role of Parents - a
Mixed Method 2 Phase Analysis.

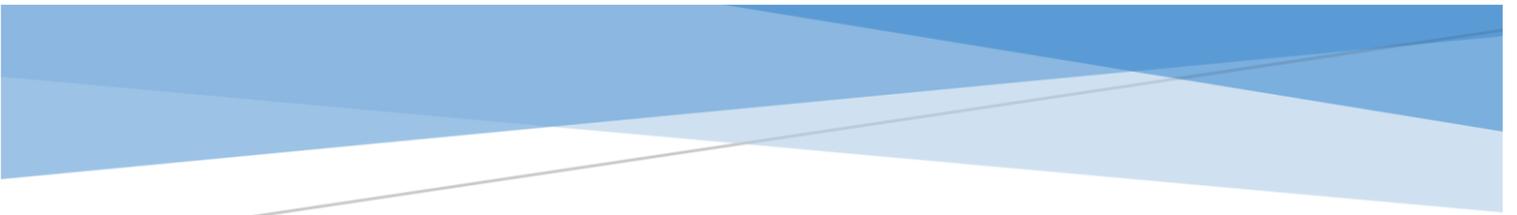
Submitted by Pierre Court to the University of Exeter as a thesis for the
degree of Doctor of Educational Psychology in Educational, Child and
Community Psychology
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Abstract

The use of social networking sites (SNS) is a relatively new field of academic enquiry. Growing concern over adolescents' and children's internet use has spawned research on the possible effects of internet use on adolescent and child development (Shen, Liu, & Wang, 2013).

This research thesis is designed to explore what social networking sites and apps are being used by children in two UK secondary schools. To investigate when they are accessing their social networks, to measure what extent the use of SNS occupies young people's minds and to gain a deeper understanding of the experience of being in secondary school, immersed in the use of social networking.

A mixed methods, two phase, research design was employed. The first phase of this study employed the use of questionnaires incorporating an adapted internet addiction Test (Young, 1998). The 1148 participants in phase 1 were from across 2 UK secondary schools, in Years 9, 10 and 11 (aged 13 – 16 years old).

Phase 2 of this research thesis identified 8 individuals (4 males, 4 females) who scored highly on the adapted internet addiction test (Young, 1998) used in phase 1. These participants took part in semi-structured interviews which were analysed using interpretative phenomenological analysis.

The results of this study showcase a breadth and depth of data regarding the uses of SNS. Phase 1 of this study indicated that 2% of participants are experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 41% of participants reported experiencing occasional or frequent problems because of social networking (SNS occupies their minds to a moderate extent). 45% of participants may use social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 12% of participants report that it is very rare for social networking use to have any negative impact on their life (SNS occupies their minds to a normal extent). Phase 2 results identified a number of key themes experienced by children whose minds are occupied by SNS to a moderate or severe level, including:

Connection to others: Social connection; Relationship maintenance; The monitoring of others

Identity and Construction of the Self: Change over time; A part of you; The role of parent

Cyberbullying: Group Judgement & Reaction; A venue/channel for negativity; 'Blocking' as protection

From online to in-school: Interference of work; Threats, intimidation or violence.

This research thesis adds to the growing body of research regarding the uses and experiences of social networking sites. This thesis concludes with an exploration of the limitations of this research, future directions for study and the implications for educational psychology practice.

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1.0 Introduction

1.1 Author's background and introduction to the topic

I am currently a trainee educational psychologist working in the South West of England and studying for a Doctorate in Educational, Child and Community Psychology, through Exeter University.

My current professional Identity is one of a trainee educational psychologist. This is a career, and position within the community, that I have entered into after years of working with children and young people in the education sector.

I found myself alerted to the topic of social networking during my time as head of year, in a mainstream secondary school. One of my major responsibilities was for the pastoral care of a large number of pupils. During this time, I was regularly presented with young people experiencing difficulties in school, because of something that had either started over social media, or been exacerbated using social media. It was my role, more often than not, to try and mediate these difficulties, and help pupils come to a resolution regarding the situations they have found themselves in 'on-line', and subsequently in-school, or vice versa.

Aside from the difficulties young people had experienced using social networking, I found myself in awe at the value pupils placed on their access and use of social networking. In addition, the scale of the numbers of pupils who were members of social networks, connected to one another, was seemingly massive.

As a head of year my responsibility was to the school whom employed me, and my knowledge of young people's social networking experiences was limited to the population of pupils within said school. As a trainee educational psychologist, I found myself with access to multiple schools and became aware that my previous experiences of social networking difficulties, were not isolated phenomena. A large number of schools highlighted their pupils having difficulties regarding social networking sites, were struggling to effectively respond to the difficulties their pupils were

experiencing with social networking, and had minimal understanding regarding the psychological factors involved for the young people who are a part of these online networks.

1.2 Technology, the internet and social interaction

The internet is playing an ever growing role in our lives. While this is true of the adult world, it is happening on an even greater level in the lives of the younger generation (Amichai-Hamburger, 2013). Children grow up immersed in technology to a level that keeps surprising earlier generations, but to young people is simply an “inherent element of their habitat” (Read & Markopoulos, 2013, p. 2). Children growing up in this ‘immersion in technology’ are variously known as the net generation (Tapscott, 1998), digital natives (Prensky, 2001), millennials (Howe & Straus, 2000) and generation y (Zhao & Liu, 2008).

The commonalities between the above groups are an ability to access the internet rapidly using a variety of portable media devices (Grieve, Indian, Witteveen, Tolan, & Marrington, 2013). Children are frequently users/owners of computers, games consoles, mobile phones and music players, the majority of which have the functionality to connect to the internet.

The internet has become a principal venue for social interaction (Wang, Moon, Kwon, Evans, & Stefanone, 2010). There is an expanding evidence base which explores the internet’s use in facilitating communication, helping develop virtual communities (Reinhold, 1993), instigating new, solely online friendships (Parks & Floyd, 1996), the formation of romantic connections (McKenna, Green & Gleason, 2002) and the maintenance and furtherance of established relationships (Katz & Rice, 2002). Growing concern over adolescents’ and children’s internet use has spawned research on the possible effects of internet use on adolescent and child development (Shen, Liu, & Wang, 2013). Although the Internet expands horizons, facilitates learning, and provides entertainment, heavy use can cause psychological and social problems, such as social isolation, depression, loneliness, and failure at school (Murali & George, 2007).

I would argue that the above spectrum of positive to negative internet use, with specific regard to social networking, is an important area of psychological enquiry. I would also suggest that as technology is evolving and changing, it is ever more important for psychology to stay up-to-date with evolving media platforms, such as the Google glasses and other wearable technology. Gaining an understanding of the evolving use of technology by young people, is important in deepening an understanding of the ‘tools’ young people are using to socialise. There is another aspect here

however, and that is one of understanding the cultural worlds inhabited by young people. There is a risk of educational professionals and parents losing touch with the cultural worlds inhabited by children and young adults. The disjuncture between social worlds across (and increasingly, within) generations leads to real problems for those working or living with young people. It is important to understand the 'places' that young people inhabit, both online and offline, in order to support them effectively throughout childhood and into adulthood.

I suggest, for educational psychologists in practice, understanding the implications of social networking for young people will lead to accurate and detailed analysis of the interactive factors for effective problem solving. This will enable informed consultation with other professionals and the development of educational materials and interventions for parents, adolescents, teachers and partner organisations. Materials and information could be used to better understand, and eventually improve, the psychological health of those who struggle with online social networking.

1.3 Aims of This Research

The aims of this research are:

- To explore what social networking tools secondary aged young people are using to communicate with one another? How social networking sites/apps are being used, by whom and for how long?
- To explore to what extent social networking, in one form or another, is on a young person's mind? (the challenges of measuring such an aspect will be discussed further in the chapter on methodology) If so then what form does this take? How do young people cope with SNS use? How do young people cope with adult demands of their SNS use?
- To explore if/how the use of social networking impacts upon;
 - a. The school experience of secondary aged young people.
 - b. The role of parents.
 - c. The young person's identity/sense of self and their peer groups.

Research within the field of online social networking is relatively new and covers a wide range of topics. This thesis will now consider and review a broad range of literature in the field of online social networking in order to gain a deeper understanding to address any research issues.

2.0 Literature Review

Boyd & Ellison (2007) define social networking sites (SNS) as: web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. SNS have grown to be technology powerhouses, providing a multitude of services for their users (Alloway, Horton, Alloway, & Dawson, 2013). SNS users can traverse from uploading personal information on Facebook, to watching a video on how to cook on YouTube, to real-time chat conversations on WhatsApp/Skype, to building levels and playing with/against people from all over the world. Users can do this through a variety of online games and platforms, for example The Xbox and PlayStation consoles and smartphone/tablet game applications. Each of those features are not solely limited to one or another technological platform, many of those aforementioned social networking applications are available on multiple devices, and often with a capabilities to sync and connect with one another. It is evident that people have multiple opportunities, through multiple means, to 'check-in' with their chosen networks.

In February 2015, Facebook, the most popular SNS, had 1.9 billion active users, of which 1.37 billion were using it from a mobile device (Noyes, 2015). Facebook is changing the way hundreds of millions of people relate to one another and share information. A rapidly growing body of research has accompanied the meteoric rise of Facebook, as social scientists assess the impact of Facebook on social life (Wilson, Gosling, & Graham, 2012). To sustain the success of a social networking site, it is important that members continuously and constantly access and use the site to maintain its vitality (Chen, 2013). I would also suggest that it is this fluidity of use and interconnectedness that keeps people engaged in SNS, to remain 'in the loop', to see what peers are doing and to be a part of the on-going social story.

This literature review will explore the current research regarding, what I would phrase as, informal social networking. Informal social networking is defined as:

The use of social networking media for personally driven means, as opposed to professional/work driven means.

2.1 Literature Search Procedure

The literature was gathered using PsycInfo, ScienceDirect, ISI web of Knowledge and EBSCO E-Journals databases. I also used the Google search engine to research the prevalence of the topic in the modern media. In discussion of the relevant literature, for the purpose of clarity, I thematically separated the literature into a number of sections (See contents page for an overview of the literature review substructure).

2.1.1 Literature Search Strategy

The strategy for the literature search focussed primarily on social networking, then on its relationship to several concepts of interest within the field. The following terms were used in search of the literature: Social Networking &: Identity; Expression; Presentation; Overuse; Addiction; School; Teenagers; Children; Problematic Internet Use; Cognitions; Relationships; Friendships; Cyberbullying; Education; Motives for use.

I applied no restrictions to language, study design or publication type.

2.2 The Purpose of Informal Social Networking

The following section is split into 3 sub-sections: 2.2.1 - Identity and construction of the self, 2.2.2- Social connectedness and 2.2.3- Emotional regulation.

2.2.1 Identity & Construction of the Self

Identity presentation on Facebook centres on the user profile, which serves as a stage on which users can make public or semi-public presentations of themselves (Wilson et al., 2012). Despite the name “social networks”, much user activity on SNSs is self-focused. Users can post pictures of themselves, complete a personal profile listing their personal information and preferences, join common interest groups, and post status updates for other users to see and comment on (Gentile, Twenge, Freeman, & Campbell, 2012).

Psychologists have long accepted the notion that the self is multi-faceted (Seidman, 2014). The multi-faceted nature of the self means that researchers have taken different directions with regard to studying SNS use. One such concept is the idea of the ‘true self’, this consists of qualities that an

individual currently possesses, but does not normally express to others in everyday life (Bargh, McKenna & Fitzsimons, 2002). The Johari Window (Luft & Ingham, 1955) would suggest that different parts of the self are more prevalent than others, for example, one's public self may be larger than one's hidden self, or vice versa, depending on the individual. Rogers (1961) once described the goal of life as the journey to be the self which one truly is, and recent research has focussed on the use of SNS in achievement of this goal.

In a two part study by Seidman (2014), 184 undergraduate students completed an online survey assessing 'True Self' expression to their friends online (Study 1a). 41 different undergraduate students also completed the same survey and had screen shots of their Facebook profiles saved and coded, to detect levels of personal disclosure on their profiles and others' walls (Study 1b). Study 1a suggests that those who express their "true self" online tend to post for more self-oriented reasons, such as getting attention and feeling included, rather than other-oriented motivations, like expressing caring for others. Study 1b confirmed that those who express their true self online are more likely to post on others' walls and are more likely to disclose intimate information on Facebook. Seidman (2014) also noted that despite the increase in self-disclosure of their participants, this did not elicit a reciprocal response from their online friends, highlighting perhaps the differing underlying reason for using SNS, not everybody uses SNS for channelling their 'true self'.

There are some limitations with Seidman's (2014) study, with particular reference to the sample used. Undergraduate psychology students were recruited for convenience, it could be argued that psychology students, due to the very nature of the subject they are studying are very much in tune and primed with the concept of self-identity/true self. Therefore, in completing a questionnaire would lean towards certain analytical concepts. In addition to this, the samples were 133 females and 51 males. It is difficult to generalise results when a sample is gender biased to such a degree. Therefore, I would question the validity of the results based on the sample chosen. Perhaps, participants separate from the sphere of psychology and a numerically balanced gender base, would have resulted in a stronger concluding result. Expression of the 'True Self', if you agree that this is something that can be attained, is clearly evident on SNS, Seidman's (2014) results are conclusive for those that took part.

In a further study looking into motives for use and expressing 'true self' on the internet Tosun (2012) conducted a survey on 143 students. Tosun's (2012) study highlighted four main motives for Facebook use, which were to maintain long-distance friendships, for entertainment purposes, for photo-related activities and for organising social activities. Individuals' tendency for expressing

one's true self online had an influence on their Facebook use motives: The participants with high tendency to express their 'true self' on the Internet, reported to use Facebook for establishing new friendships and for initiating/terminating romantic relationships more so than the individuals' with low and medium levels of the same tendency did. I would argue that the tendency to start new friendships and initiate/terminate romantic relationships, is an indicator that those who express their 'true selves' on the internet show a large amount of trust in the information they are gathering online from others, and are willing to express their 'true selves' as part of a reciprocal process.

Tosun (2012) suggests that people may find it difficult to express some aspects of their 'true self' during their face-to-face communication; especially if those aspects conflict with social norms and expectations, and that those individuals may also find it difficult to gather information from others during face to face communication. I suggest, that Facebook then appears as an attractive and useful social tool for individuals who lack an ability to be themselves fully, face to face with others. Perhaps, these individuals also struggle in gathering enough social information from others in person. I would argue that the internet is being utilised by some, who find aspects of face-to-face contact difficult, as a conduit into which one's 'true self' can be realised.

A person's identity does not solely rest on how one presents or expresses themselves, Tajfel's (1979) Social Identity Theory suggests that a person's identity is in part derived from the groups to which they belong and identify with. Self-disclosure is viewed as a major factor in the development, maintenance, and deterioration of a relationship (Sheldon, 2013). Online and offline worlds are psychologically connected (Subrahmanyam, Reich, Waechter, & Espinoza, 2008), Facebook is mainly used for supporting relationships and keeping people in contact (Tosun, 2012). I suggest that perhaps this was the underlying design of Facebook, however its uses stretch far beyond simple relationship support and contact between people. This review will now look at the social connectedness aspects of using SNS.

2.2.2 Social Connectedness

The Internet has become a principal venue for social interaction (Wang et al., 2010). Students may be influenced to use SNS to establish, or maintain contact, with people with whom they share interests, in order to further develop social relations (Arteaga Sánchez, Cortijo, & Javed, 2014).

In a recent study, investigating whether increased SNS engagement related to higher levels of social connectedness, Alloway et al. (2013) recruited 104 students from a UK secondary school to

complete a questionnaire on their SNS use. The recruited students were aged between 15 and 18 years old. Lee and Robbins (1995) Social Connectedness Scale was incorporated into the questionnaire to assess how connected participants felt with their family, friends, peers and society. The results showed that participants who used Facebook for over a year, scored highly on social connectedness, however, time spent using YouTube showed no significant levels of social connectedness. I would argue the results here are predictable with regard to the websites discussed in the study; Facebook's primary design is to connect people and develop social networks, whereas YouTube's primary function is to share videos with a secondary function to comment and join networks. Alloway et al. (2013), in discussion of their results highlight that for secondary school students, the majority of their day is spent with their peers in school, thus already feel connected in a social sense to their peers. I would therefore support the evidence that the use of SNS serves as a tool to enhance already established friendships.

Looking further into the interconnectedness between one's online and offline social network, Subrahmanyam et al. (2008) tested 110 (55 male & 55 Female) undergraduate University students. The results of their questionnaire showed that SNS were used to connect with people from their offline lives, the results concluded that there was indeed an overlap between online and offline networks. Conclusions highlight that people may be using SNS to selectively strengthen different social connections, connections which are not as strong in the users' offline networks.

I would suggest that Alloway et al's. (2013) and Subrahmanyam et al's. (2008) studies provide clear evidence for the support of SNS use, for the maintenance and strengthening of already established social networks. Perhaps caution is required with regard to how strong that evidence is, as with any self-report survey one must bear in mind that the participant's may be subject to a number of biases, incorrect estimates and perhaps faulty recollection of memory regarding certain relationships. I would suggest that perhaps an Interpretative Phenomenological Analysis of participant's experience of SNS would add further evidence of the impact of social connectedness and in addition highlight some further avenues for questionnaire development. If the evidence is viewed within the context of 'self-report' and added to the overall global picture and evidence around SNS use and social connectedness, I believe it provides useful insight into social connectedness and SNS use.

I believe it remains important to consider what social networking sites are being used by people, in order to gain an understanding of the social connections they keep and why. For example there is little research considering motivation behind specific choices. There may be an underlying impact

of social conformity (Asch, 1951), in which the choices of the many can sway the choice of the individual, in order to 'fit in' with your chosen social circle.

Some emerging research has begun to look at how parents use SNS. In a study by Doty & Dworkin (2014), 649 parents were recruited to take part in an online survey exploring how they connect with and monitor their children online. Results showed that parents were using SNS to communicate with their children, their children's friends, and the parents of their children's friends. However, this presence of parents online has been met with scepticism by some children, weary of being monitored online (Doty & Dworkin, 2014). It may be that too much 'monitoring' of online activity is damaging to the child-parent relationship, and that those parents who have a trusting relationship with their children, were more likely to have an insight into their online activities because of self-disclosure (Sorbing & Lundin, 2012). There is gap within the literature in how children and adolescents handle such parental monitoring, any demands regarding their SNS use and how the role of the parent may have changed over time.

One particular reason for some people using SNS, is because they get a certain gratification from using it, this particular idea, and others, will be explored in the following section: Emotional regulation and SNS use.

2.2.3 Emotional Regulation

You could argue that having confidence in one's identity, being socially connected to one's peers and to the wider world, can act as a form of emotional relief. I suggest it covers two aspects of Maslow's (1954) hierarchy of needs; Love/belonging and Esteem. SNS could be argued as being a useful medium for people to get what they psychologically need from life, if it is not gained through some other offline platform. One particular avenue within emotional regulation is related to the psychological benefits of expressive writing, which is more specific and contextually based than the overarching themes of Maslow's hierarchy of needs.

Bolton, Lago & Wright (2004) suggest that the therapeutic value of writing lies in ventilating emotional difficulties, self-reflection, and self-understanding, in addition to providing a less frightening modality to cope with interpersonal conflicts.

Dolev-Cohen and Barak (2013) investigated adolescents' use of Instant Messaging as a means of emotional relief and tested 2643 adolescents (aged 14 – 18 years) via questionnaire. Of the initial 2643 participants, 150 were selected to provide written transcripts of their Instant Messaging

conversations. These were analysed, using textual analysis, by four experts evaluating their emotional state at the beginning of the conversation and at the end. The results showed that Instant Messaging between friends, as reflected in self-report conversation texts and chat content, produced significant positive changes in emotional state. Dolev-Cohen and Barak's (2013) study highlights that communicating through instant messaging supplies troubled adolescents with an intimate and 'private' space where they may share worries, alongside other expressions of bad mood, without being judged by others, but where they may be listened to 'privately' by friends. Instant messaging, be it through an SNS or through other technological means, has clear positive therapeutic effects for the users.

People may experience enjoyment or gratification from using SNS. Applying the Uses and Gratifications (U&G) Theory to social networking media, Apaolaza, He, & Hartmann (2014) explored the influence of Qzone (the most popular social networking site in China) on Chinese teenagers' positive mood. The basic assumptions of U&G Theory is that people actively decide to use particular media in order to satisfy a specific need, for example; information seeking, entertainment, social interaction and escapism (Diddi & Larose, 2006; Rubin, 1986).

The study was conducted with 220 Chinese teenagers between the ages 14 – 19 years old (91 males, 129 females) by means of survey completion. The goal was to test a hypothesis that using Qzone for socialising, information seeking and entertainment would lead to positive mood. The questions and scales incorporated into the survey stood up to vigorous measurement and validity testing, to ascertain that what they were 'asking' was indeed a measure of what they were hypothesising. The results highlight the importance of online social networks for Chinese teenagers, assisting them to improve their mood through the emotional gratifications they receive from use. Results confirmed that information seeking, socialising and entertainment derived from SNS use led to improved mood. The authors conclude that SNS usage may function as an important regulator of mood states of adolescents and, possibly, other users (Apaolaza et al., 2014).

One particular criticism of Apaolaza et al.'s (2014) study would be that it took a very narrow focus of SNS use, in that it was purely looking at Qzone and positive mood. I wonder if looking at the spectrum of emotion would indeed show that the use of Qzone also contributes to negative mood. Perhaps future research could look at the multitude of SNS/apps that young people use to regulate emotion, and what the broader experience of SNS use is, as this seems to be lacking in the literature.

The evidence, thus far in this literature review, suggests that the purposes, and to some extent the positives, of SNS use are in expressing one's identity and constructing the self (Seidman, 2014; Tosun, 2012; Wilson et al., 2012), social connectedness (Alloway et al., 2013; Artega et al., 2014; Dolev-Cohen & Barak, 2013; Subrahmanyam et al., 2008; Wang et al., 2010), and emotional regulation (Apaolaza et al., 2014; Bolton et al., 2004; Dolev-Cohen and Barak, 2013). There seems to be a gap in the research about how much young people's thoughts are focussed on issues related to SNS, and the resulting implications for their emotional regulation. Floros & Siomos (2013) highlight a growing need for research to consider the cognitions young people are experiencing in relation to SNS, not simply the observed behaviours.

I would hypothesize that if SNS is used to complement an already self-confident/self-assured individual, with a strong offline social network in good psychological health then the user will have a positive experience and SNS use will have a positive impact upon them. However, I would also suggest that if there are any shortfalls in an individual's self-concept, offline social network and psychological health then SNS use may have a negative impact on them, for example with too much time being spent online, developing online social networks, instead of developing offline social networks. I posit that there is careful balance that has to be consciously maintained, so that the use of SNS does not cause challenges in one's psychological well-being. There is a well-known saying that "too much of a good thing is bad for you", I believe that this is the case for SNS use, and there is some research which will be touched upon in the following section, which will explore this position further.

This literature review will now explore some of the consequences of SNS use and the psychological impact this has on its users.

2.3 The Consequences of Informal Social Networking

The following section is split into 3 sub-sections: 2.3.1- Cyberbullying, 2.3.2- Unfulfilled expectations and 2.3.3- The overuse of the internet: Internet addiction?

2.3.1 Cyberbullying

Cyberbullying has been defined as 'an aggressive act or behaviour that is carried out using electronic means, by a group or an individual, repeatedly and over time, against a victim who cannot easily defend him or herself' (Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008, p. 376).

In a detailed literature review of the nature of Cyberbullying, Slonje et al. (2013) highlighted that adolescence is a peak period for involvement in Cyberbullying, and in most cases it starts with a face-to-face argument. With regard to the impact of Cyberbullying Slonje et al. (2013) state the following:

“The impact of Cyberbullying is clearly negative, including feelings of anger, fright, depression and embarrassment. However, some victims report being ‘not bothered’ about it, in part because it is not ‘real’ or physical. Overall, Cyberbullying and traditional bullying appear to have broadly similar negative impacts; but some features of Cyberbullying, especially anonymity, lack of a safe haven, and embarrassment due to the potentially large breadth of audience, can make the impact of Cyberbullying especially strong, for some young people and in some circumstances” (p. 30)

In a study examining the phenomenon of Cyberbullying on Facebook and how it relates to school bullying, Kwan & Skoric (2013) surveyed 1676 secondary school students (aged 13 -17 years) from two different schools. The results showed that Facebook bullying was relatively common, with 59.4% (n = 1493) of Facebook users experiencing at least one form of Bullying in the past year and 56.9% (n = 1491) engaging in at least one form of Facebook bullying. The above study also teased apart the types of bullying incident in which the students took part in. The most common bullying incident involved; sending nasty messages, being insulted repeatedly, being made a laughing stock by other users, being excluded from certain groups and being tricked into revealing secrets. The least common type of bullying incident was masquerading as someone else, threatening others and hacking into another’s account.

An interesting exploration in Kwan and Skoric’s (2013) study was the correlation between in school bullying and online bullying. Pearson coefficients were computed to assess the relationship between school bullying and Facebook bullying variables. The analysis showed that there was a positive correlation between being involved in school bullying to being involved in Facebook bullying. Furthermore being victimised in school is positively related to being victimised on Facebook.

I would suggest, that the power dynamics that are in effect in offline social networks, transfer to online social networks, be that for the positive maintenance of friendships and also for any negatives that one could experience in school. One particular difficulty for those that experience regular bullying in school and on SNS, is that there is little respite or escape from the negative effects. One suggestion could be to avoid all SNS use, but then that also stops the positive use of SNS for those users. I would support suggestions from Kwan and Skoric (2013) in that to tackle the

issue of Cyberbullying for young adolescents, the focus needs to be on the root of the issue which “very frequently manifests itself in everyday school bullying” (p. 25).

I am not sure of the usefulness of teasing apart ‘cyberbullying’ and ‘in-school bullying’, in fact, cyberbullying literature has consistently applied the definition of traditional bullying to the realms of electronic media (Dredge, Gleeson, & de la Piedad Garcia, 2014). However, there is variability in the definitions used, this lack of clarity has been described as “the most pervasive methodological drawback in cyberbullying research” (Tokunaga, 2010, p. 283).

In a study by (Dredge et al., 2014), the lack of definitional clarity of cyberbullying was explored via semi-structured interviews of 25 adolescents, whom had previously experienced negative SNS usage. The results highlighted that from an adolescent victim perspective, the basic criteria for the definition of cyberbullying was either not referenced by participants, or was far more complex than initially anticipated. The most referenced criterion was the extent to which the experience has an impact on the victim, which is currently not considered within the definition. The authors propose:

“a revised understanding of the definitional criteria for cyberbullying. In particular, it is suggested that focus is given to the SNS behaviours that have a negative impact on victims rather than focusing on the issues of repetition and power imbalance. This will affect the estimation of the prevalence of cyberbullying victimisation and, in turn, it will affect intervention approaches” (p. 18)

A unique characteristic of the Dredge et al. (2014) paper is that it takes a person-centred approach to research, in that the views/experiences of the SNS users should be considered in revising/complementing definitional criteria, and thus shift current thinking about what is important within a cyberbullying definition. Self-selecting participants may be an issue within this study, however, as the authors are proposing complementing cyberbullying definitions with person-centred experience, it is not something I would consider that disregards this study as valid, simply that further research is required. Dredge et al. (2014) assert that “future research should consider the views and experiences of users of technology to further expand the knowledge of an ever expanding and complex area of research”. (p. 18)

The characteristics of any individual SNS user is important to consider when debating the definitions of Cyberbullying, and even the questions of whether Cyberbullying begins in everyday school bullying transferred to the online environment. The individual personality of the SNS user is important when discussing potential impact of negative SNS use. For example, an individual with high self-efficacy with stressful situations may be able to handle the negatives of SNS use better

than someone who has a low self-efficacy (Bandura, 1997). The buffering hypothesis suggests social support protects/buffers people from the bad effects of stressful events (Cohen & Wills, 1985). This may have an impact upon someone's perception of the extent that negative SNS experiences affect them psychologically.

There are some authors that argue that using SNS can have a positive effect on self-esteem and well-being (Gentile et al., 2012). However, some recent research has called the benefits into question for certain users, suggesting that individuals with interpersonal problems may use Facebook in a way that sabotages the potential good it has to offer (Forest & Wood, 2012). This literature review will now look at some of the ways SNS are used with regard to the unfulfilled expectations of SNS users.

2.3.2 Unfulfilled Expectations

What young people expect to happen on social networking sites, may not be what they end up experiencing. Signalling Theory, originally developed in biology and economics, describes the relationship between a signal and the underlying quality it represents (Donath, 2007). This theory has been used as a framework to understand SNS relationships, essentially, what 'messages' are people sending out based on their SNS use. Signalling Theory is explored in a paper by Ahn (2011), who gives the example of a when an SNS user displays a contact as a 'friend', they are in an indirect way vetting that that person is who they claim to be. Therefore, if SNS users indiscriminately add any and all friend requests, including of people they do not know and fake profiles, their effort to seem popular may instead damage their credibility and trustworthiness to others.

In a study looking into the effects of reassurance seeking and Facebook use, Clerkin, Smith & Hames (2013) analysed the results from 319 questionnaires. They found that seeking reassurance via Facebook had a significant and detrimental impact on self-esteem. The results highlighted that those individuals who are looking for certain feedback, but then failed to get it, or alternatively got negative feedback in response to their 'reassurance seeking posts', experienced a significant detrimental impact on their self-esteem.

Clerkin et al.'s (2013) results add to the growing body of evidence, suggesting that in the way that people use SNS, can elicit psychologically significant information. For example, Moreno, Jelenchick, Egan, Cox, Young, Gannon & Becker (2011) found that people are more likely to disclose their symptoms of depression, if they receive online responses to updates describing their depressive symptoms. I would add that if you do not get the responses that you are looking for from any given

situation then it may exacerbate the negative emotion you are feeling. Facebook has the potential for very negative and far reaching influences on one's interpersonal functioning (Clerkin et al., 2013).

In the use of SNS for those with interpersonal problems, the benefits and the negatives may be equally prevalent. This position was captured well by Indian and Grieve (2014) when they stated:

“Facebook interaction may readily facilitate improved well-being in socially anxious individuals, thereby improving their functioning and experience. However, an alternative interpretation and corollary of this notion exists. Specifically, if socially anxious individuals turn to the online environment for social support, while avoiding social interaction in the face-to-face environment, this might subsequently perpetuate their social anxiety” (p. 106)

The following Section details some literature exploring some further negative psychological impacts for internet use, in particular, with regard to the concept of internet addiction.

2.3.3 The overuse of the internet – ‘internet addiction’?

The concept of excessive and uncontrolled internet use, leading to psychosocial distress and impaired levels of functioning, has attracted growing interest worldwide (Müller et al., 2016).

Various terminologies have been suggested to try and encapsulate such a phenomenon, including internet addiction (IA) (Ghassemzadeh, Shahraray, & Moradi, 2008; Young, 1998), internet dependence (Lu, 2008), problematic internet use (Caplan, 2002), pathological internet use (Davis, 2001), and compulsive internet use (Greenfield, 1999; Meerkerk, Van Den Eijnden, Vermulst, & Garretsen, 2009). However, a detailed clarification of the boundaries between these connected concepts is currently lacking across the literature.

Dhir et al., (2015) discuss in a recent paper how several studies have reported similarities of internet addiction with substance-use disorders regarding its phenomenology and underlying neurobiological mechanisms (Duven, Müller, Beutel, & Wolfling, 2014; Ko et al., 2013; Kuss & Griffiths, 2012).

This concept, of non-substance related addictions, has become increasingly popular in recent years (Frascella, Potenza, Brown, & Childress, 2010). Therefore, the term Internet Addiction (IA) has been proposed to describe the phenomenon of excessive, uncontrolled usage of specific online-applications (e.g. online-gaming, use of online pornography or social networking sites).

There are no universally accepted definitions for internet addiction. Shaw and Black (2008) stated that Internet addiction is “characterized by excessive or poorly controlled preoccupations, urges or behaviours regarding computer use and internet access that lead to impairment or distress” (p.353). This is a very broad definition, but the intrinsic complexities of trying to encapsulate such a wide potential area of difficulty is not an easy task. A simple example of one of the difficulties defining addictions was highlighted by Smahel et. al (2012). They discussed that the ‘problem owner’, and that children (in particular) may disagree with parents about what is deemed problematic use, in addition, one person’s use may be identical to another, and yet they may have completely different psychological responses to it.

At present, no systematic survey attempting to differentiate aspects of internet addiction has been conducted, for example, investigating all potential ‘addictive’ qualities of the internet, such as social networking addiction (Kuss & Griffiths, 2011). However, several studies on IA have demonstrated that SNS-use is a predictor for IA (Morrison & Gore, 2010; Müller, Beutel, Egloff & Wolfling, 2014; Müller, Glaesmer, Braehler, Wolfling & Beutel, 2014). It is difficult to grasp what can predict IA, for example, to suggest social networking is a predictor, considering the high number of social networking users, is a similar statement to suggesting that being a runner is a predictor from suffering from leg cramps. There may be a correlation between social networking use and IA, but that does not mean there is a casual link between the two.

In a review exploring Internet addiction and adolescents, Panayides & Walker (2012) highlight various studies examining the impact of problematic Internet use for this age group (Ferraro, Caci, D’Amico, & Di Blasi, 2007; Johansson & Götestam, 2004). It has been suggested that in general, adolescents are at a critical period of addiction vulnerability, based on their social and also neurobiological factors (Jang, Hwang, & Choi, 2008; Pallanti, Bernardi, & Quercioli, 2006). With regard to the Internet, they are more vulnerable and at risk as they have easy access to the Internet and flexible timetables (Widyanto & Griffiths, 2006). Furthermore, they tend to be less self-

regulative (Fu, Chan, Wong, & Yip, 2010), and also have less ability to control their enthusiasm for Internet activities (Yen, Ko, Yen, Chang & Cheng, 2009).

2.3.3a Measuring Internet Addiction

The concept of Internet Addiction (IA) has led researchers to attempt to develop an accurate assessment tool in order to diagnose/measure IA. For example, a well-known assessment tool to classify IA was introduced by Young (1996) in the form of an eight-item Diagnostic Questionnaire (DQ) which was based on pathological gambling criteria.

Young (1998a) suggests pathological gambling is the most akin disorder to the pathological nature of Internet use. She stated that “by using Pathological Gambling as a model, Internet addiction can be defined as an impulse-control disorder which does not involve an intoxicant” (p.238).

Young (1998a) introduced a Diagnostic Questionnaire (DQ) for ‘Internet addiction’, with eight dichotomous items, adapted from DSM-IV, from the criteria used for pathological gambling: (1) preoccupation with the Internet; (2) feeling a need to use the Internet in increasing amounts; (3) repeated unsuccessful attempts to control Internet use; (4) moodiness if restricted from Internet use; (5) staying online longer than intended; (6) lying about or hiding the extent of Internet use; (7) using the Internet as a way of escaping from problems or to cope with dysphoric mood; (8) functional impairments or distress with respect to relationships, work, or other career opportunities.

The DQ utilised a set of yes/no questions regarding preoccupation with the Internet, the amount of time spent on the Internet, and the negative impacts of the Internet use. In Young’s (1996) research she recruited 396 participants who took the DQ. If participants answered ‘yes’ to five (or more) of the above dichotomous items, then they were considered ‘addicted’. Young (1996) highlights that the cut off score of “five” is consistent with the number of criteria used for Pathological Gambling. Further, it is seen as an even more rigorous criteria cut-off (5 out of 8) then are used to diagnose compulsive gambling (5 out of 10).

Subsequently, the DQ was modified into the 20-item Internet Addiction Test (IAT) (Young, 1998). Participants using this test are asked to answer the 20 items on a 5-point Likert scale (scored from

one to five) indicating the degree to which Internet usage affects their daily routine, social life, productivity, sleeping pattern, and feelings.

Since the introduction of Young's DQ/IAT (1996/1998), several other assessment tools have been developed. For example, the Internet- Related Addictive Behaviour Inventory (IRABI) by Brenner (1997); the Chinese Internet Addiction Scale, (CIAS) (Chen, Weng, Su, Wu & Yang, 1999); the IA Scale for Taiwan High School Students, (IAST) by Lin and Tsai (1999); and the Pathological Internet Use Scale (PIUS) by Morahan-Martin and Schumacher (2000), to name but a few. These instruments for measuring IA have been developed in various formats, e.g., as criteria or as scales; with differing numbers of items; differing response sets to questions; and with differing 'cut off' points to distinguish addictive behaviour from normal behaviour. This has presented challenges for a consistent assessment of IA across studies and across populations. I would suggest that this is one of the biggest methodological drawbacks regarding attempts to diagnose internet related difficulties.

The difficulties surrounding reaching a consensus across the board regarding what constitutes IA means that we are, as researchers, in a position of difficulty with regard to saying whether or not someone can have an 'Internet Addiction'. It may be more accurate to describe someone as being cognitively occupied by their internet activities, or experiencing various levels of difficulty with regard to their internet use.

Conceptually, suggesting that the internet is the addiction could be questioned. The internet could be argued as a tool to reach one's actual addictions, for example, gambling. If you were to remove the internet, then the gambling addict would likely find another means to meet their addiction. Likewise, if you were to tie an alcoholics hands, they would find an alternative way to consume alcohol. Perhaps, the internet is not the addiction, but merely a conduit to one's addictions. This highlights an issue with regard to identifying exactly 'what' it is that people could be addicted to. It may be that the internet is the wrong focus, and instead, researchers should be looking deeper to what it is that the internet is giving someone access to. This position supported by Griffiths (2012) who also contends that what is needed is a new psychometric scale examining potential addiction to a particular online application (i.e., social networking) rather than activity on a particular website (i.e., Facebook), highlighting that what we may be looking at are additions 'on' the internet rather than addictions 'to' the internet.

There are clearly a number of negative psychological impacts involved in SNS use; Through being on the receiving end of Cyberbullying (Kwan & Skoric, 2013; Slonje et al., 2013) to not getting the

expected gratifications when engaging in social networking, including the responses/social support of fellow SNS users (Ahn, 2011; Clerkin et al., 2013; Forest & Wood, 2012; Moreno et al., 2011) and the potential of becoming addicted to some aspect of the internet (Ghassemzadeh, Shahraray, & Moradi, 2008; Griffiths, 2012; Panayides & Walker, 2012; Young, 1998).

This review will now look at the impact of informal social networking with regard to education, interventions and emerging research.

2.4 Education, Intervention and Emerging Research

The following section will be separated into three parts – 2.4.1 - The educational impact of informal social networking, 2.4.2 - Interventions and the application of psychological knowledge and 2.4.3 – The developing media-based psychological interventions.

2.4.1 The Educational Impact of Informal Social Networking

The growing use of SNS by adolescents is often accompanied by parental worry of the detrimental effect it has upon their academic achievement (O’Keeffe & Clarke, 2011).

Alloway et al., (2013) conducted a study to investigate the impact of SNS use on the cognitive abilities of adolescents (ages 12-18). Participants were required to complete a questionnaire on their technology use, and their cognitive abilities were tested using the Wechsler Individual Achievement Test (WIAT-II-A; Wechsler, 2001). In addition, participants’ working memory was tested using the Automated Working Memory Assessment (AWMA, Alloway, 2007). The results showed that those participants who used Facebook for over a year had significantly higher working memory, verbal ability and spelling scores than those who had used Facebook for less than a year. There was no difference in maths scores for either group.

Alloway et al., (2013) speculate there is a similarity in the cognitive processes required in using Facebook and completing a working memory test (e.g. - processing and manipulating multiple sources of information). Therefore, a ‘training effect’ might be in effect, which explains the high working memory score. It is worth considering that no specific activity on Facebook predicted the higher score, just the length of Facebook use. With regard to verbal ability and spelling, Alloway et al., (2013) suggest this is due to the very nature of Facebook use. Participants’ verbal ability and spelling ability were increased by conversing with others, engaging in copious amounts of writing and following different links to various websites. The fact that mathematical ability was not

significantly improved for either group goes part way to support the idea of a training effect being responsible for improved scores, as Facebook does not innately require use of any mathematical concepts.

In summary, Alloway et al's., (2013) results suggest that using Facebook for over a year improves some cognitive abilities. However, I would view these results with caution as this was not a longitudinal study, which could have strengthened the results. In addition to this, if we are to accept that a training effect may have been active, due to the nature of Facebook use and the working memory tests, then these results may be invalid. If the participants were considered primed, the results therefore show that longer Facebook use predicts a high WIAT result. These results are either valuable, or not so, depending on ones opinion of intelligence testing. Another route of exploration of the educational impact of using SNS, could be though tracking participants' academic achievement throughout secondary school, along with self-reported questionnaire analysis.

A number of researchers highlight an increasing prevalence of task switching in adolescents with social networking capabilities (Judd, 2014; Kirschner & Karpinski, 2010; Rosen, Carrier, & Cheever, 2013). An American study by Kirschner & Karpinski (2010) found that Facebook users reported lower grade point averages than those who did not use Facebook, yet both groups reported a similar amount of time on the internet. The study also reported some qualitative data which highlighted that some users actively use Facebook to procrastinate to avoid studying. In summary, the data shows a significant negative relationship between Facebook use and academic performance. I would suggest that the results here show that Facebook is being used as a tool for procrastination (a form of task switching) which explains the lower grade point averages.

Looking further into the role of Facebook in students multitasking/task switching, Judd (2014) examined comprehensive time based logs of students' computer use, during academic self-directed study tasks. 1249 students were analysed and the results showed that 99% of the sessions involved some form of multi-tasking. When students were multi-tasking/task switching there was a significant reduction in their focussed behaviour (the academic task they were initially engaged in). There is a growing body of research around the negatives of social media, the number of platforms one can 'check-in' with their networks and the detrimental effect this can have on one's education (Rosen, Whaling, Rab, Carrier, & Cheever, 2013). The need of adolescents to be in constant connection with their online networks can lead to various psychological phenomenon, for example phantom vibration syndrome (Drouin, Kaiser & Miller, 2012; Rothberg, Arora, Hermann, St. Marie & Visintainer, 2010). Phantom vibration syndrome highlights the significant amount of

cognitive function which is directed to SNS & other online activities, distracting the individual from being solely present in the current moment/task. The pull of technology has a detrimental impact on specific tasks, which is applicable to there being a detrimental impact upon academic performance (Paul, Baker, & Cochran, 2012).

In an exploratory examination of social media fatigue, Bright, Kleiser, & Grau (2015) highlight that as more people crowd social media, and more information gets shared and re-shared, people can show the tendency to back away from SNS. Individuals are becoming overwhelmed with too many sites, too many pieces of content, too many contacts and too much time spent trying to keep up with what is going on. As social media evolves and new technology and SNS/apps are being developed to make it even more accessible, it will remain important for researchers to investigate how many apps are being used by any one individual and the purposes behind it.

The educational impact of informal social networking, may be in the improvement of working memory, verbal ability and spelling scores (Alloway et al., 2013). However, this may lead to an overall reduction in educational levels/grades due to task switching, multi-tasking and cognitive overload if the use of social networking interferes with educational tasks (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013). This review will now look at interventions and the application of psychological knowledge.

2.4.2 Interventions and the Application of Psychological Knowledge

The use of social networking and the internet is ever present in the lives of adolescents and adults (Amichai-Hamburger, 2013). Some research has begun to explore the extent to which young people can be successfully 'disconnected' from SNS in order to focus on particular activities, for example, in school.

There have been various attempts for teachers to maintain control over students' use of mobile technologies. For example, having named boxes at the front of classrooms for students to put their phones/tablets in, for phones only to be used at break times or a whole school approach - having a 'no mobile phones allowed' rule. For younger students, having their phone out of sight does not mean it is out of their minds (Marien, Custers, Hassin & Aarts, 2012). To tackle this issue, Rosen et al., (2013) suggest that short technology breaks during lessons allowed those who may be highly anxious without their phones to 'check in with their networks'. This would reduce anxiety, internal distractions and promote focus on the lesson at hand. Given the evidence, this would appear to be a useful strategy, but one I would caution using for the most exceptional cases, and only for the

purpose in reducing anxiety for certain students, as previous evidence has highlighted that task switching and multitasking can have a detrimental impact on learning (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013). Parents and schools need to be active in discussing with children the safety issues regarding using the internet and teaching them how to use it responsibly (Liu, Ang, & Lwin, 2013).

Drawing on the evidence provided thus far, you could argue that only when a child has an established offline social network, with a strong sense of self identity, in good psychological health, then they may be in a positive position to use social networking to improve and maintain already established relationships. Once those conditions are met, then parental mediation is one of the most effective methods to protect children from negative media influence (Buijzen & Valkenburg, 2005). Parental education and mediation can set the scene for psychologically and educationally positive use of the internet, for example, in restricting certain websites and limiting the number of hours a child can use the internet for personal social networking (Miyazaki, Stanaland & Lwin, 2009).

I would argue, if these conditions are met, then adolescents would experience positive social networking in a safe and secure way.

2.4.3 The Developing Media-Based Psychological Interventions and emerging research

There is some evidence to suggest that as communication technology advances, then interventions may be delivered through them for the benefit of their users (Wood et al., 2014). In a study by Kong, Ells, Camenga, & Krishnan-Sarin (2014) using motivational text messages sent to people attempting to quit smoking, they noted that using media devices has great potential to deliver health care and promote behaviour change in many individuals. I would suggest that utilising social media for positive therapeutic interventions can help the wider community and is a noteworthy avenue for future research. This view is supported by Indian & Grieve (2014) who state that "Social networking sites may have role in enabling access to online therapy"(p. 106).

I believe an interesting avenue for future research would be to focus on the nature of social networking in online game play. I hypothesise, that with the increase of modern computer gaming and the cross-platform compatibility with social networking, that many concepts already researched regarding SNS use would apply to online gaming. However, the differences in use and specifics may elicit different psychological concepts, such as the psychological need to be part of a story (Dyson & Genishi, 1994). This concept is distinct from platforms like Facebook, as the virtual

environments in which gaming takes place give rise to 'virtual adventures' that individuals can take part in simultaneously with the social benefits. It has been suggested that psychologists could develop and use virtual environments to conduct scenario based assessments, interventions and virtual therapy sessions (McCreery, Kathleen Krach, Schrader, & Boone, 2012).

Recently the development of an online game named 'depression quest' by Zoe Quinn has gained media attention in a BBC article written by Taylor (2014), reporting that there are a number of games being developed to raise awareness of mental health conditions and treat them (For example: SPARX- developed to reduce anxiety and depression and MoodTune – a downloadable smartphone application which claims it can help alleviate symptoms of stress, anxiety and depression). The medical profession has picked up these positive effects and become increasingly interested in medical interventions being adapted into games (Ritterfeld, Cody, & Vorderer, 2009), to the extent that there is a new journal, first published in 2012, called 'Games for Health Journal'. The use of technology and social networking games is an extremely valuable and relevant future direction for psychological study, one which I believe will be extremely useful in promoting the psychological health of all users of social media platforms.

This literature review has explored a number of psychological impacts that informal social networking has upon its users – the purposes and positives are in expressing one's identity and construction of the self (Seidman, 2014; Tosun, 2012; Wilson et al., 2012), social connectedness (Alloway et al., 2013; Artega et al., 2014; Dolev-Cohen & Barak, 2013; Subrahmanyam et al., 2008; Wang et al., 2010), and emotional regulation (Bolton et al., 2004; Dolev-Cohen and Barak, 2013). The unintended consequences of using SNS can be in being on the receiving end of Cyberbullying (Kwan & Skoric, 2013; Slonje et al., 2013) to not getting the anticipated responses/social support of fellow SNS users (Clerkin et al., 2013; Forest & Wood, 2012; Moreno et al., 2011) and the potential of becoming addicted to some aspect of the internet (Ghassemzadeh, Shahraray, & Moradi, 2008; Griffiths, 2012; Panayides & Walker, 2012; Young, 1998).

There are educationally relevant impacts of informal social networking in the improvement of working memory, verbal ability and spelling scores (Alloway et al., 2013), yet this may lead to an overall reduction in educational levels/grades due to task switching, multi-tasking and cognitive overload if the use of social networking interferes with educational tasks (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013).

From the literature review, there does not seem to be identified research that looks at how much social networking is 'on the mind' or 'pervades the thoughts' of young people in schools, how users

spend their time during the day using SNS and the resulting implications for their school experience, essentially, how they cope with it.

There is value in exploring social networking use and the experience of social networking for parents/schools/educational psychology and other educational agencies. The results of such research could impact upon school policy, educational interventions and parental decision making regarding their children's access to social networking sites.

3.0 Methodology

The process of stating, explaining and justifying research designs is more than just an exercise of academic rigour. Within psychology, I would say that it is an ever important aspect of research, which can give both clarity and perspective on what it is you are reading. De Vaus (2001) suggests that you can find evidence to support any theory, therefore, there is a need for researchers to impose a robust research design in order to reduce any potential ambiguity. The process of selecting an appropriate research design also reduces the possibility of relying on 'favoured approaches' regardless of the research topic of interest (Robson, 2011).

3.1 Restating Aims of This Research

The aims of this research are:

- To explore what social networking tools are secondary aged young people are using to communicate with one another? How Social networking sites/apps are being used, by whom and for how long?
- To explore to what extent social networking, in one form or another, is on a young person's mind? If so then what form does this take? How do young people cope with SNS use? How do young people cope with adult demands of their SNS use?
- To explore if/how the use of social networking impacts upon; the school experience of secondary aged young people, the family-life of those who are using it, a young person's identity/sense of self and a their peer groups.

Once these research aims had been established, it was then necessary to move from this rather abstract level into a more concrete area, through the generation of research questions (Cohen, 2007). Punch (1998) suggests that research questions have a definitive role to play in research design, including organising and giving studies direction, highlighting the boundaries of the project and keeping the researchers focussed.

3.2 Research Questions

Following an extensive literature review the following research questions were established, followed by a brief justification below (in italics):

1) What social networking platforms are being used by secondary school aged young people?

There is a distinct lack of research focussing on what is being used by young people. Because of the availability and extent to which new apps, are being developed, and the fact that young people can use multiple SNS apps simultaneously, researching this question is something which needs to be established often to add context to findings.

2) To what extent does social networking occupy the minds of secondary aged young people?

It is often taken for granted that young people are immersed in technology from birth, but what are the effects of this on their self and their relationships with others? Specifically regarding social networking, there is a lack of research looking into this, it is often assumed but seldom explored.

3) What is it like to be a young person using social networking platforms every day? And what key themes are identified in exploration of social networking use?

There is a distinct lack of qualitative research looking into in-depth lived experience of being a young person using social networking platforms. Answering this question will allow for a detailed examination of the phenomenon.

Robson (2011) suggests that the types of research questions posed have a direct impact on which direction a study will take with regard to the method employed to investigate the question.

3.3 The concept of Methodology

Methodology refers to “the theoretical, political and philosophical backgrounds to social research and their implications for research practice and for the use of particular research methods” (Robson, 2011, p. 528). Methods are a series of tools or techniques used to acquire and analyse data to create knowledge (Petty, Thomson, & Stew, 2012). Methodology can therefore be seen as a strategy of enquiry that guides a set of procedures (Denzin and Lincoln, 2000; Creswell, 2009).

Past work investigating online social networking has tended to utilise quantitative approaches. In choosing a methodological position for this project, I was uncertain, initially, whether to proceed with quantitative or qualitative methods. I wanted to provide deeper understandings, so I was leaning towards an interpretivist perspective. Ultimately, I opted for a mixed methods strategy. The process of reaching this decision required a reflective re-connection with the literature

surrounding psychological investigation. Throughout which, I put aside any previous research experience, and allowed my research questions to remain the forefront of my thinking.

There has been a long standing debate within the psychological sciences about 'the best' way to investigate phenomena, traditionally the two schools of contrasting thought were quantitative and qualitative researchers. In selecting how to approach this research I found it an important process to consider some debates in the field of methodological enquiry.

Quantitative 'purists' may suggest that social observations should be treated as entities, in much the same way that physical scientists treat physical phenomena. They would suggest that the researcher is separate from the entities that are subject to observation, and make what Nagel (1986) deems as time and context free generalisations. In the quantitative school of thought, educational researcher should eliminate their biases, remain emotionally detached and uninvolved with the objects of study, and test or empirically justify their stated hypothesis (Johnson & Onwuegbuzie, 2004).

Qualitative 'purists' may suggest that there are multiple-constructed realities, that making time and context-free generalisations are neither desirable nor possible. As Guba (1990) would suggest, the knower and the known cannot be separated because the subjective knower is the only source of reality. There are multiple 'truths' based on the individual and the context.

I refer to the above two quantitative and qualitative 'purists' because those who follow what they may consider the 'pure' form of their methodology, have advocated an incompatibility thesis (Howe, 1988). The incompatibility thesis posits that qualitative and quantitative research paradigms, including their associated methods, cannot and should not be mixed (Johnson & Onwuegbuzie, 2004).

A paper by Johnson & Onwuegbuzie (2004) discusses the 'paradigm wars' and how there has been a relentless focus on the differences between the two research paradigms. Johnson & Onwuegbuzie (2004) discuss how it has resulted in two cultures, "one professing the superiority of 'deep, rich observational data' and the other the virtues of 'hard, generalizable' . . . data" (Sieber, 1973, p. 1335). The authors advocate a different approach, that of mixed-methodology, 'the third paradigm', recognising both qualitative and quantitative data and methods as valuable, citing research to highlight the similarities of both approaches:

“both methodologies describe their data, construct explanatory arguments from their data, and speculate about why the outcomes they observed happened as they did” (Sechrest and Sidani, 1995, p. 78)

Both sets of researcher incorporate safeguards in their research to ensure that any potential sources of invalidity, that could call into question the ‘trustworthiness’ of the data, is minimised (Sandelowski, 1986).

Biesta and Burbules (2003) highlight that all research in the social sciences represents an attempt to provide warranted assertions about human beings, and the environments in which they live and evolve. I see this as a somewhat refreshing view of what can be quite a complex argument regarding paradigmatic orientations, it further highlights the similarities between qualitative and quantitative research.

Mixed methods research is therefore defined as “a class of research where the research mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2004, p.17)

I believe the researcher’s selection criteria should be based on identifying the best way in which to answer the identified research questions. If the mixing of methods would provide a richer answer to those questions, then it is a method which is valuable to use.

3.4 The selection of an appropriate research Method

I will be employing a mixed method approach to answering the identified research questions across 2 phases. The justification of which is as follows:

With regard to my proposed research, I believe that the psychology surrounding social networking use are real and generalizable across the population (positivist paradigm) and therefore can be measured using nomothetic means. However, with regard to investigating the meaning and experience of social networking use, the experience is subjective and contextual and so ideographic methods of data collection are valuable, for a deeper understanding of social networking experience (interpretivist paradigm).

From my literature search there is very limited qualitative research on the experience of social networking. It is my hope that my research would aid in gaining further insight into the

phenomenon of social networking and the experience of using it. I believe the mixed method approach could help in challenging arguments such as those which state that complex opinions cannot be quantified (Benak, 2001; McLeod, 2001).

3.5 Ontological and epistemological assumptions

Cohen (2007) argues that researchers should be encouraged to consider the philosophical underpinnings of their research, particularly in terms of the ontological and epistemological assumptions upon which it is based. It has been suggested that these assumptions are interconnected and are fundamental in aiding researchers to understand and explain their research inquiry process (Guba and Lincoln, 1994).

The identified research questions and method of investigation drive the ontological and epistemological assumptions present within this study. They are linked at the design stage and therefore any changes in design would have an impact for such assumptions. The following sections describe the ontology and epistemology surrounding this study.

3.5.1 Ontology

Ontology is the study of 'being'. Ontology therefore questions whether this reality "is external to individuals – imposing itself on the consciousness from 'the outside' – or the product of individual consciousness" (Cohen, 2007, p. 7).

This research study comes from an ontological perspective of both what exists as being real and therefore apparent in all similar circumstances, yet also of what exists being interpreted/constructed by the individuals involved. I believe that the psychology surrounding social networking 'use' are real and generalizable across the population and therefore can be measured using nomothetic (quantitative) means.

With a focus on investigating the meaning and experience of social networking use, I suggest that this experience is subjective and contextual and so ideographic (qualitative) methods of data collection are valuable for deeper understanding of the social networking use. This position suggests that reality can only be represented through the eyes of the participants' (Robson, 2002), and that there are multiple mental constructions which are dependent on individuals and based within social circumstances and experiences (Guba and Lincoln, 1994).

3.5.2 Epistemology

Epistemology is concerned with the nature of knowledge (Miller and Brewer, 2003). This area focuses on how we know what we know and considers assumptions about what form knowledge can take, who can know this knowledge and how knowledge can be attained and communicated (Hitchcock and Hughes, 1995).

With regard to this study, the knowledge gained from using a mixed method approach to research is both real and socially constructed. There is descriptive data about what is being used and how social networking is being used, which is easily quantifiable and generalizable to a larger population. But within that, the exploration of experience will elicit knowledge that is socially constructed by the participants'.

Overarching both ontology and epistemology with regard to this study are the international socio-economic restrictions of people's access to social networks... the ontology and epistemology of social networking is relevant to those who have the infrastructure and capability to access it.

3.6 Study Phase 1

In order to explore Research Question 1: What social networking platforms are being used by secondary school aged young people? And Research Question 2: To what extent does social networking occupy the minds of secondary aged young people, I employed nomothetic means of data collection through the use of questionnaires over a large population sample. The collection and analysis of questionnaires highlighted individuals for Phase 2 of my research.

3.6.1 Phase 1: Sample Population

Two large secondary schools were selected to take part in the study, one in the Midlands, and one in Devon. They have a combined population of approximately 3000 students, every pupil (present on the day of data collection) received a copy of the questionnaire to complete during registration time (approximately a 15 minute time period). Howitt and Cramer (2005) state that "larger samples are employed when estimating the frequency, or typical value, of a particular behaviour or characteristic in the population" (p.54). Both schools have a diverse catchment area which should allow for a strong representative sample of British young people aged 11 – 16.

3.6.2 Phase 1: Design Considerations

Questionnaires allow for the generalisation of findings to populations and for statistical comparisons between individuals and groups (Alreck and Settle 1995; Fowler 1993; Moser and Kalton, 1971). I decided to utilise paper copies of the questionnaire for convenience for the schools involved and because research has shown that online questionnaires have a significantly lower response rates than traditional paper questionnaires, which could have introduced an element of bias into the data (Crawford, Cooper and Lamias, 2001).

As the questionnaire was designed for self-completion, to elicit information from 11 – 16 year olds, it was designed to be easy to follow and attractively set out. This included a simple, clear statement of the purpose and use of the questionnaire and explanations of why the participant had been selected, how the questionnaire is to be completed, and what the participant should do with it after its completion (Fitzpatrick, 1991).

The questionnaire included a number of ‘background variables’ such as year group, date of birth, gender and school. These variables may exert a strong influence on SNS use and will be necessary for identifying participants for Phase 2 of my research.

Use of The Likert scale (Likert, 1952), was chosen as appropriate to use within Phase 1 of this study. Likert scales, which have been described as the most widely used scaling technique (Polit & Beck, 2004), are commonly used in various stress and health research studies (Svensson, 2001). The decision to employ Likert scales, during Phase 1, was based on research which demonstrated that they have been found to be relatively easy for young children to understand and answer correctly (van Laerhoven, van der Zaag-Loonen & Derkx, 2004).

Likert scales typically consist of items that, for example, require respondents to rate their degrees of agreeing or disagreeing with various declarative statements. Likert scales have been evaluated in terms of reliability, validity and responsiveness and in general, as a scaling method, seem to be both reliable, valid and responsive (Hasson & Arnetz, 2005).

3.6.2a Phase 1: The Construction of the Questionnaire

In order to explore Research Question 1 – What social networking platforms are being used by secondary school aged young people? The questionnaire incorporated multiple choice options of several popular social networks. To provide a deeper contextual answer to this question, the

questionnaire also detailed multiple choice questions to report the technology being used, the days of the week and times of the day that participants accessed their social networks.

In order to explore Research Questions 2- The extent to which Social Networking occupies the mind of secondary school aged pupils, my questionnaire incorporated an adapted Internet Addiction Test (IAT) (Young, 1998).

Much of what is currently known about the internet addiction (IA) construct is based on research conducted with the IAT (Weinstein & Lejoyeux, 2010). The IAT contains 20 items rated on a 5-point Likert scale (ranging from 1 = not at all to 5 = always) designed to measure and expand on Young's (1998b) original diagnostic criteria for IA, which were in turn adapted from the DSM-IV (American Psychiatric Association, 1994) criteria for pathological gambling:

1. Preoccupation with the Internet
2. Feeling a need to use the Internet in increasing amounts
3. Repeated unsuccessful attempts to control Internet use
4. Moodiness if restricted from Internet use
5. Staying online longer than intended
6. Lying about or hiding the extent of Internet use
7. Using the Internet as a way of escaping from problems or to cope with dysphoric mood
8. Functional impairments or distress with respect to relationships, work, or other career opportunities.

Young (1998) identified a framework to identify levels of internet addiction - Higher scores on the IAT indicate more problematic Internet use and can be classified into mild (30–49), moderate (50–79), and severe (80-100).

A notable oversight with regard to most existing IA measures are that they have been developed with adult samples and have not been systematically validated for use with pre-adult respondents.

In the light of this position, Watters, Keefer, Kloosterman, Summerfeldt & Parker (2013) conducted research into using and validating Young's (1998) IAT with an adolescent population of Canadian high-school students. Highlighting that it is important to demonstrate that the measurement properties of an instrument are comparable across different groups of respondents.

The results supported the existence of a dominant global IA dimension, which explained over two thirds of common variance in the IAT item responses and correlated significantly and moderately with the criterion measure of problem gambling behaviour. Together with previous reports of a strong general factor in several adult samples (Chang & Law, 2008; Khazaal et al., 2008; Korkeila et al., 2010), this finding lends further confidence to the common practice of using the total IAT score as a general index of IA, across ages ranges (Watters et al., 2013).

Screening tools are limited as they don't often give much detail about an individual's experience. Watters et al. (2013) suggest that complementing high-level screening with a more fine-grained assessment strategy may indeed prove valuable in refining IA diagnosis, theory, and treatment. Essentially, screening tools should not be the sole strategy for diagnosis, there needs to be thorough investigation and discussion with individuals following their results to fully determine the nature of an individual's relationship with the internet.

In a recent critical review of existing internet addiction scales and their psychometric properties, Laconi, Rodgers & Chabrol (2014) highlight the IAT is the most widely used measure of problematic internet use, and one of the most evaluated tests. Its test-retest reliability appeared to be satisfactory (between $r = .73$ and $r = .88$). Its internal consistency, concurrent validity with a number of different tests was good or excellent (from $r = .46$ to $r = .90$), as was convergent validity with time spent online (between $r = .19$ and $r = .53$).

The IAT was adapted to focus in on social networking and adolescents, rather than 'all internet use'. The overall structure and Likert scale remained the same. The brain regions and neural processes that underlie addiction overlap extensively with those that support cognitive functions, including learning, memory, and reasoning (Gould, 2010). Therefore, an adapted IAT is an appropriate resource to use to measure the extent to which Social Networking occupies the mind of young adults.

The adaptations made to the IAT were in the language presentation of the questions. This was done so that the recipients could better understand the question (due to their age) and to reflect social networking use as opposed to all internet use. Please see below (Table 1) for details of how the IAT was adapted for this study.

Table 1: The Original IAT and the Adapted IAT used within this study

Original Internet Addiction Test (IAT) Questions (Young, 1998)	Adapted IAT Questions to focus on Social Networking & reworded for ease of understanding for the adolescent population
1. How often do you find that you stay online longer than you intended?	How often do you find that you've spent longer social networking than you originally planned?
2. How often do you neglect household chores to spend more time online?	How often does social networking get in the way of jobs your parents have asked you to do around the house?
3. How often do you prefer the excitement of the Internet to intimacy with your partner?	How often do you prefer socialising online to socialising in person?
4. How often do you form new relationships with fellow online users?	How often do you form new friendships with people using social networking websites/apps?
5. How often do others in your life complain to you about the amount of time you spend online?	How often do others in your life complain about how much time you spend on social networking sites/apps?
6. How often do your grades or school work suffer because of the amount of time you spend online?	How often does your school work suffer because of the amount of time you spend on social networking sites/apps?
7. How often do you check your e-mail before something else that you need to do?	How often do you check your social networks before doing something else that you need to do?
8. How often does your job performance or productivity suffer because of the Internet?	How often does your job performance or amount of work you complete suffer because of social networking?
9. How often do you become defensive or secretive when anyone asks you what you do online?	How often do your friends become secretive when questioned about their social networking use?
10. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	How often do you cope with difficult parts of your life by thinking about using social networking sites/apps?
11. How often do you find yourself anticipating when you will go online again?	How often do you find yourself thinking about when you will next be able use social networking sites again?
12. How often do you fear that life without the Internet would be boring, empty, and joyless?	How often do you feel that life without social networking would be boring, empty and joyless?
13. How often do you snap, yell, or act annoyed if someone bothers you while you are online?	How often do you snap, yell, or act annoyed if someone bothers you while you are using social networking sites/apps?
14. How often do you lose sleep due to late-night log-ins?	How often do you lose sleep because of using social networking sites/apps?
15. How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?	How often do you find yourself thinking about something that's happened online when at school?
16. How often do you find yourself saying "just a few more minutes" when online?	How often do you find yourself saying "just a few more minutes" when using social networking sites/apps?
17. How often do you try to cut down the amount of time you spend online and fail?	How often do you try to cut down the amount of time you spend social networking and fail?
18. How often do you try to hide how long you've been online?	How often do you try to hide how long you've been using social networking?
19. How often do you choose to spend more time online over going out with others?	How often do you choose to spend more time social networking over going out with others?
20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?

The wording of the IAT was changed, however, I decided to use the original scoring framework identified by Young (1998). The justification for this is that the original scoring framework was used to identify degrees of severity using a Likert scale, across the adapted criteria for pathological gambling addiction. Therefore, as the questions are simply a narrowed focus on one aspect of internet use, the behaviours (what was previously the criteria for pathological gambling), and measures of severity, would still provide useful information regarding social networking use. This would also go some way in following Griffiths (2012) suggestion of looking at particular uses of the internet (i.e. Social networking) when considering addiction and internet use.

In order to begin an exploration of Research Question 3 -What is it like to be a young person using social networking platforms every day? The questionnaire contained a number of Yes/No options for participants to select based on a number of statements designed to explore if school experience, friendships and adult relationships were impacted by their social networking use. I would also suggest that the full questionnaire begins to give a wider context to answering Research Question 3. In gaining an understanding of the factors involved at Research Question 1 & 2, you are in an illuminated position to be able to answer Research Question 3. An interview schedule (Appendix 4) was developed to expand on the questionnaire to be used during Phase 2 of this research and explore Research Question 3 in more detail (see section 3.7.3).

There are notes of caution when using self-report measures, such as those in questionnaires, as it cannot be assumed that the question is interpreted in the way the researcher intends, nor can it be assumed that the same responses mean the same for all people (Williamson, 2007).

Please see Appendix 2 for a full copy of the questionnaire. Please see Appendix 15 for the instructions staff used to support pupils completing the questionnaire. Please see Appendix 3 for a copy of the criteria used to analyse (and score) the questionnaire.

3.7 Study Phase 2

In order to explore Research Question 3: What is it like to be a young person using social networking platforms every day? And what key themes are identified in exploration of social networking use? I used Ideographic data collection techniques in the form in-depth semi-structured interviews.

3.7.1 Phase 2: Sample Population

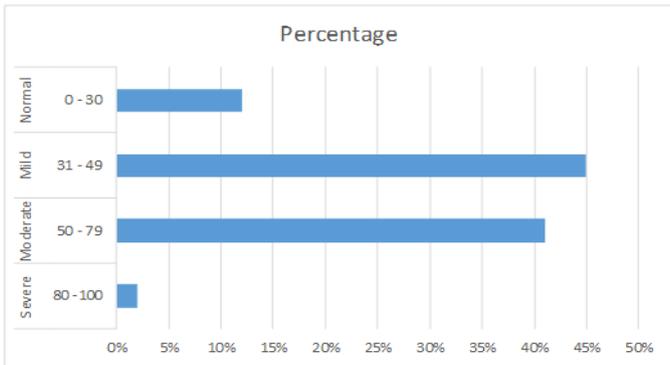
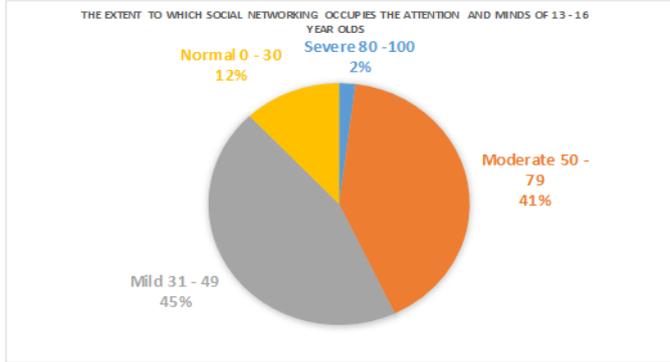
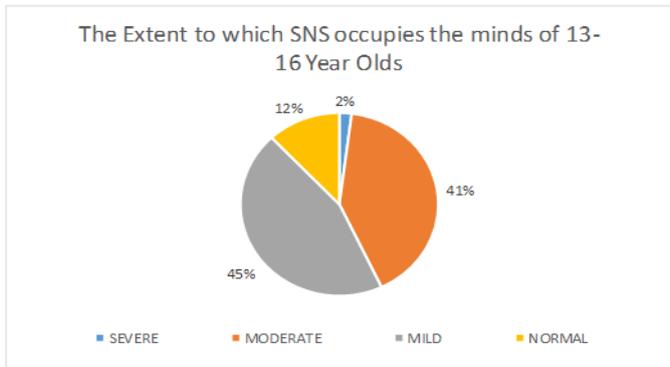
'Addiction' scores were calculated for all of the 1148 participants of this study. Please see Figure 1 below for an example of the dataset that this generated. The participants were selected for interview based on the data collected during Phase 1

Figure 1: Example of Dataset Exploring Phase 1 Addiction Scores Across Participant Population*

PIN	DOB	YEAR	GENDER	ADDSCO
510		11	2	95
495		9	2	93
512		11	2	89
376		9	1	88
105		10	1	86
424		9	2	86
355		9	2	85
447		9	2	85
168		10	2	84
513		11	2	82
167		10	2	82
317		9	2	82
331		9	1	82
566		10	1	81
1011		9	2	81
1012		9	2	81
1048		9	2	81
20		10	2	80
736		11	2	80
529		10	2	80
577		10	1	80
1043		9	2	80
581		10	1	79
970		9	1	79
359		9	2	78
862		11	2	78
906		11	1	78
1128		9	2	78
616		10	2	77
982		9	1	77
165		10	2	76
237		10	2	76
241		10	2	76
316		9	2	76
360		9	2	76
461		9	2	76
713		11	2	76
1122		9	2	76
1089		9	1	76
127		10	1	75
877		11	1	75
664		10	2	75
125		10	2	74
138		10	1	74
300		9	2	74
433		9	2	74
291		9	1	74
322		9	1	74
132		10	2	73
215		10	2	73
225		10	2	73
703		11	2	73
867		11	2	73
857		11	1	73
698		10	2	73
684		10	1	73
1021		9	2	73
124		10	2	72
214		10	2	72
299		9	2	72
388		9	2	72
705		11	2	72
727		11	2	72
1019		9	1	72
114		10	2	71
719		11	2	71
748		11	2	71
532		10	2	71
554		10	1	71
557		10	1	71
977		9	1	71
40		10	2	70

TOTAL	SEVERE	MODERATE	MILD	NORMAL
1148	22	469	522	135
100%	1.91%	40.85%	45.47%	11.75%
100%	2%	41%	45%	12%
SEVERE	MODERATE	MILD	NORMAL	
2%	41%	45%	12%	

Key	Range	Percentage
Severe	80 - 100	2%
Moderate	50 - 79	41%
Mild	31 - 49	45%
Normal	0 - 30	12%



*See Phase 1 Results/Discussion for an exploration of the above data

For reasons of geographical convenience, Phase 2 data collection took place in the Devon school. 'Addiction' scores were extrapolated for the entire Devon school participant group. The participants were then ranked from high to low with regard to the results from the adapted IAT.

Year 10 pupils were selected for interviewing. This was decided as it was most convenient for the schools due to examinations. However, upon reflection this also allowed for the participants to explore their previous use of social networking, or not, from earlier ages/stages of school.

The highest scoring 4 Year 10 males and the highest scoring 4 Year 10 females were selected for interview, allowing for a gender balanced participant group.

The selected participants were then approached to begin discussions regarding if they would consider being interviewed for this study. Please see section 3.7.5: Phase 1&2 Ethical Issues and Appendix 16 for a more detailed discussion regarding the participant selection, inclusion and ethics involved with this study.

3.7.2 Phase 2: Semi- Structured Interviews

In order to elicit a rich and detailed account of the participants' experience of social networking, I decided to use semi-structured interviews as a method of data collection. Semi structured interviews allow for a level of consistency with regard to ensuring the same area are covered in each interview (Coolican, 2004), but does not fix the interviewer to a set order of the questions. This allows the participant and interviewer to explore areas for discussion that arise based on the interviewees experiences. Semi-structured interviews also allow for a comparison across participants, as the same areas were covered in the interviewing, leading to a more accurate analysis of differing and comparable viewpoints (Cohen, 2007).

3.7.3 Phase 2: Interview Design

The two phases of this study were linked by participant's responses to the questionnaire (Appendix 2), enabling selection for interview. The questionnaires gave a context to social networking use, the qualitative interviews allowed the questionnaires to be brought to life by the participants' dialogue surrounding their experiences. The interview questions were then an elaboration on the quantitative data provided by the participants. These were designed to allow the participants to articulate and explore their thoughts and experiences with social networking. There is a lack of qualitative research surrounding young people's lived experience of social networking, therefore,

the constructed questions, linked and alongside the questionnaire, resulted in a robust data gathering process.

In order to generate a rich and detailed account of their lived experiences of social networking, open ended questions were utilised alongside narrative questioning techniques (Wengraf, 2001). These allow participants to tell stories about their experiences in their own way and from their own perspective. The open ended questions allowed the participant to express their experiences/views unencumbered by restrictive or limiting questions. This was designed to allow me to develop an understanding of the participant's experiences, at a person centred level (Robson, 2002). Please see appendix 4 for an example of the interview schedule.

3.7.4 Phase 2: Qualitative Analysis

In order to reach a deep level of understanding, this study benefitted from a phenomenological perspective, which explores how our experiences are informed by the contextual and personal meanings they hold for us (Osbourne and Smith, 2006). Phenomenology is embedded in Husserl's philosophy that for understanding, it was necessary to examine the bedrock of everyday experience, because it was there in our emotions, actions, perception of things and relationships, that true understanding could be derived (McLeod, 2001). This is somewhat of a difficult task as McLeod states:

'Phenomenology involves using language to describe what is beyond language, and in so doing invites the criticism that it is attempting the impossible, that what can be known is what can be said.' (pp. 36)

People may not be able to take a meta-perspective on their own experience (Langdrige, 2007). Therefore, in order to reach an understanding of the participants lived experience of social networking, the researcher must make interpretations on the participants' verbalisations of their experience.

Such a technique of analysis concentrates on mental experience rather than behaviour (Colman, 2006). This Interpretative Phenomenological approach, is probably the most widely known approach to phenomenological psychology used by psychologists in the UK today (Langdrige, 2007). Interpretative Phenomenological Analysis (IPA) puts the participant and the researcher in a unique position, a double hermeneutic as Smith and Osbourne (2003) describe below:

“The participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world”. (pp. 51)

In qualitative study, the researcher is an integral part of the data and process of study (Grafanaki, 1996) and cannot be seen separately from the participant, or the resulting data set (Elliott and Williams, 2001).

It has been suggested, that within IPA, the researcher does not simply use tools, they are the tool (Polkinghorne, 1991). There are benefits and difficulties with using this approach, especially when considering that it is interpretative. To make interpretations, requires the ability to analyse tacit knowledge, that which is implied but not spoken (Guba and Lincoln, 1981). This is not an easy option as it requires creativity and imagination (McLeod, 2001), alongside context based sensitivity to the research in question (Mariano, 1990).

As an integral part of the process of analysis, there may be biases to what is being looked for within transcriptions, even down to the questions being asked. There is a risk on the researcher's part of looking for and interpreting something which may not be there, therefore bias vigilance is a continuous process which the researcher must adhere to (Wilkinson, 1986; Wolcott, 1990).

This qualitative position has paradoxes with its ability to generalise to the larger population (Elliott and Williams, 2001). However, the more controlled an experiment, the more the findings are limited to their context, for example in quantitative methodology; therefore the balance must be drawn between generalisability and practical relevance (Cronbach, 1980).

Qualitative study is a lengthy process, yet if this time is taken to focus on individual accounts, arguably eventually there will be an element of generalisability of knowledge claims (Langdrige, 2007) across the participants' population or area of study, it simply takes longer to get to that position.

A particular strength of IPA is that it can be used to analyse video, media, text and group discussions, yet it is at its highest value when explicating individual experience (Langdrige, 2007). In relation to semi-structured interviews, this style gives the participant room to express and explore their own opinions and experiences. IPA facilitates personal opinion and is useful where the topic under discussion is multi-dimensional, with issues relating to identity, the self and sense-making (Smith and Osbourne, 2006).

IPA was used specifically because of its dedication to the ideographic approach to research, and the underlying assumption that the words used by participants, when exploring their experience of social networking, in fact give an understanding of the phenomenon of social networking itself. An integral part of the process is the interpretation by the researcher (Smith and Osbourne, 2003; Langdridge, 2007), and the final analysis can be seen as an amalgamation of the participant's exploration and the researcher's engagement and interpretation with the data.

The ever increasing prevalence of social networking in people's lives, and the diversification of the ways in which they use and experience it, demand more sophisticated answers to the questions of social networking use, something which this study aims to provide.

This thesis will now detail the specific method of analysis used for phase 1 of the study, the results of phase 1, followed by a discussion of the phase 1 results.

3.7.5 Phase 1&2 Ethical Issues

This research thesis received ethical approval from The University of Exeter, Graduate School of Education Ethics Committee (see Appendix 14). Both schools informed parents of the research taking place by uploading details of it to their respective websites/social media threads, giving parents the option to request that their children do not take part.

Information on the participants' rights to not take part, or withdraw at a later date, were included on the instructions/procedure staff gave to pupils verbally in order to complete the questionnaire (see Appendix 15). They were included in writing on the questionnaire itself (see Appendix 2). They were included on the Phase 2 consent form of which pupils and myself retained a copy (see Appendix 1). Staff in both school offices retained a copy of the Information Sheet (see Appendix 1) should any pupils/parents wish to get in touch with myself, or my supervisors, at a later date regarding the research thesis.

I was present at both schools during the data collection phases of this study should any issues/questions arise.

For further information of my reflections around the ethical issues inherent with this research, please see Appendix 16.

4.0 Phase 1: Method of quantitative analysis

Of the 3000 questionnaires collected, not anticipating such a high number of returned questionnaires, I selected all of the year 9's, 10's and 11's for analysis. This was due to a position of feeling the selected participants would be able to reflect on their use of social networking in Years 7 & 8 (for phase 2). I also wanted to have a representative sample that covered Secondary School key stages 3 and 4. A total Years 9, 10 and 11 cohort resulted in 1245 questionnaires being selected for analysis. 97 questionnaires were rejected due to being incomplete. Therefore, 1148 were input into the Statistical Package for the Social Sciences (SPSS) for analysis.

The data collected from the questionnaires was manually input into SPSS and analysed using descriptive statistics analysis and frequencies analysis.

4.1 Phase 1 Results

The following section details the results from Phase 1 of this study. This chapter is intended to report the findings of Phase 1 of this study. The analysis of the findings is presented in chapter 5.

The Phase 1 results are divided into the following sections:

- 4.1.1 Year Groups, Participant Numbers & Percentages
- 4.1.2 The Gender Balance Between Participants
- 4.1.3 The Devon School and The Midland School Participant Frequencies
- 4.1.4 What Social Networking Sites and Apps are being used by Years Groups 9 – 11
- 4.1.5 What technology is being used to access Social Networking Sites and Apps?
- 4.1.6 What days of the week do 13 – 16 Year olds usually use/check in with their social networks?
- 4.1.7 What times of the day do 13 – 16 Year olds usually use/check in with their social networks on a weekday?
- 4.1.8 The extent to which Social Networking occupies the minds of 13 – 16 Year olds
- 4.1.9 An additional school/home exploration of Social Networking

4.1.1 Year Groups, Participant Numbers & Percentages

Table 2

Year Groups, Participant Numbers & Percentages

Year Group	Number of Participants	Percentage
9	463	40.3%
10	446	38.9%
11	239	20.8%
Total	1148	100%

The above table details the number of participants, the year groups they belonged to and the representative percentage of the total sample. The comparatively small number of Year 11's is due to GCSE exams taking place subsequently affecting the availability of that year group for participation.

4.1.2 The Gender Balance between Participants

Table 3

The Gender Balance between Participants

Gender	Number of Participants	Percentage
Male	560	48.8%
Female	588	51.2%
Total	1148	100%

The above table details the gender split between participants. I would suggest that the above figures highlight that there is a gender balance in this study, therefore the results represent the views of both males and females accurately.

4.1.3 The Devon School and The Midland School Participant Frequencies

Table 4

The Devon School and The Midland School Participant Frequencies

School	Number of Participants	Percentage
The Midland School	514	44.8%
The Devon School	634	55.2%
Total	1148	100%

The above table details the number of participants from each school. Due to GCSE exams in the Midland school, the Devon school have 120 more participants in this study.

4.1.4 What Social Networking sites and Apps are being used by Years Groups 9 - 11

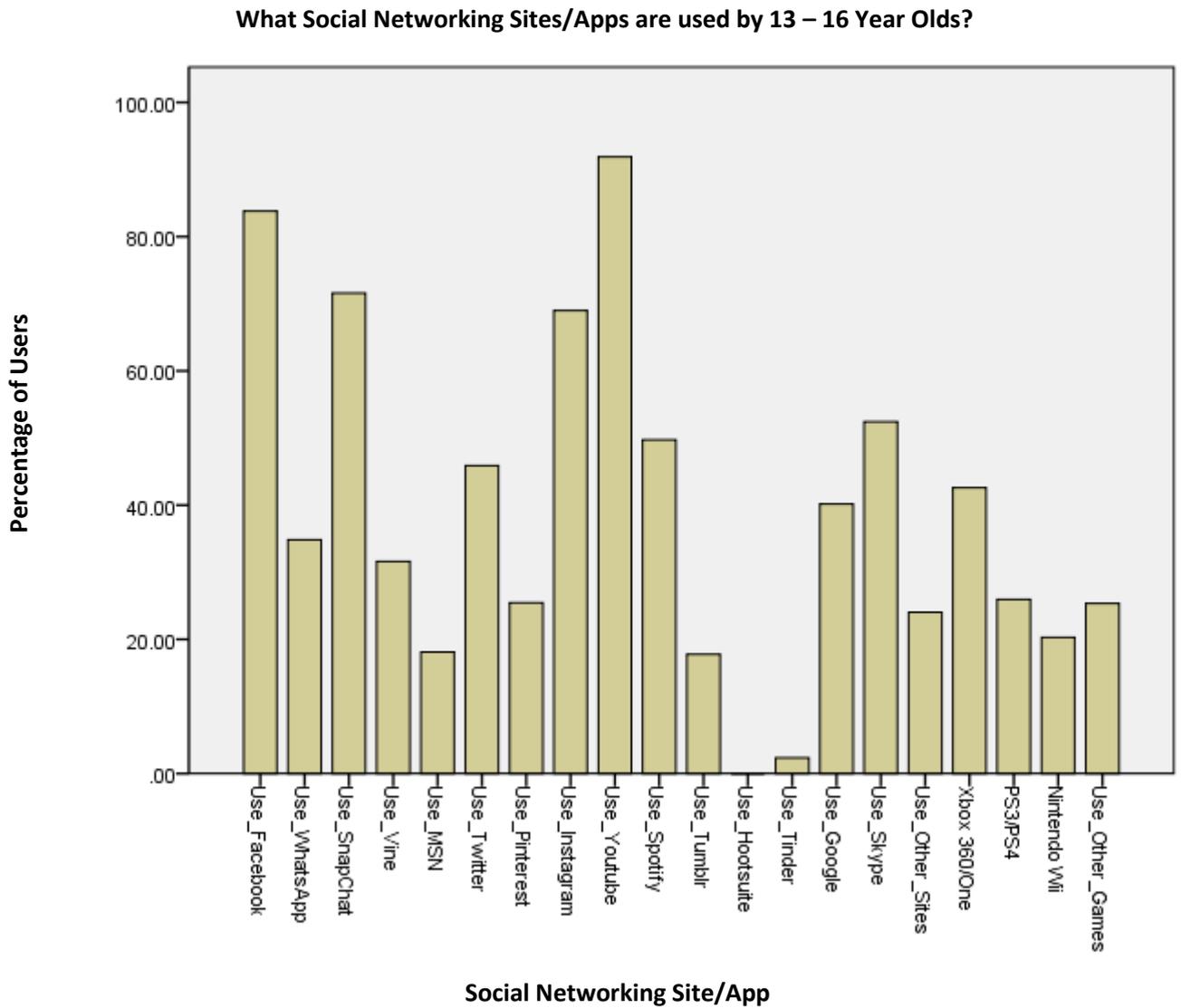
Table 5

What Social Networking sites and Apps are being used by Years Groups 9 - 11

Social Networking Site/App	Number of 'Yes' responses	Percentage of Cases
Facebook	962	83.8%
WhatsApp	400	34.8%
Snap Chat	822	71.6%
Vine	363	31.6%
MSN Messenger	208	18.1%
Twitter	527	45.9%
Pinterest	292	25.4%
Instagram	792	69.0%
YouTube	1055	91.9%
Spotify	571	49.7%
Tumblr	204	17.8%
Hootsuite	0	0.0%
Tinder	27	2.4%
Google+	461	40.2%
Skype	602	52.4%
Other Sites	276	24.0%
Xbox 360/One	489	42.6%
PlayStation 3 / 4	298	26.0%
Nintendo Wii	233	20.3%
Other Games	291	25.3%

The above table details the results following the question; what social networking sites/apps do you use? The question had multiple options, allowing participants to select from the above list of sites/apps. Please see Graph 1 overleaf for a visual representation of the above results.

Graph 1



The above graph gives a visual representation of what social networking sites/apps are being used by 13 – 16 year olds. The results highlight that participants are often using more than one social networking site/app in combination – 91.9% using YouTube, 83.8% using Facebook, 71.6% using Snap Chat and 69% using Instagram. No participants reported using Hootsuite.

4.1.5 What technology is being used to access Social Networking Sites and Apps?

Table 6

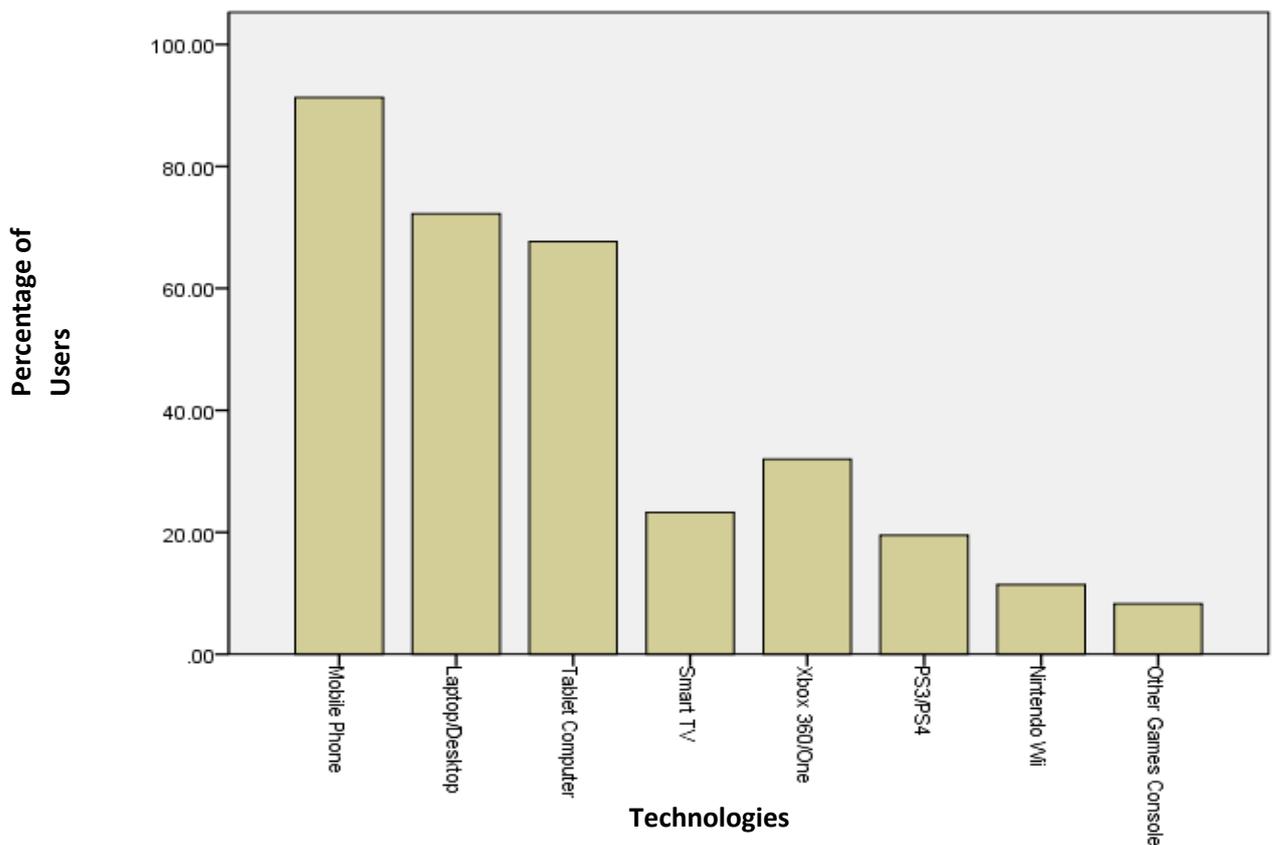
What technology is being used to access Social Networking Sites and Apps?

Technology	Number of 'Yes' responses	Percentage of Respondents
Mobile Phone	1048	91.3%
Laptop/Desktop Computer	829	72.2%
Tablet Computer	777	67.7%
Smart TV	267	23.3%
Xbox 360/One	367	32%
PlayStation 3 / 4	224	19.5%
Nintendo Wii	131	11.4%
Other Games Console	95	8.3%
Total	3768	325.6%

The above table details the results following the question, what technology do you use to get on to social networking sites/apps? The question was multiple choice, allowing participants to select from the above list of technologies. Please see Graph 2 below for a visual representation of the above results.

Graph 2

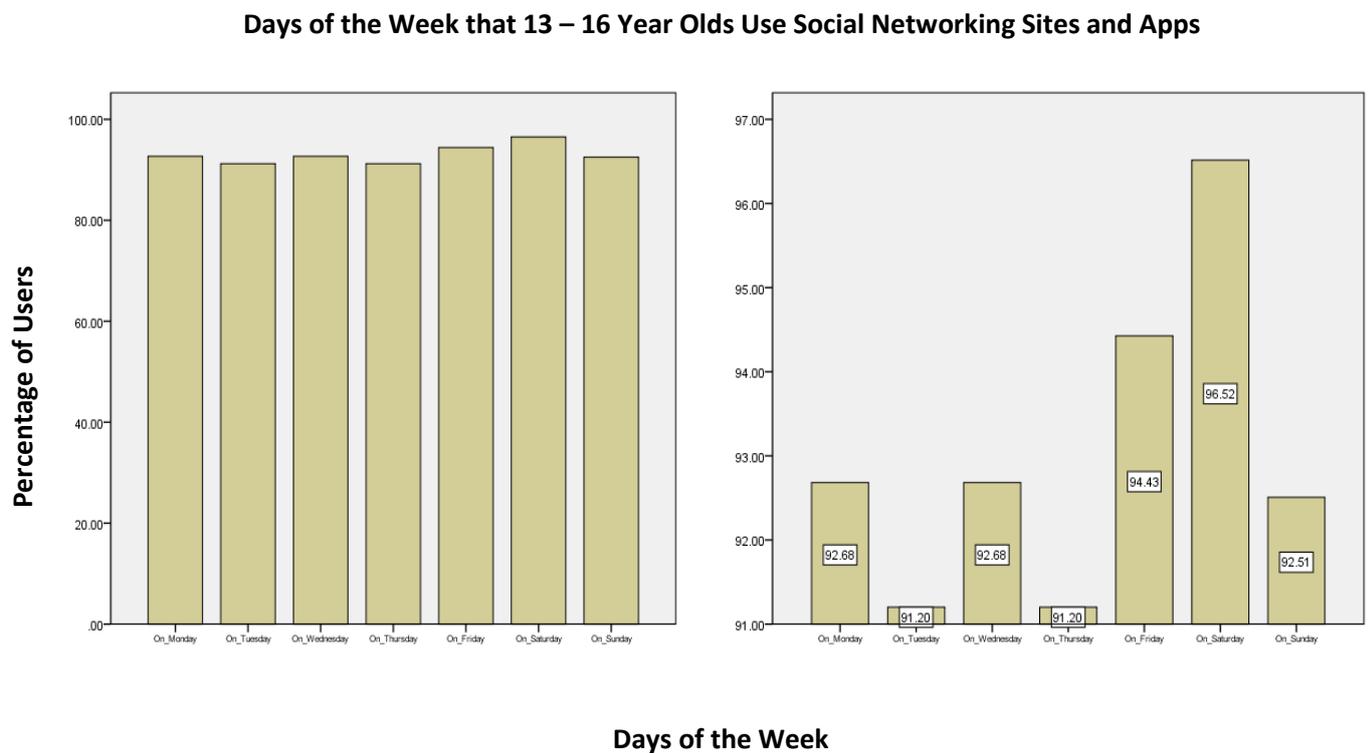
What Technology is being used by 13 – 16 Year Olds to Access Social Networking Sites/Apps?



The above graph highlights that a high percentage of participants would often use more than one technology to access social networking sites/apps. A high percentage of participants would combine the use of mobile phones, laptop/desktop computers and tablet computers to access social networking sites/apps.

4.1.6 What days of the week do 13 – 16 Year olds usually use/check in with their social networks?

Graph 3

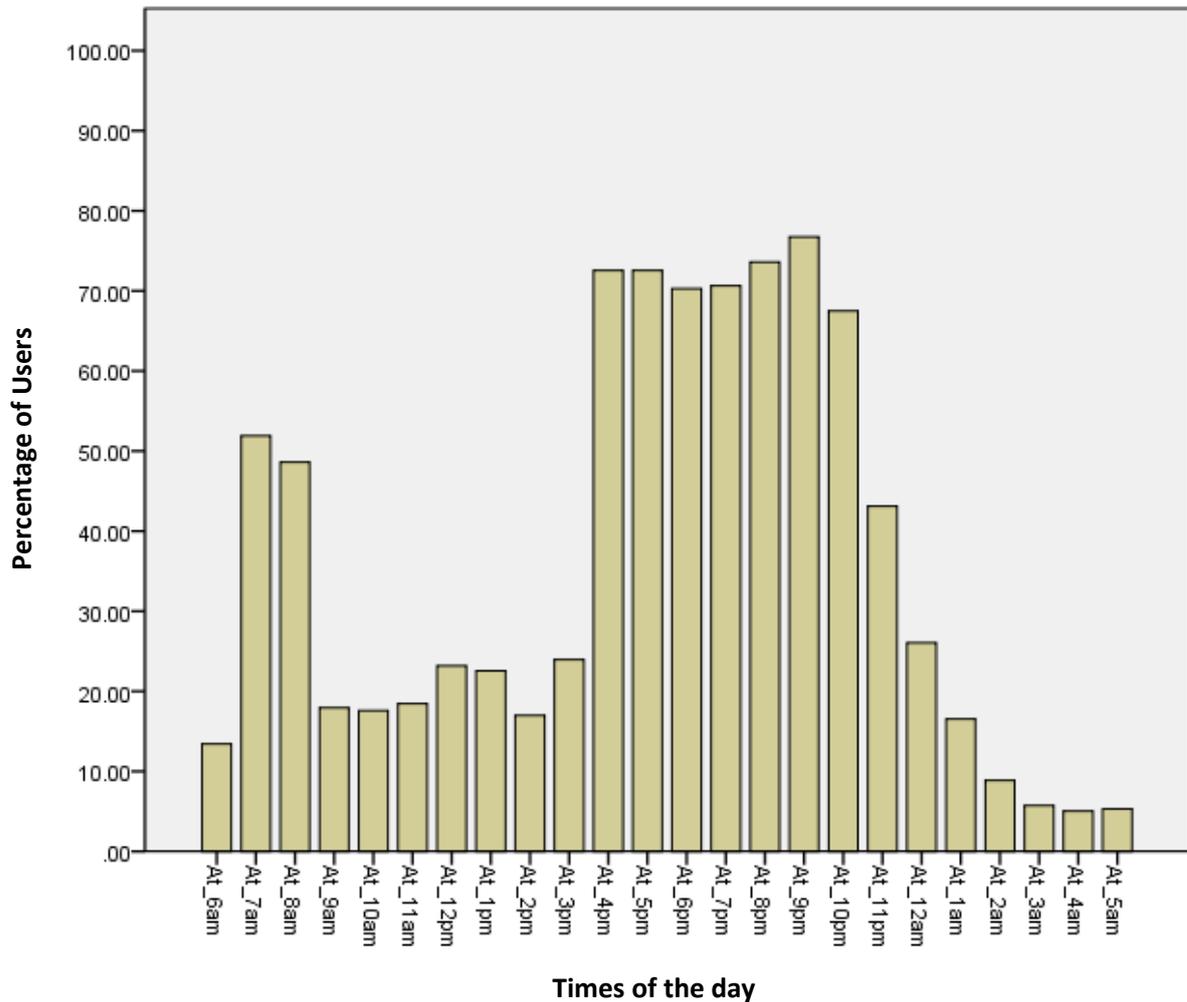


Graph 3 details what days of the week 13-16 year olds use/check in with their social networks. The Graph to the right is an expanded version of the top of graph on the left, with accompanying percentages. Over 91% of participants use social networking every day of the week. There is a slight increase of use on Saturdays.

4.1.7 What times of the day do 13 – 16 Year olds usually use/check in with their social networks on a weekday?

Graph 4

The times of the day 13-16 Year Olds use Social Networking Sites and Apps



The above graph details the times of the day that 13 – 16 year olds use social networking sites/apps on a typical weekday.

- Between the hours of 7am and 9 am: 48 – 52% of participants were using social networking sites/apps.
- Between the hours of 9am and 4pm: 18 – 24% of participants were using social networking sites/apps.
- Between the hours of 4pm and 11pm: 70 – 77% of participants were using social networking sites/apps
- At 11pm 43% of participants were using social networking sites/apps
- At 12pm 26% of participants were using social networking sites/apps
- Between the hours of 1am and 6am: 5 – 16% of participants were using social networking sites/apps.

4.1.8 The extent to which Social Networking occupies the minds of 13 – 16 Year olds

Table 7

The extent to which Social Networking occupies the minds of 13 – 16 Year olds

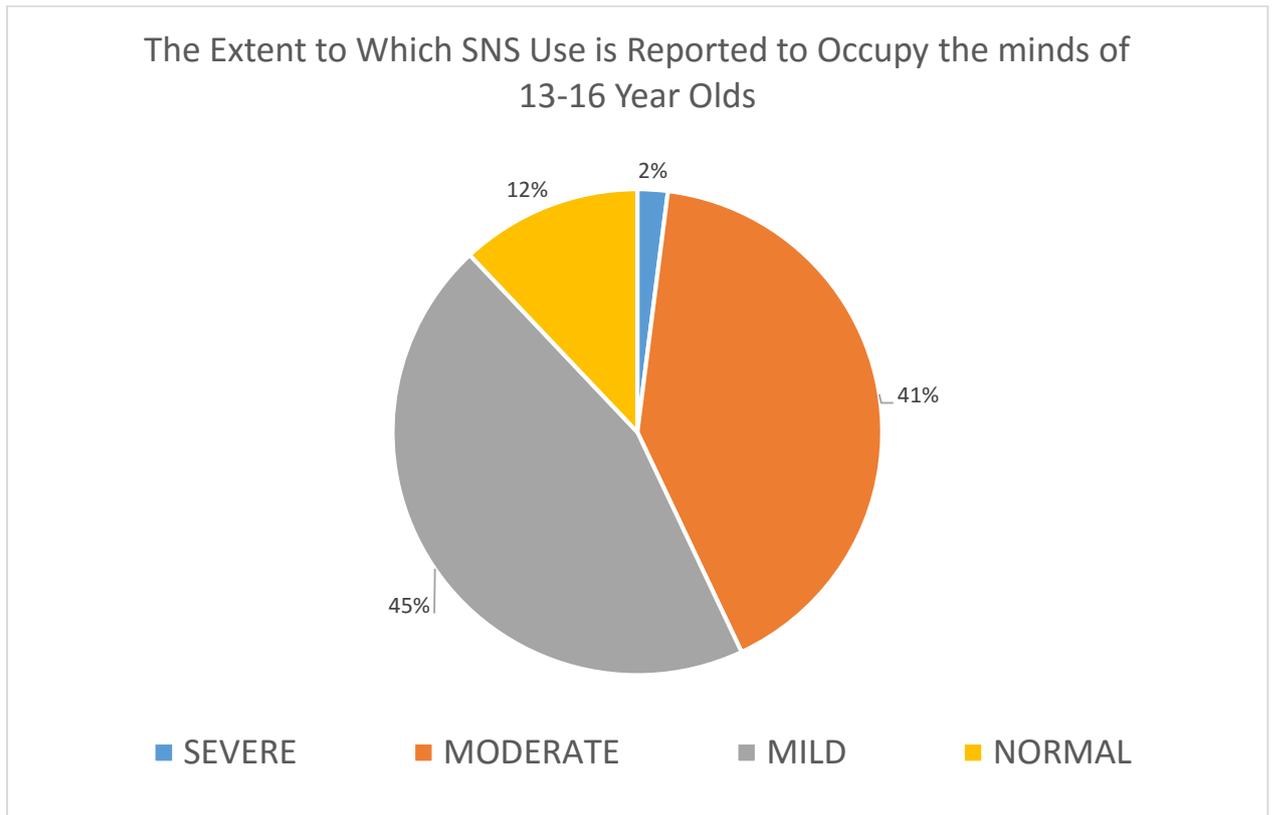
Question	Response – Frequency (percentage)					Mean	SD
	Never (1)	Rarely (2)	Every Once in a While (3)	Sometimes (4)	Almost Always (5)		
How often do you find that you've spent longer social networking than you originally planned?	102 (8.9%)	166 (14.5%)	198 (17.2%)	398 (34.7%)	284 (24.7%)	3.51	1.25
How often does social networking get in the way of jobs your parents have asked you to do around the house?	244 (21.3%)	292 (25.4%)	199 (17.3%)	267 (23.3%)	146 (12.7%)	2.80	1.34
How often do you prefer socialising online to socialising in person?	209 (18.2%)	366 (31.9%)	207 (18%)	261 (22.7%)	105 (9.1%)	2.72	1.25
How often do you form new friendships with people using social networking websites/apps?	290 (25.3%)	354 (30.8%)	214 (18.6%)	210 (18.3%)	80 (7.0%)	2.50	1.24
How often do others in your life complain about how much time you spend on social networking sites/apps?	316 (27.5%)	315 (27.4%)	176 (15.3%)	199 (17.3%)	142 (12.4%)	2.59	1.37
How often does your school work suffer because of the amount of time you spend on social networking sites/apps?	394 (34.3%)	399 (34.8%)	162 (14.1%)	151 (13.2%)	42 (3.7%)	2.17	1.14
How often do you check your social networks before doing something else that you need to do?	85 (7.4%)	229 (19.9%)	216 (18.8%)	310 (27%)	308 (26.8%)	3.45	1.27
How often do your friends become secretive when questioned about their social networking use?	329 (28.7%)	426 (37.1%)	146 (12.7%)	182 (15.9%)	65 (5.7%)	2.32	1.20
How often do you cope with difficult parts of your life by thinking about using social networking sites/apps?	427 (37.2%)	382 (33.3%)	173 (15.1%)	127 (11.1%)	39 (3.4%)	2.10	1.12

How often do you find yourself thinking about when you will next be able use social networking sites again?	407 (35.5%)	336 (29.3%)	189 (16.5%)	149 (13%)	67 (5.8%)	2.24	1.22
How often do you feel that life without social networking would be boring, empty and joyless?	290 (25.3%)	299 (26%)	142 (12.4%)	246 (21.4%)	171 (14.9%)	2.74	1.42
How often do you snap, yell, or act annoyed if someone bothers you while you are using social networking sites/apps?	405 (35.5%)	376 (32.8%)	143 (12.5%)	155 (13.5%)	69 (6%)	2.22	1.22
How often do you lose sleep because of using social networking sites/apps?	309 (26.9%)	282 (24.6%)	179 (15.6%)	215 (18.7%)	163 (14.2%)	2.68	1.40
How often do you find yourself thinking about something that's happened online when at school?	283 (24.7%)	381 (33.2%)	223 (19.4%)	197 (17.2%)	64 (5.6%)	2.45	1.19
How often do you find yourself saying "just a few more minutes" when using social networking sites/apps?	190 (16.6%)	284 (24.7%)	169 (14.7%)	233 (20.3%)	272 (23.7%)	3.09	1.43
How often do you try to cut down the amount of time you spend social networking and fail?	369 (32.1%)	337 (29.4%)	155 (13.5%)	180 (15.7%)	107 (9.3%)	2.40	1.32
How often do you try to hide how long you've been using social networking?	642 (55.9%)	283 (24.7%)	80 (7.0%)	111 (9.7%)	32 (2.8%)	1.78	1.10
How often do you choose to spend more time social networking over going out with others?	437 (38.1%)	360 (31.4%)	150 (13.1%)	137 (11.9%)	64 (5.6%)	2.15	1.21
How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	714 (62.2%)	242 (21.1%)	73 (6.4%)	87 (7.6%)	32 (2.8%)	1.67	1.06

The above table (7) reports the frequencies, percentages, means and standard deviations (SD) exploring the extent to which social networking occupies the attention and minds of 13-16 year olds. A 5 point Likert Scale was used on the questionnaire under the following scoring format: Never = 1, Rarely = 2, Every Once in a While = 3, Sometimes = 4, Almost Always = 5.

The cumulative score for the above questions, in table 7, indicated a measure to which the extent that social networking occupied the minds of 13-16 year olds could be quantified. Please see Appendix 3 for a copy of the scoring framework used to make the calculations.

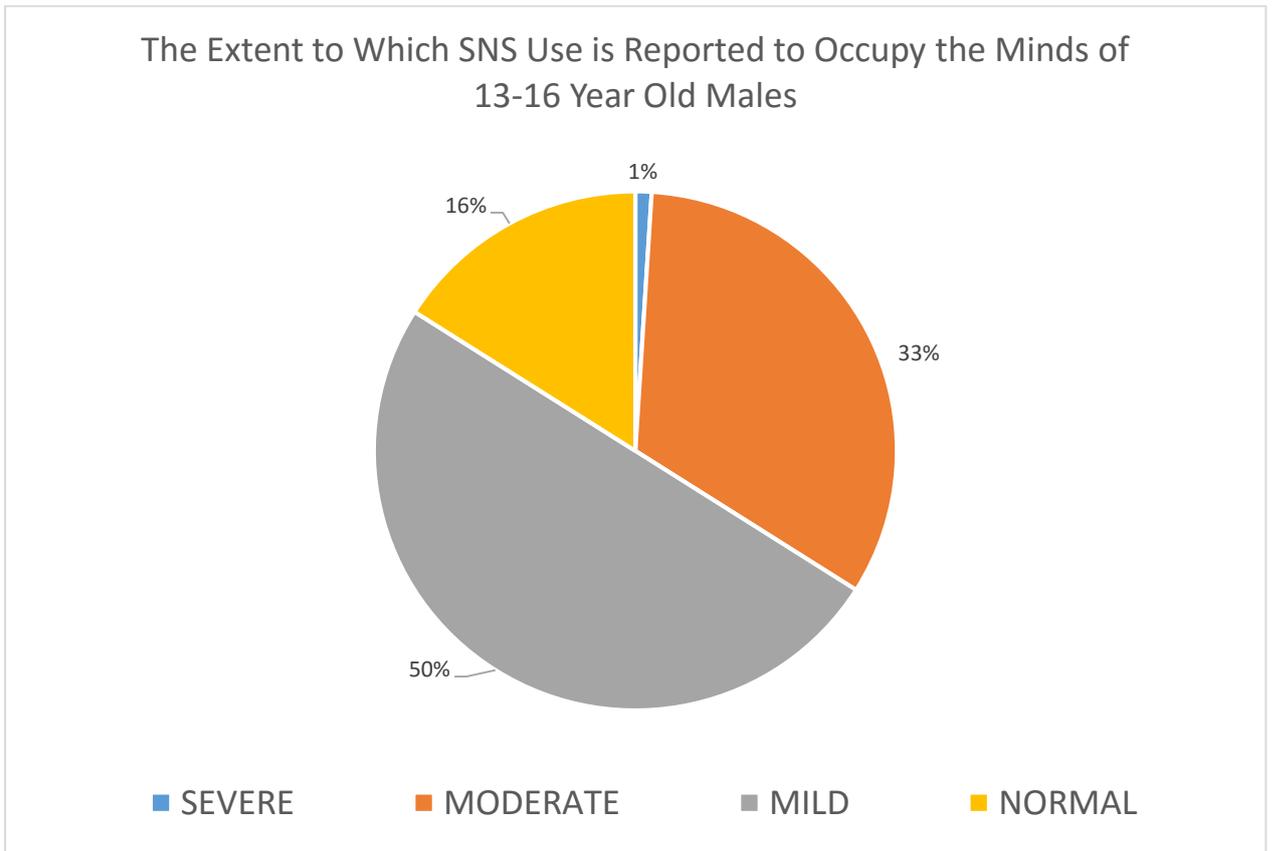
Graph 5



The above graph (5) details the extent to which SNS use is reported to occupy the minds of 13 – 16 year olds. 2% of participants are experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 41% of participants reported experiencing occasional or frequent problems because of online social networking (SNS occupies their minds to a moderate extent). 45% of participants may use online social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 12% of participants report that it is very rare for SNS use to have any negative impact on their life (SNS occupies their minds to a normal extent).

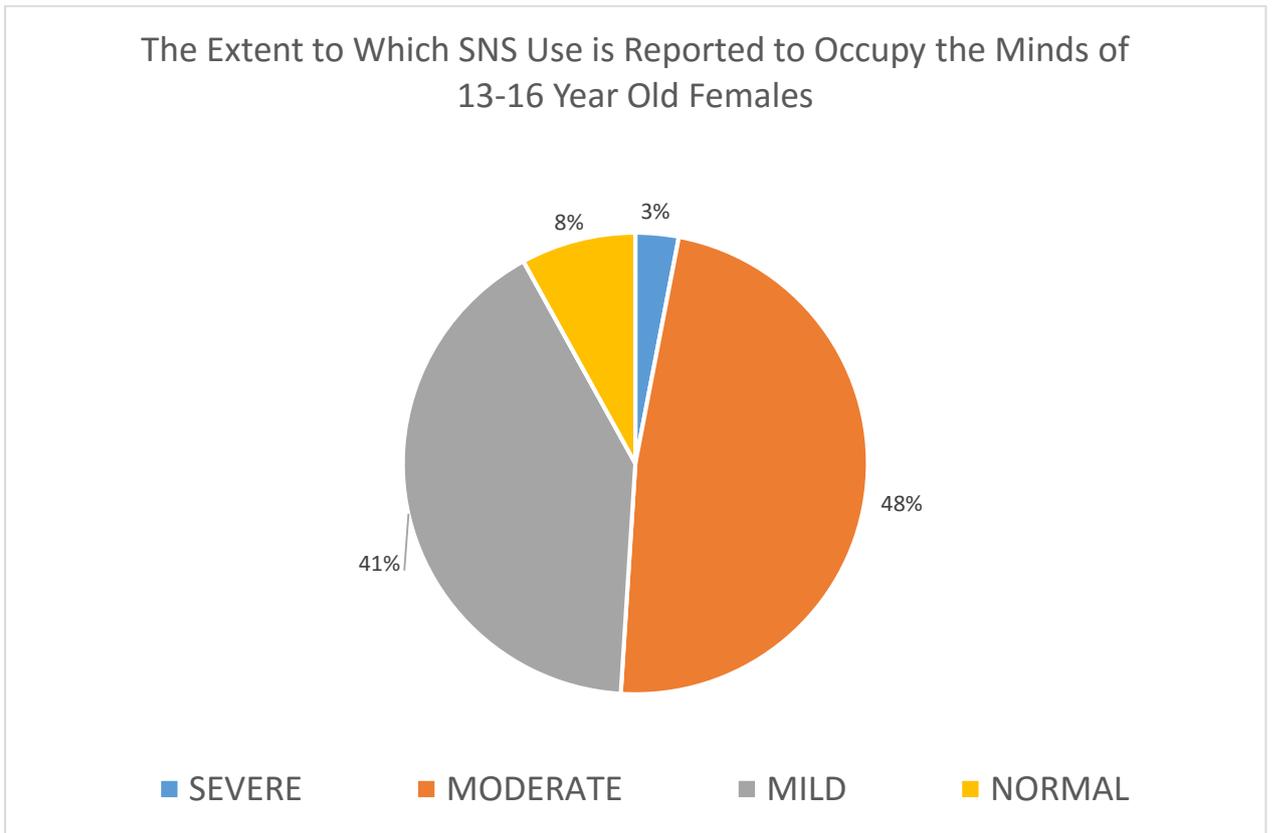
In graph 6 & 7 (overleaf) the gender differences are reported in exploring the extent to which SNS use is reported to occupy the minds of 13-16 year olds.

Graph 6



The above graph (6) details the extent to which SNS use is reported to occupy the minds of 13 – 16 year olds Males. 1% of male participants are experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 33% of male participants reported experiencing occasional or frequent problems because of online social networking (SNS occupies their minds to a moderate extent). 50% of male participants may use online social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 16% of male participants report that it is very rare for SNS use to have any negative impact on their life (SNS occupies their minds to a normal extent).

Graph 7



The above graph (7) details the extent to which SNS use is reported to occupy the minds of 13 – 16 year old females. 3% of female participants are experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 48% of female participants reported experiencing occasional or frequent problems because of online social networking (SNS occupies their minds to a moderate extent). 41% of female participants may use online social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 8% of female participants report that it is very rare for SNS use to have any negative impact on their life (SNS occupies their minds to a normal extent).

4.1.9 An additional School/Home Exploration of Social Networking Site Usage

Table 8

An additional School/Home Exploration of Social Networking Site Usage

Question	Response – Frequency (percentage)	
	Yes	No
Has anything ever happened on social networking sites that have made you not want to go into school the next day?	365 (31.8%)	783 (68.2%)
Have you ever taken time off school because of something that happened on social networking sites?	118 (10.3%)	1030 (89.7%)
Has anything ever happened on social networking sites that has made you worry in school?	353 (30.7%)	795 (69.3%)
Do you access your online social networks while in school?	380 (33.1%)	768 (66.9%)
Has using online social networks made your school friendships stronger?	810 (70.6%)	338 (29.4%)
Is there someone in school you would comfortably speak to if you were having difficulties with people on social networking sites?	754 (65.7%)	394 (34.3%)
Would you speak to your parents if you were having difficulties with people on social networking sites?	787 (68.6%)	361 (31.4%)
Do your parents use social networking sites?	956 (83.3%)	192 (16.7%)

Table 8 details the results from a number of Yes/No questions regarding social networking. The participants had to read a question and then choose ‘Yes or No’ in response to it.

5.0 Phase 1: Discussion

The following section discusses the results of Phase 1 in further detail. The results of Phase 1 of this study provide empirical evidence on what SNS/apps are being used by young people, what technology they use to access SNS/apps and what days of the week/times of the day that they access their chosen networks. The discussion is divided into the following sections:

- 5.1 What SNS/apps are being used by young people?
- 5.2 How are young people accessing SNS?
- 5.3 How often are young people accessing SNS?
- 5.4 To what extent does SNS occupy the minds of 13 – 16 year olds?
- 5.5 An additional home/school exploration of Social Networking Site usage.

5.1 What SNS/apps are being used by young people?

The participants of this study will often use a multitude of SNS at any given time, the most popular being YouTube (91.9%), closely followed by Facebook (83.8%), then Snapchat (71.6%) and Instagram (69%). Each of those sites have the capacity to work in a harmonious manner with one another. For example a picture could be taken in Instagram, uploaded an individual's Instagram profile, and then to Facebook, YouTube and Snapchat. Likewise an enjoyable video seen on YouTube, can be shared through Facebook and a number of different sites. The purpose of this explanation is that individuals who have multiple SNS accounts, have multiple 'audiences' to their online activity.

I would suggest that young people use multiple SNS/apps in order to select the right 'tool' for what they wish to communicate. For example, an individual who only uses Spotify (a music streaming/sharing site) has chosen that medium to communicate their interests and seek likeminded 'friends' / music playlists. However, an individual who only uses Instagram (a photo uploading site), has chosen pictures (and words to a lesser extent) to communicate with others online. Using multiple SNS/apps allows an individual to use a myriad of communication software to meet their particular needs on a particular day. This is concurrent with and further reinforces Diddi & Larose's (2006) research suggesting people making active choices with particular media to meet their needs.

An interesting statistic was present during the analysis of the Phase 1 results, which was regarding the 0% use of Hootsuite (an app which syncs SNS usage so that 'posting' on one site would automatically post on all of your linked sites). There is a cost to using this site, which is why I believe 0% of participants used it. Hootsuite is tailored more towards business usage rather than personal usage. All of the other SNS sites/apps are free at the point of usage, but in some circumstances can incur a cost to unlock 'premium' features.

I would say that there is importance in analysing what specific social networking sites are being used. The importance lies within the fact that these sites have different styles and communities of users. Perhaps they should not be lumped together as 'social media', because in understanding what young people are using and why, you may gain a deeper understanding of that person, and the communities in which they may traverse.

I would expect that there would be changing trends in what SNS young people use, within months of this kind of feedback other patterns may be evident. I would anticipate these results as fluid, a number of interacting variables collide to help shape choices that young people make with their SNS. Wilfred Trotter (1914) popularised the term "herd behaviour" to explain the phenomena of large numbers of people acting in the same way at the same time, this effect may be evident with regard to SNS use. For example, we can consider the impact of social conformity (Asch, 1951), in which the choices of the many can sway the choice of the individual, a sense of group pressure to 'use' the SNS that other people are using and conform to the norms of your peers.

5.2 How are young people accessing SNS?

My results suggest, that young people will often use a number of different technologies to access their chosen social networks, the most popular being by mobile phone (91.3%), by laptop/desktop computer (72.2%) and by tablet computer (67.7%). The results of phase 1 also highlighted accessing of SNS through smart TV's and games consoles, but to a lesser percentage.

I would suggest that it is not surprising that the mobile phone was the most popular way young people chose to access their SNS. Mobile phones allow for instant access, on the move, at any time, with some level of privacy due to the size of the phone and that they are often 'owned' by the users. The use of laptops/desktops/tablet computers perhaps highlight that SNS are used wherever a young person has access to the internet through compatible technology.

Being able to access Social Networks through games consoles, and the relatively recent changes to how online gameplay can be linked to other social networking media, may go some way to explain why the percentage of use for accessing social networking is quite low. Playing games (via consoles) with others online is a form of social networking, it may be that young people's conception of what they see as social networking did not take into account online console gameplay, but rather focussed on the more popular sites/apps they use, dedicated to 'traditional' social networking, for example, the use of Facebook.

However, the results may alternatively highlight a recent shift in gaming culture, being the ability to use online games through mobile technology, like tablets and smartphones. Perhaps, to get a clearer result of how many young people are using online games as a form of social networking, this study would have benefited from a category pertaining to mobile/tablet online games.

5.3 How often are young people accessing SNS?

In exploring what days of the week young people access their social networks, a reported 91% of young people access their social networks every day. This highlights that social networking use is an inherent day to day experience for a large number of young people. The percentage of use on Saturdays rises slightly to 96%, suggesting that for some young people, they may only indulge in social networking activities on the weekends, perhaps self-imposed, or perhaps parentally imposed. It remains unclear from the phase 1 results. What does remain clear is the validation of Read and Markopoulos's (2013) position of social media being an inherent element of young people's habitat. However, I would not necessarily state that it is solely inherent in young people's habitat, and is becoming more evident in adults' lives.

The phase 1 results paint an interesting profile with regard to the times of the day that young people are accessing their online social networks (on weekdays). There is a spike of SNS usage between the hours of 7:00 – 9:00am, which suggests that about 50% young people are checking their online social networks soon after they wake up in the morning, up until school starts.

Between the hours of 9:00am – 16:00pm, there is a drop in SNS usage, with about 20% of young people using social networking sites. It is noteworthy that this is during school hours. Small increases in SNS use during what may be considered 'lunch time', may show that young people, when given unstructured time, and if possible, will check on their online social networks.

Social networking site usage spikes again between the hours of 4:00pm – 23:00pm, with roughly 73% of young people accessing social networking sites. I would suggest that this increase is due to there being fewer explicit restrictions to using SNS/apps/technology and because of the unstructured time available after school hours.

From 11:00pm onwards there is a general decrease of SNS use, 26% at Midnight and between 01:00 – 06:00 it falls from a high of 16% at 1am down to 5% between 3am and 5am. Although it is expected that there would be a drop in use overnight, it remains important to put some context and questions to the results. The participants are aged between 13-16 years old, which means parents still hold 'responsibility' for them, how much SNS use are parents aware of? If ¼ of young people are using social networking sites at Midnight, what impact does this have on them the next day? Do parents know that this is happening and would they allow it if they did?

In the early hours of the morning, there is reported SNS usage at 2am by 9% of participants, and between 3am – 5am, 5% of participants reported using SNS. This indicates that there are a number of young people who are either avoiding sleep to use SNS, or are experiencing interrupted sleep by using SNS. This will inevitably have a knock-on effect to the young person the next day, lack of sleep is likely to negatively impact the educational functioning of these children and have the potential to cause difficulty concentrating, defiant or contrary behaviour & increased appetite (Cramer and Espie, 2016). Cramer and Espie (2016) highlight poor sleep with being linked to putting people at risk of serious medical conditions, including: obesity, heart disease and diabetes and ultimately shortening life expectancy.

I think there is an important distinction to be made here, if a message alert tone goes off on one's phone in the middle of the night, it wakes you and you look at the message, then go back to sleep, one have technically used social networking site (if the message was one from a SNS). In addition, if you are awake at this time and are spending conscious time using the site, for example, uploading pictures and looking through profiles etc., you are also using social networking sites. The difference between these two 'uses' of SNS are in the intention of the user. The user who is 'alerted to a message and so checks' then returns to their planned activity, for example sleeping, and the user who is 'awake and consciously using social networking, because that is what they want to be doing, it is their chosen activity. This particular question on the questionnaire was not fine-tuned enough to separate those differences, it merely highlights usage, not the type of usage, therefore the results here should be viewed with caution.

5.4 To what extent does social networking occupy the minds of 13-16 year olds?

In order to measure the extent to which social networking occupies the minds of 13-16 year olds, I adapted and incorporated Young's (1998) Internet addiction test into my questionnaire. See Results: Table 6 for a detailed breakdown for each response. The following discussion will focus on the overall 'group' results. Please see Box 1 for a selection of statistics discovered in analysis of the results.

Box 1

25% of young people almost always spend longer on social networking sites than they originally planned

9% of young people prefer socialising online rather than in person

10% of young people think that life without social networking would be boring, empty and joyless

68% of young people have at some point tried to cut down the time they spend social networking but failed to do so

14% of young people almost always lose sleep because of social networking

73% of young people have at some point experienced losing sleep because of social networking

Box 1 aims to highlight a number of thoughts and experiences young people have had with regard to their social networking use. The results show that 25% of participants are spending longer than they originally planned on SNS. It may be that there is something inherent with SNS use that keeps people engaged, resulting in losing track of time. For those young people who have noticed that they spend 'too long' on SNS, 68% have attempted to cut down the time they spend using it, but failed to do so. This could suggest that SNS usage has a commonality with non-substance related addiction. That once you are a user, it is much harder to change that behaviour and control usage. 73% percent of young people have experienced losing sleep because of SNS use, with 14 % almost always losing sleep because of SNS use. These statistics are powerful and paint SNS use as having real-world impacts for those people that use it. These results go some way to highlight that there is a blurring line between 'virtual' and 'reality' and that there is clear 'real-world' implications for use of the internet for social networking.

It's important to keep the following context in mind when exploring these results; 1148 questionnaires were analysed, the participants were aged between 13 –and 16 years old, and in Key Stages 3&4/Years 9, 10 & 11 at UK secondary schools.

2% of participants report experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 41% of participants reported experiencing occasional or frequent problems because of online social networking (SNS occupies their minds to a moderate extent). 45% of participants may use online social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 12% of participants report that it is very rare for SNS use to have any negative impact on their life (SNS occupies their minds to a normal extent).

There were gender differences across results which indicated that 3% of females are experiencing significant problems in their life because of their social networking usage in comparison to 1% of males. In addition, 48% of females reported experiencing occasional or frequent problems because of online social networking, in comparison to 33% of males. Possible explanations of this difference may be due to the inherent differences in social relationships for females and males. This position is consistent with early research by Caldwell and Peplau (1982), who highlight clear sex differences in the nature of interactions with friends. Females were seemingly showing an emphasis on emotional sharing and talking; while males were reportedly emphasising activities and doing things together. It may be that female relationships between the ages of 13 and 16 are psychologically more intense than the equivalent for males, therefore, the use and experience of social networking during these friendships is also more intense.

The overall group results suggest that a large proportion of 13 – 16 year olds are experiencing difficulties while using SNS. It is clear that the use of SNS is having a fundamental impact for a large percentage of those that use it. The exact form and nature of how SNS is occupying young people's minds would vary between cases, and in depth exploration of individual questionnaire responses would give a more detailed profile of the impact for that person. These results give a broad overall experience of the impact of SNS use for young people aged between 13 and 16. Based on the factors that construct Young's (1998) Internet Addiction Scale, it is likely that the difficulties that the participants are experiencing fit into the following areas (to varying degrees):

- Preoccupation with Social Networking Sites
- Feeling a need to use the Social Networking Sites in increasing amounts

- Repeated unsuccessful attempts to control Social Networking use
- Moodiness if restricted from Social Networking use
- Using Social Networking Sites longer than intended
- Lying about or hiding the extent of Social Networking use
- Using Social Networking as a way of escaping from problems or to cope with negative mood
- Functional impairments or distress with respect to relationships

My expectation, was that the results would show lower percentages in the mild, moderate and severe experience of SNS use. This was because I narrowed the focus of Young's (1998) internet addiction test to look at SNS rather than wider internet use, yet maintained the original scoring framework. One could therefore hypothesise that if the participants were to be retested and were completing questionnaires on full internet use, to include: social networking; catch-up TV; video/music streaming sites; online gambling; news; study; games and pornography (to name a few uses of the internet), then their scores would rise significantly.

I would suggest that this highlights three separate enquiries: That my results highlight a distinctive cognitive impact of SNS usage, supporting Young's (1998) internet addiction test. Secondly, and alternatively, my results could highlight that Young's (1998) internet addiction test alone may not be the most complete tool for measuring internet addiction. Thirdly, that social networking site usage may be the biggest contributor to high scores of internet addiction. It would be interesting to see a sample of results of people being tested for internet addiction that did not include SNS usage. The wide uses of the internet may need a more refined and tailored approach to measuring its impact on its users, that separate 'the internet' into its contributing parts.

This above position is in line with a recent systematic review of the Internet Addiction (IA) literature by Chang and Law (2008), who identified four key facets common to most measurement and theoretical models of IA: (a) impulsive use and excessive time spent on the Internet; (b) withdrawal symptoms when not online (e.g., moodiness, confrontations); (c) using the Internet for social comfort or mood regulation purposes; and (d) adverse consequences of Internet use (e.g., interpersonal, performance, health). If Internet addiction is indeed a multidimensional construct, then understanding the component parts and accurately measuring the impact on the individual, will help in understanding and treating any problematic behaviour or areas of psychological distress experienced by Internet users. It stands to reason that tools used to measure Internet Addiction should also reliably capture and reproduce this dimensionality of 'the internet' (Watters, Keefer, Kloosterman, Summerfeldt & Parker, 2013).

My Phase 1 results go some way to fill a gap in social networking research, highlighted by Floros and Siomos (2013), who described a growing need for research to consider the cognitions young people are experiencing in relation to their social networking usage. This discussion will now consider an additional home/school exploration of SNS usage.

5.5 An additional home/school exploration of Social Networking Site usage

So far, the discussion has considered what SNS young people are using, how they are accessing SNS and when they doing it - this is somewhat of a practical exploration of social networking. The discussion then continued to explore some of the psychological aspects of that SNS use, the extent to which SNS is reported to occupy the minds of young people and the behaviours that this might manifest. Now this discussion will consider the impact that the practical and psychological experience of social networking may have on young people's school and home experience, based on the questionnaire responses to a number of 'yes or no' questions.

With regard to school, 31% of young people have experienced something on SNS that have made them not want to go into school the next day. 30% of young people have been worried in school, because of something that happened on SNS and 10% of young people have taken time off school, because of something that happened on SNS. There are positives in the above results, when considering their counterparts. There exist higher percentages of people that have not worried, not wanted to take time off or actually taken time off school because of SNS usage. The balance here is in favour of a majority of young people not experiencing a negative impact in school because of SNS use.

It would be an injustice to those individuals experiencing difficulty not to explore their situation further, as the reality of the above statistics highlight a concerning problem for schools in the UK. If a secondary school has a 1000 pupils (not uncommon in the UK), these results suggest that 100 pupils will have taken time off school because of something that has happened on SNS. The results do not specify the exact amount of time that has been taken off, however the impact that this absence from school has on the young people's education, and their emotional health and wellbeing, could be significant.

With 31% of young people not wanting to come into school, and 30% worrying while in school because of something that has happened on SNS, I would suggest that this also will have a dramatic effect on those individuals ability to access the academic material to their fullest capability, due to

their current emotional state of mind. Essentially, how much young people are focussing on 'school work', in comparison to what is s worrying them. There is an additional concern, with regard to distractibility and attention to education, as 33% of young people access their social networks during school hours.

The idea of distractibility and attuning to the education on offer, is an area of concern for schools with regard to considering their pupil's use of SNS. However, there is a flip-side to social networking use. 70% of young people stated that use of SNS has made their friendships stronger. In this example social networking is a positive force for social support and connection to one's peers. So perhaps then the use of social networking supports young people's experiences of school, their emotional health and wellbeing and thus access to educational materials in being 'ready to learn'.

When it comes to experiencing difficulties on social networking sites, 65% of young people would comfortably speak to a member of staff at school about it. In addition, 68% of young people would comfortably speak to their parents about SNS difficulties. What is not clear, is if these results represent the same people who would talk to both, and therefore, if it means that there is a group of around 30% who would not tell anybody. It is positive to see a high percentage of young people who would seek adult support, but concerning that there is such a high percentage of those who would not. Perhaps, if there were specific routes for reporting SNS difficulty in schools, then pupils would seek staff support more often. It is also not clear why young people would/would not seek support, understanding the 'why' of this area is important in trying to respond to young people's needs with regard to SNS use.

When asked if their parents use social networking sites, 83% of participants responded that they do. This is an interesting dynamic between children and their parents, it is likely that some parents have a detailed understanding of social networking sites, so that they are in an informed position to understand the difficulties, and positives, that their children experience online. This idea that parents understand SNS leads to a positive position in being able to attune to, support and connect with their children via SNS. This could lead to common language use, and effective parental monitoring, which could support the parent – child relationship. There is also a chance that the opposite could happen, in that the child could 'learn' a lot about their parents via SNS, which could lead to challenges with regard to parenting their child. For example, it is somewhat hypocritical to tell a child that they should not be using SNS, or not using it as much, if the parent is themselves a regular user.

This thesis will now detail the specific design/procedure of IPA analysis used for phase 2 of the study. The results of phase 2 will be first presented in a table of themes with evidential text extracts, followed by analysis and discussion of the phase 2 results.

6.0 Phase 2: Method

6.1 Phase 2: Design

This is an Interpretative Phenomenological Analysis (IPA) of the experience of using social networking sites and apps for 13 – 16 year old secondary school pupils.

6.2 Phase 2: Procedure

Participants were briefed on the topic of the interview and filled out a consent form (see appendix 1) if they were willing to take part in the study. Data was collected by recording of the interviews using a Dictaphone, the recordings were then transcribed, anonymised (see appendix 5 - 12), to be analysed using Interpretative Phenomenological Analysis following a six-stage iterative process, described by Smith et al. (2009):

- 1) Reading and re-reading/achieving immersion.
- 2) Initial noting.
- 3) Developing emergent themes.
- 4) Searching for connections across emergent themes.
- 5) Moving on to the next case.
- 6) Looking for patterns across cases – the generation of superordinate themes.

For an example of how the initial noting, and development of emerging themes translated into practice for a transcript, please see appendix 13.

For a detailed look at the resulting data sets for all participants, please refer to appendix 5-12, where the process for each participant is broken down into its subsequent stages.

Section 6.3 displays the prevalence of the identified themes across the group, while section 6.4 engages with the group's experiences at a more analytical level.

6.3 Phase 2: Results

Master Table of Themes for the Group (With Evidential Text Extracts)

For the purpose of presentation the overall group have been separated into 2 groups of 4

Group A – Brendan, David, Emma & Imogen

Group B – Jack, Jenny, Lacy & Mark

(Names and locations anonymised)

Interpretative Phenomenological Analysis – Master Table of Themes for the Group (With evidential text extracts)

Group A (Table 9)

Superordinate Themes	Emergent Themes	Brendan	David	Emma	Imogen
Connection to others	Social connection	“It was brilliant, you can connect to all your friends, it’s really great, and yeah it’s good” (Page 1, Line 25)	“Some of my friends, just getting hold of them has helped me meet them a lot more easier than trying to find them, using Facebook has helped me a lot in finding my friends” (Page 3, line 76)	“Because all my friends use it, and also so I can keep in touch with people” (Page 1, line 8)	“I don’t know, because everyone does don’t they? So you don’t want to be the odd one out, and then everyone’s talking about something and you don’t have a clue because you don’t have it.” (Page 1, line 16)
	Relationship maintenance	“I’ve fallen out, with not many people, but that has been online, I’ll realise ‘they’re not my friend so I’m not going to talk to you’. But there’s a few people that I’ve like become closer to because of it, like I know more about them now, I talk to them.” (Page 4, line 134)	“Yeah, I’ve had one fallout, but we’re friends again. What happened was, I listened to someone, that said my friend was talking stuff about me behind my back, and he turned around and said no I didn’t, and it caused a big argument but the next day I apologised and realised it wasn’t true, so.” (Page 3, line 80)	“Umm, now you can, on Facebook, you can add people to the top of your lists, so you can see their posts before anyone else’s”. (Page 1, line 15)	“I think it can either go one of two ways, it can either be like you get really close to you friends, if you meet them and discuss where you’re going to meet on social media, or you have conversations, or you know, you just message. Or it can go the other way, where you don’t really talk a lot, or if anything does come up, like with thing they wouldn’t say to your face, like I said earlier, I can just get really heated and you do fall out with people” (Page 4, line 150)
	The monitoring of others	“I spend about... in a whole day about an hour and a half on it, I know that don’t sound a lot compared to some of my friends who are on it for 6 or 7 hours, but my mum and dad have Facebook and are on it for about 20 minutes per day, So for them what I do is considered loads.” (Page 1, line 31)	“So I can get hold of my friends quite easily and just see what’s going on” (Page 1, line 5)	“Facebook you can see everyone else’s, Facebook messenger is just like texting someone”. (Page 1, line 27)	“My sister is addicted to it, all the time, just random tweets, she tweets about me, and I’m like what? That’s the only reason I have it, just to see what she’s writing.” (Page 1, line 8)

Superordinate Themes	Emergent Themes	Brendan	David	Emma	Imogen
Identity and construction of the self	Change over time	<p>“Oh god, I mean I was in primary school so mum and dad sorted all your days out and stuff, with your friend’s parents, sleepovers were just, you’d watch TV or you’d play outside... I kind of miss that but at the same time I do enough sport anyways, my life seems to be in pretty good balance at the moment” (Page 2, line 58)</p>	n/a	<p>“No, now you can add people in a group and other people won’t know. It just different, like now there’s all these new meanings for things, where in year 7, when you say it you just mean it. And it’s not sarcastic or anything because you’re just like an innocent year 7.” (Page 6, line 200)</p>	<p>“The sort of stuff that you see now is completely different to what you see like 2 or 3 years ago. (sigh) it’s like everyone’s always having a go at each other, it’s not a nice thing anymore, before, everyone was like in year 7, you were putting photos of your friends up and where you went, and now everyone is posting rants and you know, like, just being really horrible, people are always ‘calling each other out’ (Page 1, line 37)</p>
	A part of you	<p>“Because it’s just too full on, your life becomes dedicated to them, you become very dependent on it, and forget to talk to people face to face, you’re always just texting or snapchatting or whatever.” (Page 5, line 188)</p>	<p>“I spent quite a lot of time on their, to be fair, yeah, it’s basically my heart”. (Page 1, line 22)</p>	<p>“Umm well it sort of depends, but quite a lot of the time I’ll be thinking about it, like what someone’s said or done recently, and be like thinking, why? And it’s funny though sometimes. But other times there’s just really serious things, like one of them was one where quite a lot of people shared it and it was where this person had died cause he had his phone in his hand in the car, and his head was in the back seat, cause he was driving using his phone, I remember that quite a lot.” (Page 4, line 136)</p>	<p>“It feels so weird, because you’ve all of a sudden gone from... it’s almost boring, because you’ve almost got nothing to do but your school work, and then you can’t check anything, it’s like a habit, a routine, at the times I check it, when I’m on it, when I’m at work, when I’m on my way to school, it’s just so weird, it’s like your routine is just changed, and it’s weird.” (Page 3, line 101)</p>
	The role of parent	<p>“Yeah, sometimes, they like, sometimes they get home before me and so would get hold of my phone and put it in one of their drawers or something. I’ll come home and be like ‘where’s my phone?’ and they’ll be like ‘we’ve got it, you’ve got to do your homework first. So I’ll do it for an hour and a half/two hours and then I’ll come down and get my phone, so you know”. (Page 1, line 38)</p>	<p>“No, they have wanted me to, they’ve seen things that they haven’t wanted me to see, I haven’t, and then people have been blocked.” (Page 2, line 56)</p>	<p>P: “I’ll be on Facebook until like 10:00pm and she’ll come upstairs and she’ll take my phone away and say I’m using it too much.” I: “If your mum didn’t come and do that, would it keep you up?” P: “I’d just carry on” (Page 1, line 33)</p>	<p>“Yeah, if we have to do something, so like if we’re at the dinner table she’ll ask us what we’ve got to do and stuff, and we’ll tell her, obviously, and sometimes she’ll turn the wi-fi off, or she’ll just take our phones if we have to do something, or we’ll go downstairs and she’ll watch us do it”. (Page 3, line 113)</p>

Superordinate Themes	Emergent Themes	Brendan	David	Emma	Imogen
Cyberbullying	Group Judgement & Reaction	<p>"Dumping my girlfriend, that's it, I didn't dump her over social networks but it's just the repercussions of dumping her that spilled onto group chats and everything. And then she put this status on Facebook saying 'single' and all her friends were like 'he's an idiot, he doesn't know what he's missing, and they were tagging me in everything.'" (Page 5, line 175)</p>	<p>"I've been in one of the groups and had to remove myself from it, because some of the things are quite horrible". (Page 4, line 134)</p>	<p>"Yeah, umm I remember me and my best friend, I commented on her photo, saying like nice hair and that, and she thought I was being sarcastic, and then she messaged me saying are you being sarcastic, I said no, but before she got my answer she had told everyone else and everyone else thought I was being sarcastic, and I had to explain to her that I wasn't, and then everyone else sort of thought it, and then we had to go around saying to everyone that I wasn't." (Page 4, line 115)</p>	<p>"like, just being really horrible, people are always 'calling each other out' and I just see these statuses and people are being horrible to this one person, and sometimes there's 80 people reading the comments, and they're liking the comments, so they're not actually commentating, but they're reading it and, I would just hate to be the person who, people are having a go at." (Page 1, line 40)</p>
	A venue/channel for negativity	<p>"Yeah, one of them, he seems to fall out with the same girl over and over again, but I think now they've just blocked each other or something and now 'never speaking again'... that's what they say, so I don't know." (Page 3, line 121)</p>	<p>"Be careful of the friends you pick, because there's people making fake accounts and doing some disgusting things, so there's a boy in the school that's made a fake account in my year, he's made a fake account and just starting putting loads of nasty stuff on Facebook. Which I disagree with." (Page 4, line 123)</p>	<p>"Yeah, I mean like my friends Faye and Jade, they were best friends and then Faye sent something to Jade, and Jade took it wrong and misinterpreted it and she thought it was something completely different and had a massive falling out over it, and they weren't friends for ages, like a month or two, and then when finally they realised, the both misinterpreted it, and then they were friends again, but not as good friends as they used to be." (Page 3, line 108)</p>	<p>"Last night, literally, before I went to bed the last thing I saw was someone calling someone out on something... 'oh she did this'...it's just twisting stuff, it just makes things so much worse when people go back to school. Because I know what that's like." (Page 2, line 48)</p>
	'Blocking' as protection	<p>"No I think about 1 or 2, if someone's just annoying me on Facebook I'll just umm either block them or go up to them in school and say 'just leave me alone'." (Page 4, line 142)</p>	<p>"Yes, my family that live up north, they have been saying some quite horrible things to my mum, and have had to block them so they don't start saying it to me." (Page 2, line 42)</p>	<p>"Yeah, umm I blocked this one girl because we had this major falling out and we used to be in this big group and we blocked each other because she blamed me for something and then I retaliated and we both fell out. So we're still being civil but we're not friends or anything, we're in the same tutor. I was in year 8, I don't really speak to her properly now and she don't speak to me." (Page 6, line 195)</p>	<p>"Yes, my block list is huge? If I get fed up and think that it's not going to stop, there's no point, I don't really want them seeing what I'm doing, so I'll block them, I've got so many people that are blocked" (Page 5, line 205)</p>

Superordinate Themes	Emergent Themes	Brendan	David	Emma	Imogen
From online to in-school	Interference of work	“Yeah, for me yeah, a lot, because I’m always talking to my mates, even when doing homework, I’ll have the iPad on. Even listening to music and talking to friends as well” (Page 4, line 129)	“Sometimes yeah, because I’ll get carried away with it, and forget to do my homework” (Page 2, line 71)	“Yeah, because I just won’t do it if I’m on Facebook, or Instagram or Snapchat, I’ll just be messaging my friends or something and I’ll forget that I’ve got homework to do, so I’ll have to do it later, or in the morning, which just doesn’t work.” (Page 3, line 85)	“I use it way too much, yeah, especially doing my GCSE’s I always find myself side-tracked, like if I’ve got my laptop out, I always got Facebook open on a tab, and then something will come up and I’m distracted, I use it way too much, I’d rather be on social media than do my school work.” (Page 3, line 93)
	Threats, intimidation or violence	“Yeah, the next day I had to avoid them, if they came near me I’d just walk away. They tried to, they’re very involved in school as well as on social media. But I just walked away really, couldn’t be bothered with it”. (Page 5, line 180)	“Like, say little fight will happen school, then it will escalate on Facebook and get bigger and the person will get loads of repercussions from it, will go to the person, and he won’t like it, and yeah.” (Page 2, line 64)	“And the year 10 that did is really popular and will like beat you up, and they were all ganging around the year 7 area and Miss Fletcher had to go in and like stop them, but, like they had to be escorted to and from places by the teachers because of what they had done.” (Page 2, line 64)	“something happened over Snapchat, you can see when people ‘screenshot’ people’s stories, apparently according to her, I screenshotted something, and I didn’t, and she kind of went nuts, and she’s not well in the mind, I think anyway, and she was talking to my sister trying to get information out of her, and my sister is like the type of person who would do anything to get more popular, to get herself out there, she’s 14, in the year below me, and pretty much threw me under the bus and lied to her, and she went psycho and she threatened to stab me with scissors, and she had scissors in her pocket, and I was so scared and so I went to talk to someone, they got her in an isolation, she left the isolation at lunch and she actually attacked me and yeah, punched me in the face, I had a nosebleed and everything.” (Page 2, line 54)

Interpretative Phenomenological Analysis – Master Table of Themes for the Group (With evidential text extracts)

Group B (Table 10)

Superordinate Themes	Emergent Themes	Jack	Jenny	Lacy	Mark
Connection to others	Social connection	“It’s mainly down to my friends who moved away, so I’ll talk to them over the Xbox and things like that. One of my best friends moved to Manchester.” (Page 1, line 14)	“Umm I met a friend that lives in America on there that I skype a lot now and talk to” (Page 3, line 106)	“Umm just like, to get hold of someone I would go through social networking to do it, I’m not too sure, I just use it” (Page 1, line 34)	“Yeah because it’s the only way to communicate with people, like I would go on and I would message my mates and be like ‘I’m stuck can you help me out’ and they would.” (Page 2, line 75)
	Relationship maintenance	“It’s probably helped because when we’re playing online we can still actually do stuff together, even when I’m not actually there, because some of my friends do live quite far away, so if I didn’t have social networks then I couldn’t talk to them, and we’d probably just lose contact.” (Page 2, line 54)	“It’s made me lose some and gain some, I guess because you get a couple of people that message you that don’t live around here, and you sort of just talk to them and you get friends that make you fall out over them.” (Page 3, line 76)	“I’m not too sure, like umm, like when I’m with my friends we take a lot of videos of each other and photos, and we’re all like laughing and stuff, and when I look through like after I’ve been with them, and of me with them and it’s all laughing and stuff, it’s just nice to see you’ve got good friends and stuff” (Page 6, line 209)	“Uh it’s made, with a lot of my mates, obviously some of them I only met a few months ago, some of them years ago, when I was really young, and it’s just the fact that I can communicate with them all again, I can communicate with people out of the country, families, it actually helps quite a lot.” (Page 3, line 106)
	The monitoring of others	“Yeah, when like I’ve run out of things to play I’ll just watch people on that”. (Page 3, line 109)	“To talk to friends, to see what people are doing” (Page 1, line 7)	“To talk to my friends, to know what people are up to and stuff, just talking to people and stuff, knowing what they’re doing” (Page 1, line 7)	“my friend just started adding loads of my friends and other in, including me, and I was really confused and was like ‘whoa what’s just happened?’ and I was really confused and as I scrolled up in the group to see what’s happening, and then I messaged her to see what’s happening and that” (Page 4, line 145)

Superordinate Themes	Emergent Themes	Jack	Jenny	Lacy	Mark
Identity and construction of the self	Change over time	“Umm, yeah a bit, like there’s been differences in like you can talk to people without going through really long processes” (Page 1, line 23)	“Umm, it was alright, it was just talking to friends and putting pictures up and that, it was alright, It’s worse now, umm people can message you and start arguments and post horrible things and that” (Page 1, line 15)	“Yeah, they’re awful, like now everyone is about pouting and trying to get the best lighting, it’s like, back then you’d pull the weirdest poses and put like effects on them and stuff, it’s really embarrassing. There’s this thing going around not that long ago where you nominate someone to put their first profile pic up again, and it was really embarrassing. Now people are trying to get the best photo, and lighting, and ‘likes’ and stuff.” (Page 6, line 214)	“A lot of people nowadays can’t cope without a phone for a couple of minutes, and there’s other people who can cope without a phone for like half a year, and that used to be me” (Page 1, line 34)
	A part of you	“It depends like, if I’d never been on it I’d be fine, but as I’m pretty much always on it, it would probably be different. Probably boring, because most of my friends don’t actually come round, so I probably wouldn’t speak to my friends for a couple months or something, especially my friends who live far away, so quite lonely.” (Page 3, line 90)	“I dunno, I wouldn’t be able to do anything, like, message my friends to meet them, so without it, I don’t know what I’d do. I would be devastated” (Page 2, line 44)	“I use it all the time, like I’ll go home and I’ll go on it, but the first thing I do when I wake up is go on it, and when I’m doing my homework I’ll go on it, it’s just all the time” (Page 2, line 37)	“It would be terrible, uh, cor, it would be literally manic, I don’t think anyone would live, it is such a helpful resource in a way, because you can umm, well the Christmas period just gone, you want to know what date you go back, what week and that, you can post ‘what week do we go back’ and a lot of people will comment on it. In a way some people have it and don’t use it, like my foster dad, he has it and will check it like once, twice a day, and he doesn’t really use it, but it’s there just in case, it’s just easy to use. It would bother me quite massively” (Page 4, line 159)
	The role of parent	“My mum and dad don’t really mind it that much, they know I can talk to my friends though it” (Page 1, line 35)	“All my friends were using it and so she let me in the end” (Page 1, line 13)	“My dad doesn’t really mind, he says ‘everyone on Facebook is a fool anyway’, but my mum she like checks that I’m ok on it, like I’m friends with her on Facebook and stuff. If something happens then I would tell her and stuff” (Page 2, line 61)	“Umm it depends on my mood really, if I’m in a happy mood, see my foster dad comes in and is like ‘hey you have to turn it off now’ . . .fair enough yeah, but it all depends on the time, obviously, my internet goes off at 10.30 and if it’s going round near 10.30 and my foster dad is like ‘right the internet is going off early tonight’ yeah that’s fine but if I’m in a really angry mood like, I’ll want to keep it on, and me and my foster dad will get into an argument” (Page 2, line 68)

Superordinate Themes	Emergent Themes	Jack	Jenny	Lacy	Mark
Cyberbullying	Group Judgement & Reaction	“Probably like some people threatening and stuff like that, it sort of when I’m doing really bad or something, then the others will be saying ‘this guys really bad’” (Page 3, line 116)	“When I fell out with Vicky, they made a group chat but I left it, because they were all bitching, it was pure bitchyness, so I just left, it was boring.” (Page 3, line 83)	“No-one can see your face when you’re typing it, conversations and arguments and stuff, they can go on for ages, but in school someone can walk away from it... on social media you can’t walk away. That’s probably the hard bit from before, you couldn’t walk away from it. Until my mum told me I shouldn’t go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations keep coming they still come up. You know that they’re there as well, even when your phone is taken away, you know that it’s there, that people are sending you stuff.” (Page 7, line 263)	“Umm, it’s just the fact is, one night, it was a proper terrible night, I fell out with a bunch of my mates in my group, and got on Facebook, scrolling down and that, saw a load of posts, not about me, it was about other mates and that, and literally there was so much bullying going on, and I mean like this went from, usually I’d go home and I’d have 10-12 notifications per night, and it went from that up to about 80 odd, and I was like ‘whoa what’s just happened?’, I had loads of tags to the post and that, I didn’t know what to do, I just shut down, closed my computer down” (Page 5, line 176)
	A venue/channel for negativity	“then you’ve got people saying ‘newb’ and then there’s other times when you’ll join a game and there will be people shouting and swearing because they got killed, or if you kill them a really annoying way.” (Page 3, line 117)	“Uh people will fall out and they will message you to start an argument, sometimes to start one with you or to pull you into one” (Page 1, line 23)	“Umm, things can, instead of like talking, like face to face, listening to someone’s voice, having it written down, it can sometimes be interpreted differently, and that can sometimes be very hard, like with your friends, like they might take it the wrong way and stuff” (Page 4, line 133)	“Yes, I reckon so, not in my group, but I’ve seen videos of people making fake accounts on YouTube and cyberbullying and that, and it’s pretty sick to be honest, I don’t like it, but that’s the way people are like” (Page 3, line 120)
	‘Blocking’ as protection	n/a	“She made a fake account on Instagram and started messaging me like a big paragraph, so I blocked it and she made another one.” (Page 1, line 28)	n/a	“It was actually one day in this school, a mate of mine, we fell out, and he started giving me grief and that and started turning a load of people against me, and they started making group chat and that trying to pick against me, and I literally blocked them all out. Or you just mute the chat and leave it.” (Page 2, line 51)

Superordinate Themes	Emergent Themes	Jack	Jenny	Lacy	Mark
From online to in-school	Interference of work	<p>"Yeah, it'll be, I'll get home, say I'm going to do homework and just go on the Xbox." (Page 2, line 41)</p>	<p>"Yeah, yeah, I was meant to do my child development homework and my business homework but I didn't because I was on my phone. So I haven't done that." (Page 2, line 66)</p>	<p>"Yeah, like, I go on it whilst I'm meant to do homework, especially now that I'm in year 10 and I've got to start revising for my mocks and stuff, umm, it's a bit of a distraction" (Page 3, line 110)</p>	<p>"Umm, yes, it does affect me quite a lot, because obviously I'll have my laptop open, and go onto quite a big website called MyMaths, which is used for homework, umm, I'll go on it, have it open and have another tab open for Facebook and I'll switch between the two, but I do it really often, so it's affecting me even more than normal. I'll keep switching. It's easy enough to get the homework done while it's there, that's how I've always learnt, get home, get the homework done, but with Facebook, it gets in the way." (Page 3, line 98)</p>
	Threats, intimidation or violence	<p>"Well some of my friends that have got annoyed and some have said 'oh I'm going to beat you up' then apologise as soon as they are in school" (Page 2, line 78)</p>	<p>"Yeah, like say if like I've been in an argument with a girl called Misha, and she is on about how she threatened to punch me and stuff, and so I refused to go to my lessons that day and I went home. I came into school, went into one lesson, then I'd seen her... so I left school, I just walked out" (Page 3, line 87)</p>	<p>"Umm, like you're not allowed to use it at school obviously, but umm, I don't know, people get scared to come in if something's happened, and then they won't learn as well at school. I think that most bullying happens on social networking as well, that's why so much happens in school, after leading from that." (Page 3, line 105)</p>	<p>"I messaged her to see what's happening and that, and I had her on the phone to me as well and she was pretty much bursting into tears crying, and I got really peed off with it, like right, Gemma, that's her name, Gemma, come into school still, go through school and that, but just stick by me, and friends and nothing will happen, and she did and surprisingly nothing did happen, and so far it's been fine now, it's all been sorted" (Page 4, line 147)</p>

6.4 Phase 2: The Analysis & Discussion

Phase 2 of this study explored the lived experience of using social networking Sites for a small group of individuals, whose social networking experiences were identified as occupying their minds to a moderate to severe extent. Interpretative Phenomenological Analysis was employed identifying superordinate themes of: Connection to Others, Identity and Construction of the Self, Cyberbullying and From Online to In-School.

The analysis will now consider the superordinate themes and the emergent themes (or sub themes). The themes will be supported by verbatim extracts from the corresponding transcripts, with a link to the page and line number after each quotation, so that they can be located within the original transcripts (See appendix 5 – 12).

6.4.1 Connection to Others

All of the participants noted the use of social networking sites and apps (SNS) for the purpose of experiencing a connection to others. From this superordinate theme, the following emergent themes presented themselves: Social Connection, Relationship Maintenance and The Monitoring of Others.

6.4.1a Social Connection

The experience of socially connecting to others was experienced by all participants. The concept of using social networking, to connect socially to others, is well established in the field of social networking research (Alloway et al., 2013; Artega et al., 2014; Dolev-Cohen & Barak, 2013; (Subrahmanyam, Reich, Waechter, & Espinoza, 2008) Wang et al., 2010). This theme included a variety of social connections via SNS which will now be discussed. The use of SNS to socially connect to others was experienced by all, however these experiences vary in a subjective way as to the participant's experience of that connection. A particular experience of social connection was commented on by Mark who stated:

"It's the only way to communicate with people, like I would go on and I would message my mates and be like 'I'm stuck can you help me out' and they would." (Page 2, line 75)

Interestingly Mark seemingly forsakes all other forms of communication with this comment, thus highlighting the importance social networking has for him, without it he would be isolated from his

friends. In the example he gives, Mark is seeking support from his friends, and receiving it. So not only does Mark use social networking for socially connecting with his friends, but through the seeking and receiving of support. For Mark, social connection via social networking encapsulates the 'only' way to connect to his friends, the relieving of isolation and the receiving of support. This position supports Dolev Chen & Barak's (2013) research, highlighting the use of instant messages as providing an intimate and private space to share worries.

The idea of social networking being a preferred form of social connection was echoed by Lacy, when she said:

"Umm just like, to get hold of someone I would go through social networking to do it, I'm not too sure, I just use it" (Page 1, line 34)

The idea of being able 'to get hold of someone', reverberated throughout the group's response to why they used social networking sites. Lacy highlights the use of social networking as a key resource in connecting socially to another, but with a sense of it being akin to a physical contact if considering her use of language. Therefore, social networking contact may produce a similar psychological response as physical contact does.

The social connection for some moved beyond their geographical location to wider destinations, this was highlighted by Jack:

"It's mainly down to my friends who moved away, so I'll talk to them over the Xbox and things like that. One of my best friends moved to Manchester." (Page 1, line 14)

For Jack, social networking has allowed him to connect to one of his best friends, whom he may have lost touch with without social networking to support the relationship. The use of social networking here may have helped Jack deal with the physical loss of a best friend, however, Jack does not consider it a loss, his language highlights a presence, he did not describe how he used to have a best friend but they moved away. Jack's friends may have moved away, but he remains socially connected to them. The feelings of being socially connected seem to traverse locality for Jack, and indeed for Jenny who described how:

"I met a friend that lives in America on there that I skype a lot now and talk to." (Page 3, line 106)

Jenny experiences an international social connection here, which she uses 'a lot'. Interestingly with Jenny I get the sense that for her that social networking is a destination in itself, she met someone

'on there', as if 'there' is a place. Perhaps, social networking sites are becoming more like a place to hang out and meet people, replacing the streets of one's neighbourhood, with the internet connected world. Perhaps, this is also allowing people to be more selective about who they socially connect with, there are no limitations to who can be 'met' online. The concept of meeting someone is no longer isolated to a physical presence, but I am left wondering about the 'quality' of such a meeting, and if what is 'present' in person can ever be replicated online?

From the distant social connections to the more practical and local ones, social networking seems to be able to be used for both. David highlights a use of social networking to facilitate a face to face social connection:

"Some of my friends, just getting hold of them has helped me meet them a lot more easier than trying to find them, using Facebook has helped me a lot in finding my friends." (Page 3, line 76)

Here, David shows an elaboration of Lacy's previous sentiment, to 'get hold' of another, however, in this case David is using social networking to locate and then physically connect socially to his friends. David described in his interview, a failure in previous attempts to find his friends, however, with the use of social networking he has been able to succeed in finding them. Social networking has facilitated in transforming something that was hard, into something that is 'a lot more easier'. David experiences social networking as the catalyst to overcoming difficulty. The idea of connection being made easier via social networking is only true if those with whom you are close to, are also members of social networking sites. If all of your friends are a part of a site, and you are not then then you become disconnected from an aspect of that social connection. This was particularly evident for Imogen, when she was considering her use of social networking sites:

"I don't know, because everyone does don't they? So you don't want to be the odd one out, and then everyone's talking about something and you don't have a clue because you don't have it." (Page 1, line 16)

There seems to be an element of pressure in Imogen's account, a level of social conformity (Asch, 1951) to fit in with her friends for fear of not fitting in. The idea that if she was not a part of the online social world then she would be without information, that she would be left out. The fear here for Imogen relates to remaining socially connected to her peers, to be able to socially connect and remain on 'the same page' as her friends.

My research firmly supports the concept of the internet becoming a principal venue for social interaction (Wang et al., 2010) and that social networking is being used in an attempt to 'connect'

socially with others (Alloway et al., 2013). I feel that this section has begun to highlight the differing complexities of social connection online – the importance of isolation reduction; receiving of support; the management of distance; social inclusion and social conformity (Asch, 1951).

The idea of remaining socially connected leads into the next emergent theme, under ‘connection to others’. The analysis and discussion will now consider the second emergent theme of Relationship Maintenance.

6.4.1b Relationship Maintenance

The experience of relationship maintenance was evident across all participants. In highlighting the variance of the use of social networking for relationship maintenance, a deeper understanding of how relationships are maintained, or not, presents itself. Brendan expressed his experience of using social networking and relationship maintenance when he stated:

“I’ve fallen out, with not many people, but that has been online, I’ll realise ‘they’re not my friend, so I’m not going to talk to you’. But there’s a few people that I’ve like become closer to because of it, like I know more about them now, I talk to them.” (Page 4, line 134)

Here we notice Brendan having some turbulence in a friendship over SNS, to the extent that he comes to the realisation that they are not his friend. This realisation leads to Brendan not talking to that person anymore. Communication, for Brendan, is a fundamental aspect of friendship, and to remove communication, is to remove the friendship. Brendan continues and highlights that through using SNS he has become closer to other friends, that he ‘knows more about them’. This may suggest that Brendan is using SNS to maintain and develop deeper bonds with certain people, either through talking, or even though access to their information on their chosen networks. For example, he may browse the personal information someone has shared detailing their likes and interests etc. For Brendan, knowing more about someone is likely to mean becoming closer to them emotionally.

This idea of gaining some deeper friendships and the diminishing of others was also experienced by Jenny:

“It’s made me lose some and gain some, I guess because you get a couple of people that message you that don’t live around here, and you sort of just talk to them and you get friends that make you fall out over them.” (Page 3, line 76)

The above excerpt from Jenny's interview highlights a form of jealousy expressed over social networking. Her friends do not like the fact that she is connecting with other people, perhaps strengthening her bond with them, and thus feel threatened about their position as her 'friend', which starts an issue that leads to a 'fall out'. In this situation, a strengthening or weakening of the relationship will ensue. There is a level of detachment evident for Jenny – "it's made me" – as if she is not responsible for what happens online, absolved of responsibility. Emma uses social media in a different way with regard to friendship maintenance, this was expressed clearly when she said:

"Umm, now you can, on Facebook, you can add people to the top of your lists, so you can see their posts before anyone else's." (Page 1, line 15)

In the above example, Emma is electronically ranking and positioning her friends by level of importance to her. Emma is selectively choosing who she wants to know better, know more about and what she wishes to see. There is a second level to this, as the posts by people with whom she selects, will appear first 'before anybody else's'. This type of relationship maintenance and selecting of important friends allows Emma to show people how much she likes them. By 'following' someone online she is letting them know that she values them, that she is interested, that she cares and that they are an important part of her life, sending a powerful compliment and an efficient way to maintain friendships through social networking.

The above example for Emma highlights a tangible piece of evidence of her friendship with others, especially if the arranging of a 'top list' is reciprocal in her friendships. A further example of where social networking provides evidence of friendship was stated by Lacy:

"I'm not too sure, like umm, like when I'm with my friends we take a lot of videos of each other and photos, and we're all like laughing and stuff, and when I look through like after I've been with them, and of me with them and it's all laughing and stuff, it's just nice to see you've got good friends and stuff." (Page 6, line 209)

With this example, it shows on a personal level, the use of pictures as a form a reminiscing about enjoyable times and having good friends. Additionally, the sharing of these pictures online means she is sharing with the world that she has friends, that she is sociable, and they enjoy each other's company. It is a bold statement about the social connections she has, for the world (or at a minimum those she is connected with online) to see. In this example the pictures are used to maintain an ongoing relationship with friends, or after time, to look back and reinforce said friendship.

Emma's example is one of socially meeting up with friends in person, and then evidencing that friendship online, therefore using social networking to help maintain that friendship when not in face to face contact. This concept is also evident in Subrahmanyam et al's. (2008) research which identified the use of social networking to maintain and strengthen already established 'offline' social networks. In addition, I believe that my research highlights the use of social networking to strengthen friendships externally, by the use of 'evidence' of friendships being posted online, but also internally, by using social networking as a digital photo/experience album to reminisce about time spend with friends.

There is another example of friendship maintenance via social networking that does not involve meeting face to face, which was provided by Jack:

"It's probably helped because when we're playing online we can still actually do stuff together, even when I'm not actually there, because some of my friends do live quite far away, so if I didn't have social networks then I couldn't talk to them, and we'd probably just lose contact." (Page 2, line 54)

Here Jack provides a useful insight into social networking via online gaming - the idea that connecting over online gaming leads to a deeper connection to those friends. This connection is more valuable to Jack, than textual or picture based online networking. Therefore, Jack is using online gaming to 'do something' with his friends, there is a story, an event, the virtual spending of time together, focussed on completing an activity, or engaging in a story. This helps Jack maintain his friendships despite him not being physically present in their lives. This online social networking via gaming, gives a narrative to social networking and allows for a much richer experience. With online gaming you can become more than yourself, you can virtually save your friends life, defeat enemies together, or even battle against one another. This allows for a rich tapestry of experiences that Jack would not be able to engage in during his 'normal' life offline. Perhaps, this level of engagement is enough to maintain the friendships that do not happen face to face. Therefore, in addition to Subrahmanyam et al's. (2008) research, I would suggest that online gaming can be a useful resource in maintaining relationships hindered by distance and face to face contact. There is one thing clear, if Jack did not connect with and maintain these friendships over online gaming, he feels he would likely lose contact with his friends, risking feelings of isolation.

The next emergent theme that this analysis will now consider is: The Monitoring of Others.

6.4.1c The Monitoring of Others

As the analysis of the transcripts began, a sense of using social networking sites to monitor others emerged as a distinctive theme for all participants in one way or another. Anecdotally, the idea of using social networking to monitor others seems commonplace in society, for example in the use of the phrase “Facebook stalking”. However, there is very little research into the use of social networks to monitor others, and where there is reference to it, it is usually in the context of criminal usage (Lyndon, Bonds-Raacke, & Cratty, 2011). The use of social networking to monitor others was particularly evident for Imogen who said:

“My sister is addicted to it, all the time, just random tweets, she tweets about me, and I’m like what? That’s the only reason I have it, just to see what she’s writing.” (Page 1, line 8)

This quotation refers to the use of a social networking site called Twitter, and in posting messages through Twitter you are making ‘tweets’. Imogen refers to her sister as ‘addicted’ to social networking, a sense of social networking being a substance or an activity that can be pleasurable, but with continued use becomes compulsive and interferes with daily life.

Imogen’s primary reason for using Twitter is to monitor her sister’s posts, particularly about her. There is a sense of shock and betrayal that her sister would be writing about her online, and a need to monitor such behaviour so that she can be fully aware of what information is ‘out there’ about her. Therefore, Imogen’s use of Twitter is a defence mechanism (Freud, 1937) against the behaviour of her sister, and in having an account she is letting her sister know, that she knows, what her sister is writing. This conveys the sense of social networking being a dangerous place to be, that there are risks and responsibilities in its use.

Another form of the monitoring of others emerged with Jenny, Lacy and David’s experience of social networking. This is evident in the following excerpts from their interviews:

Jenny: *“To talk to friends, to see what people are doing” (Page 1, line 7)*

Lacy: *“To talk to my friends, to know what people are up to and stuff, just talking to people and stuff, knowing what they’re doing” (Page 1, line 7)*

David: *“So I can get hold of my friends quite easily and just see what’s going on” (Page 1, line 5)*

The commonalities in the above quotations lie within the monitoring of others. Jenny, Lacy and David are using social networking to unpack and explain what people are doing and ‘what’s going on’. Social networking is allowing a connection to others without the need to directly contact

others. It is allowing a monitoring of a social group, or individuals, for the purpose of staying informed on all aspects of one's friendship or social group. In using social networking sites to monitor others, one must be aware of the sense of being monitored themselves on social media. Therefore, you could hypothesise that people are very selective with what they choose to post online, because of the 'audience'. This concept of there being an 'audience' online was captured well by Imogen:

"Yeah, all the time. That's why you have to be really careful what you say, to a certain person, because nothing is private anymore." (Page 6, line 241)

For Imogen, the realisation of the loss of privacy online is a constant presence, impacting what would normally be easy conversation into having to be 'really careful'. This realisation highlights that once something is written online, it can be read, re-read, passed on, and to some degree represents you as a person. In joining a social networking site, you are putting yourself on show to others. Imogen catastrophizes to some extent – "nothing is private anymore" – as if her privacy has been lost that she used to cherish in her past. There is a sense of the hidden now being out in the world for all to see.

Perhaps then, Dolev, Cohen & Barak (2013) highlighting the use of instant messaging as providing adolescents with an intimate and private space to share worries, is not entirely accurate. I would suggest, that privacy online, or the concept of a private space, is no longer experienced to a complete degree. Young people remain at risk, of whatever they post online, being shared with wide audiences. This risk is something that seems to be an ever present aspect of online social networking.

A further experience of monitoring others was described by Jack when he stated:

"Yeah, when like I've run out of things to play, I'll just watch people on that". (Page 3, line 109)

Jack's comment was in reference to online social gaming. In his watching of others playing online, or posting videos of their gaming online, Jack is aiming to improve his skills and abilities by the monitoring of others. Jack is taking what he has learned, and employs it in his use of online social gaming. For Jack, social networking is allowing enjoyment of gaming and the improvement of himself, as he learns from others he spends time watching. Perhaps, this self-improvement allows Jack to raise his social standing in his online community, alongside his self-efficacy (Bandura, 1997).

The idea of there being a connection between social networking and a change in oneself leads us on to the next superordinate theme for the group; Identity and Construction of the Self.

6.4.2 Identity and Construction of the Self

All of the participants experienced the use of social networking sites and apps (SNS) with regard to their Identity and Construction of the Self, concurrent with previous research in the field (Seidman, 2014; Tosun, 2012; Wilson et al., 2012). From this superordinate theme the following emergent themes presented themselves: Change over Time, A Part of You and The Role of Parent.

6.4.2a Change over Time

The experience of there being a change over time with regard to social networking, was present for 7 out of 8 participants, with the exception being David, who is relatively new to social networking. This idea, of the changing use of social networking at different stages of life, is not yet represented in previous literature, therefore, may be a relatively unexplored area of social networking research. Jenny reflected on what social networking was like when she first started using it, in comparison to what she experiences now:

“Umm, it was alright, it was just talking to friends and putting pictures up and that, it was alright, It’s worse now, umm people can message you and start arguments and post horrible things and that” (Page 1, line 15)

Note the use of past tense for Jenny, ‘it was alright’, immediately suggesting that presently, it’s not alright. There is a sense of innocence in what social networking used to be like, an innocence that has been lost by the exposure to ‘arguments’ and ‘horrible things’. However, arguments and horrible things have always existed, people have always had the capacity to send horrible things. Perhaps then this is a reflection on how people have changed over time. Perhaps then, in growing up, the use of social networking has changed over time with the change in development of its users. This position was echoed by Imogen when she stated:

“The sort of stuff that you see now is completely different to what you see like 2 or 3 years ago. (sigh) it’s like everyone’s always having a go at each other, it’s not a nice thing anymore, before, everyone was like in year 7, you were putting photos of your friends up and where you went, and now everyone is posting rants and you know, like, just being really horrible, people are always ‘calling each other out’ (Page 1, line 37)

Imogen describes a complete shift in social networking use, she sighed when considering it, perhaps reminiscing to when friendship was simpler, and when social networking was 'a nice thing'. Much like Jenny's account, Imogen highlights a shift in social networking use. With this shift, the tool of social networking changes its function, from celebrating friendship, to challenging others and expressing one's voice (posting rants). A similar experience was described by Emma when she commented:

"Now you can add people in a group and other people won't know. It just different, like now there's all these new meanings for things, where in year 7, when you say it you just mean it. And it's not sarcastic or anything because you're just like an innocent year 7." (Page 6, line 200)

Here Emma is describing a shift in uses of social networking to include, and by the very nature of including someone...excluding someone else. In describing 'new meanings for things', now that she is older, she alludes to sarcasm, complexity and subtlety of what people 'say' online. Emma's experience suggests an innocence and honesty of being younger, something which now she may have lost. Over time Emma's use of social networking has changed from innocent and honest to more complex and interpretable on multiple levels.

It seems, that as relationships change with the developing child, the uses of social networking shifts alongside. This change was captured well by Lacy:

"Yeah, they're awful, like now everyone is about pouting and trying to get the best lighting, it's like, back then you'd pull the weirdest poses and put like effects on them and stuff, it's really embarrassing. There's this thing going around not that long ago where you nominate someone to put their first profile pic up again, and it was really embarrassing. Now people are trying to get the best photo, and lighting, and 'likes' and stuff." (Page 6, line 214)

Lacy's reflections show the adaptation of social networking to display your best self, the pouting, the perfect lighting, all in an attempt to shape and construct the 'you' that you want others to see. This is in stark contrast to Lacy's earlier uses of social networking sites, to the extent that to look back at what she used to look like, to what she used to post online, as embarrassing. The nature of earlier pictures may come into conflict with Lacy's current 'self', that she is trying to portray online. Lacy highlights the use of pictures to express a sexuality, a value in beauty, and showing others such value.

What Lacy is describing above is the use of social networking to construct an ideal version of oneself, at a particular time. Festinger's (1954) social comparison theory indicates that the self is

relative, it is a social construct and thus we define ourselves in part by using others as a benchmark. Therefore, there are links here to the previous emergent themes of social connection, as Lacy's social connections will have an impact on her self-image and vice versa. Seidman's (2014) research explored Facebook's links for people expressing their 'true selves', I would support such a position and add that as one's identity evolves over time, so to, does the use of social networks to represent such changes. Wilson et al. (2012) described in their research 'user profiles' on Facebook as a stage to make presentations of your 'self', to follow this metaphor through, I would say that the stage stays the same, but the shows change regularly.

Mark comments on a different change in his self over time:

"A lot of people nowadays can't cope without a phone for a couple of minutes, and there's other people who can cope without a phone for like half a year, and that used to be me." (Page 1, line 34)

Mark has noticed a change in his ability to cope without access to social networking sites via his phone. The sense for Mark would be that he needs his phone, 'like a lot of people', in order to cope. He reflects about how he 'used to be', perhaps, that he used to be stronger without social networking and now has a reliance on it in order to function. Mark describes a further example of change over time when he mentions:

"You just know what to do, you know where everything is, each icon and that, what they mean, and so 'just there you go' pretty easy." (Page 1, line 23)

This elicits a familiarity with social networking, perhaps like a well learned instrument or your local town, you know where everything is and what it does, and there is comfort and ease in that familiarity. However, this familiarity can take another form over time, as discussed by Emma:

"It was fun, it was like really exciting, just the build-up of when you're a child, you suddenly felt so grown up getting to use it, but now it's just boring." (Page 1, line 12)

For Emma, there was a long anticipation of using social networking, a coming of age tale where she was suddenly allowed to use it, a transition from being a child to feeling 'grown up'. However, now the excitement has worn thin, 'it's just boring'. For Emma, the use of social networking has moved from the novel to the mundane, perhaps more like a routine than an event in itself. This leads on to the next emergent theme of social networking being: A Part of You.

6.4.2b A Part of You

The theme of social networking being as being 'a part of you' seemed to develop across the interviews for all participants. For some, it was in response to the following question; what would life be like for you if you suddenly you could no longer use social networking sites? For others, it seemed to develop just in conversation around their use of social networking. Jenny expressed what she thought life would be like is she could not use SNS when she stated:

"I dunno, I wouldn't be able to do anything, like, message my friends to meet them, so without it, I don't know what I'd do. I would be devastated." (Page 2, line 44)

For Jenny, a sense of being unable to do anything emerges, a breaking down, coming to a standstill, in a sense that she uses it to keep going, to move forward. For Jenny, the removal of social networking would remove her ability to function, with her experiencing a sense of helplessness - 'I wouldn't know what do to' and the emotion of feeling devastated. Losing the ability to use social networking would be an akin to an emotional bereavement for her. This was also the case for Mark:

"It would be terrible, uh, cor, it would be literally manic, I don't think anyone would live, it is such a helpful resource in a way... It would bother me quite massively." (Page 4, line 159)

With Mark's experience, another picture of life without social networking emerges, highlighting how much a part of him it is. His language use clearly sets the scene of fear, as if losing a piece of him, and the idea that in losing social networking you would be losing life. For Mark, social networking is tied to his ability to live. A further example of social networking being tied to life was expressed by David, when he stated:

"I spent quite a lot of time on their, to be fair, yeah, it's basically my heart". (Page 1, line 22)

For David, social networking is compared to arguably the most important organ of the body, the heart. To follow this line of interpretation through would see social networking as a life source for David, it keeps him going, fuels his muscles, responds to his needs and metaphorically is the location of emotion (love). The heart is also constant, with a natural rhythm, this continuity was expressed by Lacy when she commented:

"I use it all the time, like I'll go home and I'll go on it, but the first thing I do when I wake up is go on it, and when I'm doing my homework I'll go on it, it's just all the time." (Page 2, line 37)

For Lacy, we find social networking as a continual process, seemingly a part of her everyday life and experience. Social networking is the first thing she will do when she wakes up, so arguably the first thing on her mind, even while she is 'doing' other things she will still be using social networking. For Lacy, the lines between social networking and not social networking are blurred. Lacy is a part of a continual process of being connected to her networks. There is a merging of the technology based connection to others and her 'self'. This concept adds to the previous research of Subrahmanyam et al. (2008) suggesting that online and offline worlds are psychologically connected. Imogen reflects on a time where her use of social networking was taken away for a short period of time:

"It feels so weird, because you've all of a sudden gone from... it's almost boring, because you've almost got nothing to do but your school work, and then you can't check anything, it's like a habit, a routine, at the times I check it, when I'm on it, when I'm at work, when I'm on my way to school, it's just so weird, it's like your routine is just changed, and it's weird." (Page 3, line 101)

Imogen is struggling to describe the exact feeling of being without her social networks, a 'weirdness', as if something is not quite right for her, like something is missing. Imogen's routines are changed and she is somewhat muted and dulled, as if an excitement and enjoyment is no longer available to her. Perhaps then, the use of social networking for Imogen transforms her into a better version of her 'self'. Emma describes how the experience of social networking continues when she is not using her networks:

"Umm well it sort of depends, but quite a lot of the time I'll be thinking about it, like what someone's said or done recently, and be like thinking, why? And it's funny though sometimes. But other times there's just really serious things, like one of them was one where quite a lot of people shared it and it was where this person had died cause he had his phone in his hand in the car, and his head was in the back seat, cause he was driving using his phone, I remember that quite a lot." (Page 4, line 136)

Emma seemingly carries her experiences online in her thoughts during the day, a plethora of experiences, emotions and questions. But alongside those a more concerning experience, one harder to move beyond, the witnessing and recalling of something traumatic. Emma cannot 'un-see' what she has seen, it is now a part of her thoughts and has gone some way to shape her current experiences of social networking.

A position of placing social networking in such high importance was reflected on by Brendan, when thinking about what advice he'd give to someone who had never used social networking sites before and was going to start. His advice was to only use a few:

“Because it’s just too full on, your life becomes dedicated to them, you become very dependent on it, and forget to talk to people face to face, you’re always just texting or snapchatting or whatever.”
(Page 5, line 188)

This is seemingly a cautionary tale from Brendan, expressing the dangers of allowing social networking to become a part of you, and in essence, replace your natural communication ability. This fear of becoming dedicated, and dependent on technology to communicate, seems to be something that Brendan holds close, drawing a balance to what he sees as the ‘right’ way to be. This excerpt also showcases an example of how the similarities of certain concepts, like internet addiction share similarities with substance-use disorders regarding its phenomenology and underlying neurobiological mechanisms (Duven, Müller, Beutel, & Wolfling, 2014; Ko et al., 2013; Kuss & Griffiths, 2012).

I would suggest my results add to Seidman’s (2014) position in highlighting that not only is social networking used for expressing one’s ‘self’, but for certain users, in regular connection to others via social networking, the social networks can become a part of the ‘self’. Linking back to my Phase 1 results, that explored the times of the day that young people access their networks, it is clear to see how such a phenomenon can occur.

An interesting venue of discussion emerged with Lacy, in regard to the use of ‘likes’ on the social networking site Facebook. This is a function on which you can ‘like’ someone’s status, comments, pictures etc. by a click of a button, which then tallies the ‘likes’ alongside a list of the people who also ‘like’ the post online. Lacy described:

“Yeah, especially like, I don’t know, like one of my friends she’s in the popular group, and she’s always had loads and loads of likes but it’s never bothered her, but she must secretly like it, but my umm, other friend she umm, a lot of people find her a bit weird, but when she got 100 likes she was going mad, umm, she obviously cares a lot.” (Page 6, line 220)

Here Lacy explores her friendships online and the experience of receiving ‘likes’. A hierarchy of popularity is mentioned, suggesting that receiving ‘loads and loads’ of likes is linked to one’s popularity with others. In addition, there may be some secrecy in enjoying it, because it would not be ‘cool’ to be overly excited about it, which could inadvertently decrease one’s popularity. A contrast is given to another of her friends, who ‘was going mad’ when she reached a certain number of likes. In this situation ‘likes’ seem to correlate to one’s feeling of acceptance, and links to one’s sense of self-esteem. In further exploration of this Lacy confirmed that she thinks:

“It makes them feel good about themselves, that people like them, but just because they ‘like’ it doesn’t mean they like you as a person. I’ve liked people’s pictures that I don’t like” (Page 7, line 232)

Interestingly, ‘likes’ are being used by Lacy with people that she doesn’t actually like in ‘real life’. Thinking more analytically about her reasons behind such behaviour online Lacy reflected:

“I don’t know, just because I’ve liked it, probably because, people just... just I guess I have liked them just to be neutral with them, so they know that I don’t hate them or something.” (Page 7, line 235)

For Lacy, the use of the ‘like’ function on social networking is used as a form of social capital (Sandler, 2005). She lets people know that ‘she doesn’t hate them’, this is likely to impact the offline environment Lacy lives in. She is surrounded by people that she is not ‘friends’ with, but they know that she ‘likes’ them. Lacy is consciously constructing the social environment in which she operates. It seems that for Lacy and perhaps others online, that even in not communicating with people, something is being communicated. Lacy can ‘like’ some things, it will be seen online, and if Lacy does not ‘like’ something, that is also seen, with purposely and perhaps unintended consequences on one’s social relationships and environment.

This paints a complex and multifaceted nature around exactly what is ‘communicated’ to others online, as to ‘not communicate’ something online can indeed send a message which is received a certain way. This concept is not dissimilar from Ahn’s (2011) research, which used signalling theory to explore the unintended messages people convey online. The functions of social networks are being used by people, intentionally, and unintentionally, to carve and mould their social landscape. Further exploration of this phenomenon should be encouraged, as it is seemingly absent from current literature.

Throughout the interviewing and in the light of the group’s ages, the role of the parent began to emerge as a distinctive theme with regard to the participants’ use of social networking.

6.4.2c The Role of Parent

The Role of Parent is an emergent theme under Identity and Construction of the Self. This is because of the important role parents seemed to have in this area for their children. This is a relatively new branch of research, concerned with how parents interact with their children using

technology and the resulting implications for their relationships (Doty & Dworkin, 2014). The 'role of parent' theme was evident for all participants. In particular, there were multiple experiences of the parent setting the boundaries to social networking use, as shown in the section of transcript below, taken from the interview with Emma:

Emma: *"I'll be on Facebook until like 10:00pm and she'll come upstairs and she'll take my phone away and say I'm using it too much."*

Interviewer: *"If your mum didn't come and do that, would it keep you up?"*

Emma: *"I'd just carry on" (Page 1, line 33)*

In this example, Emma experiences her mother removing her connection to others, so that she can sleep. For Emma, this is both a positive and a negative. It is good as it allows her rest, however if her mum did not remove her 'connection' then she would carry on. This is perhaps what she would ideally like to do. The parent here is making an executive decision for the wellbeing of her daughter. However, Emma does not always appreciate this role:

Emma: *"It's a bit annoying, she'll look through all my messages, and I won't have done anything bad or anything but... I'm a little more technical than she is so I know how to change things and I can change like her name on it and the colour and she doesn't know how to change it back."*

Interviewer: *"How does that feel when your mum is going through your phone checking? What goes through your mind?"*

Emma: *"I just feel really annoyed, because if I were to do that to her she would go absolutely crazy." (Page 2, line 49)*

Emma experiences an intrusion of her privacy here, with her mother going through her Facebook account. In addition, a sense of unfairness arises with a imbalance of power. Emma would not be able to do to her mother what she has done to her. Emma regains a sense of power via her technical ability and knowledge, likely being able to shape the landscape of social networking that her mother has access to. These small wins for Emma help her to cope with the boundaries that her mother has put in place regarding her social networking use.

Emma was not the only individual to experience the imposing of boundaries with regard to social networking use, Brendan explained:

"Yeah, sometimes, they like, sometimes they get home before me and so would get hold of my phone and put it in one of their drawers or something. I'll come home and be like 'where's my phone?' and

they'll be like 'we've got it; you've got to do your homework first. So I'll do it for an hour and a half/two hours and then I'll come down and get my phone, so you know". (Page 1, line 38)

Brendan's situation highlights social networking as a privilege, which he has to earn the right to use. The boundaries in place are accepted by Brendan and he seems to take a rather holistic view to the experience of having his phone taken off him:

"I know because mum and dad just want the best, for me to be able to do my best, and if that means taking my phone away, that's what it is, so yeah". (Page 2, line 43)

This situation is echoed and experienced by Imogen in a similar way:

"Yeah, if we have to do something, so like if we're at the dinner table she'll ask us what we've got to do and stuff, and we'll tell her, obviously, and sometimes she'll turn the wi-fi off, or she'll just take our phones if we have to do something, or we'll go downstairs and she'll watch us do it." (Page 3, line 113)

For Imogen, the turning off of the wi-fi, the taking of phones or the monitoring of work, are all examples of her mother monitoring and placing boundaries on her social networking. This allows Imogen a distraction free task, suggesting that the use of social networking is interfering with her work. Parents seems to emerge as the gatekeepers to social networking usage, as expressed by Jenny:

"Yeah, I was too young, my mum wouldn't let me." (Page 1, line 11)

"All my friends were using it and so she let me in the end." (Page 1, line 13)

This example shows a hesitance from Jenny's mother to allow her to use social networking sites, based on age, yet eventually, for fear of socially isolating her child, allowing her to use it. There was a point for Jenny where permission was needed, which gives social networking a desirable quality for Jenny, it is a treat, a privilege, awarded to her by her mother.

Lacy's experience of the role her parents take in her social networking, is in line with the groups experience, however, she explores a slight variation on the above examples:

“My dad doesn’t really mind, he says ‘everyone on Facebook is a fool anyway’, but my mum she like checks that I’m ok on it, like I’m friends with her on Facebook and stuff. If something happens then I would tell her and stuff.” (Page 2, line 61)

Here Lacy describes being ‘friends’ with her mother via her Social Networks, and an open communication with her mother if ‘something happens’. Lacy’s mother has a presence online and in person, this acts as a form of safety for her, a guardian watching out for her well-being. Interestingly, Lacy’s father’s perspective does not appear to faze her, despite its meaning that he views both her and her mother as a ‘fool’ for using social networking. I wonder whether or not this resonates on a deeper level for Lacy, or whether she justifies this position as one simply outdated and therefore invalid.

There is an example of conflict between Mark and his foster father, this was expressed when Mark said:

“Umm it depends on my mood really, if I’m in a happy mood, see my foster dad comes in and is like ‘hey you have to turn it off now’ . . .fair enough yeah, but it all depends on the time, obviously, my internet goes off at 10.30 and if it’s going round near 10.30 and my foster dad is like ‘right the internet is going off early tonight’ yeah that’s fine but if I’m in a really angry mood like, I’ll want to keep it on, and me and my foster dad will get into an argument.” (Page 2, line 68)

Mark’s experience centres around his ‘mood’, he lives with parental boundaries and is comfortable within them, and can even allow for variance if he is in a good mood. However, if his mood is bad and social networking is taken from him, he responds negatively which can result in an argument. The uses and gratifications theory would suggest that Mark is actively deciding to use social networking in order to satisfy his needs (Diddi & Larose, 2006; Rubin, 1986). For Mark, social networking likely allows a form of relaxation or enjoyment to help calm his negative mood, with the cessation of use causing emotional upset.

This section of the analysis and discussion has expanded on Doty & Dworkin’s (2014) findings that parental use of social networking centres on communication with their children, their children’s friends and the parents of their children’s friends. It has done this by highlighting by that there is much more to the role of the parent online. My research finds that the role of the parent is first as a gatekeeper to social networking, then, a continual safeguarding of the well-being of their child online and offline, to monitor their use for fears of what they could be exposed to, support during any social difficulties.

To this point the analysis and discussion has explored the superordinate themes of – Connection to Others and Identity and Construction of the Self. The analysis and discussion will now consider the third superordinate theme for the group, Cyberbullying.

6.4.3 Cyberbullying

All of the participants experienced the use of social networking sites and direct, or indirect, involvement with Cyberbullying. There is an abundance of research on Cyberbullying and the negative impact this can have on victims (Dredge et al., 2014; Kwan & Skoric, 2013; Slonje et al., 2013; Smith et al., 2008; Tokunaga, 2010). From this superordinate theme, the following emergent themes presented themselves: Group Judgement and Reaction, A Venue/Channel for Negativity and the use of ‘Blocking’ as Protection.

6.4.3a Group Judgement and Reaction

Experiencing Group Judgement and Reaction emerged for all participants in similar ways, but under different circumstances. With a number of social networking platforms, there is an inherent ‘group’ element, with the entirety of your chosen connections being able to message, share and/or comment on something. There is also the capacity with certain social media platforms to invite a number of selected people into a dedicated group. The discussion that takes place in the group involves only those ‘invited’, rather than in the more public forum with all connected. I note the distinction because there are examples in the following quotations that have occurred across both the public and the more private forums. Brendan shared an experience he had:

“Dumping my girlfriend, that’s it, I didn’t dump her over social networks but it’s just the repercussions of dumping her that spilled onto group chats and everything. And then she put this status on Facebook saying ‘single’ and all her friends were like ‘he’s an idiot, he doesn’t know what he’s missing, and they were tagging me in everything.” (Page 5, line 175)

Brendan’s decision to end a relationship resulted in ‘repercussions’ online, much like the ripples of a pebble being dropped in a pond, the initial event sent waves through his social connections. Brendan became a witness to people’s reactions to this decision via social networking. The changing of his ex-girlfriend’s online status to ‘single’ acts as flag to signify the end of the relationship, visibly informing all connected instantly. There is no slow pace of the news leaking out via word of mouth. Through this experience, Brendan feels the full force of his girlfriend’s support network responding instantly, and a wave of negativity and group judgement (of his

decision) directed at him through the use of tagging. This must have been a difficult experience for Brendan and may have resulted in a reinforcement of his decision to end the relationship, or the experience of regretting the choice he has made.

David has been a witness to this type of group reaction before, but invited into a private group for the sole purpose of targeting another:

“I’ve been in one of the groups and had to remove myself from it, because some of the things are quite horrible.” (Page 4, line 134)

David highlights his experience of witnessing something that has come into conflict with what he considers acceptable behaviour towards another. David has to ‘remove’ himself from it because he feels that strongly about the ‘horrible’ things being said. This removal means that he is not a part of the problem, however, he is also not part of a solution to help the other person, despite how strongly he felt about what was happening. Another example of witnessing a group reaction to an individual was given by Imogen:

“like, just being really horrible, people are always ‘calling each other out’ and I just see these statuses and people are being horrible to this one person, and sometimes there’s 80 people reading the comments, and they’re liking the comments, so they’re not actually commentating, but they’re reading it and, I would just hate to be the person who people are having a go at.” (Page 1, line 40)

Imogen highlights another experience witnessing a group judgement, reaction and then negativity online. There is also the element of passively supporting the event via witnessing and not intervening. The individual, experiencing such a large group reaction, or lack thereof, must feel the impact of such an event on their sense of self-esteem and self-worth. Imogen highlights an area of danger in social networking and a fear in what it would be like to be victim to such group judgement. I would suggest that there is a ‘bystander effect’ (Darley & Latané, 1968) taking place here, in which individuals do not offer any means of help to a victim when other people are present, assuming that someone else will. Jenny has been a victim of group judgement in the past:

“When I fell out with Vicky, they made a group chat but I left it, because they were all bitching, it was pure bitchiness, so I just left, it was boring.” (Page 3, line 83)

Jenny describes leaving a group chat, which was made for the sole purpose of discussing her, following a fall out with Vicky. Notice how Jenny ends the sentence with ‘so I just left, it was boring’. I do not believe Jenny found it boring, but rather, this is a defensive response to the situation.

Jenny shows that she does not care about the opinions of those 'attacking' her, but more so, that they bore her and that their comments hold no interest. I would suggest that this situation did emotionally upset Jenny, but that she did not want to show it to anyone. Lacy was very open in discussing her experience of a group reaction towards her:

"No-one can see your face when you're typing it, conversations and arguments and stuff, they can go on for ages, but in school someone can walk away from it... on social media you can't walk away. That's probably the hard bit from before, you couldn't walk away from it. Until my mum told me I shouldn't go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations keep coming they still come up. You know that they're there as well, even when your phone is taken away, you know that it's there, that people are sending you stuff." (Page 7, line 263)

Lacy strongly feels a sense of being trapped, cornered without an easy escape route, and without respite from the messages. Suggesting that the perpetrators feel powerful hidden behind their technology. Lacy's phone even vibrates, as if the messages have a physical force trying to break free from her phone. It takes her mother's intervention to remove her access to the social media, so that she may get some semblance of a break from the messages. Even with the removal of technology, the knowledge of the unread messages haunts her, the knowledge that the negativity is ongoing, in her absence. There is a sense of helplessness when connected and when disconnected. On the one hand she does not see the messages and so is safe from the hurt, on the other hand she cannot defend herself or know what is being said. Lacy can only ruminate on the situation, trapped in her thoughts about the possible content until she regains access to her networks.

Some situations emerged where the limited nature of using technology to communicate, led to an impact within a social group, this was the case for Emma:

"Yeah, umm I remember me and my best friend, I commented on her photo, saying like nice hair and that, and she thought I was being sarcastic, and then she messaged me saying are you being sarcastic, I said no, but before she got my answer she had told everyone else and everyone else thought I was being sarcastic, and I had to explain to her that I wasn't, and then everyone else sort of thought it, and then we had to go around saying to everyone that I wasn't." (Page 4, line 115)

Emma's message was misinterpreted by the receiver, who then shared concerns with her friendship group. The group began to formulate their own opinions on Emma's intention. Emma's difficulty was one of intonation and body language, something that can be picked up face to face, however written text can be misinterpreted, and once seen, cannot be undone. It took a lot of

reparation across her friendship group to reaffirm her position in the group, and reinstate her temporarily tainted reputation.

Kwon and Skoric (2013) identify the exclusion from groups as part of cyberbullying. I believe that my results identify and add to the 'group' subsection of cyberbullying. Specifically, the concept of group judgement, a highly anxiety provoking experience for young people.

Across the participant group's experience of Group Judgement and Reaction, a sense of social networking being a venue began to emerge, much in the sense of it being used like a courtroom. Your character can be called into question, a sense of helplessness, to be judged by a group of your peers, the need to defend oneself, all the while being witnessed by a gallery full of spectators. This idea of social networking being a venue is explored further in the next emergent theme: A Venue/Channel for Negativity.

6.4.3b A Venue/Channel for Negativity

Imogen: *"Last night, literally, before I went to bed the last thing I saw was someone calling someone out on something... 'oh she did this'...it's just twisting stuff, it just makes things so much worse when people go back to school. Because I know what that's like." (Page 2, line 48)*

Imogen highlights the use of social networking as a channel to challenge others, to express an opinion, to insight someone to respond, or support their position. Imogen feels that there is a lack of truth within this, the idea of 'twisting' the truth to suit one's need. Imogen also alludes to real world impact this has had for her in the past, and the empathy she feels towards others experiencing difficulty. Perhaps experiencing this difficulty online strengthens Imogen in some way, allowing her to overcome challenges and become stronger for it.

This 'twisting', as Imogen would describe it, has been experienced by others, with social networking sites becoming the venue for the ensuing arguments associated with misinterpreted messages. Lacy described:

"Umm, things can, instead of like talking, like face to face, listening to someone's voice, having it written down, it can sometimes be interpreted differently, and that can sometimes be very hard, like with your friends, like they might take it the wrong way and stuff" (Page 4, line 133)

Similarly, Emma stated:

“Yeah, I mean like my friends Faye and Jade, they were best friends and then Faye sent something to Jade, and Jade took it wrong and misinterpreted it and she thought it was something completely different and had a massive falling out over it, and they weren’t friends for ages, like a month or two, and then when finally, they realised, they both misinterpreted it, and then they were friends again, but not as good friends as they used to be.” (Page 3, line 108)

For both Lacy and Emma, social networking has been used as the place where the seeds of negativity have been planted, via a misinterpreted message. This has resulted in ‘real world’ difficulties for both of them, be it through things being ‘very hard with your friends’ or through the long term damaging of a previously close friendship.

Further experiences of the use of social networking as a Venue/Channel for Negativity were described by Jenny:

“Uh people will fall out and they will message you to start an argument, sometimes to start one with you or to pull you into one.” (Page 1, line 23)

For Jenny, social networking is an experience where you can be targeted for an argument, or be pulled into one. There is a lack of control over both of these situations, to be targeted or pulled takes the choice away from Jenny initially, but how she responds will remain in her control. Jenny elaborated on the idea of being ‘targeted’:

“I basically have this other account that is for my personal stuff, but she found it and tried to message me so she could see my stuff but I wouldn’t let her, she made 5 accounts to try and find it so I deleted all my accounts.” (Page 4, line 145)

For Jenny, it was more important to delete all of her accounts than to allow someone she dislikes to gain information on her. Information that she feels would have been used against her in some negative way. Jenny values her choice of ‘friends’ and the information she shares with them, information is valuable to Jenny, and protecting her privacy paramount. Perhaps, Jenny displays online a sense of her true self, an honesty or a vulnerability that she does not want the ‘wrong’ person to access. The experience of an unfiltered meeting of others was experienced by Jack:

“then you’ve got people saying ‘newb’ and then there’s other times when you’ll join a game and there will be people shouting and swearing because they got killed, or if you kill them a really annoying way.” (Page 3, line 117)

Jack describes online gaming and the meeting of people who are insulting him. From the use of ‘newb’ as an insult into his ability to play the game well, an insult to his skill, to the swearing and shouting in response to frustration in the game. However, arguably this is not something that would be seen in the street, or face to face. There is something about the online social networking media that is allowing people to express their unfiltered emotion/views. David and Mark highlight the specific use of social networking sites for cyberbullying when they comment:

David: *“Be careful of the friends you pick, because there’s people making fake accounts and doing some disgusting things, so there’s a boy in the school that’s made a fake account in my year, he’s made a fake account and just starting putting loads of nasty stuff on Facebook. Which I disagree with.” (Page 4, line 123)*

Mark: *“Yes, I reckon so, not in my group, but I’ve seen videos of people making fake accounts on YouTube and cyberbullying and that, and it’s pretty sick to be honest, I don’t like it, but that’s the way people are like.” (Page 3, line 120)*

David and Mark both experience risks of social networking being used as a tool to manipulate and use to spread hatred, to make people feel bad. This does not sit well with David or Mark, however, Mark seems to have a specific view of the capacity of people to be unkind – ‘that’s the way people are’. The venue of social networking is not seen as a pleasant place to be, it is risky, with dangers lurking in all the same places where enjoyment is experienced. There is a function on social networking sites to protect oneself from the negativity of others, usually through a form of blocking the individuals or the messages from being received. The use of ‘blocking’ as protection is the next emergent theme this analysis will explore.

6.4.3c ‘Blocking’ as Protection

Six out of the eight participants used a ‘blocking’ feature across their social networks, in order to protect themselves. Previous studies have concluded that many students know how to end or restrict cyberbullying, by blocking or restricting access to their personal spaces on online social networking sites (Agatston, Kowalski, & Limber, 2007; Fenaughty & Harré, 2013). Imogen described that her “block list is huge” (Page 5, line 205) and expressed frustration with how difficult it is to truly block someone out:

“It is, especially when you have so many, like it’s not just Facebook, it’s everywhere, they’ll get hold of you on Instagram, they’ll message you on Snapchat, so you have to block them everywhere, you have to cover all your bases, it’s really annoying.... exhausting, endless, and sometimes they get your number and I’m like ‘how the hell did you get my number?’ and they text me and I have to block them, and it’s just so annoying.” (Page 5, line 218)

Imogen uses the phrase ‘cover all your bases’ with regard to blocking another person who is trying to message her. Her language use describes a defence, which highlights how she feels under attack. In a similar stance, like a sport, she needs to block her attacker and mount a defence across all her social networks, in order to win this battle. But this takes a toll on Imogen, moving beyond it being annoying, to exhausting and endless. It seems that for Imogen having to guard herself online is an ongoing task, because people can find a way to get to you if they really want to. A similar experience was reported by Jenny:

“She made a fake account on Instagram and started messaging me like a big paragraph, so I blocked it and she made another one.” (Page 1, line 28)

Jenny also experiences the persistence of others, to try and get their message received by their target. ‘Blocking’ only seems to be a semi-effective measure, because as detailed above the sender of the message made a completely new account to bypass the ‘block’ and try once more to send the message. Much like a strategic game, social networks are being manipulated to deliver messages and some security features are not as tangible as they might hope. For example, in ‘blocking’ Sadie (to pick a random name), you are only blocking her account, not the person, the person can make a new account, use a friend’s account, find other means of contacting you, e.g. through your phone number. The experience for Jenny is one of a game of cat and mouse, finding ways to evade and hide, to restrict someone’s access to you in any way possible. There is a sense of being hunted, a sense of having to survive. David’s experience of ‘blocking’ varied from the other participants, as it involved messages that were not initially targeted at him:

“Yes, my family that live up north, they have been saying some quite horrible things to my mum, and I have had to block them so they don’t start saying it to me.” (Page 2, line 42)

David’s mother is targeted by other family members and in order to protect himself from the potential of having ‘horrible things’ said to him, he ‘blocks’ the family members pre-emptively. For David, this serves two functions, one of protection, but also one of loyalty. In ‘blocking’ family members David solidifies his relationship with his mother, in choosing her and it sends the message

to his family that their behaviour has lost them contact with him. Such a simple function on social networking can send a very powerful message to others. The 'blocking' of someone online can have an impact on the real-world relationship between people, as described by Emma:

"Yeah, umm I blocked this one girl because we had this major falling out and we used to be in this big group and we blocked each other because she blamed me for something and then I retaliated and we both fell out. So we're still being civil but we're not friends or anything, we're in the same tutor. I was in year 8, I don't really speak to her properly now and she don't speak to me." (Page 6, line 195)

For Emma, a 'major falling out' online ended up with 'Blocking' being used. Unable to move past their fall out, the Blocking also translated into an in-school change for both parties. Although 'civil' to one another the friendship did not survive and they now 'Block' one another in person, a transference of the online relationship to the in-person experience. This is perhaps an example of a symbiosis between one's online self and one's offline self. What happens on one, impacts the other. The behaviour one experiences online seem to clearly impact one's offline life. Perhaps, there is more than a simple psychological connection online and offline worlds (Subrahmanyam et al.,2008), but that the lines between online/offline are becoming increasingly blurred resulting in 'real' change within relationships. Brendan describes people he's had to block:

"No I think about 1 or 2, if someone's just annoying me on Facebook I'll just umm either block them or go up to them in school and say 'just leave me alone'." (Page 4, line 142)

Brendan's example is also one of highlighting a symbiosis between online and offline worlds. He will either use the social networking site to 'Block' someone or he will challenge that person in school. Thus having the same impact online, with the other person receiving the message that they have 'annoyed' Brendan, to the extent that he needed to react to it.

This concept of the online world impacting on the offline world leads us to the next, and final, superordinate theme for the group – From Online to In-School.

6.4.4 From Online to In-School

All of the participants experienced the use of social networking sites that had an impact in-school. From this superordinate theme, the following emergent themes presented themselves: Interference of Work, and Threats, Intimidation or Violence.

Previous research has explored educationally relevant impacts of social networking, highlighting the improvement of working memory, verbal ability and spelling scores (Alloway et al., 2013), yet this may lead to an overall reduction in educational levels/grades due to task switching, multi-tasking and cognitive overload if the use of social networking interferes with educational tasks (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013). There is also growing research exploring the correlation & factors involved with in-school bullying and cyberbullying (Giménez Gualdo, Hunter, Durkin, Arnaiz, & Maquilón, 2015; Kubiszewski, Fontaine, Potard, & Auzoult, 2015), highlighting a complex relationship between the two.

The analysis and discussion will first explore participant's experiences with interference of their work.

6.4.4a Interference of Work

Mark gave a particular example of how for him, the use of social networking is having quite a large effect on the completion of homework:

"Umm, yes, it does affect me quite a lot, because obviously I'll have my laptop open, and go onto quite a big website called MyMaths, which is used for homework, umm, I'll go on it, have it open and have another tab open for Facebook and I'll switch between the two, but I do it really often, so it's affecting me even more than normal. I'll keep switching. It's easy enough to get the homework done while it's there, that's how I've always learnt, get home, get the homework done, but with Facebook, it gets in the way." (Page 3, line 98)

Mark seems to have found himself trapped in a task-switching loop, where he will have multiple tabs open, and rather than solely focussing on one activity, for example homework, he will find himself switching between them. His reiteration of 'I'll keep switching' displays a heightened struggle to control his behaviour, to the extent that it is going against how he's 'always learnt'. Facebook for Mark has become an obstacle to completing his homework, one which he seems powerless to overcome. The experience of switching between tasks was mirrored by Brendan:

"Yeah, for me yeah, a lot, because I'm always talking to my mates, even when doing homework, I'll have the iPad on. Even listening to music and talking to friends as well." (Page 4, line 129)

Brendan describes an almost overwhelming environment of distraction, music, homework & talking to friends all at the same time. As the 'importance' of these school years approaches some participants have reflected on the 'distraction' with regard to important school work:

Imogen: *"I use it way too much, yeah, especially doing my GCSE's I always find myself side-tracked, like if I've got my laptop out, I always got Facebook open on a tab, and then something will come up and I'm distracted, I use it way too much, I'd rather be on social media than do my school work."* (Page 3, line 93)

Lacy: *"Yeah, like, I go on it whilst I'm meant to do homework, especially now that I'm in year 10 and I've got to start revising for my mocks and stuff, umm, it's a bit of a distraction."* (Page 3, line 110)

For Imogen and Lacy, the idea of social networking being a preferable activity and distraction, in comparison to school work, seems to side-track their efforts to complete work. And for others, the experience of social networking seems to dominate their thinking space:

David: *"Sometimes yeah, because I'll get carried away with it, and forget to do my homework."* (Page 2, line 71)

Emma: *"Yeah, cause I just won't do it if I'm on Facebook, or Instagram or Snapchat, I'll just be messaging my friends or something and I'll forget that I've got homework to do, so I'll have to do it later, or in the morning, which just doesn't work."* (Page 3, line 85)

For David and Emma, the use of social networking seems to fill their thoughts to the extent that they forget the work that they are supposed to be completing. I get the sense that being connected to one's friends via social networking is like having all one's friends in the room, and it is difficult to focus on homework with so many people 'in the room'. I also get the sense of procrastination with the participants' use of social networking, like being tethered to your friends and seeking the connection to distract from the task at hand. Procrastination and avoidance of work was captured well by Jack when he stated:

"Yeah, it'll be, I'll get home, say I'm going to do homework and just go on the Xbox." (Page 2, line 41)

This outright deception of his parents serves to meet his apparent need to play online games and connect to his friends online. For the group, there seems to be a mix of choosing to avoid school

work, or attempting it, and being uncontrollably distracted by social networking sites. Jenny made a distinction between what she was meant to do, and what she actually did:

“Yeah, yeah, I was meant to do my child development homework and my business homework but I didn’t because I was on my phone. So I haven’t done that.” (Page 2, line 66)

There is an almost matter of fact approach with Jenny’s example, as if for her, it is a perfectly good excuse as to why her work was not completed. This would suggest that if she was not on her phone then the work would have been done. The priority, for Jenny, on the evening that she refers to, was in using her phone to access social networking sites. This was the choice that she made, or perhaps like some of her peers, there was a pull towards her using it, and a cycle of use that is difficult to break once started. Some elements of social networking seem to draw in participants, to the cost of whatever task they ‘should’ be doing. Perhaps, this is a character trait held in the minority, or perhaps there is something inherent with social media that is hard to physically and psychologically disconnect from.

Previous research by Alloway et al., (2013) highlighted some educational positives of using social networking sites, in the improvement of some cognitive abilities in line with using technology and the practice of using language to express thought. However, my results showed a negative impact of social networking on completion of homework in line with Judd’s (2014) research on the detrimental effect of task switching. It may be that the negative impact on one’s work completion outweighs any positive impact on becoming a better computer user/typist for these participants.

The second emergent theme, nested within *From online to In-school*, has a connection to Cyberbullying – Threats, Intimidation or Violence. However, this is distinct from Cyberbullying in this analysis because with Cyberbullying, the location remained online, to some extent, and for the following examples, there was a shift of location between online and offline worlds.

6.4.4b Threats, Intimidation or Violence

All of the participants experienced Threats, Intimidation or Violence that seemed to stem, or shift from a purely online situation, to a ‘real world’ event. One particularly salient example was given by Imogen:

“something happened over Snapchat, you can see when people ‘screenshot’ people’s stories, apparently according to her, I screenshotted something, and I didn’t, and she kind of went nuts, and

she's not well in the mind, I think anyway, and she was talking to my sister trying to get information out of her, and my sister is like the type of person who would do anything to get more popular, to get herself out there, she's 14, in the year below me, and pretty much threw me under the bus and lied to her, and she went psycho and she threatened to stab me with scissors, and she had scissors in her pocket, and I was so scared and so I went to talk to someone, they got her in an isolation, she left the isolation at lunch and she actually attacked me and yeah, punched me in the face, I had a nosebleed and everything." (Page 2, line 54)

Essentially, Imogen is describing being accused of collecting information on another person, for the sole purpose of using it against them. Imogen's sister corroborates the accusation. This for Imogen is a huge betrayal, particularly metaphorical with the language she uses; 'threw me under the bus'. She feels like this betrayal is going to have serious ramifications for her and she is right, with a serious threat, the fear she felt in school, and despite school intervening, resulting in a physical assault against her. To pull this example to its foundations, an online accusation, of something that may or may not have happened, led to a serious physical assault in school. But this event was not contained as a 'one on one' incident:

"There were a load of girls involved as well, it was horrible, there was like 30 girls, behind her, and they were all following, trying to find me, and then I'd obviously left because I wanted to be somewhere near the teachers, so they couldn't get to me because we've actually had altercations before, umm, yeah and they were all there, they were dragging me, on the floor, it was just horrible" (Page 2, line 80)

Imogen felt hunted by a group of people, intimidated, scared, she wanted to retreat to the safety of teachers but was caught by the group before she could escape. Imogen is not the only person to have experienced a serious in-school incident because of something that started online, Emma gives an additional example, about a Year 7 girl who posted an insult on a Year 10's photo:

"And the year 10 that did is really popular and will like beat you up, and they were all ganging around the year 7 area and Miss Fletcher had to go in and like stop them, but, like they had to be escorted to and from places by the teachers because of what they had done." (Page 2, line 64)

This young student's school experience has been jolted by her online comment, she needs escorting to and from places, for fears of what will happen to her if unattended. A few words online have resulted in intimidation and fears of being assaulted. Brendan described an in-school reaction following an online post:

“Yeah, the next day I had to avoid them, if they came near me I’d just walk away. They tried to, they’re very involved in school as well as on social media. But I just walked away really, couldn’t be bothered with it”. (Page 5, line 180)

I get the sense with Brendan, that he has the capability to stand up to any intimidation tactics, but he chose not to, he chose to avoid it, perhaps for fears about the situation escalating. His comment highlights the idea that people can be ‘very involved’ in both online and in-school matters. As if there is a reputation for certain people almost being in other people’s business. Brendan is above such behaviour, painting himself as perhaps better than those who behave in such a way. Lacy describes her thoughts on the impact of social networking on school life:

“People get scared to come in if something’s happened, and then they won’t learn as well at school. I think that most bullying happens on social networking as well, that’s why so much happens in school, after leading from that.” (Page 3, line 105)

Lacy’s experience highlights a disabling fear that can be experienced with social networking, leading to school work suffering. She feels that social networking is the catalyst for a lot of in school problems. Lacy explores some of the reality of altercations online, with regard to what school can be like the next day:

“Sometimes you get stares and stuff, and you just don’t talk, but a lot of the time they just forget about it, they don’t, they act like nothing’s happened, it’s like they’re keyboard warriors, they say what they can there, but in real life they’re just wimps, they won’t say anything.” (Page 4, line 145)

Lacy has experienced the attempts of intimidation through being stared at, but highlights the difference for some people with regard to online vs in-school. The phrase ‘keyboard warriors’ highlights social networking as a battleground, that she has faced people online, that they are comfortable fighting from behind their computer screens, but when it comes to being face to face, they are not as powerful as they are online. Jack experienced a similar situation with receiving threats online, but with them not manifesting in reality in-school:

“Well some of my friends that have got annoyed and some have said ‘oh I’m going to beat you up’ then apologise as soon as they are in school.” (Page 2, line 78)

Jack would experience the fear of friendship being over, and the fear of physical violence, but not the reality of it coming to pass. Interestingly Lacy refers to ‘real life’, suggesting a disconnect of

what is online as 'not real'. For other participants there doesn't seem to be such a clear divide. This is the case for Jenny, who described:

"Yeah, like say if like I've been in an argument with a girl called Misha, and she is on about how she threatened to punch me and stuff, and so I refused to go to my lessons that day and I went home. I came into school, went into one lesson, then I'd seen her... so I left school, I just walked out." (Page 3, line 87)

For Jenny, the reality of seeing Misha in person brought forth all of the threats she'd received recently online. This led to fear of what might happen when meeting Misha in school, a fear that must have been quite emotionally upsetting because it resulting in a refusal to attend school. A blatant breaking of school rules to retreat to the safety of her home. For her, social networking acted as the catalyst to non-attendance at school.

There is a power to impact the experiential lives of others by how social networking is used. A power in using social networking to be the catalyst to bring enjoyment, or to bring upset into the lives of others.

My results add to the global research into the experience of Cyberbullying. Kwon and Skoric's (2013) research into the correlation of in school and online bullying is backed up by this thesis, which further explores the extent to which the online and in-school worlds can merge with regard to bullying (threats, intimidation or violence).

Importantly, my research gives a detailed account of the experience of cyberbullying, leading onto in-school incidents, and vice versa. In line with Dredge et al's. (2014) position, I believe it is important that the views and experience of users of technology remain central, to further expand knowledge in such a complex area of research. It is my hope that this research has built upon previous research, as well as highlighting new and interesting areas for exploration.

The Phase 2 findings are based on an Interpretative Phenomenological Analysis of interviews with a small number of participants. It must be reiterated that the participants were identified as moderately/severely occupied by their use of social networking sites, as identified during Phase 1 of this research. Therefore, these results must be viewed within that context. It was not the aim of Phase 2 to achieve a representative sample in terms of population or probability (Darker, Larking and French, 2007). The results are rich in phenomenological content, and although interviewees' transcripts fit within superordinate themes, there is movement and connection between them all.

Participants reported using social networking to socially connect to others, to maintain relationships and to monitor others. The use of social networking also emerged as changing over time, becoming a 'part' of its users and involving parental moderation. While using social networking sites, participants experienced group judgement & reaction, social networking as a venue/channel for negativity and the use of 'blocking' for protection. The impact of using social networking resulted in the interference of school work and in experiencing threats, intimidation or violence.

The experience of using social networking sites does not solely stay in these identified themes; there is an interweaving and connection between all the emergent themes. By socially connecting to others, you gain the ability to maintain your relationships online and monitor the people you are connected to. Over time, social networking use changes as you develop emotionally and physically, becoming a part of you. Parents have a role in monitoring their children online as they would offline, supporting and protecting them. In using social networking sites and connecting to peers, you join a large community and can become a victim of group judgement and positive or negative reactions to your behaviour. You may be a participant in the judgement of others, determining the space of social networking as one of negativity, positivity or both. Interacting via social networking at any of the above levels can result in an interference of work commitments and in opening up the possibility of experiencing threats, intimidation or violence.

7.0 Phase 1 & Phase 2: Overall Discussion

The overall aim of this study was to explore the experience of using online social networking sites for children in two UK secondary schools. More specifically the research was designed to:

- Explore what social networking tools are secondary aged young people are using to communicate with one another? How social networking sites/apps are being used, by whom and for how long?
- Explore to what extent social networking, in one form or another, is on a young person's mind? If so, then what form does this take? How do young people cope with SNS use? How do young people cope with adult demands of their SNS use?
- Explore if/how the use of social networking impacts upon;
 - a. The school experience of secondary aged young people.
 - b. The role of parents
 - c. The young person's identity/sense of self and their peer groups.

The research methods employed in collecting and analysing the data, allowed me to explore these issues in breadth and depth. The analytical process which was applied to the data, revealed a story of large numbers of young people use multiple social networking sites, through multiple devices, for large proportions of the day, every day of the week and a measure to which this use could be cognitively occupying SNS users.

The analysis of the qualitative 'lived experience' of young people, who are reported as severely/moderately occupied by the use of SNS, painted an detailed and connected picture of the landscape that young people are a part of and the complex social and psychological environment of which they are members.

These findings were presented and further discussed and interpreted in relation to relevant literature and research. A brief summary of my research findings in relation to the initial research questions is presented below.

7.1 Research Question 1: What social networking platforms are being used by secondary school aged young people?

The young people who took part in this study would often use a multitude of social networking sites at any given time. The most popular being YouTube (91.9%), closely followed by Facebook (83.8%), then Snapchat (71.6%) and Instagram (69%). Using multiple social networking sites allows an individual to use a myriad of communication software to meet their particular needs on a particular day.

7.2 Research Question 2: To what extent does social networking occupy the minds of secondary aged young people?

Exploration of this question yielded the following results: of the 1148 participants who took part in Phase 1 of this study: 2% of the young people who took part in this study are experiencing significant problems in their life because of their social networking usage (SNS occupies their minds to a severe extent). 41% reported experiencing occasional or frequent problems because of online social networking (SNS occupies their minds to a moderate extent). 45% may use online social networking a bit too long at times, but they have control over their usage (SNS occupies their minds to a mild extent). 12% report that it is very rare for SNS use to have any negative impact on their life (SNS occupies their minds to a normal extent).

7.3 Research Question 3: What can be understood about the experience of being a young person using social networking platforms every day? And what key themes are identified in exploration of social networking use?

A number of themes were identified during Phase 2 of this research, which painted a rich and complex picture of what it is 'really' like for secondary aged pupils who are moderately/severely occupied with social networking sites:

Superordinate themes of: Connection to Others, Identity and Construction of the Self, Cyberbullying and From Online to In-School. Participants reported using social networking to socially connect to others, to maintain relationships and to monitor others. The use of social networking also emerged as changing over time, becoming a 'part' of its users and involving parental moderation. While using social networking sites, participants experienced group judgement & reaction, social networking as a venue/channel for negativity and the use of 'blocking'

for protection. The impact of using social networking resulted in the interference of school work and in experiencing threats, intimidation or violence.

7.4 Implications for Educational Psychology Practice

There is a distinct lack of research referring to the role of educational psychology in supporting young people, parents and organisations with online social networking.

The educational impact of SNS use and social networking is valuable and practical knowledge for educational psychologists (EPs) to be aware. This is particularly important due to the number of schools EPs have an influence in, and the nature of the work EPs are involved with. An example of the practical uses of the research surrounding SNS use would be when EPs are involved in problem solving in a school, or using problem solving frameworks. An example would be in using the Monsen problem solving framework (Monsen, Graham, Frederickson, & Cameron, 1998). If social networking use is identified for an individual, or group of individuals, then understanding the true impact and dimensions of SNS use is valuable in steps 3– information gathering, 4- identifying dimensions of the problem, 5- integration of the problem dimensions and 6- agreeing problem analysis and devising intervention plan.

I would go as far as stating, that even if not using a specific problem solving analysis framework, then understanding the full dimensions of the impact of SNS use, will assist in highlighting all the potential negatives and positives related to SNS use. This would allow for an evaluation of the extent social networking is affecting a particular person, and gain a deeper understanding of the cultural worlds inhabited by children and young adults. An understanding of the social worlds in which young people are included, allows for a more accurate support of their needs.

Educational psychologists can be involved in analysing the layout of classroom/learning environment (Woolfolk, 1998). There have been various attempts for teachers to maintain control over students' use of mobile technologies. For example having named boxes at the front of classrooms for students to put their phones/tablets in, for phones only to be used at break times or a whole school having a 'no mobile phones allowed' rule.

For younger students, having their phone out of sight does not mean it is out of their minds (Marien, Custers, Hassin & Aarts, 2012). My research fortifies this statement in highlighting the cognitive occupation that social networking can have for students. To tackle this issue Rosen et al., (2013) suggest that short technology breaks during lessons allows those who may be highly anxious

without their phones, to 'check in with their networks', thus reducing anxiety and internal distractions and promoting focus on the lesson at hand. Given the evidence, this would appear to be a useful strategy, but one I would caution using for the most exceptional cases, and only for the purpose in reducing anxiety for certain students, as previous evidence also highlights that task switching and multitasking can have a detrimental impact on learning (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013).

Working in consultation with parents, teachers and young people, the EP can dispel any myths about social networking use and highlight some of the research based evidence about the uses of SNS. It may take the EP to highlight that parents and schools need to be active in discussing with children the safety issues regarding using the internet, then teaching them how to use it responsibly (Liu, Ang, & Lwin, 2013). Young people seemingly do not separate the offline and online worlds, so schools should not either. There needs to be an understanding of social networking for schools, not an avoidance in responding to it due to it being a complex phenomenon and not easy to physically locate. Just because something happened 'online', doesn't mean schools don't have a place in responding to it. If something is affecting the educational and social/emotional experiences of young people, then it is the schools responsibility to respond to the young person's needs.

Parents/carers, teachers and external agencies may have a number of questions regarding whether children should be using technology for social networking. The EP could provide an evidence based approach to successful social networking. For example, drawing on the evidence provided in this thesis you could argue that only when a child has an established offline social network, with an established sense of self identity, in good psychological health, then they may be in a positive position to use social networking to improve and maintain already established relationships. Once those conditions are met, then parental mediation is one of the most effective methods to protect children from negative media influence (Buijzen & Valkenburg, 2005).

Parental education and mediation can set the scene for psychologically and educationally positive use of the internet, for example in restricting certain websites and limiting the number of hours a child can use the internet for personal social networking (Miyazaki, Stanaland & Lwin, 2009). I would argue if these conditions are met then adolescents would experience positive social networking in as safe and secure a way as possible. However it is clear that there will always be inherent risks, when connected to such a large group of people online.

The older generation may have less knowledge and less exposure to SNS than the more technologically experienced youth (Amichai-Hamburger, 2013). In a slight contrast to this position, my research highlighted a shift in social networking use, with a large percentage of parents being members of online social networks. For parents, staying 'in-tune' with what SNS their children are using, will remain key to understanding the social environments they are members of. Therefore, workshops/training may be required to educate parents on the use of SNS (Liu et al., 2013). In addition to this, perhaps a more accessible medium may be to develop and provide leaflets on digital literacy and safety with regard to their children and social networking, to reach a wider audience. Ideally, a multi-media approach to such information sharing would be the most successful approach to informing and educating teachers, parents and professionals.

The next section will explore some identified limitations of this study.

7.5 Limitations of this Study

This section explores some limitations to this study. Murray & Beglar (2009) once stated that "No study is perfect, and one form of intellectual honesty involves pointing out areas where study could have been better." (p 183). With that in mind, it is hoped that the following limitations help to both give context to the research findings, and to support future research planning in the area of social networking.

One limitation with this study could be with the sample selected for participation in Phase 1. This study is limited with regards to how much information can be generalized across school year groups. Years 9, 10 and 11 took part in this study (aged between 13 – 16) which means that students in Years 7 and 8 (aged between 11 – 13) were not represented. However it was decided that those in years 9, 10 and 11 would give a representative sample across both secondary key stages 3 & 4, therefore, this impacted the results minimally. It would be interesting in the future to analyse the completed questionnaires for years 7 and 8, to compare social networking habits as they develop across the years.

Upon reflection, there may be another potential limitation with regard to the sample population. For example, by design, 2 geographically distant secondary schools, with diverse catchment areas were selected. However, the differences in the schools were not explored – if the results differed then there is an argument that both schools might need to be considered as unique cultural environments. This could mean that it is problematic to draw wider conclusions across settings. The counter to such a position, is that there is a positive in a wider ecological approach, as it means

that educational settings need not be passive, and can adapt themselves in ways whereby their pupils can be supported.

There is an inherent limitation in using questionnaires to gather information. It cannot be assumed that the question is interpreted in the way the researcher intends, nor can it be assumed that the same responses mean the same for all people (Williamson, 2007). The balance to this is that the questionnaire allowed for a large number of participants to take part in this study.

There may be some limitation in adapting the Internet Addiction Test (Young, 1998) and incorporating it into the questionnaire. One could argue that as soon as you adjust something and it is not in its original form then it is not a valid instrument. However, my response to that would be that the adjustments made were not to the overall structure, but simply to make the language understandable to a younger audience and to focus on one aspect of internet use, that of social networking. Therefore, the underlying psychology that the IAT is designed to detect remained intact.

Internet Addiction is not currently recognised as a 'diagnosable disorder'. Therefore one could question the validity of using such a tool in the first place. Whether or not internet addiction is accepted as a 'condition', does not matter in the case of this study, as the brain regions and neural processes that underlie addiction overlap extensively with those that support cognitive functions. These include learning, memory, and reasoning (Gould, 2010). Therefore, an adapted IAT is an appropriate resource to use in measuring the extent to which social networking occupies the mind of young adults. The adapted IAT was not being used for any form of 'diagnosis', therefore, remains a valuable tool within this study.

Within Phase 2 of this study, one particular limitation could be in the existence of any professional or personal biases, regarding social networking. There is potential that these could have interfered with the qualitative data analysis. In reflection, it is my previous experience that highlighted this research topic, and with respect to the method of qualitative analysis, I went through great efforts to 'bracket off' any previous experiences of social networking. This allowed for each of the participants 'lived experience' to be represented both during interviewing and analysis.

This discussion will now explore future avenues for research.

7.6 Avenues for Future Research

There is seemingly vast potential in future research which explores psychological reflection and intervention delivery through the use of technology (Indian & Grieve, 2014., Kong, Ells, Camenga, & Krishnan-Sarin, 2014., McCreery, Kathleen Krach, Schrader, & Boone, 2012., Ritterfeld, Cody, & Vorderer, 2009., Wood et. al., 2014). This thesis explored a number of these avenues for future research in the literature review.

My research has uncovered some previously unexplored areas of psychological enquiry, regarding the nature of the 'unsaid' via social networking. Seemingly the use of the 'like' function has been used to socially sculpt one's environment, as a form of social capital with those you are not close to, but perhaps wish to be, or wish to stay on the 'good side' of. There would be value in a deeper exploration of this phenomenon, as it is a complex social process that could be present for multiple SNS users.

I feel that it was important to include online gaming into this research as a form of social networking. However, online gaming moves beyond the 'traditional' social networking sites, by adding a narrative, focus and a deeper level of engagement. It would be interesting to conduct further research into the cultural and psychological aspects of the online gaming community. The exploration of this particular social group could elicit some interesting and distinctive aspects of online social gaming networks.

In discussion with a number of teachers, following their students' completion of my questionnaire, an interesting reflection was noted. The process of completing the questionnaire acted as a moment of reflection regarding their social networking use. Some were quite shocked about their own use of SNS. It may be valuable in the future to adapt the questionnaire (see Appendix 2) to act as a self-reflective tool to bring about such moments of reflection. This process may go some way to help young people understand how their use of social networking may be impacting their lives.

This thesis will now conclude with a brief section summarising previous research and this thesis.

7.7 Concluding comments

Previous literature and research have explored a number of psychological impacts that social networking has upon its users. To summarise: the purposes and positives are in expressing one's identity and construction of the self (Seidman, 2014; Tosun, 2012; Wilson et al., 2012), social connectedness (Alloway et al., 2013; Artega et al., 2014; Dolev-Cohen & Barak, 2013; Subrahmanyam et al., 2008; Wang et al., 2010), and emotional regulation (Bolton et al., 2004; Dolev-Cohen and Barak, 2013). The consequences of using SNS can be in being on the receiving end of Cyberbullying (Kwan & Skoric, 2013; Slonje et al., 2013) to not getting the anticipated responses/social support of fellow SNS users (Clerkin et al., 2013; Forest & Wood, 2012; Moreno et al., 2011) and the potential of becoming addicted to some aspect of the internet (Ghassemzadeh, Shahraray, & Moradi, 2008; Griffiths, 2012; Panayides & Walker, 2012; Young, 1998).

The reviewed literature highlighted educationally relevant impacts of informal social networking in the improvement of working memory, verbal ability and spelling scores (Alloway et al., 2013). However, this may lead to an overall reduction in educational levels/grades due to task switching, multi-tasking and cognitive overload if the use of social networking interferes with educational tasks (Judd, 2014; Kirschner & Karpinski, 2010; Rosen et al., 2013).

My research has further expanded the field of research into young people's uses and experiences of social networking. In particular highlighting that a vast number of young people use multiple social networking sites, via multiple devices, for large proportions of the day, every day of the week. My research has also begun to fill a gap in the literature in considering the cognitive effects of social networking, highlighting a large percentage of young people being cognitively occupied by their use of social networking.

The analysis of the 'lived experience' of young people, whom are suggested as Severely/Moderately occupied by the use of social networking sites, painted an interweaved, rich picture of the landscape that young people are a part of. This thesis has highlighted the complex social and psychological environment of online social networking, of which many young people are members.

8.0 Glossary of terms

(Table11)

Term	Definition
'Blocking'	You can block someone to unfriend them online and prevent them from starting conversations with you or seeing things you post on your social networking profile. People you block can no longer: See things you post on your profile; Tag you; Invite you to events or groups; Start a conversation with you; Add you as a friend
Ecosystemic	An ecosystemic perspective of a situation or problem, considers the influencing and interacting factors in a range of environmental systems. These include the influences within a child's school, home and community. These ideas derive from Bronfenbrenner's (1979) ecological systems theory.
Facebook	Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.
Google+	A social network from Google. Some of its tools and features come from existing services and platforms, such as the Picasa photo storing and sharing platform.
Hootsuite	A "Social Media Management System" or tool. It helps you keep track and manage your many social network channels
Instagram	Instagram is an online mobile photo-sharing, video-sharing, and social networking service that enables its users to take pictures and videos, and share them either publicly or privately
MSN Messenger	(now discontinued) Was an online instant messaging system that allowed you to connect to others online
Nintendo Wii	A games console produced by the company Nintendo that can connect to the internet for social gaming/networking/browsing
Pinterest	Pinterest is a social network that allows users to visually share, and discover new interests by posting (known as 'pinning' on Pinterest) images or videos to their own or others' boards
PlayStation 3/4	A games console produced by the company Sony that can connect to the internet for social gaming/networking/browsing

Skype	Software which allows you to have a spoken conversation with (someone) over the Internet, frequently also viewing by webcam. Users can also send messages and pictures.
Smart TV	A television with the capability to access the internet
Snapchat	Snapchat is a mobile messaging application used to share photos, videos, text, and drawings.... Which can only be viewed for a small amount of time before they delete themselves
SNS	Social Networking Site/s
Spotify	Spotify is the world's most popular on-demand music streaming service, allowing browsing and subscription to other people's profiles to discover music tastes and interests.
Tablet	A hand held computer with access to the internet
Tag	When you 'tag' someone, they'll be notified. Also, if you or a friend tags someone in your post, the post could be visible to the audience you selected plus friends of the tagged person
Tinder	Tinder is a location-based dating and social discovery application that facilitates communication between mutually interested users, allowing matched users to chat.
Tumblr	A microblogging platform and social networking website. The service allows users to post multimedia and other content to a short-form blog. Users can follow other users' blogs, as well as make their blogs private.
Twitter	An online social networking service that enables users to send and read short 140-character messages called "tweets".
Vine	Vine is a short-form video sharing service where users can share six-second-long looping video clips
WhatsApp	A cross-platform mobile messaging app which allows you to exchange messages over the internet/mobile data usage, without having to pay.
Xbox 360/One	A games console produced by the company Microsoft that can connect to the internet for social gaming/networking/browsing
YouTube	A free video sharing website that makes it easy to watch online videos. You can create and upload your own videos to share with others and subscribe to their 'channels'

9.0 References

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10.0 Appendices

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Appendix 1

Information Sheet and Consent form

Title of Research Project

An exploration of how 11-16 year olds use online social networking and what it's like to be connected to those networks.

Details of Project

This project is an exploration of Online Social Networking sites and Apps that young people aged between 11 and 16 use, how often they think about social networking and what it is like to be young and immersed in social networking on a daily basis.

Contact Details

For further information about the research, please contact:

Name: *Pierre Court*

Postal address: *DEdPsych, University of Exeter, St Luke's Campus, Heavitree Road, Exeter, EX12LU*

Telephone: *07413666998*

Email: *pc353@exeter.ac.uk*

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr Andrew Richards, Programme Director for the Doctorate in Educational, Child and Community Psychology at Exeter University via: A.J.Richards@exeter.ac.uk

Confidentiality

Questionnaires, Interview tapes and transcripts will be held in confidence and used for research purposes. They will not be used other than for the purposes described below and third parties will not be allowed access to them (except as may be required by the law). Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

Data Protection Notice - The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. Your information will be stored securely and held for a maximum of 10 years before being destroyed. The results of the research will be published in anonymised form and available through the University of Exeter Library Service. The results may be used for publication in academic journals, conference presentations and seminars/workshops.

Anonymity

Interview data will be held and used on an anonymous basis, with no mention of your name, but we will refer to the group of which you are a member, for example 'Year 8', you will be given a different name in the report.

CONSENT FORM – Child / Young person

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation and may also request that my data be destroyed

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations

if applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

CONSENT FORM: participants' parents / guardians

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for my daughter / son to participate in this research project and, if s/he does choose to participate, s/he may at any stage withdraw their participation

I have the right to refuse permission for the publication of any information about my daughter / son

any information which my daughter / son gives will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations

if applicable, the information, which my daughter / son gives, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information my daughter / son gives will be treated as confidential

the researcher(s) will make every effort to preserve my daughter's / son's anonymity

.....
(Signature of parent / guardian)

.....
(Date)

.....
(Printed name of parent / guardian)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Appendix 2

Social Networking Questionnaire

Social Networking and You

Date of Birth	
Year Group	
Gender	
School	

This questionnaire is all about you, what social networking sites/apps you use & what you think and feel about using them

1. What Social Networking Sites/Apps do you use? Please tick

Facebook	WhatsApp	Snapchat	Vine	
MSN Messenger	Twitter	Pinterest	Instagram	
YouTube	Spotify	Tumblr	Hootsuite	
Tinder	Google+	Skype	Other Sites	
Xbox 360/One	PlayStation 3/4	Nintendo Wii	Other Games	

If you do not use online social networking please tick this box and stop here.

2. What technology do you use to get onto Social networking sites/apps? Please tick

Mobile Phone	Laptop/desktop computer	Tablet	Smart TV
Xbox 360/One	PlayStation 3/4	Nintendo Wii	Other Games Console

3. What days of the week do you usually use/check in with your online social networks? please tick:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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4. Shade in the boxes below to show the times where you use/check in with your social networks typically on a weekday:

6 am	7 am	8 am	9 am	10 am	11 am	12 pm	1 pm	2 pm	3 pm	4 pm	5 pm	6 pm	7 pm	8 pm	9 pm	10 pm	11 pm	12 am	1 am	2 am	3 am	4 am	5 am

For the following questions please circle the answer which most represents you, if the question doesn't make sense to you just leave it blank:

5. How often do you find that you've spent longer social networking than you originally planned?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
6. How often does social networking get in the way of jobs your parents have asked you to do around the house?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
7. How often do you prefer socialising online to socialising in person?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
8. How often do you form new friendships with people using social networking websites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
9. How often do others in your life complain about how much time you spend on social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
10. How often does your school work suffer because of the amount of time you spend on social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
11. How often do you check your social networks before doing something else that you need to do?	Never	Rarely	Every Once in a While	Sometimes	Almost Always

12. How often do your friends become secretive when questioned about their social networking use?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
13. How often do you cope with difficult parts of your life by thinking about using social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
14. How often do you find yourself thinking about when you will next be able use social networking sites again?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
15. How often do you feel that life without social networking would be boring, empty and joyless?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
16. How often do you snap, yell, or act annoyed if someone bothers you while you are using social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
17. How often do you lose sleep because of using social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
18. How often do you find yourself thinking about something that's happened online when at school?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
19. How often do you find yourself saying "just a few more minutes" when using social networking sites/apps?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
20. How often do you try to cut down the amount of time you spend social networking and fail?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
21. How often do you try to hide how long you've been using social networking?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
22. How often do you choose to spend more time social networking over going out with others?	Never	Rarely	Every Once in a While	Sometimes	Almost Always
23. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	Never	Rarely	Every Once in a While	Sometimes	Almost Always

For the final questions please circle yes or no for your answer:

24. Has anything ever happened on social networking sites that have made you not want to go into school the next day?	Yes	No
25. Have you ever taken time off school because of something that happened on social networking sites?	Yes	No
26. Has anything ever happened on social networking sites that has made you worry in school?	Yes	No
27. Do you access your online social networks while in school?	Yes	No
28. Has using online social networks made your school friendships stronger?	Yes	No
29. Is there someone in school you would comfortably speak to if you were having difficulties with people on social networking sites?	Yes	No
30. Would you speak to your parents if you were having difficulties with people on social networking sites?	Yes	No
31. Do your parents use social networking sites?	Yes	No

Thank you for taking the time to fill out this questionnaire, if you have any questions about the research or wish for your information to be removed from this study please get in touch with me, you will be able to get my contact information from the school office

.....
 Pierre Court: Doctorate in Educational, Child and Community Psychology, University of Exeter

Appendix 3

Scoring Framework for Social Networking Questionnaire

Scoring framework to determine extent to which social networking occupies the minds of 11 – 16 year olds: Based on Young's (1998) Internet Addiction Test

Ask participant to complete the Social Networking Questionnaire – see appendix 2

Covert the responses from questions 5 – 23 into a Likert scale by the following rule: Never = 1; Rarely = 2; Every once in a while = 3; Sometimes = 4; Almost Always = 5; No response = 0.

Total up the scores for questions 5 - 23. The higher the score, the higher the level that social networking occupies the mind of the participant.

NORMAL RANGE: 0 – 30: It is very rare for this individual to experience any difficulties with their online social networking.

MILD: 31- 49: This individual is an average social networking user. They may use online social networking a bit too long at times, but they have control over their usage.

MODERATE: 50 -79: This individual is experiencing occasional or frequent problems because of online social networking. They should be encouraged to consider the full impact online social networking is having on their life.

SEVERE: 80 – 100: This individual's online social networking usage is causing significant problems in their life. They should be encouraged to take steps to alleviate the impact of social networking on their life and address the problems directly caused by social networking site usage.

Appendix 4
Interview Schedule

Social Networking – Interview Schedule

1. Tell me about the social networking sites that you use?
 - a. *Do you have a particular favourite?*
 - b. *Why do you use SNS?*
2. When did you start using social networking sites?
 - a. *What was it like when you first started using SNS?*
 - b. *What is it like now using SNS? Has anything changed?*
3. What are your thoughts about how much you use SNS?
4. How would you feel if all of a sudden you were no longer able to use SNS?
5. What do you think your parents think about you using SNS?
 - a. *No problem – do you think they should be concerned?*
 - b. *Problem – can you give me an example of when they've shown they have an issue with you using SNS?*
 - i. *How do you handle your parents trying to tell you when/how to use SNS?*
 - ii. *How do you feel about your parents trying to control how you use SNS?*
6. How do you think SNS impacts what school is like for you?
 - a. *Does SNS interfere with school work?...tell me about a time when this has happened*
 - b. *Does SNS interfere with homework?... tell me about a time when this has happened*
7. Would you tell me something about how you feel SNS has influenced your relationships with you friends?
 - a. *Has SNS ever been the cause of any friendship fall-outs?...tell me about a time this has happened?*
8. You mentioned in your questionnaire that something had previously happened on SNS that had:
 - a. *Made you not want to go into school the next day*
 - b. *That had resulted in you taking time off school*
 - c. *Had made you worry in school*
 - i. *Would you be willing to tell me about what happened?*
9. What do you think life would look like if SNS no longer existed?
10. How often would you say social networking is on your mind during the day?
 - a. *What is that like?*
11. What is the best thing that has ever happened to you while using SNS?
 - a. *Can you tell me a little more about that?*
12. What is the worst thing that has ever happened to you while using SNS?
 - a. *Can you tell me a little more about that?*
13. What advice would you give someone who had never used SNS before and wanted to start?

Appendix 5

Participant: Brendan

Order of Contents:

- 5.1 Interview Transcription (Line Numbered and Page Numbered)
- 5.2 List of Emergent Themes
- 5.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 5.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 5.5 Evidence of Superordinate Themes and Emergent Themes (Verbatim Extracts)

1 **5.1 Brendan - Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: Umm Facebook, I use that, I've used that for ages, I use snapchat and Instagram and that's it

4 **I: Do you have a particular favourite?**

5 P: Not really, I don't really like Facebook anymore, it just gets a bit depressing, everyone just puts
6 depressing status' and everything and I can't really be bothered with them, uh but snapchat is
7 alright, I have quite a few friends on there, Instagram is alright as well.

8 **I: What in particular has become depressing about Facebook at the minute?**

9 P: It's just like that's where people go to put all their thoughts and everything and some of them, I
10 don't know, I have a few of my dad's mates on there, one who lives in New Zealand, so he posts
11 pictures of New Zealand, and they're nice, but some people are just like 'I hate my family' and it's
12 just not what you need in your life really.

13 **I: Just kind of negative?**

14 P: Yeah, yeah,

15 **I: Why do you use SNS?**

16 P: Just to talk to my friends when I'm not in school, make plans and stuff, that's about it

17 **I: When did you start using social networking sites?**

18 P: I think a friends of mine helped me set up my Facebook when I was like 12, and I think I got
19 snapchat at the start of year 10 and I only got Instagram like 4 or 5 months ago so I haven't used
20 them for very long.

21 **I: But you started with Facebook?**

22 P: Yeah, but I didn't really use it, cause not many of my friends had it, I think I really started using it
23 at the end of year 8 kind of thing.

24 **I: What was it like when you first started using SNS?**

25 P: It was brilliant, you can connect to all your friends, it's really great, and yeah it's good.

26 **I: What is it like now using SNS? Has anything changed?**

27 P: Snapchat is good, Instagram is good, it's just Facebook that is depressing I go on Facebook like
28 once a week or something, uh but I'll snapchat every night, Instagram every other night or
29 something like that

30 **I: What are your thoughts about how much you use SNS?**

31 P: Probably too much, yeah, I spend about... in a whole day about an hour and a half on it, I know
32 that don't sound a lot compared to some of my friends who are on it for 6 or 7 hours, but my mum
33 and dad have Facebook and are on it for about 20 minutes per day, So for them what I do is
34 considered loads.

35 **I: So your parents think that you use it too much?**

36 P: Yeah, apparently: I'm always on my phone

37 **I: Do they ever try to get you to stop?**

38 P: Yeah, sometimes, they like, sometimes they get home before me and so would get hold of my
39 phone and put it in one of their drawers or something. I'll come home and be like 'where's my
40 phone?' and they'll be like 'we've got it, you've got to do your homework first. So I'll do it for an
41 hour and a half/two hours and then I'll come down and get my phone, so you know

42 **I: Do you mind?**

43 P: No, no, I know because mum and dad just want the best, for me to be able to do my best, and if
44 that means taking my phone away, that's what it is, so yeah.

45 **I: That's a very mature way to look at it**

46 P: Yeah

47 **I: I imagine some people wouldn't respond too well to that?**

48 P: No they would kick up a fuss

49 **I: But you wouldn't?**

50 P: No

51 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

52 P: I don't know, I'd have to... umm... it would take me time to adjust o not being able to speak to
53 everyone I wanted to, but you'd just come to school and you can make plans a school to meet up at
54 the weekends, it would be a bit like the old days.

55 **I: So it would take a while to adjust?**

56 P: Yeah, a few months at least

57 **I: What were the old days like?**

58 P: Oh god, I mean I was in primary school so mum and dad sorted all your days out and stuff, with
59 your friends parents, sleepovers were just, you'd watch TV or you'd play outside... I kind of miss that
60 but at the same time I do enough sport anyways, my life seems to be in pretty good balance at the
61 moment

62 **I: What do you think your parents think about you using SNS?**

63 P: Umm I don't know, they haven't really, just being on it too much really. My dad thinks it's good,
64 he recently reconnecting with some of his old mates up in Birmingham, who he used to play rugby
65 with so he thinks it's great to be able to speak to them, but mums still really new to it, I think she
66 only got Facebook in October last year so she's very new so doesn't quite understand it, but dad
67 does and is quite good with tech.

68 **I: Are you friends with your parents on Facebook?**

69 P: Yeah that was one of the things my mum and dad made me do

70 **I: Were there any other conditions?**

71 P: No I don't think so

72 **I: How did you go about asking?**

73 P: I didn't, me and my friend, a girl, she's about 2 years older than me, my dad is friends with her
74 dad and we went round their house one day and they were sat in the room talking, I think we were
75 playing sim city or something and she was like I'll make you a Facebook account, so I was like 'ok',
76 My dad was the first person I sent a friendship request to so I think he was like 'oh, ok'. But I didn't

77 have a phone or anything back then so I couldn't really use it, it was just there for later on if I
78 needed it.

79 **I: Do you have a smartphone now?**

80 P: I did, I got an iPad, but my phone, I was coming back from holiday and I left it on a plane

81 **I: Gutting**

82 P: It was about 4 years old but it was a good phone, I'm using my birthday money to get a new one.

83 **I: So you mostly use you iPad at the moment?**

84 P: Yeah so I mostly use it just at home, really.

85 **I: How do you think SNS impacts what school is like for you?**

86 P: Not much really, I don't know, like back in year 8 I used to argue with people sometime but I've
87 just moved past that now, but I think for others it's more of an issue, like, not being sexist but the
88 girls, they're talking to a lot more people on social networking so they're falling out with more
89 people, and in school bitching about each other and being horrible.

90 **I: Do you hear that quite a lot?**

91 P: Yeah, yeah yeah, although most of my friends are boys, if you fall out, you fall out but are still
92 mates at the end of the day

93 **I: How would you say it's different with the girls?**

94 P: I think with girls, they are on it more, they're always looking at their phone to see if anyone has
95 messaged them or anything like that, and if they have... I mean I've got a few friends that are
96 constantly on it. I'm friends with one person and they hate another person, but I'm also friends with
97 that person, so you're kind of stuck between 2 people, yeah.

98 **I: You find yourself stuck in the middle sometimes?**

99 P: Yeah definitely

100 **I: In chatting to a few other people they mentioned getting invited into group chats to talk about
101 people, has that ever happened to you? Getting invited?**

102 P: I've fallen out, with not many people, but that has been online, I'll realise 'they're not my friend
103 so I'm not going to talk to you'. But there's a few people that I've like become closer to because of it,
104 like I know more about them now, I talk to them.

105 , we have a group, I'll only check it every 2 weeks or so. And I'm in a group chat with my mates and
106 we just talk about life and have funny pictures and that. Umm I'm not in any other ones, I was ages
107 ago

108 **I: You mentioned that, in year 8 was it?**

109 P: Yeah, ah, girlfriend, that's why

110 **I: So what was the deal there, with social networking?**

111 P: We were going out, and I was in group chat with her best mates and my best mates were in there
112 and we would just talk and everything, and one day I went up to her and was like 'we're not
113 together anymore' and she started making loads of message on Facebook and that, making groups
114 about how I'm an idiot and that, but we've moved past it now.

115 **I: At the time what was that like? Being in school?**

116 P: I think they found it a lot, I think they took it a lot more personally than I did, I was just like 'o
117 yeah' they're just having a go at me, but they were like 'I think you've really hurt her feelings' and
118 everything, but at the end of the day that's what's going to happen really, it didn't really affect me at
119 all.

120 **I: So that type of thing doesn't happen often with you, does it happen much with you friends?**

121 P: Yeah, one of them, he seems to fall out with the same girl over and over again, but I think now
122 they've just blocked each other or something and now 'never speaking again'... that's what they say,
123 so I don't know.

124 **I: Does SNS interfere with school work? Tell me about a time when this has happened**

125 P: Umm, not my school work, but I know others who face a bit of confrontation in school. There are
126 these two girls who have fallen out and they are always bickering and calling each other pathetic
127 and everything, and they have the same class and they sit near each other and that is awkward

128 **I: Does SNS interfere with homework? tell me about a time when this has happened**

129 P: Yeah, for me yeah, a lot, because I'm always talking to my mates, even when doing homework, I'll
130 have the iPad on. Even listening to music and talking to friends as well.

131

132 **I: Would you tell me something about how you feel SNS has influenced your relationships with
133 you friends?**

134 P: I've fallen out, with not many people, but that has been online, I'll realise 'they're not my friend
135 so I'm not going to talk to you'. But there's a few people that I've like become closer to because of it,
136 like I know more about them now, I talk to them.

137 **I: How about the people whose friendships have petered off?**

138 P: Like you can look over messages and see when you were close, and then scroll to more recent and
139 there is just the odd message every other month or something, so yeah

140 **I: Has SNS ever been the cause of any friendship fall-outs? Tell me about a time this has
141 happened?**

142 P: No I think about 1 or 2, if someone's just annoying me on Facebook I'll just umm either block
143 them or go up to them in school and say 'just leave me alone'.

144 **I: So you wouldn't mind going up to someone in school to confront them about something that
145 happens on Facebook?**

146 P: Oh no I'm not scared of confrontation so if something is really annoying me I'll just go up to them
147 and say go away

148 **I: Have you had to block many people?**

149 P: No, 2 or 3 something like that

150 **I: What usually leads to you blocking someone?**

151 P: Just being annoying, like messaging me hi every hour or 2 and I'll be like 'I don't want to talk to
152 you' even when you say that, and you try and say it nice but they're still like 'hi hi hi hi' and I'm just
153 like 'not dealing with this' that's about it.

154 **I: What do you think life would look like if SNS no longer existed?**

155 P: I don't know, I think there would be a lot more people talking face to face. I think there would be
 156 a lot more actual talking and phone calls and face to face in school, making plans, and outside of
 157 school. I think there would be far less arguments.

158 **I: Do you think there's more arguments because of social networking?**

159 P: Yeah definitely

160 **I: Why do you think that is?**

161 P: It's just, it can be from really stupid things, like 'liking' someone's profile picture on Facebook, I
 162 know a girl who got really annoyed because one of her mates likes her ex boyfriends profile picture,
 163 I think that's a bit pathetic but yeah.

164 **I: But they took it personally, as a sort of betrayal?**

165 P: Yeah

166 **I: So there a lot of politics involved in social networking huh?**

167 P: Very much so

168 **I: Does that happens with boys much?**

169 P: No definitely more the girls

170 **I: How often would you say social networking is on your mind during the day?**

171 P: Not a lot, when I get home from school

172 **I: What is the best thing that has ever happened to you while using SNS?**

173 P: Getting to know my best mate more

174 **I: What is the worst thing that has ever happened to you while using SNS?**

175 P: Dumping my girlfriend, that's it, I didn't dump her over social networks but it's just the
 176 repercussions of dumping her that spilled onto group chats and everything. And then she put this
 177 status on Facebook saying 'single' and all her friends were like 'he's an idiot, he doesn't know what
 178 he's missing, and they were tagging me in everything.

179 **I: That must have been very awkward?**

180 P: Yeah, the day I had to avoid them, if they came near me I'd just walk away. They tried to, they're
 181 very involved in school as well as on social media. But I just walked away really, couldn't be bothered
 182 with it

183 **I: What advice would you give someone who had never used SNS before and wanted to start?**

184 P: Don't do everything, don't do all of the apps you can get, just stick to a few, that's all you need. I
 185 think Facebooks the one of you've got lots of friends, and Facebook messenger, but if you have a
 186 few close friends I think snapchat is the one

187 **I: Why do you think people shouldn't have loads?**

188 P: Because it's just too full on, your life becomes dedicated to them, you become very dependent on
 189 it, and forget to talk to people face to face, you're always just texting or snapchatting or whatever.

190

5.2 Brendan - List of Emergent Themes

Multiple SNS usage
Change of use/view over time
SNS as personal expression
Social connection far away
Social connection*
New apps/tech changing use
Peer pressure – going with the crowd
Multiples uses for SNS
Excessive SNS use
Parental comparison
Parental concerns *
Parental control
Boundaries
Big picture thinking
Reliance on SNS
Change over time**
Reliance on SNS
Parental use
Parental Rules
Coming of age
Financial investment
Maturity in use
SNS leading to in-school problems
Bigger picture – SNS is not full friendship
SNS as part of you

A tether to others
SNS leading to social difficulty
Loyalty
Positive Educational use of group chat
Fun/Enjoyment of group chat
Change in status leading to change in SNS use
Group chat humiliation
Personal venting
'Bigger picture' thinking
SNS as a location for fall-outs
Blocking to signify feeling
SNS impacting school work
SNS interfering with homework
SNS for measuring friendships
Value of in-person communication
Maturity of SNS use – change over time
Value of face to face communication
SNS as venue for arguments
Use of 'liking' as social currency
Betrayal online
Strengthening of relationships
SNS as a courtroom
SNS group judgement
SNS leading to in-school threat
Balance of online vs in-person contact

5.3 Brendan - Cluster of Emergent Themes and Generation of superordinate themes

The impact on the individual

Multiple SNS usage
SNS as personal expression
SNS as part of you
Excessive SNS use
Personal venting
Maturity in use
Reliance on SNS*
Multiple uses for SNS
Change over time****
Big picture thinking

The Social consequences of Social Networking

Social connection far away
Social connection*
New apps/tech changing use
Peer pressure – going with the crowd
A tether to others
Loyalty
Strengthening of relationships
Use of ‘liking’ as social currency
SNS for measuring friendships
Fun/Enjoyment of group chat
Bigger picture – SNS is not full friendship
Change in status leading to change in SNS use
‘Bigger picture’ thinking
Value of in-person communication
Value of face to face communication
Balance of online vs in-person contact

The role of the parent

Coming of age
Parental Rules
Parental use
Parental comparison
Parental concerns *
Parental control
Boundaries

Impact of Social Networking on school experience

Positive Educational use of group chat
SNS leading to in-school problems
SNS impacting school work
SNS interfering with homework
SNS leading to in-school threat

Cyberbullying

Group chat humiliation
SNS as a location for fall-outs
Blocking to signify feeling
Betrayal online
SNS as a courtroom
SNS group judgement
SNS as venue for arguments
SNS leading to social difficulty

5.4 Brendan – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

5.5 Brendan – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

Social connection

“I have a few of my dad’s mates on there, one who lives in New Zealand, so he posts pictures of New Zealand, and they’re nice” (Page 1, line 10)

“Just to talk to my friends when I’m not in school, make plans and stuff, that’s about it” (Page 1, line 16)

“Yeah, but I didn’t really use it, cause not many of my friends had it, I think I really started using it at the end of year 8 kind of thing” (Page 1, Line 22)

“It was brilliant, you can connect to all your friends, it’s really great, and yeah it’s good” (Page 1, Line 25)

“We were going out, and I was in group chat with her best mates and my best mates were in there and we would just talk and everything” (Page 3, Line 108)

Relationship maintenance

“For 10 tors training we have a group, I’ll only check it every 2 weeks or so. And I’m in a group chat with my mates and we just talk about life and hare funny pictures and that. Umm I’m not in any other ones, I was ages ago” (Page 3, line 102)

“I’ve fallen out, with not many people, but that has been online, I’ll realise ‘they’re not my friend so I’m not going to talk to you’. But there’s a few people that I’ve like become closer to because of it, like I know more about them now, I talk to them.” (Page 4, line 134)

“Like you can look over messages and see when you were close, and then scroll to more recent and there is just the odd message every other month or something, so yeah”. (Page 4, line 138)

“Getting to know my best mate more” (Page 5, line 173)

The monitoring of others

“I spend about... in a whole day about an hour and a half on it, I know that don’t sound a lot compared to some of my friends who are on it for 6 or 7 hours, but my mum and dad have Facebook and are on it for about 20 minutes per day, So for them what I do is considered loads.” (Page 1, line 31)

Identity and Construction of the Self

Change over time

“I think a friends of mine helped me set up my Facebook when I was like 12, and I think I got snapchat at the start of year 10 and I only got Instagram like 4 or 5 months ago so I haven’t used them for very long” (Page 1, line 18)

“Oh god, I mean I was in primary school so mum and dad sorted all your days out and stuff, with your friend’s parents, sleepovers were just, you’d watch TV or you’d play outside... I kind of miss that but at the same time I do enough sport anyways, my life seems to be in pretty good balance at the moment” (Page 2, line 58)

“I don’t know, like back in year 8 I used to argue with people sometime but I’ve just moved past that now, but I think for others it’s more of an issue”. (Page 3, line 86)

A part of you

“It’s just like that’s where people go to put all their thoughts and everything and some of them, I don’t know, some people are just like ‘I hate my family’ and it’s just not what you need in your life really”. (Page 1, line 9)

“Snapchat is good, Instagram is good, it’s just Facebook that is depressing I go on Facebook like once a week or something, uh but I’ll snapchat every night, Instagram every other night or something like that”. (Page 1, line 27)

“I don’t know, I’d have to... umm... it would take me time to adjust to not being able to speak to everyone I wanted to, but you’d just come to school and you can make plans a school to meet up at the weekends, it would be a bit like the old days.”

I: “So it would take a while to adjust?”

P: “Yeah, a few months at least”. (Page 2, line 52)

“I think with girls, they are on it more, they’re always looking at their phone to see if anyone has messaged them or anything like that, and if they have... I mean I’ve got a few friends that are constantly on it” (Page 3, line 94)

“Because it’s just too full on, your life becomes dedicated to them, you become very dependent on it, and forget to talk to people face to face, you’re always just texting or snapchatting or whatever.” (Page 5, line 188)

The role of parent

“But my mum and dad have Facebook and are on it for about 20 minutes per day, So for them what I do is considered loads. Yeah, apparently I’m always on my phone”. (Page 1, line 36)

“Yeah, sometimes, they like, sometimes they get home before me and so would get hold of my phone and put it in one of their drawers or something. I’ll come home and be like ‘where’s my phone?’ and they’ll be like ‘we’ve got it, you’ve got to do your homework first. So I’ll do it for an hour and a half/two hours and then I’ll come down and get my phone, so you know”. (Page 1, line 38)

“I know because mum and dad just want the best, for me to be able to do my best, and if that means taking my phone away, that’s what it is, so yeah”. (Page 2, line 43)

“Umm I don’t know, they haven’t really, just being on it too much really. My dad thinks it’s good, he recently reconnecting with some of his old mates up in Birmingham, who he used to play rugby with so he thinks it’s great to be able to speak to them, but mums still really new to it, I think she only got Facebook in October last year so she’s very new so doesn’t quite understand it, but dad does and is quite good with tech”. (Page 2, line 63)

I: “Are you friends with your parents on Facebook?”

P: “Yeah that was one of the things my mum and dad made me do.” (Page 2, line 68)

Cyberbullying

Group Judgement & Reaction

“and one day I went up to her and was like ‘we’re not together anymore’ and she started making loads of message on Facebook and that, making groups about how I’m an idiot and that, but we’ve moved past it now.” (Page 3, line 112)

“Dumping my girlfriend, that’s it, I didn’t dump her over social networks but it’s just the repercussions of dumping her that spilled onto group chats and everything. And then she put this status on Facebook saying ‘single’ and all her friends were like ‘he’s an idiot, he doesn’t know what he’s missing, and they were tagging me in everything.” (Page 5, line 175)

A venue/channel for negativity

“Back in year 8 I used to argue with people” (Page 3, line 86)

“I mean I’ve got a few friends that are constantly on it. I’m friends with one person and they hate another person, but I’m also friends with that person, so you’re kind of stuck between 2 people, yeah”. (Page 3, line 95)

“Yeah, one of them, he seems to fall out with the same girl over and over again, but I think now they’ve just blocked each other or something and now ‘never speaking again’... that’s what they say, so I don’t know.” (Page 3, line 121)

“It’s just, it can be from really stupid things, like ‘liking’ someone’s profile picture on Facebook, I know a girl who got really annoyed because one of her mates likes her ex boyfriends profile picture, I think that’s a bit pathetic but yeah.” (Page 4, line 161)

Blocking as protection

“Yeah, one of them, he seems to fall out with the same girl over and over again, but I think now they’ve just blocked each other or something and now ‘never speaking again’... that’s what they say, so I don’t know.” (Page 3, line 121)

“No I think about 1 or 2, if someone’s just annoying me on Facebook I’ll just umm either block them or go up to them in school and say ‘just leave me alone’.” (Page 4, line 142)

“Just being annoying, like messaging me hi every hour or 2 and I’ll be like ‘I don’t want to talk to you’ even when you say that, and you try and say it nice but they’re still like ‘hi hi hi hi’ and I’m just like ‘not dealing with this’ that’s about it” (Page 4, line 151)

From Online to in School

Interference of work

“Umm, not my school work, but I know others who face a bit of confrontation in school. There are these two girls who have fallen out and they are always bickering and calling each other pathetic and everything, and they have the same class and they sit near each other and that is awkward” (Page 3, line 125)

“Yeah, for me yeah, a lot, because I’m always talking to my mates, even when doing homework, I’ll have the iPad on. Even listening to music and talking to friends as well” (Page 4, line 129)

Threats, intimidation or violence

“Yeah, the next day I had to avoid them, if they came near me I’d just walk away. They tried to, they’re very involved in school as well as on social media. But I just walked away really, couldn’t be bothered with it”. (Page 5, line 180)

“No I think about 1 or 2, if someone’s just annoying me on Facebook I’ll just umm either block them or go up to them in school and say ‘just leave me alone’.” (Page 4, line 142)

Appendix 6

Participant: David

Order of Contents:

- 6.1 Interview Transcription (Line Numbered and Page Numbered)
- 6.2 List of Emergent Themes
- 6.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 6.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 6.5 Evidence of Superordinate Themes an Emergent Themes (Verbatim Extracts)

1 **6.1 David: Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: The only one I use is Facebook, that's it,

4 **I: Why do you use Facebook?**

5 P: So I can get hold of my friends quite easily and just see what's going on

6 **I: Are there any other reasons you use Facebook?**

7 P: If I don't have any credit left I use Facebook to text my mum or my dad, so it's just another way of
8 messaging my friends and family

9 **I: When did you start using social networking sites?**

10 P: Not long ago, a couple of months now, I did it when I got my new phone at Christmas, I made an
11 account,

12 **I: Did you make it on your phone?**

13 P: Yeah, I've not been allowed to before because of being under a care order the last six years, so
14 I've had to wait till that's been revoked, which it has now. And now I've got myself an account.

15 **I: So around Christmas you are told you could make yourself an account? What was it like when
16 you first started using SNS?**

17 P: I thought it was pretty cool actually and it's pretty clever as well, I've got quite a lot of friends
18 there as well and I find it easy-to-use

19 **I: When you first got Facebook and started using it how long did it take you to get used to it?**

20 P: Half an hour, I sat there for quite a while just search for friends,

21 **I: What are your thoughts about how much you use SNS?**

22 P: I spent quite a lot of time on their, to be fair, yeah, it's basically my heart

23 **I: Really?**

24 P: Yeah, my phone when it gets taken I can't, I don't do nothing,

25 **I: What phone did you get?**

26 P: A Samsung Galaxy Core Prime,

27 **I: Is that quite a big smart phone?**

28 P: Yeah

29 **I: So you can see quite a lot on the screen?**

30 P: Yeah

31 **I: Since you started, you say it's like your heart, what is it feel like when you use it?**

32 P: It's like my lifeline in a way, my phone, the only thing I have I actually use the most. I don't even
33 use my TV as much as I use my phone.

34 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

35 P: Umm, I would be bothered if it was a network site, but if it was my whole phone I would be able
36 to cope. If it was just one of the social networking sites I think I would be fine with that. If all of my
37 contacts went, then I don't know what I'd do.

38 **I: What do you think your parents think about you using SNS?**

39 P: They use it as well, but the certain people I blocked so I don't get nasty messages and threats and
40 stuff like that.

41 **I: Did something happen that led up to you having to block people?**

42 P: Yes, my family that live up north, they have been saying some quite horrible things to my mum,
43 and have had to block them so they don't start saying it to me.

44 **I: So you thought you had to protect yourself from any horrible messages?**

45 P: Yeah, my mum and dad have blocked them as well.

46 **I: What was it like when the type of thing started happening?**

47 P: It felt weird, like my family is betraying me, but in all along that's what I knew they were trying to
48 do. So yeah.

49 **I: Do you think parents should be concerned about social networking?**

50 P: Yeah, I agree with that, should be concerned about some things, but other things I don't think are
51 too serious.

52 **I: Do you think your parents should be worried about you?**

53 P: No I don't think so, I just look through my newsfeed and that's it, and message friends.

54 **I: Has there ever been a time, since you started using social networking that your parents have
55 wanted you to stop?**

56 P: No, they have wanted me to, they've seen things that they haven't wanted me to see, I haven't,
57 then people have been blocked,

58 **I: How do you think SNS impacts what school is like for you?**

59 P: Something could start off in school, then it will escalate on Facebook.

60 **I: Have you seen that happen?**

61 P: Yeah, people have tried to make me part of it, but I've said no because I don't want to be part of
62 stuff like that.

63 **I: Can you give me an example of when you've seen something like that happen?**

64 P: Like, say little fight will happen school, then it will escalate on Facebook and get bigger and the
65 person will get loads of repercussions from it, will go to the person, and he won't like it, and yeah.

66 **I: Does SNS interfere with school work?**

67 P: I don't bring my phone to school, because knowing me I would drop it. My old phone I had it two
68 years and it didn't have one scratch on it, and my brother threw it once, and cracked the screen,
69 he's 1. Just throws things and you've got to hope for the best.

70 **I: Does SNS interfere with homework?**

71 P: Sometimes yeah, because I'll get carried away with it, and forget to do my homework.

- 72 **I: Is it a big distraction?**
- 73 P: Yeah, I have a look and think I'll only be two minutes, and then be a couple of hours.
- 74 **I: Would you tell me something about how you feel SNS has influenced your relationships with**
75 **you friends?**
- 76 P: Some of my friends, just getting hold of them has helped me, meet them a lot more easier than
77 trying to find them, using Facebook has helped me a lot in finding my friends.
- 78 **I: Has SNS ever been the cause of any friendship fall-outs?...tell me about a time this has**
79 **happened?**
- 80 P: Yeah, I've had one fallout, but we're friends again. What happened was, I listened to someone,
81 that said my friend was talking stuff about me behind my back, and he turned around and said no I
82 didn't, and it caused a big argument but the next day I apologised and realised it wasn't true, so.
- 83 **I: Did you hear that over Facebook that someone had said something like that?**
- 84 P: Yeah
- 85 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**
86 ***Made you not want to go into school the next day?***
- 87 P: Yeah, actually very big, on the weekend someone had hid my phone, and it had gone into a bush,
88 and I couldn't find it, I got told that this one person that had it by six or seven people, by taking the
89 information from the majority of people, I went up to the person and said where's my phone then?
90 And he's like I don't know, I searched him and I found it, then he got it off me, and then hid it
91 somewhere but I couldn't find it. So then the police got involved and then all over Facebook they
92 didn't have a go at me, they had a go my parents and said some nasty things that my grandmother
93 had to see on their, which upset her quite a lot, yeah they one of the boys who hid my phone put
94 their number on Facebook. Another boy said he was going to hit my dad, but if I walk past them in
95 town they don't say nothing, they're just quiet.
- 96 **Why do you think people are willing to say so much online?**
- 97 Because they won't say to your face, because they can say what they want, you're not stood next to
98 them because they wouldn't say if there was to next to me or my mom or something. They think
99 they're hard and everything, but it's not it's just nasty
- 100 **I: What do you think life would look like if SNS no longer existed?**
- 101 P: There be less arguments and less fights and things like that, I reckon, because a lot of the stuff on
102 Facebook causes fights.
- 103 **I: How often would you say social networking is on your mind during the day?**
- 104 P: Not really, not in school, but on the weekend my phone is always with me, always checking my
105 pockets to see if it is still there because I don't want to lose it, every five or 10 minutes I'll get my
106 phone out to see if I have got a notification
- 107 **I: What is the best thing that has ever happened to you while using SNS?**
- 108 P: I think it's just me getting hold of my friends, to meet them, it's just a lot easier than the ways I
109 tried to do it which, they didn't work out.
- 110 **I: What is the worst thing that has ever happened to you while using SNS?**
- 111 P: That thing, that they had a go at my parents about, but nothing else has gone on.

112 **I: So are you friends with your parents on Facebook?**

113 P: Yeah, and my grandma, and for a reason, cause say if something does come up I see what they
114 put, cause I wasn't on Facebook when they had a go at my mum, and I went in the next day and said
115 what have you been saying about my mum? And they said nothing, and I said I've had a look at my
116 mums newsfeed and seen everything, and they all were just stumped, they thought my mum
117 wouldn't tell me, but it's upset her deeply because of the things they were saying about her, it's not
118 so much the things that they were saying but more the people that would see it, all of her friends
119 and all of her family had to see it.

120 **I: That's quite a tough thing isn't it? Does that happen much?**

121 P: No that's the only time that that's happened

122 **I: What advice would you give someone who had never used SNS before and wanted to start?**

123 P: Be careful of the friends you pick, because there's people making fake accounts and doing
124 some disgusting things, so there's a boy in the school that's made a fake account in my year, he's
125 made a fake account and just starting putting loads of nasty stuff on Facebook. Which I disagree
126 with.

127 **I: Do people know it's him? What you think he's going to have to do about it?**

128 P: Yeah, he's not taking it down, he doesn't really care

129 **I: If you could change one thing about social networking what would it be?**

130 P: The way people use it, not for putting nasty stuff up there, we could just use it for everyday life, it
131 could help us in some ways.

132 **I: We talked briefly about nasty messages and groups on Facebook, have you seen something like
133 that happen?**

134 P: I've been in one of the groups and had to remove myself from it, because some of the things are
135 quite horrible.

136 **I: How does something like that start?**

137 P: Someone will just make a group chat and start talking about someone, weird things, usually about
138 someone at the school.

6.2 David – List of emergent themes

Tether to friends	Cyberbullying peer pressure
Social inclusion	SNS as social justice
Connecting friends and family	Fear of losing connection
SNS as a privilege	SNS as distracting
Coming of age	SNS as escapism
SNS as a location	Social connection
SNS as life sustaining	SNS as a friendship tool
SNS as vital	Cyberbullying
SNS as life sustaining	Parent targeted abuse
The 'need' for SNS	Online threats
SNS as dangerous	Keyboard warriors
Blocking as protection	SNS causing fights
Betrayal and harassment	SNS as a vital part of you
Betrayal over SNS	Convenient connection
Parental concerns	SNS as a bad place
Parental protection	The embarrassment of an 'audience'
Facebook used to exacerbate in-school issues	Mistrust and Unsafe
	Mistrust of SNS
	SNS for negative means

6.3 David – Cluster of emergent themes and generation of superordinate themes

Social Connection

Tether to friends
Social inclusion
Connecting friends and family
Fear of losing connection
Social connection
SNS as a location
Convenient connection

The Parental Role

Parental concerns
Parental protection
SNS as a privilege
Coming of age
SNS as a friendship tool

In School Repercussions

SNS as distracting
SNS as escapism
Facebook used to exacerbate in-school issues

Identity

SNS as a vital part of you
SNS as life sustaining*
SNS as vital
The 'need' for SNS

The Dark side of Social Networking

SNS as social justice
SNS as dangerous
Blocking as protection
Betrayal and harassment
Betrayal over SNS
SNS as a bad place
The embarrassment of an 'audience'
Mistrust and Unsafe
Mistrust of SNS
SNS for negative means
Cyberbullying
Keyboard warriors
SNS causing fights
Online threats
Parent targeted abuse
Cyberbullying peer pressure

6.4 David – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

6.5 David – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“So I can get hold of my friends quite easily and just see what’s going on” (Page 1, line 5)

“If I don’t have any credit left I use Facebook to text my mum or my dad, so it’s just another way of messaging my friends and family”. (Page 1, line 7)

“Some of my friends, just getting hold of them has helped me, meet them a lot more easier than trying to find them, using Facebook has helped me a lot in finding my friends” (Page 3, line 76)

“I think it’s just me getting hold of my friends, to meet them, it’s just a lot easier than the ways I tried to do it which, they didn’t work out.” (Page 3, line 108)

“I thought it was pretty cool actually and it’s pretty clever as well, I’ve got quite a lot of friends there as well and I find it easy-to-use”. (Page 1, line 17)

2. Relationship maintenance

“Yeah, I’ve had one fallout, but we’re friends again. What happened was, I listened to someone, that said my friend was talking stuff about me behind my back, and he turned around and said no I didn’t, and it caused a big argument but the next day I apologised and realised it wasn’t true, so.” (Page 3, line 80)

“Be careful of the friends you pick”. (Page 4, line 123)

3. The monitoring of others

“So I can get hold of my friends quite easily and just see what’s going on” (Page 1, line 5)

Identity and Construction of the Self

1. Change over time

n/a – new to SNS

“Not long ago, a couple of months now, I did it when I got my new phone at Christmas, I made an account”. (Page 1, line 10).

2. A part of you

“I spent quite a lot of time on their, to be fair, yeah, it’s basically my heart”. (Page 1, line 22)

“Yeah, my phone when it gets taken I can’t, I don’t do nothing”. (Page 1, line 24)

“It’s like my lifeline in a way, my phone, the only thing I have I actually use the most. I don’t even use my TV as much as I use my phone.” (Page 1, line 32)

“Not really, not in school, but on the weekend my phone is always with me, always checking my pockets to see if it is still there because I don’t want to lose it, every five or 10 minutes I’ll get my phone out to see if I have got a notification” (Page 3, line 104)

3. The role of parent

“Yeah, I’ve not been allowed to before because of being under a care order the last six years, so I’ve had to wait till that’s been revoked, which it has now. And now I’ve got myself an account.” (Page 1, line 13)

“Yeah, I agree with that, should be concerned about some things, but other things I don’t think are too serious.” (Page 2, line 50)

“No, they have wanted me to, they’ve seen things that they haven’t wanted me to see, I haven’t, and then people have been blocked.” (Page 2, line 56)

Cyberbullying

1. Group Judgement & Reaction

“Yeah, and my grandma, and for a reason, cause say if something does come up I see what they put, cause I wasn’t on Facebook when they had a go at my mum, and I went in the next day and said what have you been saying about my mum? And they said nothing, and I said I’ve had a look at my mums newsfeed and seen everything, and they all were just stumped, they thought my mum wouldn’t tell me, but it’s upset her deeply because of the things they were saying about her, it’s not so much the things that they were saying but more the people that would see it, all of her friends and all of her family had to see it.” (Page 4, line 113)

“I’ve been in one of the groups and had to remove myself from it, because some of the things are quite horrible”. (Page 4, line 134)

“Someone will just make a group chat and start talking about someone, weird things, usually about someone at the school.” (Page 4, line 137)

2. A venue/channel for negativity

“It felt weird, like my family is betraying me, but in all along that’s what I knew they were trying to do. So yeah”. (Page 2, line 47)

“Yeah, people have tried to make me part of it, but I’ve said no because I don’t want to be part of stuff like that.” (Page 2, line 61)

“I went up to the person and said where’s my phone then? And he’s like I don’t know, I searched him and I found it, then he got it off me, and then hid it somewhere but I couldn’t find it. So then the police got involved and then all over Facebook they didn’t have a go at me, they had a go my parents

and said some nasty things that my grandmother had to see on there, which upset her quite a lot, yeah they one of the boys who hid my phone put their number on Facebook. Another boy said he was going to hit my dad, but if I walk past them in town they don't say nothing, they're just quiet." (Page 3, line 89)

"Because they won't say to your face, because they can say what they want, you're not stood next to them because they wouldn't say if there was to next to me or my mum or something. They think they're hard and everything, but it's not it's just nasty". (Page 3, line 97)

"Be careful of the friends you pick, because there's people making fake accounts and doing some disgusting things, so there's a boy in the school that's made a fake account in my year, he's made a fake account and just starting putting loads of nasty stuff on Facebook. Which I disagree with." (Page 4, line 123)

3. Blocking as protection

"Yes, my family that live up north, they have been saying some quite horrible things to my mum, and have had to block them so they don't start saying it to me." (Page 2, line 42)

"They use it as well, but then certain people I blocked so I don't get nasty messages and threats and stuff like that." (Page 2, line 39)

"No, they have wanted me to, they've seen things that they haven't wanted me to see, I haven't, and then people have been blocked." (Page 2, line 56)

From Online to in School

1. Interference of work

"Sometimes yeah, because I'll get carried away with it, and forget to do my homework" (Page 2, line 71)

"Yeah, I have a look and think I'll only be two minutes, and then be a couple of hours". (Page 3, line 73)

2. Threats, intimidation or violence

"There be less arguments and less fights and things like that, I reckon, because a lot of the stuff on Facebook causes fights." (Page 3, line 101)

"They use it as well, but then certain people I blocked so I don't get nasty messages and threats and stuff like that." (Page 2, line 39)

"Something could start off in school, then it will escalate on Facebook." (Page 2, line 59)

"Another boy said he was going to hit my dad, but if I walk past them in town they don't say nothing, they're just quiet." (Page 3, line 94)

“Yeah, people have tried to make me part of it, but I’ve said no because I don’t want to be part of stuff like that.” (Page 2, line 61)

“Like, say little fight will happen school, then it will escalate on Facebook and get bigger and the person will get loads of repercussions from it, will go to the person, and he won’t like it, and yeah.” (Page 2, line 64)

Appendix 7

Participant: Emma

Order of Contents:

- 7.1 Interview Transcription (Line Numbered and Page Numbered)
- 7.2 List of Emergent Themes
- 7.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 7.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 7.5 Evidence of Superordinate Themes and Emergent Themes (Verbatim Extracts)

1 **7.1 Emma – Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: I use Facebook, Instagram and sometimes snapchat

4 **I: Do you have a particular favourite?**

5 P: Instagram, because you can post pictures and whatnot on there and you can do it to certain
6 people, you can post it directly to certain people.

7 **I: Why do you use SNS?**

8 P: Because all my friend use it, and also so I can keep in touch with people

9 **I: When did you start using social networking sites?**

10 P: When I was 12, with Facebook, and then I did Instagram and everything else,

11 **I: What was it like when you first started using SNS?**

12 P: It was fun, it was like really exciting, just the build-up of when you're a child, you suddenly felt so
13 grown up getting to use it, but now it's just boring.

14 **I: What is it like now using SNS? Has anything changed?**

15 P: Umm, now you can, on Facebook, you can add people to the top of your lists, so you can see their
16 posts before anyone else's

17 **I: Do you do that?**

18 P: Yeah, and with others you can just unfollow them, but still be friends with them.

19 **I: What makes you unfollow someone?**

20 P: Umm sometimes they put like top much pictures on, or something, and it just gets annoying, like
21 they clog up your newsfeed, so you can't see everything else...

22 **I: What are your thoughts about how much you use SNS?**

23 P: Umm, I don't use it that much, but I'd use it to check with cadets and that, like they'd post on
24 Facebook to say if it's on or not, and I'll see if my friend wants to meet up and that, so I'll use
25 messenger more, than say Facebook.

26 **I: What would you say the differences are in using Facebook and Facebook-messenger?**

27 P: Facebook you can see everyone else's, Facebook messenger is just like texting someone

28 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

29 P: It wouldn't bother me that much

30 **I: What do you think your parents think about you using SNS?**

31 P: My mum thinks I use it a bit too much,

32 **I: You give me an example of when they've shown they have an issue with you using SNS?**

33 P: I'll be on Facebook until like 10:00pm and she'll come upstairs and she'll take my phone away and
34 say I'm using it too much.

35 **I: If your mum didn't come and do that, would it keep you up?**

36 P: I'd just carry on

37 **I: Is it hard to stop?**

38 P: Yeah, some people post some really interesting things, and then I'll watch a video or something
39 and it'll be like 20 minutes or something, and I'll forget that I watched it and watch something else,
40 but if no-one's posted anything interesting then I'll stop.

41 **I: Do you have many friends on your sites?**

42 P: I have over a hundred, about 40 of them I know through cadets, because we go on camps and
43 that, and I won't get their number or anything but I'll get them on Facebook, or Instagram or
44 something, and the others are through school.

45 **I: How do you feel about your parents trying to control how you use SNS?**

46 P: I think it's good but it does annoy me a bit, sometimes she's interfering, sometimes she's not, like
47 she'll take my phone away and start looking at all my Facebook stuff and that...

48 **I: And how is that for you?**

49 P: It's a bit annoying, she'll look through all my messages, and I won't have done anything bad or
50 anything but... I'm a little more technical than she is so I know how to change things and I can
51 change like her name on it and the colour and she doesn't know how to change it back.

52 **I: How does that feel when your mum is going through your phone checking? What goes through
53 your mind?**

54 P: I just feel really annoyed, because if I were to do that to her she would go absolutely crazy.

55 **I: How do you think SNS impacts what school is like for you?**

56 P: Sometimes you can do something on it and more people will want to be your friends, and then
57 you can do other things when less people will want to be your friends, I've seen photos where people
58 have put, like, horrible stuff on it and the next day they've gone and got, not beaten up but a bit of a
59 telling off from the other people.

60 **I: Can you give me a more detailed example when something like that has happened?**

61 P: Like the other day, this year 7, she was in a group and she commented on a year 10's photo and
62 she put 'fat...and nice eyebrows'

63 **I: Wow, that's brave**

64 P: And the year 10 that did is really popular and will like beat you up, and they were all ganging
65 around the year 7 area and Miss Fletcher had to go in and like stop them, but, like they had to be
66 escorted to and from places by the teachers because of what they had done.

67 **I: Is that still ongoing?**

68 P: It is still ongoing, like whenever they see her the teacher has to be with her just in case.

69 **I: What do you think the year 7 feel about what they did?**

70 P: I think they'd feel a bit embarrassed now, but when she first said it she said that she felt really
71 brave, and really cool and that, that she'd said it, but that wasn't the case.

72 **I: Have there been other things like that, when something happens online and the next day...?**

73 P: Like with my friend, someone commented on her picture 'nice eyebrows' like sarcastically, and
 74 then throughout that whole day she was like, she then retaliated, but said something different, and
 75 they kept going.

76 **I: Were there other people that were commenting?**

77 P: Yeah sometimes, but most people just watch it, you can tell when someone's online but you can't
 78 tell what they're watching.

79 **I: Does SNS interfere with school work? Tell me about a time when this has happened**

80 P: Yeah sometimes, like you'll be doing your work or something, and then someone will tag you in a
 81 comment, and you'll look at it and throughout that whole school day you'll only be talking about
 82 that, like there was this song, I think it was the crumble song or something like that, and everyone
 83 was talking about it, so no-one had any work done because they were singing it.

84 **I: Does SNS interfere with homework? tell me about a time when this has happened**

85 P: Yeah, cause I just won't do it if I'm on Facebook, or Instagram or snapchat, I'll just be messaging m
 86 friends or something and I'll forget that I've got homework to do, so I'll have to do it later, or in the
 87 morning, which just doesn't work.

88 **I: So it really takes over huh? Is this on your phone or on a laptop?**

89 P: Well, I'll either be writing on a piece of paper, using my tablet, or I'll be on my tablet, writing on a
 90 piece of paper and using my phone.

91 **I: So no matter what there's some way for you to have social networking going on?**

92 P: Yeah

93 **I: Do you think that happens quite often?**

94 P: Like it depends on if it's boring or interesting, like what's going on, some days are boring some
 95 days are good.

96 **I: Would you tell me something about how you feel SNS has influenced your relationships with
 97 you friends?**

98 P: Umm like, I might message them or something and they'll take it a different way, they'll see it
 99 differently to how I've messaged it, so then we've fallen out, and then we'll realise that actually we
 100 were both looking at it differently and then it's better to have face to face conversations but..

101 **I: So they would misinterpret the tone of what was written?**

102 P: Yeah, misinterpret what's written and then we just fall out, and then we get back and we're not
 103 friends anymore.

104 **I: So that would happen online, and then when you'd see them in school the friendship would
 105 have been effected by it?**

106 P: Yeah

107 **I: Is that quite common?**

108 P: Yeah, I mean like my friends Faye and Jade, they were best friends and then Faye sent something
 109 to Jade, and Jade took it wrong and misinterpreted it and she thought it was something completely
 110 different and had a massive falling out over it, and they weren't friends for ages, like a month or
 111 two, and then when finally they realised, the both misinterpreted it, and then they were friends
 112 again, but not as good friends as they used to be.

113 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**
 114 ***Made you not want to go into school the next day***

115 P: Yeah, umm I remember me and my best friend, I commented on hr photo, saying like nice hair
 116 and that, and she thought I was being sarcastic, and then she messaged me saying are you being
 117 sarcastic, I said no, but before she got my answer she had told everyone else and everyone else
 118 thought I was being sarcastic, and I had to explain to her that I wasn't, and then everyone else sort
 119 of thought it, and then we had to go around saying to everyone that I wasn't.

120 **I: It must have taken some time to go around everyone and fix all of that?**

121 P: Yeah

122 **I: *Had made you worry in school***

123 P: Not really, well not much

124 **I: What do you think life would look like if SNS no longer existed?**

125 P: There would be more conversations, like face to face, and instead of telling people behind their
 126 back, you talk to them properly, I like having face to face conversations, rather than someone
 127 spreading something behind my back, I don't like that.

128 **I: How do you think it would impact the friendships that you have?**

129 P: I think we'd be, umm better friendships because you wouldn't have as many falling outs and you
 130 would just be stronger and that, you would see each other more, rather than just sort of messaging
 131 each other.

132 **I: So do you think that people don't see each other as much because they can just message each
 133 other online?**

134 P: Yeah

135 **I: How often would you say social networking is on your mind during the day?**

136 P: Umm well it sort of depends, but quite a lot of the time I'll be thinking about it, like what
 137 someone's said or done recently, and be like thinking, why? And it's funny though sometimes. But
 138 other times there's just really serious things, like one of them was one where quite a lot of people
 139 shared it and it was where this person had died cause he had his phone in his hand in the car, and
 140 his head was in the back seat, cause he was driving using his phone, I remember that quite a lot.

141 **I: That's quite a shocking thing to see online and then remember, does that pop up in your mind
 142 quite a lot?**

143 P: Not all the time but sometimes

144 **I: What is the best thing that has ever happened to you while using SNS?**

145 P: I've sort of got more friends from being on social networking sites, like I've known, me and my
 146 friend are close now, she was my old friend, and then there's friends of friends...you can make more
 147 friends on social networking than you can just chatting.

148 **I: What is the worst thing that has ever happened to you while using SNS?**

149 P: Me and my friend split up, we weren't friends anymore, I don't see her. We were, umm she
 150 posted a photo, and I said something sarcastic, and then she spread it saying that I was being
 151 sarcastic, and then we finally corrected it and we were talking and that and we just fell out, it wasn't
 152 as good, the friendship, and when she moved to Surrey, we didn't speak at all. We had been friends
 153 since primary school.

154 **I: That's a long, time, would you say that it ruined the friendship a little bit, do you ever think**
 155 **you'd mend the friendship?**

156 P: I dunno, we've sort of umm, well she treated me badly, and I retaliated, it sort of got worse so we
 157 didn't really want to speak to each other that much, but we're family fiends as well...

158 **I: Oh really?**

159 P: So I would go round her house to see her sister, and my sister and her sister are best friends, so it
 160 sometimes a bit awkward.

161 **I: So you still see her?**

162 P: Sometimes, we talk to each other but it's just being civil, just general conversation a lot of the
 163 time. Like kind of ask one question and then we'll be on our phones and we'll be talking to other
 164 people.

165 **I: So it's not like it used to be?**

166 P: No

167 **I: Did your parents notice?**

168 P: Yeah

169 **I: What did they say about it?**

170 P: Well we went on holiday together

171 **I: Oh my god, after it had all happened?**

172 P: Yeah, we had to share a bed, and we had to watch films, and go swimming and all that, it was...
 173 umm we got better, we were more friends, like being civil, I remember jumping out of the caravan
 174 window, and then trying to climb back in and we couldn't get back in so we had to go back around.

175 **I: So your friendship got a little bit better then? But there were times where it was more**
 176 **awkward?**

177 P: Hmm, because there was internet there, in the caravan so we had to talk to each other, they sort
 178 of left us alone in a room so...

179 **I: Right at the start you mentioned that your mum sometimes looks at your messages, did she see**
 180 **the messages during this argument between you and your friend?**

181 P: Yeah, she saw them and she was like 'you shouldn't have messaged her that and she shouldn't
 182 have messaged you that' and she wasn't sympathetic to me or anything, or her, she just wanted us
 183 to sort it out. Because my mum and her mum are best friends, my sister and her daughter are best
 184 friends.

185 **I: Wow, that must have been really tough when that was all happening, pressure to sort it out**
 186 **while still being upset by what was said? Does your mum ask you about what is happening on**
 187 **social networking after reading your message?**

188 P: Sometimes, like I'll be talking to my friends and we've got inside jokes and that and we'll say
 189 something and she'll be looking though it like 'what does this mean? And I'm like 'it's pretty hard to
 190 explain it if it's an inside joke'. So I'll have to explain it to her and she'll sit there and not laugh, at all.

191 **I: Is your mum on Facebook? And are you friends with her?**

192 P: I'm friends with her but I don't follow her. I know my mums account password so I could go on
 193 there and 'unfollow' me but I'm not going to do that because she'll know.

194 **I: Have you ever had to block anyone online?**

195 P: Yeah, umm I blocked this one girl because we had this major falling out and we used to be in this
196 big group and we blocked each other because she blamed me for something and then I retaliated
197 and we both fell out. So we're still being civil but we're not friends or anything, we're in the same
198 tutor. I was in year 8, I don't really speak to her properly now and she don't speak to me.

199 **I: When you were in year 7, did these type of things happen in year 7?**

200 P: No, now you can add people in a group and other people won't know. It just different, like now
201 there's all these new meanings for things, where in year 7, when you say it you just mean it. And it's
202 not sarcastic or anything because you're just like an innocent year 7.

203 **I: Whereas in year 10 you think there's double meanings or subtle insults? Does that happen a lot?**

204 P: It happens quite a lot, especially on Facebook, like people will put their statuses up or something
205 and it will be aimed at someone, but they'll tag a whole group of people, so that one person will
206 know it's about them, so add little detail about it.

207 **I: So someone will write something, they'll know who they're aiming it at, but they'll tag say 15
208 people so it doesn't look like they're aiming it at one person, ok, do other things like that happen?**

209 P: And then there's some people who just don't care and they'll just tag the person who's done
210 something wrong, and they'll just put a photo or something of that person on and say what they've
211 done wrong. It happens a lot, that's why so many people fall out.

212 **I: Do you remember the last one you saw of that kind of explicit naming of a person?**

213 P: Someone put up, like a mugshot of someone and they put, it was like when they were best friends
214 and she put 'been best friends with you for years, but really don't want to be friends with you
215 anymore, you're horrible, I don't like you anymore' and then they blocked each other and they're
216 not friends anymore.

217 **I: Obviously with something like that happening online, lots of other people can see it, do others
218 get involved?**

219 P: Like if it's something really intense someone will put something stupid, like smiley faces or
220 something, and someone else will put, they'll back each other up. So they'll choose their side and all
221 go against the other person and put more stuff up.

222 **I: Has anything like that ever happened to you?**

223 P: Umm me and my other friend, the one I'm still being civil to, we had a big falling out, and she
224 messaged me something, so I messaged her something, and she messaged me worse, and she
225 screenshotted it, put it on Facebook... most people were on my side by some were on hers.

226 **I: What does it feel like when people are taking sides?**

227 P: You sort of worry about it, like she didn't show the whole, message, she just showed a bit of her
228 message, because she kept messaging me, and I told her to leave me alone and that I didn't want to
229 speak, it looked like I was being horrible. But when my other friend put the whole message on there,
230 everyone then took my side and saw how annoying she was being.

231 **I: So you had to post the whole message so the full picture was out there?**

232 P: I just felt really embarrassed, because I don't like my personal life to be shared, and that, I mean if
233 I'd had an argument I don't want anyone else to know about it, because it's just going to be
234 awkward then

235 **I: And if it happens on Facebook then everyone knows about it?**

236 P: Yeah, my mum commented on it and said 'stop posting things' that aren't to get at people, and
237 when she saw the post that I was tagged in she deleted that comment and said sorry, now she sees
238 the full picture.

239 **I: Did you know your mum would comment on something like that?**

240 P: Mmm, that's why I don't like putting things on there

241 **I: Do you see other people's parents on Facebook? Do they often get involved?**

242 P: Yeah, sometimes, sometimes they do get involved but sometimes they just say 'stop it' and 'don't
243 post anymore' and quite a lot of the time it will be really awkward because the parent will put 'stop
244 doing this, there's no point' and then all the comments will stop and the whole post will be deleted.

245 **I: Is that good or bad?**

246 P: I think it depends, if it's something that someone's put on there and nobody's seen the full picture
247 it's sort of bad, but if they have and no-one wants to see anymore then it's good.

248 **I: So as long as the full picture, the truth is out, that's ok, but if not, there's a kind of unresolved
249 argument?**

250 P: Yeah

251 **I: What advice would you give someone who had never used SNS before and wanted to start?**

252 P: I'd tell them to ask their parents first, it's what I had to do, and to friend people you know, and
253 put all your privacy setting on as well. Because I've put my future posts and that, only my friends can
254 see it, whereas other stuff, that I've been tagged in friends of friends can see it so like... you can
255 have certain things where only you can see it and you don't really want that.

256 **I: How long were you asking your parents for to use social networking?**

257 P: Since I was 10

258 **I: Were some of your friends using it in primary School?**

259 P: Yeah, that's why I wanted it.

260 **I: And what was the reason that your parents gave for saying no?**

261 P: Because you have to be 12 to go on it, because when you're 10 and on Facebook there's so many
262 things that you can see that you don't want to see, and you just scroll through and you accidentally
263 see something like, I don't know, a picture of someone like hanging or something like that, some
264 horrible stuff, and people like, 10 year olds don't want to see that.

265 **I: What would you say that the age should be for social networking?**

266 P: 12 – 13... but it depends on their maturity because they could post some really stupid stuff out
267 there, like I know people that have got Instagram and I'm following them and they're following me,
268 but my friends cousin she posts things on there... and they're only about her horse, she's only 10 or
269 11 years old, she post things about her horse and only that, but then you see other gobby 10 year
270 olds and it's just funny what they post...

271 **I: And so there's a real difference in what different people will use social networking for?**

272 P: Yeah

7.2 Emma – List of emergent themes

Multiple SNS use
Peer pressure and Social inclusion
Coming of age tale leading to normalcy
Friendship maintenance and hierarchy
SNS as a personal space
SNS as a social enabler
Parental concern
Parental intervention
Hard to stop using SNS
Facebook as preferred technological communication
Parental monitoring*
Paradox of protection vs interference
Power of tech-able person*
Parent power imbalance
In school impact of SNS use
A social ladder
Group reactions
SNS negativity
Popularity contest
SNS leading to intimidation and threats
In-school impact of SNS use
SNS changed school life
Arena to express hateful thoughts
In-school impact of SNS use
SNS bystander effect
SNS as dominating attention
School work affected
SNS interfering with homework
SNS as a constant
SNS as a fluctuating interest
Misinterpretation of intended message*
Face-to-face as better way to communicate
Impact friendship negatively
Misinterpretation of intended message
Friendship forever altered
Ripple effect of negativity throughout friendship
SNS as dishonest/impure
SNS stunting socialisation
SNS occupying mind
Danger of seeing inappropriate content online
Quantity of friends over quality
SNS leading to a muted friendship
SNS as an arena for relationship maintenance
Disconnection from SNS leading to a re-connection of friendship
Parental advice + familial pressure
Parental inclusion in daughter's life via SNS
SNS as a battleground*
Change over time
Loss of innocence
Group justice
Passive aggressive subtlety
SNS as a venue for justice
Explicit ending of friendship
Parapet style statement
Group targeting and humiliation of 'other'
Use of SNS as courtroom justice – evidence usage
Public witness to your life
Parental intervention for safety
Parental involvement to protect
Truth as important
Closure
Danger of SNS use
Risks of trauma online
Personality reflects posts you make

7.3 Emma – Cluster of emergent themes and generation of superordinate themes

The social side of social networking

Multiple SNS use
Peer pressure and Social inclusion
Friendship maintenance and hierarchy
SNS as a social enabler
Popularity contest
A social ladder
Disconnection from SNS leading to a re-connection of friendship
Quantity of friends over quality
SNS as an arena for relationship maintenance
Facebook as preferred technological communication
Face-to-face as better way to communicate

The individual and Identity

SNS as a personal space
Hard to stop using SNS
SNS as a constant
Change over time
Loss of innocence
Personality reflects posts you make
SNS occupying mind
SNS as dominating attention
Power of tech-able person*
Parapet style statement
SNS as a fluctuating interest

The role of the parent

Coming of age tale leading to normalcy
Parental concern
Parental intervention
Parental monitoring*
Paradox of protection vs interference
Parental intervention for safety
Parental advice + familial pressure
Parental inclusion in daughter's life via SNS
Parental involvement to protect
Parent power imbalance

The price in school

In school impact of SNS use***
SNS changed school life
School work affected
SNS interfering with homework

The difficulties associated with social networking

Ripple effect of negativity throughout friendship
SNS as dishonest/impure
Danger of seeing inappropriate content online
Public witness to your life
Truth as important
Closure
SNS leading to a muted friendship
Arena to express hateful thoughts
Passive aggressive subtlety
SNS as a venue for justice
Explicit ending of friendship
Danger of SNS use
Risks of trauma online
Group targeting and humiliation of 'other'
Use of SNS as courtroom justice – evidence usage
SNS as a battleground*
Group justice
SNS bystander effect
SNS negativity
SNS leading to intimidation and threats
Friendship forever altered
Misinterpretation of intended message**
Group reactions
SNS stunting socialisation
Impact friendship negatively

7.4 Emma – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

7.5 Emma – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“Because all my friends use it, and also so I can keep in touch with people” (Page 1, line 8)

“Umm, I don’t use it that much, but I’d use it to check with cadets and that, like they’d post on Facebook to say if it’s on or not, and I’ll see if my friend wants to meet up and that, so I’ll use messenger more, than say Facebook.” (Page 1, line 23)

“I have over a hundred, about 40 of them I know through cadets, because we go on camps and that, and I won’t get their number or anything but I’ll get them on Facebook, or Instagram or something, and the others are through school.” (Page 2, line 23)

“I think we’d be, umm better friendships because you wouldn’t have as many falling outs and you would just be stronger and that, you would see each other more, rather than just sort of messaging each other.” (Page 4, line 129)

2. Relationship maintenance

“Umm, now you can, on Facebook, you can add people to the top of your lists, so you can see their posts before anyone else’s”. (Page 1, line 15)

“Yeah, and with others you can just unfollow them, but still be friends with them.” (Page 1, line 18)

“I’ve sort of got more friends from being on social networking sites, like I’ve known, me and my friend are close now, she was my old friend, and then there’s friends of friends...you can make more friends on social networking than you can just chatting.” (Page 4, line 145)

“I dunno, we’ve sort of umm, well she treated me badly, and I retaliated, it sort of got worse so we didn’t really want to speak to each other that much, but we’re family friends as well...” (Page 5, line 156)

“Sometimes, we talk to each other but it’s just being civil, just general conversation a lot of the time. Like kind of ask one question and then we’ll be on our phones and we’ll be talking to other people.” (Page 5, line 162)

3. The monitoring of others

“Umm, now you can, on Facebook, you can add people to the top of your lists, so you can see their posts before anyone else’s”. (Page 1, line 15)

“Facebook you can see everyone else’s, Facebook messenger is just like texting someone”. (Page 1, line 27)

“Yeah sometimes, but most people just watch it, you can tell when someone’s online but you can’t tell what they’re watching.” (Page 3, line 77)

Identity and Construction of the Self

1. Change over time

“It was fun, it was like really exciting, just the build-up of when you’re a child, you suddenly felt so grown up getting to use it, but now it’s just boring.” (Page 1, line 12)

“No, now you can add people in a group and other people won’t know. It just different, like now there’s all these new meanings for things, where in year 7, when you say it you just mean it. And it’s not sarcastic or anything because you’re just like an innocent year 7.” (Page 6, line 200)

2. A part of you

“Umm sometimes they put like too much pictures on, or something, and it just gets annoying, like they clog up your newsfeed, so you can’t see everything else”. (Page 1, line 20)

“Well, I’ll either be writing on a piece of paper, using my tablet, or I’ll be on my tablet, writing on a piece of paper and using my phone.” (Page 3, line 89)

“Umm well it sort of depends, but quite a lot of the time I’ll be thinking about it, like what someone’s said or done recently, and be like thinking, why? And it’s funny though sometimes. But other times there’s just really serious things, like one of them was one where quite a lot of people shared it and it was where this person had died cause he had his phone in his hand in the car, and his head was in the back seat, cause he was driving using his phone, I remember that quite a lot.” (Page 4, line 136)

“12 – 13... but it depends on their maturity because they could post some really stupid stuff out there, like I know people that have got Instagram and I’m following them and they’re following me, but my friends cousin she posts things on there... and they’re only about her horse, she’s only 10 or 11 years old, she post things about her horse and only that, but then you see other gobby 10 year olds and it’s just funny what they post...” (Page 7, line 266)

3. The role of parent

“It was fun, it was like really exciting, just the build-up of when you’re a child, you suddenly felt so grown up getting to use it, but now it’s just boring.” (Page 1, line 12)

“My mum thinks I use it a bit too much”. (Page 1, line 31)

“I’ll be on Facebook until like 10:00pm and she’ll come upstairs and she’ll take my phone away and say I’m using it too much.”

I: “If your mum didn’t come and do that, would it keep you up?”

P: “I’d just carry on” (Page 1, line 33)

"I think it's good but it does annoy me a bit, sometimes she's interfering, sometimes she's not, like she'll take my phone away and start looking at all my Facebook stuff and that..." (Page 2, line 46)

"It's a bit annoying, she'll look through all my messages, and I won't have done anything bad or anything but... I'm a little more technical than she is so I know how to change things and I can change like her name on it and the colour and she doesn't know how to change it back." (Page 2, line 49)

I: "How does that feel when your mum is going through your phone checking? What goes through your mind?"

P: "I just feel really annoyed, because if I were to do that to her she would go absolutely crazy." (Page 2, line 52)

"Yeah, she saw them and she was like 'you shouldn't have messaged her that and she shouldn't have messaged you that' and she wasn't sympathetic to me or anything, or her, she just wanted us to sort it out. Because my mum and her mum are best friends, my sister and her daughter are best friends." (Page 5, line 181)

"Sometimes, like I'll be talking to my friends and we've got inside jokes and that and we'll say something and she'll be looking though it like 'what does this mean? And I'm like 'it's pretty hard to explain it if it's an inside joke'. So I'll have to explain it to her and she'll sit there and not laugh, at all." (Page 5, line 188)

"I'm friends with her but I don't follow her. I know my mums account password so I could go on there and 'unfollow' me but I'm not going to do that because she'll know." (Page 6, line 192)

"Yeah, my mum commented on it and said 'stop posting things' that aren't to get at people, and when she saw the post that I was tagged in she deleted that comment and said sorry, now she sees the full picture." (Page 7, line 236)

"Yeah, sometimes, sometimes they do get involved but sometimes they just say 'stop it' and 'don't post anymore' and quite a lot of the time it will be really awkward because the parent will put 'stop doing this, there's no point' and then all the comments will stop and the whole post will be deleted." (Page 7, line 242)

"I'd tell them to ask their parents first, it's what I had to do, and to friend people you know, and put all your privacy setting on as well" (Page 7, line 252)

Cyberbullying

1. Group Judgement & Reaction

"Me and my friend split up, we weren't friends anymore, I don't see her. We were, umm she posted a photo, and I said something sarcastic, and then she spread it saying that I was being sarcastic, and then we finally corrected it and we were talking and that and we just fell out, it wasn't as good, the friendship, and when she moved to Surrey, we didn't speak at all. We had been friends since primary school." (Page 4, line 149)

“Sometimes you can do something on it and more people will want to be your friends, and then you can do other things when less people will want to be your friends, I’ve seen photos where people have put, like, horrible stuff on it and the next day they’ve gone and got, not beaten up but a bit of a telling off from the other people.” (Page 2, line 56)

“Yeah sometimes, but most people just watch it, you can tell when someone’s online but you can’t tell what they’re watching.” (Page 3, line 77)

“Yeah, umm I remember me and my best friend, I commented on her photo, saying like nice hair and that, and she thought I was being sarcastic, and then she messaged me saying are you being sarcastic, I said no, but before she got my answer she had told everyone else and everyone else thought I was being sarcastic, and I had to explain to her that I wasn’t, and then everyone else sort of thought it, and then we had to go around saying to everyone that I wasn’t.” (Page 4, line 115)

“It happens quite a lot, especially on Facebook, like people will put their statuses up or something and it will be aimed at someone, but they’ll tag a whole group of people, so that one person will know it’s about them, so add little detail about it”. (Page 6, line 204)

“Like if it’s something really intense someone will put something stupid, like smiley faces or something, and someone else will put, they’ll back each other up. So they’ll choose their side and all go against the other person and put more stuff up.” (Page 6, line 219)

“Umm me and my other friend, the one I’m still being civil to, we had a big falling out, and she messaged me something, so I messaged her something, and she messaged me worse, and she screenshotted it, put it on Facebook... most people were on my side by some were on hers.” (Page 2, line 223)

“You sort of worry about it, like she didn’t show the whole, message, she just showed a bit of her message, because she kept messaging me, and I told her to leave me alone and that I didn’t want to speak, it looked like I was being horrible. But when my other friend put the whole message on there, everyone then took my side and saw how annoying she was being.” (Page 6, line 227)

“I just felt really embarrassed, because I don’t like my personal life to be shared, and that, I mean if I’d had an argument I don’t want anyone else to know about it, because it’s just going to be awkward then” (Page 7, page 232)

2. A venue/channel for negativity

“Like the other day, this year 7, she was in a group and she commented on a year 10’s photo and she put ‘fat...and nice eyebrows’” (Page 2, line 61)

“Like with my friend, someone commented on her picture ‘nice eyebrows’ like sarcastically, and then throughout that whole day she was like, she then retaliated, but said something different, and they kept going.” (Page 3, line 73)

“Umm like, I might message them or something and they’ll take it a different way, they’ll see it differently to how I’ve messaged it, so then we’ve fallen out, and then we’ll realise that actually we

were both looking at it differently and then it's better to have face to face conversations but..." (Page 3, line 98)

"Yeah, misinterpret what's written and then we just fall out, and then we get back and we're not friends anymore." (Page 3, line 102)

"Yeah, I mean like my friends Faye and Jade, they were best friends and then Faye sent something to Jade, and Jade took it wrong and misinterpreted it and she thought it was something completely different and had a massive falling out over it, and they weren't friends for ages, like a month or two, and then when finally they realised, the both misinterpreted it, and then they were friends again, but not as good friends as they used to be." (Page 3, line 108)

"There would be more conversations, like face to face, and instead of telling people behind their back, you talk to them properly, I like having face to face conversations, rather than someone spreading something behind my back, I don't like that." (Page 4, line 125)

"And then there's some people who just don't care and they'll just tag the person who's done something wrong, and they'll just put a photo or something of that person on and say what they've done wrong. It happens a lot, that's why so many people fall out." (Page 6, line 209)

"Someone put up, like a mugshot of someone and they put, it was like when they were best friends and she put 'been best friends with you for years, but really don't want to be friends with you anymore, you're horrible, I don't like you anymore' and then they blocked each other and they're not friends anymore." (Page 6, line 213)

"Because you have to be 12 to go on it, because when you're 10 and on Facebook there's so many things that you can see that you don't want to see, and you just scroll through and you accidentally see something like, I don't know, a picture of someone like hanging or something like that, some horrible stuff, and people like, 10 year olds don't want to see that". (Page 7, line 261)

3. Blocking as protection

"Yeah, umm I blocked this one girl because we had this major falling out and we used to be in this big group and we blocked each other because she blamed me for something and then I retaliated and we both fell out. So we're still being civil but we're not friends or anything, we're in the same tutor. I was in year 8, I don't really speak to her properly now and she don't speak to me." (Page 6, line 195)

From Online to in School

1. Interference of work

"Well, I'll either be writing on a piece of paper, using my tablet, or I'll be on my tablet, writing on a piece of paper and using my phone." (Page 3, line 89)

"Yeah sometimes, like you'll be doing your work or something, and then someone will tag you in a comment, and you'll look at it and throughout that whole school day you'll only be talking about

that, like there was this song, I think it was the crumble song or something like that, and everyone was talking about it, so no-one had any work done because they were singing it.” (Page 3, line 80)

“Yeah, cause I just won’t do it if I’m on Facebook, or Instagram or snapchat, I’ll just be messaging m friends or something and I’ll forget that I’ve got homework to do, so I’ll have to do it later, or in the morning, which just doesn’t work.” (Page 3, line 85)

“Yeah, umm I blocked this one girl because we had this major falling out and we used to be in this big group and we blocked each other because she blamed me for something and then I retaliated and we both fell out. So we’re still being civil but we’re not friends or anything, we’re in the same tutor. I was in year 8, I don’t really speak to her properly now and she don’t speak to me.” (Page 6, line 195)

2. Threats, intimidation or violence

“Sometimes you can do something on it and more people will want to be your friends, and then you can do other things when less people will want to be your friends, I’ve seen photos where people have put, like, horrible stuff on it and the next day they’ve gone and got, not beaten up but a bit of a telling off from the other people.” (Page 2, line 56)

“And the year 10 that did is really popular and will like beat you up, and they were all ganging around the year 7 area and Miss Fletcher had to go in and like stop them, but, like they had to be escorted to and from places by the teachers because of what they had done.” (Page 2, line 64)

“It is still ongoing, like whenever they see her the teacher has to be with her just in case.” (Page 2, line 68)

“I think they’d feel a bit embarrassed now, but when she first said it she said that she felt really brave, and really cool and that, that she’d said it, but that wasn’t the case”. (Page 2, line 70)

Appendix 8

Participant: Imogen

Order of Contents:

- 8.1 Interview Transcription (Line Numbered and Page Numbered)
- 8.2 List of Emergent Themes
- 8.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 8.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 8.5 Evidence of Superordinate Themes an Emergent Themes (Verbatim Extracts)

1 **8.1 Imogen - Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: Umm, Facebook, Instagram, snapchat, I don't really use twitter but I have it, but it bugs me, umm,
4 I think that's it.

5 **I: What bugs you about twitter?**

6 P: Just pointless tweets about people just having random rants that no-one's ever going to see, I
7 don't know, I just don't like it. My sister is addicted to it, all the time, just random tweets, she tweets
8 about me, and I'm like what? That's the only reason I have it, just to see what she's writing.

9 **I: Do you have a particular favourite?**

10 P: I think Facebook is one of my favourites, because I've got all of my friends on there and know
11 what everyone is doing, umm and then Instagram and snapchat...mmm...I can get Facebook on my
12 laptop but Instagram and snapchat are the main ones that I really want to have, so yeah I quite like
13 those.

14 **I: Why do you use SNS?**

15 P: I don't know, because everyone does don't they? So you don't want to be the odd one out, and
16 then everyone's talking about something and you don't have a clue because you don't have it.

17 **I: So it's useful to stay in the loop?**

18 P: It's a way of staying in the loop when you're not face to face, with someone.

19 **I: When did you start using social networking sites?**

20 P: Umm maybe since I was 12/13, I wasn't allowed in primary school, I wasn't really allowed to in
21 secondary school...

22 **I: Did you do it in secret?**

23 P: Yeah, but then, obviously people talk, people find out and then my mum was like 'I want you to
24 delete it', and my little sister did as well, but she's kind of become immune to it, so, she doesn't
25 mind now.

26 **I: So you didn't have to delete it in the end?**

27 P: Umm, no she wanted us to, but we just didn't, she went nuts, with Facebook, if you delete your
28 account you have this 2 week thing so if you log back in so it doesn't delete it. Now though, she's
29 fine with it, she messages us on it, she's ok with everything now, it's only because we were, like,
30 young.

31 **I: What was it like when you first started using SNS?**

32 P: I don't really have many friends on Facebook at the time, so it wasn't as crazy as it now but, I
33 don't know, quite weirds, because obviously I'd never experienced anything like that before, like,
34 knowing where everything is, it's a bit confusing,

35 **I: What is it like now using SNS? Has anything changed?**

36 P: The sort of stuff that you see now is completely different to what you see like 2 or 3 years ago.
37 (sigh) it's like everyone's always having a go at each other, it's not a nice thing anymore, before,
38 everyone was like in year 7, you were putting photos of your friends up and where you went, and
39 now everyone is posting rants and you know, like, just being really horrible, people are always
40 'calling each other out' and I just see these statuses and people are being horrible to this one
41 person, and sometimes there's 80 people reading the comments, and they're liking the comments,

42 so they're not actually commentating, but they're reading it and, I would just hate to be the person
43 who, people are having a go at.

44 **I: So it started off with quite nice things, posting pictures of friends, and now there's a lot more of**
45 **negative things that are taking place? Do you have an example of when something like that's**
46 **happened? Like with someone 'calling someone out'?**

47 P: Last night, literally, before I went to bed the last thing I saw was someone calling someone out on
48 something...'oh she did this'...it's just twisting stuff, it just makes things so much worse when people
49 go back to school. Because I know what that's like.

50 **I: Has that happened to you before?**

51 P: Yeah, umm, this girl who I really don't get on with, and it's like years that we just hated each
52 other, and umm, actually my sister, and that girl, Jane, basically we hated each other and my
53 younger sister, I don't know, something happened over snapchat, you can see when people
54 'screenshot' people's stories, apparently according to her, I screenshotted something, and I didn't,
55 and she kind of went nuts, and she's not well in the mind, I think anyway, and she was talking to my
56 sister trying to get information out of her, and my sister is like the type of person who would do
57 anything to get more popular, to get herself out there, she's 14, in the year below me, and pretty
58 much threw me under the bus and lied to her, and she went psycho and she threatened to stab me
59 with scissors, and she had scissors in her pocket, and I was so scared and so I went to talk to
60 someone, they got her in an isolation, she left the isolation at lunch and she actually attacked me
61 and yeah, punched me in the face, I had a nosebleed and everything.

62 **I: I take it she got in trouble for that as well?**

63 P: Yeah she was excluded, for a long time.

64 **I: And that all started because she thought that you screenshotted something, from a snapchat**
65 **group? Does it let you know when something is 'screenshotted'?**

66 P: When you view your story, I don't know if you have it? A story last's 24 hours, if you post anything
67 you can click on a dropdown menu and it will show you how many people have seen it, and if
68 someone has screenshotted it, and obviously my name came up, and I didn't, sometimes it does
69 that, it glitches, sometimes I get random people that I know would never ever screenshot it, like a
70 picture of me and my friends, like why would you screenshot that? And it did, and I don't bother
71 messaging them saying why did you screenshot that, because I know that they didn't and it just
72 happens.

73 **I: And that all happened because she thought that you had screenshotted something on snapchat?**

74 P: Yeah

75 **I: And it ended with a punch and her getting excluded from school?**

76 P: Yeah, she went crazy

77 **I: It seems like a serious escalation, from something so small that could have been explained if she**
78 **got in touch with you, to exploding into a massive thing**

79 P: Yeah, and obviously there were a load of girls involved as well, it was horrible, there was like 30
80 girls, behind her, and they were all following, trying to find me, and then I'd obviously left because I
81 wanted to be somewhere near the teachers, so they couldn't get to me because we've actually had
82 altercations before, umm, yeah and they were all there, they were dragging me, on the floor, it was
83 just horrible.

84 **I: How did that whole thing impact your relationship with your sister at the time?**

85 P: I kind of like hate... I don't hate her, it's just like really disappointed because there was loyalty,
 86 and she actually came to see me when I was in a room by myself, and I didn't want her in there
 87 because this was all her fault, if she hadn't said those things, then everyone jumped on the band
 88 wagon, like she was saying this about you in art, she was this and this and actually none of it was
 89 true. At the end of the day it was nothing, they made this massive thing about it and it was nothing.
 90 My mum kind of went nuts at my sister and we went to the police about it and it was just crazy.

91 **I: What are your thoughts about how much you use SNS?**

92 P: I use it way too much, yeah, especially doing my GCSE's I always find myself side-tracked, like if
 93 I've got my laptop out, I always got Facebook open on a tab, and then something will come up and
 94 I'm distracted, I use it way too much, I'd rather be on social media than do my school work.

95 **I: So it's a big distraction? An easy way to find yourself distracted?**

96 P: Yeah

97 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

98 P: That's happened, when I've been grounded

99 **I: Really? What's that been like?**

100 P: It feels so weird, because you've all of a sudden gone from... it's almost boring, because you've
 101 almost got nothing to do but your school work, and then you can't check anything, it's like a habit, a
 102 routine, at the times I check it, when I'm on it, when I'm at work, when I'm on my way to school, it's
 103 just so weird, it's like your routine is just changed, and it's weird.

104 **I: What do you think your parents think about you using SNS?**

105 **a. No problem – do you think they should be concerned?**

106 P: They're fine, because they use them, my mum, she just has Facebook, because she's a bit of a
 107 tard, so she doesn't really know what to do, like she always asked for my help and stuff, but she's ok
 108 with it.

109 **I: Problem – can you give me an example of when they've shown they have an issue with you
 110 using SNS?**

111 **I: How do you handle your parents trying to tell you when/how to use SNS?**

112 P: Yeah, if we have to do something, so like if we're at the dinner table she'll ask us what we've got
 113 to do and stuff, and we'll tell her, obviously, and sometimes she'll turn the Wi-Fi off, or she'll just
 114 take our phones if we have to do something, or we'll go downstairs and she'll watch us do it.

115 **I: How do you handle that kind of situation?**

116 P: We kind of just have to get on with it because her word is final, so she doesn't take any, anything,
 117 if it's going off, it's going off. I know my boundaries, I know when it's going to be taken off me, I
 118 know what I have to do to stay, you know, not grounded, so you kind of just know when the line has
 119 been crossed.

120 **I: What would happen, to make you get grounded?**

121 P: I don't know, anything, like if I'm fighting with my sisters, or if I say something that I shouldn't of,
 122 or umm, if I'm home really late and didn't say anything, you know, just general kid stuff.

123 **I: How do you think SNS impacts what school is like for you?**

124 P: That's all anyone talks about 'oh did you see this video on Facebook last night' 'oh she shared it'
 125 and it's literally what everybody talks about. Like no one really has a proper conversation anymore,
 126 and I know that when I go out to see friends, they're always on their phones and it's really annoying.

127 **I: So if people aren't using it then they might be talking about it?**

128 P: Yeah.

129 **I: Does SNS interfere with school work? Tell me about a time when this has happened**

130 P: Umm, well all of these fallouts with friends, like literally everyone has experienced it on social
131 media when people won't actually say it to your face, and you probably wouldn't say it to theirs
132 either, so you kind of have a conversation, then it gets heated, and then you fall out, and then it
133 comes back into school and then the school has to, you know, sort it out, and it's just a waste of
134 time, and they've actually said that they're not going to deal, not going to bother anymore, because
135 things like 'she said this online'....they're not dealing with those types of arguments anymore. Like if
136 you have a really problem go to the police, because it's not in school so there's nothing they can do
137 about it.

138 **I: Does SNS interfere with homework? Tell me about a time when this has happened**

139 P: Yeah, everything, you get so distracted, I think the other night I was writing up a Spanish exam
140 and I was on Facebook at the same time and I was like 'oh this person shared this' and then you look
141 through their page and then you get really side tracked a lot.

142 **I: Do you find yourself spending longer on it than you planned?**

143 P: Yeah, and I look at the time and suddenly I've been on it for like an hour and I've done nothing, I
144 always get really side tracked. And if I've got my phone by my side, I'll have my laptop, my work and
145 my phone and obviously I've got the other stuff on my phone like snapchat and Instagram, and then
146 people are like messaging me and I can't escape it, but you want to know what's happening.

147 **I: Would you tell me something about how you feel SNS has influenced your relationships with
148 you friends?**

149 P: I think it can either go one of two ways, it can either be like you get really close to you friends, if
150 you meet them and discuss where you're going to meet on social media, or you have conversations,
151 or you know, you just message. Or it can go the other way, where you don't really talk a lot, or if
152 anything does come up, like with thing they wouldn't say to your face, like I said earlier, I can just get
153 really heated and you do fall out with people, so it can be really awkward coming back into school,
154 cause you would never have said what you said online to their face, so it's kind of awkward coming
155 in.

156 **I: So it can make things easier with friends, but it can also make things awkward?**

157 P: Really awkward,

158 **I: So do you think messages are misinterpreted?**

159 P: All the time

160 **I: Has SNS ever been the cause of any friendship fall-outs? Tell me about a time this has
161 happened?**

162 P: Yeah, quite often actually, not as much now, but it was last year and a few years before,

163 **I: What do you think is different now from using it in year 9 and before?**

164 P: I have new friends, and we like all get on, before it was quite toxic on there was me and this one
165 girl and we just did not get on at all, it was always kind of really awkward, some people would have
166 these group chats, and I would be excluded, they all went to the fair and they met up with a friend
167 that went to a different school, and we were best friends me and Claire, and she went to private
168 school, and they all met up with her and they didn't include me, and I was just like...I didn't really
169 care.

170 **I: A part of you must have?**

171 P: Well, yeah, I was actually quite offended, but I was like 'who cares, don't need them' and I'm still
172 friends with one girl, and the others, umm we're just civil now, like we have some similar classes, it's
173 helped a lot because we're not constantly around each other and I think it just bugged everyone.

174 **I: Does that kind of social exclusion happen quite a lot with social media?**

175 P: Sometimes it does, sometimes it is on purpose 'like ok we won't add her' and they just talk about
176 it, like if I was a little bit late, and they would be waiting outside tutor and I could just hear them and
177 when I'd come round they would just stop, and I would just know that something was going on and I
178 wasn't included, it was always me that was left out, yeah...

179 **I: What's that like?**

180 P: It's really horrible because you'd like to think that you would do anything for them, and they
181 would do the same for you, so, it's kind of horrible, it's not nice.

182 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**

183 ***b. Made you not want to go into school the next day***

184 P: It was quite a while ago yeah, umm, I felt like that a lot, I felt really scared, because hundreds, well
185 not hundreds, but loads of people would always like if someone made a status, you would try and
186 defend yourself but there's other people, there was this time... my sister again... she's a such a pain,
187 umm, this girl had to go to hospital, and I asked my sister, was she stabbed because there was this
188 rumour going around that she was stabbed, and she went 'I don't know' and she actually told the
189 person that was in hospital 'my sister's going around telling everyone that you got stabbed', then
190 this massive status that the girl put up when she was in hospital 'by the way everyone I wasn't
191 stabbed' and then people were 'tagging' me saying it was me and that my sister had told them and it
192 was just 'oh my god' ...and then you go in the next day and everyone is looking at you, everyone is
193 talking about you, and especially when I got attacked...punched, like all the people that didn't like
194 me, from the older years, they were just looking at me like 'oh has she got a bruise' and talking
195 about me, and I couldn't really go anywhere without someone saying 'oh you got beat up by this
196 person' and it's just really embarrassing.

197 **I: That must have been really hard, because I suppose it was like 'front page news' for a while?**

198 P: Yeah, and it was, I think it was for about a year, it seemed like it lasted forever.

199 **I: What did it feel like being in school after that situation?**

200 P: You kind of get used to it after a while, but you kind of want to know what people are saying,
201 because you obviously want to defend yourself, you don't want more rumours starting, or making
202 stuff up, you want to know what's going on, especially I would want to know if it was about me.

203 **I: Would you ever block anyone?**

204 P: Yes, my block list is huge? If I get fed up and think that it's not going to stop, there's no point, I
205 don't really want them seeing what I'm doing, so I'll block them, I've got so many people that are
206 blocked.

207 **I: What leads to you deciding to block someone?**

208 P: When people are, obviously they'll gang up on you for something that someone said to them, but
209 they'd never say it to my face, so it's always on social media, and umm, they just non-stop message
210 you, and you try to defend yourself, and they're screenshotting it and sending it on to other people,
211 and in the end you just have to stop, or it's not going to stop otherwise and so I just block them, that
212 way they can't get hold of me, and I can't get hold of them. And if their friends message me, because
213 obviously I blocked that person, then I have to block them straight away I don't even reply, I have to

214 stop it then and there otherwise it will just carry on and get worse. And I just hate coming into
215 school and feeling scared.

216 **I: It sounds really difficult to get away from it?**

217 P: It is, especially when you have so many, like it's not just Facebook, it's everywhere, they'll get hold
218 of you on Instagram, they'll message you on snapchat, so you have to block them everywhere, you
219 have to cover all your bases, it's really annoying....exhausting, endless, and sometimes they get your
220 number and I'm like 'how the hell did you get my number?' and they text me and I have to block
221 them, and it's just so annoying.

222 **I: It sounds so stressful, does it take up a lot of your thinking during that time?**

223 P: It does, it's all I think about

224 **I: What do you think life would look like if SNS no longer existed?**

225 P: You'd see more children outside playing, for a start, I know, I have this cousin, like 'oh let's go play
226 outside' and they'll be like 'no I want to play on the iPad' and it's kind of annoying, I'm kind of glad
227 that I had the childhood where we didn't have iPads, we didn't really have an iPhone, when I was
228 younger, they come out in 2007, so I was still outside playing and am grateful that I had that, but
229 now you don't really see anyone outside playing, and everyone is on their phone, like if you go into
230 Costa, and you see two people who are obviously on a date, and they're both on their phones, and
231 I'm there thinking 'what the hell'

232 **I: What do you think life would be like for you if Social networking no longer existed?**

233 P: I think it would be quite hard, it would be like being back in primary school, where you would
234 have to ring on the landline, and get their number an stuff, it would be quite difficult, but I think
235 there wouldn't be this negative... you know, nothing would get ramped up, you know, it would stay
236 in school, so it wouldn't be on social media, no one could 'screen-shot' it, no-one would know
237 exactly what you have said or other people have said. I think it would be better in a way...

238 **I: You'd get a break from it... does that kind of thing, screenshotting and shared with a large group
239 of people, is that quite common?**

240 P: Yeah, all the time. That's why you have to be really careful what you say, to a certain person,
241 because nothing is private anymore.

242 **I: What is the best thing that has ever happened to you while using SNS?**

243 P: Probably seeing family that live a long way away, like my aunt always puts these pictures, and she
244 always sends these little videos to me, and it's really cute, because I don't get to see them very
245 often, so it just really nice to see them, I don't really know.

246 **I: What is the worst thing that has ever happened to you while using SNS?**

247 P: Probably that, wat we talked about. And actually my dad getting hold of me because I don't really
248 see him, my parents are divorced, so umm, we don't really have any contact with him, and , he got
249 hold of me and it really scared me, because I'm friends, I have a step sister, and it's his daughter, so
250 my half-sister, so I'm friends with her and so I must have come up as mutual friends or something
251 and he messaged me and I was so scared and I just... it was just horrible getting a message that you
252 thought would just never come and it's just really really scary.

253 **I: How did you respond?**

254 P: I didn't, what I did was save the text on a word document, I was staying with my nan, my
255 grandparents, but I didn't tell them because I knew that I would have my laptop taken away... so I
256 told my mum when I went back home.

257 **I: Did you ever read the message?**

258 P: Yeah, over and over and it just freaked me out, he sends letters sometimes and it's just really
259 weird.

260 **I: How did your mum respond knowing that something was sent over SNS?**

261 P: She just felt sorry for me, I don't think, yeah.

262 **I: That must have been quite a shock?**

263 P: It was, I saw it and was just like 'oh my god' why is this happening? So I just saved it and blocked
264 him immediately.

265 **I: What advice would you give someone who had never used SNS before and wanted to start?**

266 P: Umm, I don't know, just be careful who you're friends with, just make sure you know every... well
267 not have to know, but don't purposely friend someone if you know you don't like someone just to
268 start something, you kind of want to have a clean slate, and the minute something bad happens you
269 can never get rid of it, so don't ever put something on there that you will regret, like ever, because it
270 will never go away.

8.2 Imogen – List of emergent themes

Multiple SNS use
SNS used for personal venting
Use of SNS to monitor others
Social connection/collection
Peer pressure and social conformity
Monitoring others
To be included
Parental control for safety
Parental control for safety
Coming of age
Change over time
SNS as location
Group collusion in cyberbullying
SNS as battleground*
SNS impacting school life***
The use of information against another person
SNS leading to threat
School SNS intervention**
SNS leading to assault
Trust vs Mistrust over online content
SNS escalated problems
In-school intimidation and assault
Disloyalty
Rumours made worse by sns
Parental intervention
SNS as distracting
Impacting school work
Parental control
SNS as a privilege***
SNS as part of you
Parental use of SNS
Parental control
SNS shaping communication
SNS as an expressive tool
SNS as distraction
SNS interfering with work
Losing time via SNS
Feeling trapped but wanting to stay connected
SNS connects friends
SNS ruins friendships
SNS as battleground
Regret over messages
SNS used to ostracise*
Shift of friendships
Value of friendship
SNS leading to in-school attack
Uncontrollable snowball of negativity
In-school embarrassment
Long term SNS impact in school
Defence of yourself
Needing to 'know'
Experienced a lot of negativity
SNS as courtroom
Blocking as protection*
The need to defend and block
SNS as constant
Change of SNS use over time
Isolation
The lost 'connection' due to technology
SNS causes problems with no boundaries
Lost privacy
Family connection
Unwanted connection
SNS as unsafe
Adult concerns
Learning from experience

8.3 Imogen – Cluster of emergent themes and generation of superordinate themes

The individual's connection to SNS

Multiple SNS use
SNS used for personal venting
Change over time
SNS as location
Trust vs Mistrust over online content
SNS as part of you
SNS as an expressive tool
Learning from experience
SNS as constant
Change of SNS use over time
Regret over messages

Inclusion and monitoring of others

Use of SNS to monitor others
Social connection/collection
Peer pressure and social conformity
Monitoring others
To be included
SNS connects friends
Value of friendship
Needing to 'know'
Family connection
SNS shaping communication
Isolation
The lost 'connection' due to technology
Unwanted connection

The role of the parent

Parental control for safety
Parental control for safety
Coming of age
Parental intervention
Parental control
SNS as a privilege***
Parental use of SNS
Parental control
SNS as unsafe
Adult concerns

The school price of social networking

In-school embarrassment
Long term SNS impact in school
Losing time via SNS
SNS leading to in-school attack
SNS impacting school life***
School SNS intervention**
In-school intimidation and assault
SNS as distracting
Impacting school work
SNS as distraction
SNS interfering with work

Negatives of Social Networking

Group collusion in cyberbullying
SNS as battleground*
The use of information against another person
SNS leading to threat
SNS leading to assault
SNS escalated problems
Disloyalty
Rumours made worse by sns
SNS ruins friendships
Feeling trapped but wanting to stay connected
SNS as battleground
SNS used to ostracise*
Shift of friendships
Uncontrollable snowball of negativity
Defence of yourself
Experienced a lot of negativity
SNS as courtroom
Blocking as protection*
The need to defend and block
SNS causes problems with no boundaries
Lost privacy

8.4 Imogen – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

8.5 Imogen – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“I think Facebook is one of my favourites, because I’ve got all of my friends on there and know what everyone is doing, umm and then Instagram and snapchat...mmm...I can get Facebook on my laptop but Instagram and snapchat are the main ones that I really want to have, so yeah I quite like those.” (Page 1, line 11)

“I don’t know, because everyone does don’t they? So you don’t want to be the odd one out, and then everyone’s talking about something and you don’t have a clue because you don’t have it.” (Page 1, line 16)

“It’s a way of staying in the loop when you’re not face to face, with someone.” (Page 1, line 19)

“Probably seeing family that live a long way away, like my aunt always puts these pictures, and she always sends these little videos to me, and it’s really cute, because I don’t get to see them very often, so it just really nice to see them, I don’t really know.” (Page 6, line 244)

“That’s all anyone talks about ‘oh did you see this video on Facebook last night’ ‘oh she shared it’ and it’s literally what everybody talks about. Like no one really has a proper conversation anymore, and I know that when I go out to see friends, they’re always on their phones and it’s really annoying.” (Page 3, line 125)

2. Relationship maintenance

“I think it can either go one of two ways, it can either be like you get really close to you friends, if you meet them and discuss where you’re going to meet on social media, or you have conversations, or you know, you just message. Or it can go the other way, where you don’t really talk a lot, or if anything does come up, like with thing they wouldn’t say to your face, like I said earlier, I can just get really heated and you do fall out with people” (Page 4, line 150)

“Probably that, what we talked about. And actually my dad getting hold of me because I don’t really see him, my parents are divorced, so umm, we don’t really have any contact with him, and , he got hold of me and it really scared me, because I’m friends, I have a step sister, and it’s his daughter, so my half-sister, so I’m friends with her and so I must have come up as mutual friends or something and he messaged me and I was so scared and I just... it was just horrible getting a message that you thought would just never come and it’s just really really scary.” (Page 6, line 248)

“Well, yeah, I was actually quite offended, but I was like ‘who cares, don’t need them’ and I’m still friends with one girl, and the others, umm we’re just civil now, like we have some similar classes, it’s helped a lot because we’re not constantly around each other and I think it just bugged everyone.” (Page 4, line 172)

3. The monitoring of others

“My sister is addicted to it, all the time, just random tweets, she tweets about me, and I’m like what? That’s the only reason I have it, just to see what she’s writing.” (Page 1, line 8)

“I think Facebook is one of my favourites, because I’ve got all of my friends on there and know what everyone is doing” (Page 1, line 8)

“You kind of get used to it after a while, but you kind of want to know what people are saying, because you obviously want to defend yourself, you don’t want more rumours starting, or making stuff up, you want to know what’s going on, especially I would want to know if it was about me.” (Page 5, line 201)

Identity and Construction of the Self

1. Change over time

“I didn’t really have many friends on Facebook at the time, so it wasn’t as crazy as it now but, I don’t know, quite weird, because obviously I’d never experienced anything like that before, like, knowing where everything is, it’s a bit confusing” (Page 1, line 33)

“You’d see more children outside playing, for a start, I know, I have this cousin, like ‘oh let’s go play outside’ and they’ll be like ‘no I want to play on the iPad’ and it’s kind of annoying, I’m kind of glad that I had the childhood where we didn’t have iPads, we didn’t really have an iPhone, when I was younger, they come out in 2007, so I was still outside playing and am grateful that I had that, but now you don’t really see anyone outside playing, and everyone is on their phone, like if you go into Costa, and you see two people who are obviously on a date, and they’re both on their phones, and I’m there thinking ‘what the hell’” (Page 5, line 226)

“The sort of stuff that you see now is completely different to what you see like 2 or 3 years ago. (sigh) it’s like everyone’s always having a go at each other, it’s not a nice thing anymore, before, everyone was like in year 7, you were putting photos of your friends up and where you went, and now everyone is posting rants and you know, like, just being really horrible, people are always ‘calling each other out’ and I just see these statuses and people are being horrible to this one person, and sometimes there’s 80 people reading the comments, and they’re liking the comments, so they’re not actually commentating, but they’re reading it and, I would just hate to be the person who, people are having a go at.” (Page 1, line 37)

2. A part of you

“Just pointless tweets about people just having random rants that no-one’s ever going to see, I don’t know, I just don’t like it. My sister is addicted to it, all the time, just random tweets, she tweets about me, and I’m like what?” (Page 1, line 7)

“It feels so weird, because you’ve all of a sudden gone from... it’s almost boring, because you’ve almost got nothing to do but your school work, and then you can’t check anything, it’s like a habit, a routine, at the times I check it, when I’m on it, when I’m at work, when I’m on my way to school, it’s just so weird, it’s like your routine is just changed, and it’s weird.” (Page 3, line 101)

“Yeah, and I look at the time and suddenly I’ve been on it for like an hour and I’ve done nothing, I always get really side tracked. And if I’ve got my phone by my side, I’ll have my laptop, my work and my phone and obviously I’ve got the other stuff on my phone like snapchat and Instagram, and then people are like messaging me and I can’t escape it, but you want to know what’s happening.” (Page 4, line 144)

“It does, it’s all I think about” (Page 5, line 224) – *in response to experiencing negativity*

3. The role of parent

“Umm maybe since I was 12/13, I wasn’t allowed in primary school, I wasn’t really allowed to in secondary school...” (Page 1, line 21)

“Yeah, but then, obviously people talk, people find out and then my mum was like ‘I want you to delete it’, and my little sister did as well, but she’s kind of become immune to it, so, she doesn’t mind now.” (Page 1, line 24)

“Umm, no she wanted us to, but we just didn’t, she went nuts, with Facebook, if you delete your account you have this 2 week thing so if you log back in so it doesn’t delete it. Now though, she’s fine with it, she messages us on it, she’s ok with everything now, it’s only because we were, like, young.” (Page 1, line 28)

“They’re fine, because they use them, my mum, she just has Facebook, because she’s a bit of a tard, so she doesn’t really know what to do, like she always asked for my help and stuff, but she’s ok with it.” (Page 3, line 107)

“At the end of the day it was nothing, they made this massive thing about it and it was nothing. My mum kind of went nuts at my sister and we went to the police about it and it was just crazy.” (Page 2, line 89)

“Yeah, if we have to do something, so like if we’re at the dinner table she’ll ask us what we’ve got to do and stuff, and we’ll tell her, obviously, and sometimes she’ll turn the Wi-Fi off, or she’ll just take our phones if we have to do something, or we’ll go downstairs and she’ll watch us do it”. (Page 3, line 113)

“We kind of just have to get on with it because her word is final, so she doesn’t take any, anything, if it’s going off, it’s going off. I know my boundaries, I know when it’s going to be taken off me, I know what I have to do to stay, you know, not grounded, so you kind of just know when the line has been crossed.” (Page 3, line 117)

“I didn’t, what I did was save the text on a word document, I was staying with my nan, my grandparents, but I didn’t tell them because I knew that I would have my laptop taken away... so I told my mum when I went back home” (Page 6, line 255)

Cyberbullying

1. Group Judgement & Reaction

“like, just being really horrible, people are always ‘calling each other out’ and I just see these statuses and people are being horrible to this one person, and sometimes there’s 80 people reading the comments, and they’re liking the comments, so they’re not actually commentating, but they’re reading it and, I would just hate to be the person who, people are having a go at.” (Page 1, line 40)

“before it was quite toxic, there was me and this one girl and we just did not get on at all, it was always kind of really awkward, some people would have these group chats, and I would be excluded, they all went to the fair and they met up with a friend that went to a different school, and we were best friends me and Claire, and she went to private school, and they all met up with her and they didn’t include me, and I was just like...I didn’t really care.” (Page 4, line 165)

2. A venue/channel for negativity

“The sort of stuff that you see now is completely different to what you see like 2 or 3 years ago. (sigh) it’s like everyone’s always having a go at each other, it’s not a nice thing anymore, before, everyone was like in year 7, you were putting photos of your friends up and where you went, and now everyone is posting rants and you know” (Page 1, line 37)

“Last night, literally, before I went to bed the last thing I saw was someone calling someone out on something...’oh she did this’...it’s just twisting stuff, it just makes things so much worse when people go back to school. Because I know what that’s like.” (Page 2, line 48)

“Or it can go the other way, where you don’t really talk a lot, or if anything does come up, like with thing they wouldn’t say to your face, like I said earlier, I can just get really heated and you do fall out with people, so it can be really awkward coming back into school, cause you would never have said what you said online to their face, so it’s kind of awkward coming in.” (Page 4, line 152)

“Yeah, all the time. That’s why you have to be really careful what you say, to a certain person, because nothing is private anymore.” (Page 6, line 241)

“Don’t purposely friend someone if you know you don’t like someone just to start something, you kind of want to have a clean slate, and the minute something bad happens you can never get rid of it, so don’t ever put something on there that you will regret, like ever, because it will never go away.” (Page 6, line 268)

3. Blocking as protection

“Yes, my block list is huge? If I get fed up and think that it’s not going to stop, there’s no point, I don’t really want them seeing what I’m doing, so I’ll block them, I’ve got so many people that are blocked” (Page 5, line 205)

“When people are, obviously they’ll gang up on you for something that someone said to them, but they’d never say it to my face, so it’s always on social media, and umm, they just non-stop message you, and you try to defend yourself, and they’re screenshotting it and sending it on to other people, and in the end you just have to stop, or it’s not going to stop otherwise and so I just block them, that

way they can't get hold of me, and I can't get hold of them. And if their friends message me, because obviously I blocked that person, then I have to block them straight away I don't even reply, I have to stop it then and there otherwise it will just carry on and get worse. And I just hate coming into school and feeling scared." (Page 5, line 209)

"It is, especially when you have so many, like it's not just Facebook, it's everywhere, they'll get hold of you on Instagram, they'll message you on snapchat, so you have to block them everywhere, you have to cover all your bases, it's really annoying...exhausting, endless, and sometimes they get your number and I'm like 'how the hell did you get my number?' and they text me and I have to block them, and it's just so annoying." (Page 5, line 218)

"It was, I saw it and was just like 'oh my god' why is this happening? So I just saved it and blocked him immediately" (Page 6, line 264)

From Online to in School

1. Interference of work

"I use it way too much, yeah, especially doing my GCSE's I always find myself side-tracked, like if I've got my laptop out, I always got Facebook open on a tab, and then something will come up and I'm distracted, I use it way too much, I'd rather be on social media than do my school work." (Page 3, line 93)

"Umm, well all of these fallouts with friends, like literally everyone has experienced it on social media when people won't actually say it to your face, and you probably wouldn't say it to theirs either, so you kind of have a conversation, then it gets heated, and then you fall out, and then it comes back into school and then the school has to, you know, sort it out, and it's just a waste of time, and they've actually said that they're not going to deal, not going to bother anymore, because things like 'she said this online'....they're not dealing with those types of arguments anymore. Like if you have a real problem go to the police, because it's not in school so there's nothing they can do about it" (Page 3, line 131)

"Yeah, everything, you get so distracted, I think the other night I was writing up a Spanish exam and I was on Facebook at the same time and I was like 'oh this person shared this' and then you look through their page and then you get really side tracked a lot." (Page 4, line 140)

"Yeah, and I look at the time and suddenly I've been on it for like an hour and I've done nothing, I always get really side tracked. And if I've got my phone by my side, I'll have my laptop, my work and my phone and obviously I've got the other stuff on my phone like snapchat and Instagram, and then people are like messaging me and I can't escape it, but you want to know what's happening." (Page 4, line 144)

"Yeah, and it was, I think it was for about a year, it seemed like it lasted forever." (Page 5, line 199)

2. Threats, intimidation or violence

“Last night, literally, before I went to bed the last thing I saw was someone calling someone out on something...’oh she did this’...it’s just twisting stuff, it just makes things so much worse when people go back to school. Because I know what that’s like.” (Page 2, line 48)

“something happened over snapchat, you can see when people ‘screenshot’ people’s stories, apparently according to her, I screenshotted something, and I didn’t, and she kind of went nuts, and she’s not well in the mind, I think anyway, and she was talking to my sister trying to get information out of her, and my sister is like the type of person who would do anything to get more popular, to get herself out there, she’s 14, in the year below me, and pretty much threw me under the bus and lied to her, and she went psycho and she threatened to stab me with scissors, and she had scissors in her pocket, and I was so scared and so I went to talk to someone, they got her in an isolation, she left the isolation at lunch and she actually attacked me and yeah, punched me in the face, I had a nosebleed and everything.” (Page 2, line 54)

“Yeah she was excluded, for a long time.” (Page 2, line 64)

“Yeah, and obviously there were a load of girls involved as well, it was horrible, there was like 30 girls, behind her, and they were all following, trying to find me, and then I’d obviously left because I wanted to be somewhere near the teachers, so they couldn’t get to me because we’ve actually had altercations before, umm, yeah and they were all there, they were dragging me, on the floor, it was just horrible” (Page 2, line 80)

“If she hadn’t said those things, then everyone jumped on the band wagon, like she was saying this about you in art, she was this and this and actually none of it was true. At the end of the day it was nothing, they made this massive thing about it and it was nothing. My mum kind of went nuts at my sister and we went to the police about it and it was just crazy”. (Page 2, line 88)

“Sometimes it does, sometimes it is on purpose ‘like ok we won’t add her’ and they just talk about it, like if I was a little bit late, and they would be waiting outside tutor and I could just hear them and when I’d come round they would just stop, and I would just know that something was going on and I wasn’t included, it was always me that was left out, yeah...” (Page 4, line 176)

“It was quite a while ago yeah, umm, I felt like that a lot, I felt really scared, because hundreds, well not hundreds, but loads of people would always like if someone made a status, you would try and defend yourself but there’s other people, there was this time... this massive status that the girl put up when she was in hospital ‘by the way everyone I wasn’t stabbed’ and then people were ‘tagging’ me saying it was me and that my sister had told them and it was just ‘oh my god’...and then you go in the next day and everyone is looking at you, everyone is talking about you, and especially when I got attacked...punched, like all the people that didn’t like me, from the older years, they were just looking at me like ‘oh has she got a bruise’ and talking about me, and I couldn’t really go anywhere without someone saying ‘oh you got beat up by this person’ and it’s just really embarrassing.” (Page 5, line 185)

Appendix 9

Participant: Jack

Order of Contents:

- 9.1 Interview Transcription (Line Numbered and Page Numbered)
- 9.2 List of Emergent Themes
- 9.3 Cluster of Emergent Themes and Generation of Superordinate Themes
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- 9.5 Evidence of Superordinate Themes an Emergent Themes (Verbatim Extracts)

1 **9.1 Jack – Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: I usually use Facebook and Xbox live, things like that, on my laptop and on an Xbox One

4 **I: The social side of gaming is slightly different to how you would use Facebook or twitter, how do**
5 **you find the differences?**

6 P: Well I don't go on Facebook that much, obviously there is a difference because you have to talk to
7 people on the Xbox whereas on Facebook it's more or less people just posting messages on the main
8 thing of it.

9 **I: So would you say it's more verbal communication?**

10 P: Yeah definitely

11 **I: Do you have a particular favourite?**

12 P: Xbox live

13 **I: Why do you use SNS?**

14 P: It's mainly down to my friends who moved away, so I'll talk to them over the Xbox and things like
15 that. One of my best friends moved to Manchester.

16 **I: So other than the Xbox and Facebook, do you have any other social networks that you use?**

17 P: Yeah, I've got steam on my computer

18 **I: When did you start using social networking sites?**

19 P: I think it was when I was 8 or 9

20 **I: So you've been doing it for a really long time, what was it like when you first started using SNS?**

21 P: Uh I really liked it because there was more to do

22 **I: What is it like now using SNS? Has anything changed?**

23 P: Umm, yeah a bit, like there's been differences in like you can talk to people without going through
24 really long processes

25 **I: What are your thoughts about how much you use SNS?**

26 P: I could probably go out more, I use them quite a lot

27 **I: So you think you could probably go out more because you use them a lot, what do you consider**
28 **quite a lot?**

29 P: I play from when I get home until my dinner is ready, so for about 3 hours.

30 **I: Do you look forward to it?**

31 P: Yeah, mmm.

32 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

33 P: I'd probably just be really bored, I'd have nothing to do

34 **I: What do you think your parents think about you using SNS?**

35 P: My mum and dad don't really mind it that much, they know I can talk to my friends though it

36 **I: Do you think they should be concerned?**

37 P: Not too much

38 **I: How do you think SNS impacts what school is like for you?**

39 P: It doesn't impact it too much

40 **I: Does SNS interfere with homework? tell me about a time when this has happened**

41 P: Yeah, it'll be, I'll get home, say I'm going to do homework and just go on the Xbox

42 **I: Do you spend longer than you plan on it?**

43 P: Yeah, sometimes if I get given a chore to do, I'll say yeah, start another game and then realise like
44 2 hours later that I haven't done it. There are some online games that I play where you have to
45 complete them, or else you'll get stuff removed from me for it.

46 **I: What kind of games do that?**

47 P: Sort of like Rainbow Six, if you leave the game early for a certain amount of times then they
48 basically make it so you can't pay it for half an hour or something.

49 **I: Oh really, so you can get penalised if you have to suddenly turn off?**

50 P: It's either losing time or if you leave early you can't gain health, so if you leave you'll get killed and
51 lose scores, you don't get the rewards.

52 **I: Would you tell me something about how you feel SNS has influenced your relationships with
53 you friends?**

54 P: It's probably helped because when we're playing online we can still actually do stuff together,
55 even when I'm not actually there, because some of my friends do live quite far away, so if I didn't
56 have social networks then I couldn't talk to them, and we'd probably just lose contact.

57 **I: So it's helped you stay in touch?**

58 P: Yeah

59 **I: And through online gaming actually do 'stuff' rather than just message?**

60 P: Yeah, it's why I don't go on Facebook very much.

61 **I: When do you use Facebook?**

62 P: Usually when I'm checking my emails or something, I'll notice once saying I'm tagged in a picture,
63 so I'll check it then.

64 **I: Has your SNS use been the cause of you forgetting homework completely?**

65 P: Yeah it's like I've been on it, forgotten about homework and then in the morning, the next
66 morning or whilst I'm at school I'll be told I've got homework and then have to do a really bad piece
67 of it, usually if I've got that kind of homework I'll have to do it at lunch or break.

68 **I: Has SNS ever been the cause of any friendship fall-outs? Tell me about a time this has
69 happened?**

70 P: No not really

71 **I: And do you play online games against other in your year group?**

72 P: Usually when I'm against people on it, it's either we're doing split screen, or me and my friends
73 will be on one team against another

74 **I: But it usually stays alright with your friends after the gaming is finished?**

75 P: Yeah

76 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**

- 77 **a. Had made you worry in school**
- 78 P: Well some of my friends that have got annoyed on some have said 'oh I'm going to beat you up'
- 79 then apologise as soon as they are in school
- 80 **I: Oh ok, so they get angry in the heat of the moment online?**
- 81 P: Yeah, like if I shot them in the back of the head by accident when we're on the same team or
- 82 something. Usually they would just say, like I remember one time when my friends started showing
- 83 off because he was ahead of me on Skyrim I think, saying how he completed the game in like a few
- 84 hours, like he just did the campaign, and he was saying 'oh I've got this and laughing' and I was
- 85 saying 'don't show off' and then he started getting annoyed by that.
- 86 **I: But we know that you can't complete Skyrim properly in 2 hours?**
- 87 P: Yeah, it's like every time I do the campaign I get the main shout, the fuss-ro-dah one, and then I'd
- 88 just do brotherhood sort of stuff.
- 89 **I: What do you think life would look like if SNS no longer existed?**
- 90 P: It depends like, if I'd never been on it I'd be fine, but as I'm pretty much always on it, it would
- 91 probably be different. Probably boring, because most of my friends don't actually come round, so I
- 92 probably wouldn't speak to my friends for a couple months or something, especially my friends who
- 93 live far away, so quite lonely.
- 94 **I: How often would you say social networking is on your mind during the day?**
- 95 P: Probably when I'm in a class and it's something that I don't want to listen to, like I'll drift off and
- 96 start thinking about other stuff, like games where you can make choices, I start thinking about that
- 97 sort of stuff.
- 98 **I: What kind of games do you play where you have choices like that?**
- 99 P: Uh I play the walking dead series, the Witcher 3 and fallout 4.
- 100 **I: I really like the games where you can make choices like that, and then the story changes**
- 101 P: Yeah like in the Witcher 3 you have different endings, one of them, if you make bad choices then
- 102 you get a really bad ending and then there are 2 ok and a good one. I watched on ps4 someone
- 103 playing until dawn, it's a horror survival game where you have to make choices and your choices can
- 104 either get people killed or save them.
- 105 **I: So were you at a friend's house seeing that game?**
- 106 P: No I was watching it on YouTube, there are sections on YouTube that people can dedicate to little
- 107 gaming clips they like.
- 108 **I: Do you use YouTube quite a lot?**
- 109 P: Yeah, when like I've run out of things to play I'll just watch people on that
- 110 **I: Have you set up a profile on YouTube? Or leave comments?**
- 111 P: I have a profile but I don't usually leave comments, I subscribe to different people to see the
- 112 videos I want to see
- 113 **I: What is the best thing that has ever happened to you while using SNS?**
- 114 P: Not sure really
- 115 **I: What is the worst thing that has ever happened to you while using SNS?**
- 116 P: Probably like some people threatening and stuff like that, it sort of when I'm doing really bad or
- 117 something, then the others will be saying 'this guys really bad', then you've got people saying 'newb'

118 and then there's other times when you'll join a game and there will be people shouting and
119 swearing because they got killed, or if you kill them a really annoying way.

120 **I: What advice would you give someone who had never used SNS before and wanted to start?**

121 P: Umm, probably along the lines of, if it's online gaming, don't go into game chats and start
122 annoying people and that, because people get really annoyed with that sort of stuff, and then some
123 people will actually hack your account on stuff like that, other people say they will but can't. Like
124 people make YouTube accounts just to leave comments on peoples videos like 'this is awful'.

125 **I: Do you see that kind of stuff a lot?**

126 P: Umm like on my computer I'll look down the comments and it'll say 'play this game because
127 you're awful at this one'

9.2 Jack – List of emergent themes

Online gaming as an advanced SNS
Social connection to people far away
Use of multiple SNS
Long term usage
Easy to use
Physical isolation
SNS as a fun activity to relieve boredom
Parental acceptance for social connection
SNS use as procrastination
SNS interfering with chores
Strong pull to use SNS games
Rewards seeking/punishment avoiding gameplay
Social activity based connection to others
Maintaining of friendships
SNS impacting the quality and completion of homework
Social gameplay
SNS leading to threats in school
SNS leading to teasing
SNS has changed him fundamentally
Avoid loneliness
SNS as enjoyment
Seeking social connection via multiple SNS
Seek like-minded people
SNS as a venue to vent frustration
SNS as a venue to threaten others
SNS for teasing
SNS for spreading hateful messages
Cyberbullying

9.3 Jack – Cluster of emergent themes and generation of superordinate themes

Social connection

Online gaming as an advanced SNS
Social connection to people far away
Social activity based connection to others
Maintaining of friendships
Social gameplay
Seeking social connection via multiple SNS
Seek like-minded people

The individual uses of social networking

Use of multiple SNS
Long term usage
Easy to use
SNS as a fun activity to relieve boredom
Strong pull to use SNS games
Rewards seeking/punishment avoiding gameplay
SNS as enjoyment
SNS has changed him fundamentally
Avoid loneliness

The impact of SNS on the home and school

Parental acceptance for social connection
SNS use as procrastination
SNS interfering with chores
SNS impacting the quality and completion of homework
SNS leading to threats in school

The dark side of social networking

Physical isolation
SNS leading to teasing
SNS as a venue to vent frustration
SNS as a venue to threaten others
SNS for teasing
SNS for spreading hateful messages
Cyberbullying

9.4 Jack – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

9.5 Jack – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“Well I don’t go on Facebook that much, obviously there is a difference because you have to talk to people on the Xbox whereas on Facebook it’s more or less people just posting messages on the main thing of it.” (Page 1, line 6)

“It’s mainly down to my friends who moved away, so I’ll talk to them over the Xbox and things like that. One of my best friends moved to Manchester.” (Page 1, line 14)

“Usually when I’m against people on it, it’s either we’re doing split screen, or me and my friends will be on one team against another.” (Page 2, line 72)

“I have a profile but I don’t usually leave comments, I subscribe to different people to see the videos I want to see” (Page 3, line 111)

2. Relationship maintenance

“It’s mainly down to my friends who moved away, so I’ll talk to them over the Xbox and things like that. One of my best friends moved to Manchester.” (Page 1, line 14)

“It’s probably helped because when we’re playing online we can still actually do stuff together, even when I’m not actually there, because some of my friends do live quite far away, so if I didn’t have social networks then I couldn’t talk to them, and we’d probably just lose contact.” (Page 2, line 54)

3. The monitoring of others

“Yeah like in the Witcher 3 you have different endings, one of them, if you make bad choices then you get a really bad ending and then there are 2 ok and a good one. I watched on ps4 someone playing until dawn, it’s a horror survival game where you have to make choices and your choices can either get people killed or save them.” (Page 3, 101)

“Yeah, when like I’ve run out of things to play I’ll just watch people on that”. (Page 3, line 109)

“I have a profile but I don’t usually leave comments, I subscribe to different people to see the videos I want to see” (Page 3, line 111)

Identity and Construction of the Self

1. Change over time

“Umm, yeah a bit, like there’s been differences in like you can talk to people without going through really long processes” (Page 1, line 23)

2. A part of you

“I play from when I get home until my dinner is ready, so for about 3 hours” (Page 1, line 29)

“It depends like, if I’d never been on it I’d be fine, but as I’m pretty much always on it, it would probably be different. Probably boring, because most of my friends don’t actually come round, so I probably wouldn’t speak to my friends for a couple months or something, especially my friends who live far away, so quite lonely.” (Page 3, line 90)

3. The role of parent

“My mum and dad don’t really mind it that much, they know I can talk to my friends though it” (Page 1, line 35)

Cyberbullying

1. Group Judgement & Reaction

“Probably like some people threatening and stuff like that, it sort of when I’m doing really bad or something, then the others will be saying ‘this guys really bad’” (Page 3, line 116)

2. A venue/channel for negativity

“like I remember one time when my friends started showing off because he was ahead of me on Skyrim I think, saying how he completed the game in like a few hours, like he just did the campaign, and he was saying ‘oh I’ve got this and laughing’ and I was saying ‘don’t show off’ and then he started getting annoyed by that” (Page 3, line 82)

“then you’ve got people saying ‘newb’ and then there’s other times when you’ll join a game and there will be people shouting and swearing because they got killed, or if you kill them a really annoying way.” (Page 3, line 117)

“Umm, probably along the lines of, if it’s online gaming, don’t go into game chats and start annoying people and that, because people get really annoyed with that sort of stuff, and then some people will actually hack your account on stuff like that, other people say they will but can’t. Like people make YouTube accounts just to leave comments on peoples videos like ‘this is awful’.” (Page 3, line 121)

“Umm like on my computer I’ll look down the comments and it’ll say ‘play this game because you’re awful at this one’” (Page 4, line 126)

3. Blocking as protection

n/a

From Online to in School

1. Interference of work

“Yeah, it’ll be, I’ll get home, say I’m going to do homework and just go on the Xbox.” (Page 2, line 41)

“Yeah, sometimes if I get given a chore to do, I’ll say yeah, start another game and then realise like 2 hours later that I haven’t done it. There are some online games that I play where you have to complete them, or else you’ll get stuff removed from me for it.” (Page 2, line 43)

“Yeah it’s like I’ve been on it, forgotten about homework and then in the morning, the next morning or whilst I’m at school I’ll be told I’ve got homework and then have to do a really bad piece of it, usually if I’ve got that kind of homework I’ll have to do it at lunch or break.” (Page 2, line 65)

“Probably when I’m in a class and it’s something that I don’t want to listen to, like I’ll drift off and start thinking about other stuff, like games where you can make choices, I start thinking about that sort of stuff.” (Page 3, line 95)

2. Threats, intimidation or violence

“Well some of my friends that have got annoyed and some have said ‘oh I’m going to beat you up’ then apologise as soon as they are in school” (Page 2, line 78)

Appendix 10

Participant: Jenny

Order of Contents:

- 10.1 Interview Transcription (Line Numbered and Page Numbered)
- 10.2 List of Emergent Themes
- 10.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 10.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 10.5 Evidence of Superordinate Themes and Emergent Themes (Verbatim Extracts)

1 **10.1 Jenny – Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: Facebook, twitter, Instagram, snapchat, that's it

4 **I: Do you have a particular favourite?**

5 P: Mostly Instagram

6 **I: Why do you use SNS?**

7 P: To talk to friends, to see what people are doing

8 **I: When did you start using social networking sites?**

9 P: About 2 years ago

10 **I: Before that, did you want to use them?**

11 P: Yeah, I was too young, my mum wouldn't let me

12 **I: What changed for your mum to be alright with it?**

13 P: All my friends were using it and so she let me in the end

14 **I: What was it like when you first started using SNS?**

15 P: Umm, it was alright, it was just talking to friends and putting pictures up and that, it was alright

16 **I: What is it like now using SNS? Has anything changed?**

17 P: It's worse, umm people can message you and start arguments and post horrible things and that.

18 **I: Does that kind of thing happen...?**

19 P: Not to me, but the arguments do, but yeah that's it.

20 **I: Do you see quite a lot of arguments happening online?**

21 P: Yeah

22 **I: How do they usually start?**

23 P: Uh people will fall out and they will message you to start an argument, sometimes to start one
24 with you or to pull you into one

25 **I: Has that happened recently?**

26 P: Yeah, I fell out with a girl called Vicky and then she started an argument on me and all my friends

27 **I: Tell me how it began?**

28 P: She made a fake account on Instagram and started messaging me like a big paragraph, so I
29 blocked it and she made another one.

30 **I: Ok, and what kind of thing was being said?**

31 P: Oh saying how she hasn't done anything wrong and how horrible I am and how I made her lose all
32 her friends.

33 **I: What was the initial message that started the fallout?**

34 P: We just hate each other

35 **I: Has that been a longstanding thing?**

36 P: Yeah for about a year

37 **I: What are your thoughts about how much you use SNS?**

38 P: I don't use it...actually I do use it quite a bit, yeah, I use it a lot when I get home

39 **I: Do you use it before school?**

40 P: Yeah

41 **I: And in school?**

42 P: Yeah

43 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

44 P: I dunno, I wouldn't be able to do anything, like, message my friends to meet them, so without it, I
45 don't know what I'd do. I would be devastated

46 **I: What do you think your parents think about you using SNS?**

47 P: They tell me I use it too much

48 **I: Problem – can you give me an example of when they've shown they have an issue with you
49 using SNS?**

50 P: Yeah they'll send me out sometimes, but I'll still use it a lot.

51 **I: What kind of reasons do they give for saying you use it too much?**

52 P: Because I'm always on my phone, wherever I go, so if I see my dad then he tells me to get off it.
53 Or if I'm at my mum's house she'll tell me to go outside and see my friends or something.

54 **I: And do you do what they tell you?**

55 P: No

56 **I: How do you think SNS impacts what school is like for you?**

57 P: What do you mean?

58 **I: So social networking, how does it affect your day to day life in school?**

59 P: I don't know

60 **I: Do you think school would be different if social networking wasn't around?**

61 P: Yeah

62 **I: In what kind of way do you think school would be different?**

63 P: There would be less lessons because of IT and that, and business, and you wouldn't be able to do
64 as much research to find out more information.

65 **I: Does SNS interfere with school work? Tell me about a time when this has happened**

66 P: Yeah, yeah, I was meant to do my child development homework and my business homework but I
67 didn't because I was on my phone. So I haven't done that.

68 **I: Does that happen quite a bit?**

69 P: Yeah

70 **I: What do you think it is that stops homework happening?**

71 P: I'll be talking to my friends and all of a sudden I'll just forget about my homework and don't do it.

- 72 **I: Do you think you often spend longer online than you plan?**
- 73 P: Yeah
- 74 **I: Would you tell me something about how you feel SNS has influenced your relationships with**
75 **you friends?**
- 76 P: It's made me lose some and gain some, I guess because you get a couple of people that message
77 you that don't live around here, and you sort of just talk to them and you get friends that make you
78 fall out over them.
- 79 **I: Would you be able to tell me a little more about the friends that make you fall out?**
- 80 P: Umm I don't know, there could be something like they would make a group chat about you and
81 you would find out and that can make you fall out over Facebook.
- 82 **I: Would you be able to tell me a story of when that's happened with you?**
- 83 P: When I fell out with Vicky, they made a group chat but I left it, because they were all bitching, it
84 was pure bitchiness, so I just left, it was boring.
- 85 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**
86 **Made you not want to go into school the next day**
- 87 P: Yeah, like say if like I've been in an argument with a girl called Misha, and she is on about how she
88 threatened to punch me and stuff, and so I refused to go to my lessons that day and I went home. I
89 came into school, went into one lesson, then I'd seen her... so I left school, I just walked out.
- 90 **I: Was that stressful for you?**
- 91 P: Yeah, because I wasn't going to fight her
- 92 **I: What do you think life would look like if SNS no longer existed?**
- 93 P: People would be out more, but it would be more difficult to meet, as you just message a friend
94 before you meet them, and if not more people would just be outside.
- 95 **I: You know how you mentioned those group chat arguments, what do you think would happen**
96 **with them?**
- 97 P: There would be less arguments and I guess it would just be coming across face to face in school
- 98 **I: How often would you say social networking is on your mind during the day?**
- 99 P: A lot
- 100 **I: In what kind of way?**
- 101 P: Well I think when I get home I'm going to message my friend to come out or something, or come
102 round and help me with my homework
- 103 **I: Do things happen on social networking that stick on your mind?**
- 104 P: Yeah, I dunno, I can't think of anything
- 105 **I: What is the best thing that has ever happened to you while using SNS?**
- 106 P: Umm I met a friend that lives in America on there that I skype a lot now and talk to
- 107 **I: How did you meet that person?**
- 108 P: On Instagram, he started following me and then messaged me
- 109 **I: And now you're quite close to him? It's a good friendship to have?**

- 110 P: Yeah
- 111 **I: What is the worst thing that has ever happened to you while using SNS?**
- 112 P: The arguments, uh, there's one know, where I've blocked 4 of my friends and they've made a
113 group chat about me that I can see, but they don't know that.
- 114 **I: I take it they haven't said very nice things?**
- 115 P: No
- 116 **I: When something like that happens online, what's it like in school the next day?**
- 117 P: You give each other evils, or don't talk to each other, or you argue in school. Like they followed
118 me around for the whole lunch time until I threatened to beat Vicky up, and then they reported me.
- 119 **I: And you got in trouble? But in your mind you didn't start it**
- 120 P: But they didn't tell Sir that, and Sir believed her over me because of my behaviour compared to
121 hers
- 122 **I: So you think because of your past behaviour in school?**
- 123 P: Yeah, she's really good in school and I'm not so, sir would believe her more because she's been to
124 him a lot more about me.
- 125 **I: Even though on this occasion you felt like you were defending yourself?**
- 126 P: Yeah
- 127 **I: How did that make you feel?**
- 128 P: Nothing, it's happened before so I didn't care.
- 129 **I: Do you find yourself switching off to some things like that?**
- 130 P: Yeah
- 131 **I: Hmm that's tough, it was me I think I would find myself feeling quite upset that I wasn't being
132 believed, if you know what I mean?**
- 133 P: Yeah, but I've lied to the teachers quite a few times so they don't really believe me anymore, so
134 there is no point of arguing against it.
- 135 **I: Has social networking cause you problems in the past in school?**
- 136 P: Not really
- 137 **I: Just other things?**
- 138 P: Yeah
- 139 **I: What advice would you give someone who had never used SNS before and wanted to start?**
- 140 P: To only talk to friends and block people you don't like.
- 141 **I: If you could change one thing with how social networking impacts your day to day life what
142 would you change?**
- 143 P: That you could only make one account, like Vicky made 5 accounts to try and message me.
- 144 **I: And what was she trying to say?**

145 P: I basically have this other account that is for my personal stuff, but she found it and tried to
146 message me so she could see my stuff but I wouldn't let her, she made 5 accounts to try and find it
147 so I deleted all my accounts.

148 **I: What do you think she was going to get out of it?**

149 P: Well she could see all my stuff, so, used it against me

150 **I: Would you say social networking gives you more positive things in your life or more negative**
151 **things?**

152 P: Positive

10.2 Jenny – List of emergent themes

Emergent Themes

Multiple SNS use

Social connection

Parental control

Peer pressure

Change of SNS use over time

Cyberbullying

SNS use for arguments

SNS arguments

SNS as a route for negative messages

SNS as a route to communicate negativity

SNS being used a lot

Would be lost without SNS

A part of you

Parental concerns

Parental control attempts

Difficulty in conceptualising the effect of SNS

SNS use interfering with homework

SNS distracting from work

Losing and gaining friends

SNS group judgement

Trial by peers*

SNS causing refusal to attend school and
retreat to safety (home)

Paradox of isolation vs connection to others

SNS as a venue for arguments

SNS on mind for social connection and
support

Long distance connection

Seeking of connection

Betrayal and group collusion

SNS leading to in-school issues

School staff intervention

On-line/off-line reputation

Difficulty of living with a bad reputation

Pre-judged

SNS as a battleground

Information as a weapon

10.3 Jenny – Cluster of emergent themes and generation of superordinate themes

Connection to others

Multiple SNS use
Social connection
Peer pressure
Losing and gaining friends
Paradox of isolation vs connection to others
Long distance connection
Seeking of connection
SNS on mind for social connection and support

Parental Roles

Parental control
Parental concerns
Parental control attempts

Identity and self

Change of SNS use over time
Would be lost without SNS
A part of you
SNS being used a lot
Difficulty in conceptualising the effect of SNS

Consequences in school

SNS use interfering with homework
SNS distracting from work
SNS causing refusal to attend school and retreat to safety (home)
SNS leading to in-school issues
School staff intervention
On-line/off-line reputation
Difficulty of living with a bad reputation
Pre-judge

Cyberbullying and negativity

Cyberbullying
SNS use for arguments
SNS arguments
SNS as a route for negative messages
SNS as a route to communicate negativity
SNS group judgement
Trial by peers*
SNS as a venue for arguments
Betrayal and group collusion
SNS as a battleground
Information as a weapon

10.4 Jenny – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

10.5 Jenny – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“To talk to friends, to see what people are doing” (Page 1, line 7)

“Umm I met a friend that lives in America on there that I skype a lot now and talk to” (Page 3, line 106)

“On Instagram, he started following me and then messaged me” (Page 3, line 108)

2. Relationship maintenance

“It’s made me lose some and gain some, I guess because you get a couple of people that message you that don’t live around here, and you sort of just talk to them and you get friends that make you fall out over them.” (Page 3, line 76)

3. The monitoring of others

“To talk to friends, to see what people are doing” (Page 1, line 7)

Identity and Construction of the Self

1. Change over time

“Umm, it was alright, it was just talking to friends and putting pictures up and that, it was alright” (Page 1, line 15)

“It’s worse, umm people can message you and start arguments and post horrible things and that.” (Page 1, line 17)

2. A part of you

P: I don’t use it...actually I do use it quite a bit, yeah, I use it a lot when I get home

I: Do you use it before school?

P: Yeah

I: And in school?

P: Yeah (Page 2, line 38)

“I dunno, I wouldn’t be able to do anything, like, message my friends to meet them, so without it, I don’t know what I’d do. I would be devastated” (Page 2, line 44)

3. The role of parent

“Yeah, I was too young, my mum wouldn’t let me” (Page 1, line 11)

“All my friends were using it and so she let me in the end” (Page 1, line 13)

“They tell me I use it too much” (Page 2, line 47)

“Yeah they’ll send me out sometimes, but I’ll still use it a lot” (Page 2, line 50)

“Because I’m always on my phone, wherever I go, so if I see my dad then he tells me to get off it. Or if I’m at my mum’s house she’ll tell me to go outside and see my friends or something.” (Page 2, line 52)

Cyberbullying

1. Group Judgement & Reaction

“Umm I don’t know, there could be something like they would make a group chat about you and you would find out and that can make you fall out over Facebook.” (Page 3, line 80)

“When I fell out with Vicky, they made a group chat but I left it, because they were all bitching, it was pure bitchiness, so I just left, it was boring.” (Page 3, line 83)

“The arguments, uh, there’s one know, where I’ve blocked 4 of my friends and they’ve made a group chat about me that I can see, but they don’t know that.” (Page 3, line 112)

2. A venue/channel for negativity

“Uh people will fall out and they will message you to start an argument, sometimes to start one with you or to pull you into one” (Page 1, line 23)

“Yeah, I fell out with a girl called Vicky and then she started an argument on me and all my friends” (Page 1, line 26)

“Oh saying how she hasn’t done anything wrong and how horrible I am and how I made her lose all her friends.” (Page 1, line 31)

“I basically have this other account that is for my personal stuff, but she found it and tried to message me so she could see my stuff but I wouldn’t let her, she made 5 accounts to try and find it so I deleted all my accounts.” (Page 4, line 145)

3. Blocking as protection

“She made a fake account on Instagram and started messaging me like a big paragraph, so I blocked it and she made another one.” (Page 1, line 28)

“The arguments, uh, there’s one know, where I’ve blocked 4 of my friends and they’ve made a group chat about me that I can see, but they don’t know that.” (Page 3, line 112)

“That you could only make one account, like Vicky made 5 accounts to try and message me.” (Page 4, line 143)

From Online to in School

1. Interference of work

“Yeah, yeah, I was meant to do my child development homework and my business homework but I didn’t because I was on my phone. So I haven’t done that.” (Page 2, line 66)

“I’ll be talking to my friends and all of a sudden I’ll just forget about my homework and don’t do it.” (Page 2, line 71)

2. Threats, intimidation or violence

“Yeah, like say if like I’ve been in an argument with a girl called Misha, and she is on about how she threatened to punch me and stuff, and so I refused to go to my lessons that day and I went home. I came into school, went into one lesson, then I’d seen her... so I left school, I just walked out” (Page 3, line 87)

“You give each other evils, or don’t talk to each other, or you argue in school. Like they followed me around for the whole lunch time until I threatened to beat Vicky up, and then they reported me.” (Page 4, line 117)

Appendix 11

Participant: Lacy

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- 11.1 Interview Transcription (Line Numbered and Page Numbered)
- 11.2 List of Emergent Themes
- 11.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 11.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 11.5 Evidence of Superordinate Themes and Emergent Themes (Verbatim Extracts)

1 **11.1 Lacy – Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: I use Facebook, snapchat, Instagram, twitter, I use all of it really... I use Facebook I think the most.

4 **I: Do you have a particular favourite?**

5 P: I like Snapchat, I use twitter for like following celebrities and the programmes I watch and stuff

6 **I: Why do you use SNS?**

7 P: To talk to my fends, to know what people are up to and stuff, just talking to people and stuff,
8 knowing what they're doing.

9 **I: When did you start using social networking sites?**

10 P: In year 7 because that's when my parents allowed me to get it, in year 7.

11 **I: Did you want to start using it before?**

12 P: Yeah, well a lot of people I know had it, started using Facebook when we were in primary school
13 but I was never allowed.

14 **P: Did you ask?**

15 I: Yeah but my mum was always like 'no because it's dangerous and stuff sometimes'

16 **I: How did you feel about not being able to use it?**

17 P: I wasn't too bothered by, yeah, it wasn't that bad, I didn't really mind

18 **I: What was it like when you first started using SNS?**

19 P: Umm, everyone was a bit like, umm, not like how people use it now, they would just use it in a
20 jokey way and stuff and now people use it for really personal things.

21 **I: What would you say has changed from when you first started using it to now?**

22 P: People find it, use different ways out of it, they find different uses and umm yeah, when bullying
23 and stuff they find a way to do it on there now, but like when I first got it and stuff everyone would
24 be putting like funny things on there, but now it will always be personal and stuff or trying to get
25 something out of someone by putting it on there, like a status or something.

26 **I: Do you have an example of when that's happened?**

27 P: Well, I haven't been put in that situation, but my friend, umm, she'd fallen out with someone and
28 they were trying to get at her, trying to start a fight, so they would put statuses on about her and
29 stuff and obviously everyone can see that.

30 **I: Were they really obvious statuses, like tagging her in it?**

31 P: No they wouldn't tag her but, everyone would know that it's about her

32 **I: So you touched on how things have changed using SNS, what other ways have you noticed social
33 networking being used?**

34 P: Umm just like, to get hold of someone I would go through social networking to do it, I'm not too
35 sure, I just use it

36 **I: What are your thoughts about how much you use SNS?**

37 P: I use it all the time, like I'll go home and I'll go on it, but the first thing I do when I wake up is go on
38 it, and when I'm doing my homework I'll go on it, it's just all the time.

39 **I: Why?**

40 P: Because I always get notifications come up and when I'm bored I'll just go on there and check, and
41 then on my Snap Chat stories there's always something on there, I just go on it.

42 **I: What are snapchat stories?**

43 P: Like statuses on Facebook, so it's like things that everyone shares.

44 **I: Like to a group?**

45 P: No to the whole friendship list, you can have private ones, like you can send a picture privately,
46 and you can have it on your story, which means it goes, everyone that your friends with can see it as
47 well.

48 **I: And it doesn't delete itself in the story?**

49 P: In 24 hours

50 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

51 P: I'd probably feel lost, there would be nothing to do, and trying to talk to people and stuff, you
52 wouldn't be able to.

53 **I: How would you?**

54 P: Umm, I'm not sure, like ringing on your actually phone, probably go meet them, but I don't live
55 near them.

56 **I: Whereabouts do you live?**

57 P: I live out of town, so, umm I live in Shawton, so that's more near Tawdale

58 **I: So you have to travel quite a way to get here?**

59 P: Yeah

60 **I: What do you think your parents think about you using SNS?**

61 P: My dad doesn't really mind, he says 'everyone on Facebook is a fool anyway', but my mum she
62 like checks that I'm ok on it, like I'm friends with her on Facebook and stuff. If something happens
63 then I would tell her and stuff

64 **I: That's good, so your dad doesn't mind but he has a bad opinion of it?**

65 P: Yeah he doesn't get, or have any of it

66 **I: And your mum is on Facebook and is friends with you?**

67 P: Yeah

68 **I: If your mum wants to know how things are going on there would you look at your profile, or
69 would she message you or talk to you about it?**

70 P: She would come into my room and ask me, but umm she trusts me and stuff so it's ok.

71 **I: Have they ever had a problem with how much you use SNS?**

72 P: Sometimes, my mum will be like 'get off your phone, you don't need to be on it', like when I'm
73 doing my homework and stuff

74 **I: How do you feel when something like that happens? When you're asked to stop using it**

75 P: I normally just go on it anyway, even if she's told me not to. When I get my phone taken away,
76 then I try and find a way to get it back because I feel isolated from everything, because I can't talk, I
77 can't look at anything, because it's like everywhere and everything is about social networking, you
78 don't really know what to do.

79 **I: What would happen to lead to something like your phone being taken away?**

80 P: An argument with my mum, or, sometimes it's for a good, like if something's happened then my
81 mum will take it away and be like 'it's better if you don't because then you won't get into anything
82 else, you don't have to see any of it'. Like my friends had really bad problems like a year ago, and
83 she hasn't got any social networking still. So at that time when that was happening to her, I had it off
84 as well because we were really close, so it was kind of aimed at me at the back end of it.

85 **I: So it was aimed at the both of you?**

86 P: No it was aimed at her but because I was like sticking up for her and it was only like me and her, I
87 wouldn't umm, sometimes get put into it, like because I was around her.

88 **I: What kind of thing happened?**

89 P: Like boys, like she would talk to boys and get names for it, and I would stick up for her and then
90 they would be like, a bit pathetic and put me into it as well because I was hanging out with her

91 **I: And at that point, was it quite hard to be using social networking?**

92 P: Yeah, because it's like, especially when one person knows, and then everyone knows, and then
93 they get, because people aren't scared to say anything so they just message you, and other people
94 message you, and then there's group chats and so you can get added to one with all them people
95 and they're all easily able to know what's happened and so, because they're right in the chat as well,
96 so they can just write it but, that was to my fiend not me.

97 **I: And that was at a point where your mum had said 'best not to use your phone until this all
98 blows over?'**

99 P: Yeah

100 **I: And did it?**

101 P: Yeah, umm, cause, I was really close with some other friends, like I'm friends with them really
102 close now, but not so much friends with her anymore, so they're all friends with me and that and
103 we've been friends since, so.

104 **I: How do you think SNS impacts what school is like for you?**

105 P: Umm, like you're not allowed to use it at school obviously, but umm, I don't know, people get
106 scared to come in if something's happened, and then they won't learn as well at school. I think that
107 most bullying happens on social networking as well, that's why so much happens in school, after
108 leading from that.

109 **I: Does SNS interfere with school work?...tell me about a time when this has happened**

110 P: Yeah, like, I go on it whilst I'm meant to do homework, especially now that I'm in year 10 and I've
111 got to start revising for my mocks and stuff, umm, it's a bit of a distraction

112 **I: Do you find it hard to concentrate on the revision side of things?**

113 P: Yeah because I have my own iPad as well, so I'll do my homework on that, and obviously when
114 notifications come in, I'll have to check it.

115 **I: Is that what it feels like, like you have to check?**

116 P: Yeah it's really weird to be honest, I think you kind of have to, because obviously they can see
117 when you're online and stuff, on messenger, and if you don't reply I feel guilty.

118 **I: So they'll know if you've seen it?**

119 P: Yeah so there's this little circle where it has a tick, and when it's coloured in, they'll know that the
120 notification has come through.

121 **I: So they'd know that you've received the message, but aren't looking at it?**

122 P: Yeah

123 **I: So there's a little bit of pressure?**

124 P: Yeah, and I'll face-time a lot of my friends while I'm doing my homework so that's clearly not a
125 good way to be while revising.

126 **I: How do you think SNS can effect things in a classroom?**

127 P: I'm not too sure, like in sociology, when we're talking about people, a lot of people mention
128 things they've seen on Facebook, that effects the classroom.

129 **I: So a lot of people talk about it?**

130 P: Yeah

131 **I: Would you tell me something about how you feel SNS has influenced your relationships with
132 you friends?**

133 P: Umm, things can, instead of like talking, like face to face, listening to someone voice, having it
134 written down, it can sometimes be interpreted differently, and that can sometimes be very hard,
135 like with your friends, like they might take it the wrong way and stuff. Like it's good because we can
136 also keep in contact, because umm, my friendship group have got a few friends from families
137 elsewhere and we don't get to see them much so we get to talk to them on there. I think it's good
138 sometimes.

139 **I: Has SNS ever been the cause of any friendship fall-outs? Tell me about a time this has
140 happened?**

141 P: Yeah, with the friends that I'm not so close with, because my friends that I'm close with we know
142 each other well and know we wouldn't say that kind of stuff, but like umm it's easy when someone's
143 having an argument on a picture they've put up or a status, to get involved and then people, umm,
144 say stuff on it and then you start falling out because of it.

145 **I: And what's it like in school when you see the people you've had these conversations with?**

146 P: Sometimes you get stares and stuff, and you just don't talk, but a lot of the time they just forget
147 about it, they don't, they act like nothing's happened, it's like they're keyboard warriors, they say
148 what they can there, but in real life they're just wimps, they won't say anything.

149 **I: So they feel safe, they can type what they want but wouldn't say it to your face?**

150 P: Yeah

151 **I: You mentioned that sometimes what is written can be misinterpreted by other people?**

152 P: Yeah

153 **I: Has that happened to you?**

154 P: Yeah, I've said something about, like, say to one of my friends about what happened the day
155 before or something, and it gets passed around in a different way, like I've said something about
156 what they did or said, or how they said something to someone, and it turns out it was made out to be
157 that I was bitching about them or something, but I really wasn't.

158 **I: What does it feel like when something like that happened?**

159 P: You feel like you don't know what to do, because, you didn't do that and everyone thinks you
160 have, and once it's written you can't change that so, yeah.

161 **I: Is it hard to fix?**

162 P: Very, very.

163 **I: How would you go about trying to fix something like that?**

164 P: I would talk to them, the person it was about, and also talk to the person that I told it, to tell them
165 that I didn't mean it like that and I wouldn't mean it like that because I'm not the sort of person to
166 say that kind of thing and stuff.

167 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**
168 ***Made you not want to go into school the next day***

169 P: Yeah, well it was when my friend had all that stuff happen, and then a lot of stuff got said, umm
170 and this was last year and then the head teacher got involved and stuff because it got too much, and
171 I remember one time, I was in the tutor room in the maths corridor where I normally am and it was
172 when I'd fallen out with all my close friends I was in a really big friendship group we're not friends
173 anymore because everyone's moved on and stuff, and got different friends now, but they'd all fallen
174 out with me and then somehow the popular girls of the year came and found me and wanted to
175 fight me. They would message me after and be like, because they ended up getting excluded, and
176 they were messaging me after going 'I hope you're happy' and stuff, but I never meant for it to be
177 like that because I actually didn't do anything wrong but stick up for my friend, and then umm, my
178 friend, I'm not a blamer, but she got herself into a lot of stuff and I helped her and umm, yeah.

179 **I: You were trying to do something helpful and it caused a lot of upset for you?**

180 P: Yeah, but I never told her that it upset me, because I didn't want her to feel bad or anything. In
181 the end it ended up umm, I had to go to the 'support/isolation' place in school to sort it out and
182 stuff, but it went on for a while.

183 **I: Have there been other things that have happened online that have made you worry in school?**

184 P: Yeah, but not so much, because I kind of keep to myself at school, I don't like school that much so
185 I try and turn up, do my lessons, do the best I can, and go home and then if I want to go out and
186 meet my friends I will, but I don't really want to get... like I'll see these things on Facebook like I was
187 saying, when people start stuff by commenting on it, like I don't do that because I don't see the
188 point because it's not nice on the other end, after I've been there

189 **I: So you know what it can feel like?**

190 P: Yeah

191 **I: And you don't want to take part in that?**

192 P: Yeah (agrees)

193 **I: What do you think life would look like if SNS no longer existed?**

194 P: It wouldn't be as good, it would be a bit, umm it's very easy, I don't know. I can talk to my family
195 that live away and stuff and I wouldn't be able to do that if I didn't have social networking, but also a
196 lot of things wouldn't happen in schools, like with friendship groups and teenagers and stuff, like if
197 social networking wasn't a thing.

198 **I: What kind of things wouldn't happen?**

199 P: Like bullying and stuff, it's so easy through social networking

200 **I: How often would you say social networking is on your mind during the day?**

201 P: I'm not too sure, it's just always in the background. If something's happened on there, or
202 someone's messaged me during school then I'd think of it. As much as I like using it, and I do use it a
203 lot, I'm not addicted, yeah.

204 **I: Do you think some of your friends are?**

205 P: Yeah, I know people that do anything just to get on their phones and stuff, like I love using it, and I
206 use it like all the time, but I'm not like, umm, if I didn't have it...I've had it taken away and it's
207 bothered me but it's not been like a meltdown moment. Like my friends they would, say they were
208 talking to a boy or something, on their phone and stuff.

209 **I: What is the best thing that has ever happened to you while using SNS?**

210 P: I'm not too sure, like umm, like when I'm with my friends we take a lot of videos of each other
211 and photos, and we're all like laughing and stuff, and when I look through like after I've been with
212 them, and of me with them and it's all laughing and stuff, it's just nice to see you've got good friends
213 and stuff.

214 **I: Do you ever look back to what your pictures were like in year 7?**

215 P: Yeah, they're awful, like now everyone is about pouting and trying to get the best lighting, it's like,
216 back then you'd pull the weirdest poses and put like effects on them and stuff, it's really
217 embarrassing. There's this thing going around not that long ago where you nominate someone to
218 put their first profile pic up again, and it was really embarrassing. Now people are trying to get the
219 best phot, and lighting, and 'likes' and stuff.

220 **I: Do people chase 'likes' for their photos trying to get the most?**

221 P: Yeah, especially like, I don't know, like one of my friends she's in the popular group, and she's
222 always had loads and loads of likes but it's never bothered her, but she must secretly like it, but my
223 umm, other friend she umm, a lot of people find her a bit weird, but when she got 100 likes she was
224 going mad, umm, she obviously cares a lot.

225 **I: So the amount of likes people get, it obviously matters to people?**

226 P: Yeah, I don't know how, but there's these people in our year who get like 700, but it's like they've
227 added people on there that they don't even know, just to get them, they don't have 700 friends that
228 like their profile picture. Like there's this girl who's very...I wouldn't say popular... but she's more like
229 'known' and a lot of people like her, and she moved from a different school and she gets like
230 thousands of likes and she's just in our year. I've probably only got like a thousand friends, but if you
231 look at her she's probably got like 10,000 to get something like that.

232 **I: Why do people like getting 'likes'?**

233 P: It makes them feel good about themselves, that people like them, but just because they 'like' it
234 doesn't mean they like you as a person. I've liked people's pictures that I don't like.

235 **I: And why would you have liked their pictures?**

236 P: I don't know, just because I've liked it, probably because, people just... just I guess I have liked
237 them just to be neutral with them, so they know that I don't hate them or something.

238 **I: Like a way of saying you don't have a problem with them? Am I wrong?**

239 P: No, but it's also like sometimes you just like the picture and it's a way of saying you don't have a
240 problem with them.

241 **I: What is the worst thing that has ever happened to you while using SNS?**

242 P: What I said before, definitely, because of how long it went on.

243 **I: You mentioned how long it went on, are those messages still there somewhere?**

244 P: Yeah, my mum isn't too happy that I'm friends with the people that were doing it, but they are my
245 friends, but I still remember it, I still remember what they said. Also that's why I try to stay out of it,
246 like if they have an argument I try not to get involved, to stay out of it, because I'm scared that they
247 would do it again. And without trying to get sympathy, when they are arguing, they'll be like 'I'm just
248 going to say that' and I'll be like 'no don't do it' because you don't want to get involved and you
249 don't want to be giving so much hate and that so you don't want to be at school.

250 **I: What advice would you give someone who had never used SNS before and wanted to start?**

251 P: Just don't try and get involved, don't out things on to try and get attention and stuff, just use it for
252 what you need to use it for, and as long as your using it in the right way and you don't like try to get
253 involved and... the worst thing you can do is get in an argument on social media, because you never
254 know how it is going to turn out, like if I had an argument with my friends they would come into
255 school and not talk to me, but if it was someone who I wasn't friends with then they wouldn't do
256 anything because I don't, they don't know me as well.

257 I would say be careful because it's very easy to try and get things the wrong way, and it's easy to
258 start things, for people to get at you. Say something happened, and they needed to tell you it, that
259 they weren't happy, they wouldn't come to your face, that wouldn't be their first resort, their first
260 resort would be to go on social media, and message you, and on there they can say whatever they
261 want, they can call you every name under the sun on social media they can just type it... but to your
262 face they wouldn't say it.

263 **I: What do you think it is that makes it so easy to send messages?**

264 P: No-one can see your face when you're typing it, conversations and arguments and stuff, they can
265 go on for ages, but in school someone can walk away from it... on social media you can't walk away.
266 That's probably the hard bit from before, you couldn't walk away from it. Until my mum told me I
267 shouldn't go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations
268 keep coming they still come up. You know that they're there as well, even when your phone is taken
269 away, you know that it's there, that people are sending you stuff.

270 **I: What does it feel like when you know people are saying stuff but you can't see the message?**

271 P: You assume stuff, and normally when you assume it's not always the same or right thing, but it's
272 not very nice at all.

273 **I: And I suppose you know they'll be there when you get your phone back?**

274 P: That moment I got my phone back, I didn't want to look at it, I didn't change accounts or anything,
275 and I just didn't look at them. They died down as soon as I wasn't replying so...

276 **I: So you think that was a useful thing to do, to just not reply?**

277 P: Yeah, umm, because I was on a group chat and all my friends were on there and because I was in
278 a big group, there was like 15 people in there, in the chat, and they stopped after a while and it was
279 fine.

11.2 Lacy – List of emergent themes

Multiple site usage tailored to need
Social connection***
Social curiosity
A coming of age parental gift
Parental protection from SNS*
Change of SNS use (intention) over time**
Cyberbullying**
SNS as social manipulation
A trial in front of peers
Subtle bullying
SNS as a norm for communication
SNS as a constant
SNS as part of you
SNS as enjoyment
SNS as a constant tether to others
Reduces isolation
Parental protection
Parental protection & parental trust
SNS as a part of you
Life sustaining
SNS as a privilege
Danger
Parental protection
Battle
Loyalty*
Judgement
Group Trial
Shifting friendships
SNS promoting fear in school
Bullying
SNS as distracting
SNS interrupting work
Social obligation
Lack of control
SNS interfering with work
SNS as a constant presence
Misinterpretation of intended message
Social communication
Trust and misinterpretation
SNS as a battleground / arena
In-school impact of SNS use

Battleground
Misinterpretation
Lack of privacy
Cyberbullying via misinterpreted message
Misinterpretation leading to helplessness
A social reputation
SNS difficulty leading to school intervention
Shifting friendships and hierarchy
SNS overload of negativity
Protector and loyalty
SNS leading to school intervention
SNS difficulty leading to change in character
Empathy
SNS as positive communication tool
SNS as a problem
Cyberbullying is easy
SNS always in background
SNS as part of you
SNS as desire and need
Emotional connection
Evidence of friendship
Evolution of SNS use over time
Social acceptance in the form of 'likes'
Popularity linked to number of 'likes'
'likes' linked to self-esteem
Not communicating is communicating
'Likes' as a form of social capitol
Length of SNS difficulty
Parental protection
Fear of friendship group turning on you
SNS and school linked
SNS causes more issues with close friends
than less lose friends
SNS as dangerous
SNS as a safe place to vent
Online vs face-to-face
No escape from cyberbullying or SNS
Negative anticipation of SNS messages
Negative assumptions of SNS messages
Avoidance of SNS as coping strategy
Group bullying

11.3 Lacy – Cluster of emergent themes and generation of superordinate themes

The merging of SNS and the self

Multiple site usage tailored to need
Change of SNS use (intention) over time**
SNS as a norm for communication
SNS as a constant
SNS as part of you***
SNS as enjoyment
Reduces isolation
Life sustaining
SNS as a constant presence
SNS as desire and need
Emotional connection
SNS always in background
Protector and loyalty
Empathy
SNS difficulty leading to change in character
Evolution of SNS use over time
'likes' linked to self-esteem

Social connection and maintenance

Social connection***
Social curiosity
SNS as social manipulation
SNS as a constant tether to others
Loyalty*
Shifting friendships
Social communication
Evidence of friendship
Shifting friendships and hierarchy
SNS as positive communication tool
Social acceptance in the form of 'likes'
Popularity linked to number of 'likes'
'Likes' as a form of social capital
Not communicating is communicating
Online vs face-to-face

The role of the parent

A coming of age parental gift
Parental protection from SNS*
Parental protection***
Parental protection & parental trust
SNS as a privilege

The in school cost of SNS use

SNS and school linked
SNS difficulty leading to school intervention
SNS leading to school intervention
In-school impact of SNS use
Social obligation
SNS promoting fear in school
SNS as distracting
SNS interrupting work
Lack of control
SNS interfering with work

The difficulties inherent with online life

Misinterpretation of intended message
Cyberbullying**
A trial in front of peers
Subtle bullying
Danger
Battle
Judgement
Group Trial
Trust and misinterpretation
SNS as a battleground / arena
Battleground
Misinterpretation
Lack of privacy
Cyberbullying via misinterpreted message
Misinterpretation leading to helplessness
A social reputation
SNS overload of negativity
SNS as a problem
Cyberbullying is easy
Length of SNS difficulty
Fear of friendship group turning on you
SNS causes more issues with close friends
than less lose friends
SNS as dangerous
SNS as a safe place to vent
No escape from cyberbullying or SNS
Negative anticipation of SNS messages
Negative assumptions of SNS messages
Avoidance of SNS as coping strategy
Group bullying

11.4 Lacy – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

11.5 Lacy – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“To talk to my friends, to know what people are up to and stuff, just talking to people and stuff, knowing what they’re doing” (Page 1, line 7)

“Umm just like, to get hold of someone I would go through social networking to do it, I’m not too sure, I just use it” (Page 1, line 34)

“Because I always get notifications come up and when I’m bored I’ll just go on there and check, and then on my Snap Chat stories there’s always something on there, I just go on it” (Page 2, line 40)

“I’d probably feel lost, there would be nothing to do, and trying to talk to people and stuff, you wouldn’t be able to.” (Page 2, line 52)

2. Relationship maintenance

“Yeah it’s really weird to be honest, I think you kind of have to, because obviously they can see when you’re online and stuff, on messenger, and if you don’t reply I feel guilty.” (Page 4, line 116)

“Like it’s good because we can also keep in contact, because umm, my friendship group have got a few friends from families elsewhere and we don’t get to see them much so we get to talk to them on there. I think it’s good sometimes.” (Page 4, line 135)

“I can talk to my family that live away and stuff and I wouldn’t be able to do that if I didn’t have social networking” (Page 6, line 193)

“I’m not too sure, like umm, like when I’m with my friends we take a lot of videos of each other and photos, and we’re all like laughing and stuff, and when I look through like after I’ve been with them, and of me with them and it’s all laughing and stuff, it’s just nice to see you’ve got good friends and stuff” (Page 6, line 209)

“I don’t know, just because I’ve liked it, probably because, people just... just I guess I have liked them just to be neutral with them, so they know that I don’t hate them or something” (Page 7, line 235)

3. The monitoring of others

“To talk to my friends, to know what people are up to and stuff, just talking to people and stuff, knowing what they’re doing” (Page 1, line 7)

Identity and Construction of the Self

1. Change over time

“Umm, everyone was a bit like, umm, not like how people use it now, they would just use it in a jokey way and stuff and now people use it for really personal things” (Page 1, line 19)

“People find it, use different ways out of it, they find different uses and umm yeah, when bullying and stuff they find a way to do it on there now, but like when I first got it and stuff everyone would be putting like funny things on there, but now it will always be personal and stuff or trying to get something out of someone by putting it on there, like a status or something.” (Page 1, line 22)

“Yeah, they’re awful, like now everyone is about pouting and trying to get the best lighting, it’s like, back then you’d pull the weirdest poses and put like effects on them and stuff, it’s really embarrassing. There’s this thing going around not that long ago where you nominate someone to put their first profile pic up again, and it was really embarrassing. Now people are trying to get the best photo, and lighting, and ‘likes’ and stuff.” (Page 6, line 214)

2. A part of you

“I’d probably feel lost, there would be nothing to do, and trying to talk to people and stuff, you wouldn’t be able to.” (Page 2, line 52)

“I use it all the time, like I’ll go home and I’ll go on it, but the first thing I do when I wake up is go on it, and when I’m doing my homework I’ll go on it, it’s just all the time” (Page 2, line 37)

“I normally just go on it anyway, even if she’s told me not to. When I get my phone taken away, then I try and find a way to get it back because I feel isolated from everything, because I can’t talk, I can’t look at anything, because it’s like everywhere and everything is about social networking, you don’t really know what to do.” (Page 3, line 75)

“Yeah, but not so much, because I kind of keep to myself at school, I don’t like school that much so I try and turn up, do my lessons, do the best I can, and go home and then if I want to go out and meet my friends I will, but I don’t really want to get... like I’ll see these things on Facebook like I was saying, when people start stuff by commenting on it, like I don’t do that because I don’t see the point because it’s not nice on the other end, after I’ve been there” (Page 5, line 183)

“I’m not too sure, it’s just always in the background. If something’s happened on there, or someone’s messaged me during school then I’d think of it. As much as I like using it, and I do use it a lot, I’m not addicted, yeah.” (Page 6, line 200)

“Yeah, I know people that do anything just to get on their phones and stuff, like I love using it, and I use it like all the time, but I’m not like, umm, if I didn’t have it...I’ve had it taken away and it’s bothered me but it’s not been like a meltdown moment. Like my friends they would, say they were talking to a boy or something, on their phone and stuff.” (Page 6, line 204)

“Yeah, especially like, I don’t know, like one of my friends she’s in the popular group, and she’s always had loads and loads of likes but it’s never bothered her, but she must secretly like it, but my umm, other friend she umm, a lot of people find her a bit weird, but when she got 100 likes she was going mad, umm, she obviously cares a lot.” (Page 6, line 220)

“Yeah, I don’t know how, but there’s these people in our year who get like 700, but it’s like they’ve added people on there that they don’t even know, just to get them, they don’t have 700 friends that like their profile picture. Like there’s this girl who’s very...I wouldn’t say popular... but she’s more like ‘known’ and a lot of people like her, and she moved from a different school and she gets like

thousands of likes and she's just in our year. I've probably only got like a thousand friends, but if you look at her she's probably got like 10,000 to get something like that." (Page 6, line 225)

"It makes them feel good about themselves, that people like them, but just because they 'like' it doesn't mean they like you as a person. I've liked people's pictures that I don't like" (Page 7, line 232)

"I don't know, just because I've liked it, probably because, people just... just I guess I have liked them just to be neutral with them, so they know that I don't hate them or something." (Page 7, line 235)

3. The role of parent

"In year 7 because that's when my parents allowed me to get it, in year 7" (Page 1, line 10)

"Yeah, well a lot of people I know had it, started using Facebook when we were in primary school but I was never allowed" (Page 1, line 12)

"Yeah but my mum was always like 'no because it's dangerous and stuff sometimes'" (Page 1, line 15)

"My dad doesn't really mind, he says 'everyone on Facebook is a fool anyway', but my mum she like checks that I'm ok on it, like I'm friends with her on Facebook and stuff. If something happens then I would tell her and stuff" (Page 2, line 61)

"She would come into my room and ask me, but umm she trusts me and stuff so it's ok." (Page 2, line 70)

"Sometimes, my mum will be like 'get off your phone, you don't need to be on it', like when I'm doing my homework and stuff" (Page 3, line 72)

"An argument with my mum, or, sometimes it's for a good, like if something's happened then my mum will take it away and be like 'it's better if you don't because then you won't get into anything else, you don't have to see any of it'. Like my friends had really bad problems like a year ago, and she hasn't got any social networking still. So at that time when that was happening to her, I had it off as well because we were really close, so it was kind of aimed at me at the back end of it." (Page 3, line 80)

"Yeah, my mum isn't too happy that I'm friends with the people that were doing it, but they are my friends, but I still remember it, I still remember what they said. Also that's why I try to stay out of it" (Page 7, line 243)

"That's probably the hard bit from before, you couldn't walk away from it. Until my mum told me I shouldn't go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations keep coming they still come up. You know that they're there as well, even when your phone is taken away, you know that it's there, that people are sending you stuff" (Page 7, line 265)

Cyberbullying

1. Group Judgement & Reaction

“Yeah, because it’s like, especially when one person knows, and then everyone knows, and then they get, because people aren’t scared to say anything so they just message you, and other people message you, and then there’s group chats and so you can get added to one with all them people and they’re all easily able to know what’s happened and so, because they’re right in the chat as well, so they can just write it but, that was to my friend not me.” (Page 3, line 92)

“Yeah, I’ve said something about, like, say to one of my friends about what happened the day before or something, and it gets passed around in a different way, like I’ve said something about what they did or said, or how they said something to someone, and it turns out it was made out to be that I was bitching about them or something, but I really wasn’t.” (Page 5, line 153)

“You feel like you don’t know what to do, because, you didn’t do that and everyone thinks you have, and once it’s written you can’t change that so, yeah.” (Page 5, line 158)

“No-one can see your face when you’re typing it, conversations and arguments and stuff, they can go on for ages, but in school someone can walk away from it... on social media you can’t walk away. That’s probably the hard bit from before, you couldn’t walk away from it. Until my mum told me I shouldn’t go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations keep coming they still come up. You know that they’re there as well, even when your phone is taken away, you know that it’s there, that people are sending you stuff.” (Page 7, line 263)

I: What does it feel like when you know people are saying stuff but you can’t see the message?

P: You assume stuff, and normally when you assume it’s not always the same or right thing, but it’s not very nice at all.

I: And I suppose you know they’ll be there when you get your phone back?

P: That moment I got my phone back, I didn’t want to look at it, I didn’t change accounts or anything, and I just didn’t look at them. They died down as soon as I wasn’t replying so...

I: So you think that was a useful thing to do, to just not reply?

P: Yeah, umm, because I was on a group chat and all my friends were on there and because I was in a big group, there was like 15 people in there, in the chat, and they stopped after a while and it was fine. (Page 7, line 269)

2. A venue/channel for negativity

“she’d fallen out with someone and they were trying to get at her, trying to start a fight, so they would put statuses on about her and stuff and obviously everyone can see that” (Page 1, line 27)

“No they wouldn’t tag her but, everyone would know that it’s about her” (Page 1, line 31)

“Umm, things can, instead of like talking, like face to face, listening to someone’s voice, having it written down, it can sometimes be interpreted differently, and that can sometimes be very hard, like with your friends, like they might take it the wrong way and stuff” (Page 4, line 133)

“Like bullying and stuff, it’s so easy through social networking” (Page 6, line 198)

“I still remember what they said. Also that’s why I try to stay out of it, like if they have an argument I try not to get involved, to stay out of it, because I’m scared that they would do it again. And without trying to get sympathy, when they are arguing, they’ll be like ‘I’m just going to say that’ and I’ll be like ‘no don’t do it’ because you don’t want to get involved and you don’t want to be giving so much hate and that so you don’t want to be at school.” (Page 7, line 244)

“the worst thing you can do is get in an argument on social media, because you never know how it is going to turn out, like if I had an argument with my friends they would come into school and not talk to me, but if it was someone who I wasn’t friends with then they wouldn’t do anything because I don’t, they don’t know me as well.” (Page 7, line 252)

“I would say be careful because it’s very easy to try and get things the wrong way, and it’s easy to start things, for people to get at you. Say something happened, and they needed to tell you it, that they weren’t happy, they wouldn’t come to your face, that wouldn’t be their first resort, their first resort would be to go on social media, and message you, and on there they can say whatever they want, they can call you every name under the sun on social media they can just type it... but to your face they wouldn’t say it” (Page 7, line 256)

3. Blocking as protection

n/a

From Online to in School

1. Interference of work

“I use it all the time, like I’ll go home and I’ll go on it, but the first thing I do when I wake up is go on it, and when I’m doing my homework I’ll go on it, it’s just all the time” (Page 2, line 37)

“Yeah, like, I go on it whilst I’m meant to do homework, especially now that I’m in year 10 and I’ve got to start revising for my mocks and stuff, umm, it’s a bit of a distraction” (Page 3, line 110)

“Yeah because I have my own iPad as well, so I’ll do my homework on that, and obviously when notifications come in, I’ll have to check it.” (Page 4, line 113)

“Yeah, and I’ll face-time a lot of my friends while I’m doing my homework so that’s clearly not a good way to be while revising.” (Page 4, line 124)

“I’m not too sure, like in sociology, when we’re talking about people, a lot of people mention things they’ve seen on Facebook, that effects the classroom.” (Page 4, line 127)

2. Threats, intimidation or violence

“Umm, like you’re not allowed to use it at school obviously, but umm, I don’t know, people get scared to come in if something’s happened, and then they won’t learn as well at school. I think that most bullying happens on social networking as well, that’s why so much happens in school, after leading from that.” (Page 3, line 105)

“Sometimes you get stares and stuff, and you just don’t talk, but a lot of the time they just forget about it, they don’t, they act like nothing’s happened, it’s like they’re keyboard warriors, they say what they can there, but in real life they’re just wimps, they won’t say anything.” (Page 4, line 145)

“Yeah, well it was when my friend had all that stuff happen, and then a lot of stuff got said, umm and this was last year and then the head teacher got involved and stuff because it got too much, and I remember one time, I was in the tutor room in the maths corridor where I normally am and it was when I’d fallen out with all my close friends I was in a really big friendship group we’re not friends anymore because everyone’s moved on and stuff, and got different friends now, but they’d all fallen out with me and then somehow the popular girls of the year came and found me and wanted to fight me. They would message me after and be like, because they ended up getting excluded, and they were messaging me after going ‘I hope you’re happy’ and stuff, but I never meant for it to be like that because I actually didn’t do anything wrong but stick up for my friend, and then umm, my friend, I’m not a blamer, but she got herself into a lot of stuff and I helped her and umm, yeah.” (Page 5, line 168)

“Yeah, but I never told her that it upset me, because I didn’t want her to feel bad or anything. In the end it ended up umm, I had to go to the ‘support/isolation’ place in school to sort it out and stuff, but it went on for a while.” (Page 5, line 179)

Appendix 12

Participant: Mark

Order of Contents:

- 12.1 Interview Transcription (Line Numbered and Page Numbered)
- 12.2 List of Emergent Themes
- 12.3 Cluster of Emergent Themes and Generation of Superordinate Themes
- 12.4 Cluster of Superordinate Themes and Chunking of Emergent Themes
- 12.5 Evidence of Superordinate Themes and Emergent Themes (Verbatim Extracts)

1 **12.1 Mark - Interview Transcript**

2 **I: Tell me about the social networking sites that you use?**

3 P: Mainly Facebook, I have a go on snapchat, all my friends want me to get onto twitter so I might go
4 on twitter soon, but it's mostly Facebook

5 **I: Do you have a particular favourite?**

6 P: Just Facebook, it's where I send most messages from

7 **I: Why do you use SNS?**

8 P: Umm, it's cheap, like you don't really pay for it, obviously you have to get a google account, or at
9 least an email account for it to work, a lot of people have it, there's millions of people who have it
10 now, and it's just an easier way to message people. Depending on my mood some days, one day
11 when I'm feeling very happy like, I'll put up a couple of 'vines' of really funny things and that, and
12 other days when I'm really sad, I'd either leave it or if I see a post I'll chat. I just randomly go through
13 stuff and share stuff. I go on it every night really, I'm not on it much, it's just I'll go out, be out for a
14 while, come home, I'll go on it and then go to bed

15 **I: When did you start using social networking sites?**

16 P: About a year and a half ago now, roughly

17 **I: What was it like when you first started using SNS?**

18 P: It was really weird, cause like obviously I was used to using text messages on a phone, and just
19 moving onto Facebook and that... I only just joined it when it recently updated and I was like 'whoa',
20 obviously I watched my friends go on it, and there's me like 'whoa what's happened now', but I got
21 used to it in the end, it's pretty easy to use now.

22 **I: What is it like now using SNS? Has anything changed?**

23 P: You just know what to do, you know where everything is, each icon and that, what they mean,
24 and so 'just there you go' pretty easy

25 **I: What are your thoughts about how much you use SNS?**

26 P: Don't really use it at all,, well I'll go on Facebook every night, but only for a short period of time,
27 and even if I do go on it, sometimes I'll just leave it there, cause obviously I use it on my laptop and
28 then I'll just go on my Xbox and play, and if any messages pop up I'll go on it.

29 **I: Is that how you use your social networks? On a laptop as opposed to a phone?**

30 P: Yeah, with my phone it just lags out really badly.

31 **I: How would you feel if all of a sudden you were no longer able to use SNS?**

32 P: Probably end up crying, it's the only thing I can use to get hold of friends and that, like before, I
33 was grounded once and I wasn't allowed to use Facebook, and I was just sat there, like I didn't know
34 what to do, I was that bored, I was bored to hell, I just couldn't cope with it. A lot of people nowa
35 days can't cope without a phone for a couple of minutes, and there's other people who can cope
36 without a phone for like half a year, and that used to be me, I used to cause with my old foster
37 parents I never used to have a phone, and I was with the for 3 years, so I went 3 years without a
38 phone, and I managed to get a new phone and it was just like 'whoa', it was so weird, like a
39 birthday!

40 **I: So now you've been using it for a while, if you suddenly weren't using it, you'd feel it?**

41 P: I'd feel like, I mean, I need it, I'd be like 'where's it gone'.

42 **I: What do you think your parents think about you using SNS?**

43 P: My foster dad, who, he's the only one that I live with, he don't mind, he uses it himself and that,
44 obviously by the social law, I have to have him as a friend so I've got him as a friend and that, but I
45 don't mind. There's a lot of parents who don't let young teenagers go on it and that, because they're
46 afraid of what will happen, there's a lot of cyberbullies around, but now there's a block button, and
47 you just block the person who keeps trying to get you.

48 **I: Have you had to do that before?**

49 P: Quite a few times, yes myself, but the guy who made it, Mark Zuckerberg, he was quite clever for
50 what he's done, he watched out for the fact that if there's any cyber bullies you can block them.

51 **I: Would you mind giving me an example of when you've had to block someone?**

52 P: It was actually one day in this school, a mate of mine, we fell out, and he started giving me grief
53 and that and started turning a load of people against me, and they started making group chat and
54 that trying to pick against me, and I literally blocked them all out. Or you just mute the chat and
55 leave it.

56 **I: What does it feel like when something like that happens?**

57 P: In a way I think it's pretty clever that you can make a group chat, I mean with me and my mates
58 obviously I've got such a large group of mates in my home town, umm, we have 2 group chats, and
59 cause in our group we used to have loads of arguments, so we got one which is an argument free
60 one which is pretty funny, and the other is just a normal group chat with our entire group, there's
61 like 50odd people in there, it's mad, my group of mates.

62 **I: Has there ever been a time where someone's tried to stop you using social networking sites?**

63 P: Umm yeah, actually, it was when I was at home with mum and dad, this was this Christmas day,
64 the one just gone, umm I was using Facebook quite a lot actually, on my phone, and mum and dad
65 they took my phone off me, and they turned it off and put it by the side and I weren't allowed to use
66 it for the rest of the day until I went home. And I was like 'fair enough' obviously spend time with
67 your parents and that, which I did, but it's just the fact that I was using Facebook.

68 **I: How do you handle someone trying to control how you are using it?**

69 P: Umm it depends on my mood really, if I'm in a happy mood, see my foster dad comes in and is like
70 'hey you have to turn it off now' . . .fair enough yeah, but it all depends on the time, obviously, my
71 internet goes off at 10.30 and if it's going round near 10.30 and my foster dad is like 'right the
72 internet is going off early tonight' yeah that's fine but if I'm in a really angry mood like, I'll want to
73 keep it on, and me and my foster dad will get into an argument. It's never actually happened before,
74 but because my foster dad always sticks to the time limit.

75 **I: So if you're in an angry mood does using SNS help that mood?**

76 P: Yeah because it's the only way to communicate with people, like I would go on and I would
77 message my mates and be like 'I'm stuck can you help me out' and they would.

78 **I: How do you think SNS impacts what school is like for you?**

79 P: In a way I feel like yeah, it does impact quite badly, because the fact that everyone has phones
80 now, school rules go against phone, so, which is fair enough, I have my phone in my pocket right
81 now, but I don't use it, I keep it in my pocket, on silent and that and its out the way, but other
82 people, they'll sit there in class and they'll put the phone under the table and use it for Facebook

83 and that, there has been this once that this kid in class tried to start a fight with me, I told him to put
84 his phone away and the teacher overheard me, and he got his phone took off him. In the end I just
85 blocked him out and moved away. It's just the way it is really, you go against, you don't really go
86 against the rules, over a social network.

87 **I: Does SNS interfere with school work...tell me about a time when this has happened?**

88 P: Now they're trying to bring education into social networking as well, which is going to be pretty
89 weird, it's like every school has their own website, and they've got ads where you can go for
90 cyberbullying, they're trying to link it up with Facebook and that. I go to a youth club in my home
91 town and now they use Facebook, they've made a group, there's a group photo type thing, and you
92 can comment on it like 'when's youth club back on' and that, then one of the youth workers will
93 comment on it. Obviously none of the teachers are allowed contact out of school, same with youth
94 club really, the only way me and a youth worker can communicate out of school is through
95 Facebook, umm group chat, obviously, me and the youth workers are quite close because I'm a
96 senior member there, a senior member in-training, and it's just, so I can help out more than a
97 normal youth, so yeah.

98 **I: Does SNS interfere with homework... tell me about a time when this has happened?**

99 P: Umm, yes, it does affect me quite a lot, because obviously I'll have my laptop open, and go onto
100 quite a big website called MyMaths, which is used for homework, umm, I'll go on it, have it open and
101 have another tab open for Facebook and I'll switch between the two, but I do it really often, so it's
102 affecting me even more than normal. I'll keep switching. It's easy enough to get the homework done
103 while it's there, that's how I've always learnt, get home, get the homework done, but with
104 Facebook, it gets in the way.

105 **I: Would you tell me something about how you feel SNS has influenced your relationships with
106 you friends?**

107 P: Uh it's made, with a lot of my mates, obviously some of them I only met a few months ago, some
108 of the years ago, when I was really young, and it's just the fact that I can communicate with them all
109 again, I can communicate with people out of the country, families, it actually helps quite a lot.

110 **I: Have you started any friendships that have been solely based online?**

111 P: Once I actually have and in the end I felt that there was something wrong, I found out there
112 actually wasn't, but it felt like there was, so I blocked the person, but I realised it was actually one of
113 my best mates who made up an account and pretended to be someone else, my friends done it to
114 see, he's done it on most my friends in the group to see, he's testing to see if they would go off and
115 say that he's a mate of mine now, like seeing if they'd add someone they don't know. It worked out
116 quite well, like most of my friends blocked the person and then one day, after my friends went
117 through all of the group, he confronted us all and said that he was the person, and there was like 3
118 people in our group who had went along with that person, and it was actually quite surprising.
119 There's so many thing you can do now with technology and Facebook.

120 **I: Do many people make fake profiles?**

121 P: Yes, I reckon so, not in my group, but I've seen videos of people making fake accounts on YouTube
122 and cyberbullying and that, and it's pretty sick to be honest, I don't like it, but that's the way people
123 are like.

124 **I: Has SNS ever been the cause of any friendship fall-outs?**

125 P: Surprisingly no, I have had a fallout with my friend face to face and he did try to take it over
126 Facebook, and I said to him, face to face, like I've known this person since we were like 3 years old,

127 and I was like 'we've got to sort this out'.... We had an argument face to face and sorted it out over
128 Facebook. It worked out pretty well.

129 **I: How did you sort it out using Facebook?**

130 P: Just went through private messages and sorted it.

131 **I: Do you see many arguments happening over social networking?**

132 P: I do yeah, actually in fact last night, I saw a post, of my mate, my mate put up a little post about
133 another one of his mates, it was all a joke, obviously joking about, but he didn't realise the fact is
134 that his mate is missing, she's recently just gone missing and that, he didn't realise, he meant it in a
135 sarcastic way like, and everyone started against him saying 'you're not a good friend' and that, and I
136 was close to commenting on it, but I said 'no' I wasn't going to get involved.

137 **I: Is it hard not to get involved?**

138 P: Umm not really no

139 **I: You mentioned in your questionnaire that something had previously happened on SNS that had:**

140 **I: Made you not want to go into school the next day?**

141 P: No actually

142 **I: Had made you worry in school?**

143 P: Yeah, once, my friend was getting picked on, and they were all threatening to beat her up and
144 that, but this is a girl and these were a group of boys who were threatening to beat her up and that,
145 and they made a group chat with her and obviously it was like 6 other boys, I don't have a clue who
146 they were, and my friend just started adding loads of my friends and other in, including me, and I
147 was really confused and was like 'whoa what's just happened?' and I was really confused and as I
148 scrolled up in the group to see what's happening, and then I messaged her to see what's happening
149 and that, and I had her on the phone to me as well and she was pretty much bursting into tears
150 crying, and I got really peed off with it, like right, Gemma, that's her name, Gemma, come into
151 school still, go through school and that, but just stick by me, and friends and nothing will happen,
152 and she did and surprisingly nothing did happen, and so far it's been fine now, it's all been sorted.

153 **I: Did she talk to you about how she felt when all of that was happening?**

154 P: Yeah she was really upset about it and that, she had done nothing wrong, it's just this group of
155 boys who wanted to pick on something, it's not right, it shouldn't happen, it's just the way a lot of
156 people are like, I used to be like, it but again I'd do it for a specific reason, uh, like to protect my little
157 sister, cause she used to get picked on in school, so did I, but I used to stick up for myself but my
158 little sister couldn't so I used to stick up for her, which, it just got manic really, but got through it.

159 **I: What do you think life would look like if SNS no longer existed?**

160 P: It would be terrible, uh, cor, it would be literally manic, I don't think anyone would live, it is such a
161 helpful resource in a way, because you can umm, well the Christmas period just gone, you want to
162 know what date you go back, what week and that, you can post 'what week do we go back' and a lot
163 of people will comment on it. In a way some people have it and don't use it, like my foster dad, he
164 has it and will check it like once, twice a day, and he doesn't really use it, but it's there just in case,
165 it's just easy to use. It would bother me quite massively

166 **I: How often would you say social networking is on your mind during the day?**

167 P: It's not, throughout school I focus on my school work, and I focus on my friends, when I get home
 168 I think more like I need to check Facebook see who's out, I'll go out, come home, think, tight, what
 169 shall I do? Facebook, Xbox, done and dusted really. I have my routines and I always stick by them.
 170 Some people don't some people muddle about, and it will mess up their sleeping pattern, like I
 171 mucked mine up over Christmas, got it back together now.

172 **I: What is the best thing that has ever happened to you while using SNS?**

173 P: The fact that I met up with my old mate again, like literally I met with my old mate, he was one of
 174 my closest mates and I lost him, I went into care and that and I moved, and he is from Birmingham,
 175 and I met up with him again over the Christmas period.

176 **I: What is the worst thing that has ever happened to you while using SNS?**

177 P: Umm, it's just the fact is, one night, it was a proper terrible night, I fell out with a bunch of my
 178 mates in my group, and got on Facebook, scrolling down and that, saw a load of posts, not about
 179 me, it was about other mates and that, and literally there was so much bullying going on, and I mean
 180 like this went from, usually I'd go home and I'd have 10-12 notifications per night, and it went from
 181 that up to about 80 odd, and I was like 'whoa what's just happened?', I had loads of tags to the post
 182 and that, I didn't know what to do, I just shut down, closed my computer down,

183 **I: What advice would you give someone who had never used SNS before and wanted to start?**

184 P: Umm, actually my friend did start, he was recently allowed to start using Facebook, and he was so
 185 happy about it and that, and he came to me for advice, so I helped him create an account, but umm
 186 just be careful, make sure your privacy settings are high...mine aint, mine are like medium, but make
 187 sure they're high, and he actually got through it well, so far, he's going through quite well. I know for
 188 a fact that I've gone through like 5 accounts in a year and a half because I've been hacked, it's so
 189 easy to get hacked now, it's like you'll put up a post and it's the actual hacker, saying like, look at this
 190 picture, and you'll click on it, but it's the same photo, like a party thing, and then it's a virus in your
 191 account and it'll make group chat and put pictures out and I, to me, I was scared for the first time,
 192 then I found out it was the same thing happening over and over again, so had to deactivate the
 193 account. It's not hard to start up an account, just hard to get everything you need back, like all the
 194 photos and that.

12.2 Mark – List of emergent themes

Choice	Recognition of difficulty stopping SNS use
Multiple sites	Obstacle to overcome
SNS as a location	Social support
Social pressure and normalising	Deception via SNS
Mood regulation*	Deception and cyberbullying
SNS as part of you	The dark side of what people are capable of
SNS as routine*	The connection between real and online
A new landscape to traverse	Misinterpreted messages
Transformation into familiarity	Group response to individual
Contradiction of use	SNS as battleground
Hard to measure time	Group Cyberbullying*
A constant connection/tether to others	Being able to connect to what's happening
SNS as emotional coping	A protector of his friends (a responsibility)
A change across time	The capacity of individuals to be bullies
SNS as a gift	Protector
Become a part of you	SNS as a journey*
SNS as a dangerous place	SNS as a battle
Danger	SNS as life sustaining
The escalation of individual problems to group judgement	SNS as information
Cyberbullying	SNS as a resource
SNS as an arena for arguments	SNS as damaging
Excessive use	Social connection
In-person connection	Cyberbullying
Safety and boundaries	Group bullying
Mood regulation and social support	Overwhelmed with SNS
Negative impact in school	SNS as a gift
Phone as an extension of self	Coming of age
The blurring lines – school use of Facebook	SNS as a challenge to overcome
Social connection to others	SNS as danger
The habitual addictive nature of SNS	

12.3 Mark – Cluster of Emergent Themes and Generation of Superordinate Themes

Individual connection via SNS

Choice
Multiple sites
Mood regulation*
SNS as part of you
SNS as routine*
Transformation into familiarity
SNS as emotional coping
Become a part of you
A change across time
Contradiction of use
Excessive use
Phone as an extension of self
Recognition of difficulty stopping SNS use
SNS as life sustaining
SNS as a resource
Protector
The habitual addictive nature of SNS
A protector of his friends (a responsibility)

Social connection to others

SNS as a location
Social pressure and normalising
A new landscape to traverse
A constant connection/tether to others
Mood regulation and social support
Social connection to others
In-person connection
Social connection
Social support
Being able to connect to what's happening
Hard to measure time
SNS as information

The parental control

SNS as a gift**
Coming of age

Cyberbullying

SNS as a dangerous place***
The escalation of individual problems to group judgement
Cyberbullying**
SNS as an arena for arguments
Safety and boundaries
Negative impact in school
Obstacle to overcome
Deception via SNS
Deception and cyberbullying
The dark side of what people are capable of
The connection between real and online
Misinterpreted messages
Group response to individual
SNS as battleground
Group Cyberbullying*
The capacity of individuals to be bullies
SNS as a journey*
SNS as a battle
SNS as damaging
Group bullying
Overwhelmed with SNS
SNS as a challenge to overcome

School

The blurring lines – school use of Facebook

12.4 Mark – Cluster of Superordinate Themes and Chunking of Emergent Themes

Connection to Others

1. Social connection
2. Relationship maintenance
3. The monitoring of others

Identity and Construction of the Self

1. Change over time
2. A part of you
3. The role of parent

Cyberbullying

1. Group judgement & reaction
2. A venue/channel for negativity
3. Blocking as protection

From Online to in School

1. Interference of work
2. Threats, intimidation or violence

12.5 Mark – Evidence of Superordinate Themes and Emergent Themes

Connection to Others

1. Social connection

“Don’t really use it at all,, well I’ll go on Facebook every night, but only for a short period of time, and even if I do go on it, sometimes I’ll just leave it there, cause obviously I use it on my laptop and then I’ll just go on my Xbox and play, and if any messages pop up I’ll go on it.” (Page 1, line 26)

“same with youth club really, the only way me and a youth worker can communicate out of school is through Facebook, umm group chat, obviously, me and the youth workers are quite close because I’m a senior member there, a senior member in-training, and it’s just, so I can help out more than a normal youth, so yeah.” (Page 3, line 92)

“ The fact that I met up with my old mate again, like literally I met with my old mate, he was one of my closest mates and I lost him, I went into care and that and I moved, and he is from Birmingham, and I met up with him again over the Christmas period.” (Page 5, line 172)

“Mainly Facebook, I have a go on snapchat, all my friends want me to get onto twitter so I might go on twitter soon, but it’s mostly Facebook” (Page 1, line 3)

“Yeah because it’s the only way to communicate with people, like I would go on and I would message my mates and be like ‘I’m stuck can you help me out’ and they would.” (Page 2, line 75)

2. Relationship maintenance

“Uh it’s made, with a lot of my mates, obviously some of them I only met a few months ago, some of them years ago, when I was really young, and it’s just the fact that I can communicate with them all again, I can communicate with people out of the country, families, it actually helps quite a lot.” (Page 3, line 106)

3. The monitoring of others

“my friend just started adding loads of my friends and other in, including me, and I was really confused and was like ‘whoa what’s just happened?’ and I was really confused and as I scrolled up in the group to see what’s happening, and then I messaged her to see what’s happening and that” (Page 4, line 145)

Identity and Construction of the Self

1. Change over time

“It was really weird, cause like obviously I was used to using text messages on a phone, and just moving onto Facebook and that... I only just joined it when it recently updated and I was like ‘whoa’, obviously I watched my friends go on it, and there’s me like ‘whoa what’s happened now’, but I got used to it in the end, it’s pretty easy to use now” (Page 1, line 18)

“You just know what to do, you know where everything is, each icon and that, what they mean, and so ‘just there you go’ pretty easy” (Page 1, line 23)

“A lot of people nowadays can’t cope without a phone for a couple of minutes, and there’s other people who can cope without a phone for like half a year, and that used to be me” (Page 1, line 34)

2. A part of you

“Depending on my mood some days, one day when I’m feeling very happy like, I’ll put up a couple of ‘vines’ of really funny things and that, and other days when I’m really sad, I’d either leave it or if I see a post I’ll chat. I just randomly go through stuff and share stuff. I go on it every night really, I’m not on it much, it’s just I’ll go out, be out for a while, come home, I’ll go on it and then go to bed” (Page 1, line 10)

“Don’t really use it at all,, well I’ll go on Facebook every night, but only for a short period of time, and even if I do go on it, sometimes I’ll just leave it there, cause obviously I use it on my laptop and then I’ll just go on my Xbox and play, and if any messages pop up I’ll go on it” (Page 1, line 26)

“Probably end up crying, it’s the only thing I can use to get hold of friends and that, like before, I was grounded once and I wasn’t allowed to use Facebook, and I was just sat there, like I didn’t know what to do, I was that bored, I was bored to hell, I just couldn’t cope with it” (Page 1, line 32)

“I’d feel like, I mean, I need it, I’d be like ‘where’s it gone’” (Page 1, line 40)

“It would be terrible, uh, cor, it would be literally manic, I don’t think anyone would live, it is such a helpful resource in a way, because you can umm, well the Christmas period just gone, you want to know what date you go back, what week and that, you can post ‘what week do we go back’ and a lot of people will comment on it. In a way some people have it and don’t use it, like my foster dad, he has it and will check it like once, twice a day, and he doesn’t really use it, but it’s there just in case, it’s just easy to use. It would bother me quite massively” (Page 4, line 159)

“when I get home I think more like I need to check Facebook see who’s out, I’ll go out, come home, think, right, what shall I do? Facebook, Xbox, done and dusted really. I have my routines and I always stick by them. Some people don’t some people muddle about, and it will mess up their sleeping pattern, like I mucked mine up over Christmas, got it back together now.” (Page 4, line 166)

3. The role of parent

“ I used to cause with my old foster parents I never used to have a phone, and I was with the for 3 years, so I went 3 years without a phone, and I managed to get a new phone and it was just like ‘whoa’, it was so weird, like a birthday!” (Page 1, line 36)

“My foster dad, who, he’s the only one that I live with, he don’t mind, he uses it himself and that, obviously by the social law, I have to have him as a friend so I’ve got him as a friend and that, but I don’t mind. There’s a lot of parents who don’t let young teenagers go on it and that, because they’re afraid of what will happen” (Page 2, line 42)

“Umm it depends on my mood really, if I’m in a happy mood, see my foster dad comes in and is like ‘hey you have to turn it off now’ . . .fair enough yeah, but it all depends on the time, obviously, my

internet goes off at 10.30 and if it's going round near 10.30 and my foster dad is like 'right the internet is going off early tonight' yeah that's fine but if I'm in a really angry mood like, I'll want to keep it on, and me and my foster dad will get into an argument" (Page 2, line 68)

"Umm yeah, actually, it was when I was at home with mum and dad, this was this Christmas day, the one just gone, umm I was using Facebook quite a lot actually, on my phone, and mum and dad they took my phone off me, and they turned it off and put it by the side and I weren't allowed to use it for the rest of the day until I went home. And I was like 'fair enough' obviously spend time with your parents and that, which I did, but it's just the fact that I was using Facebook" (Page 2, line 62)

Cyberbullying

1. Group Judgement & Reaction

"It was actually one day in this school, a mate of mine, we fell out, and he started giving me grief and that and started turning a load of people against me, and they started making group chat and that trying to pick against me, and I literally blocked them all out. Or you just mute the chat and leave it." (Page 2, line 51)

"In a way I think it's pretty clever that you can make a group chat, I mean with me and my mates obviously I've got such a large group of mates in my home town, umm, we have 2 group chats, and cause in our group we used to have loads of arguments, so we got one which is an argument free one" (Page 2, line 56)

"I do yeah, actually in fact last night, I saw a post, of my mate, my mate put up a little post about another one of his mates, it was all a joke, obviously joking about, but he didn't realise the fact is that his mate is missing, she's recently just gone missing and that, he didn't realise, he meant it in a sarcastic way like, and everyone started against him saying 'you're not a good friend' and that, and I was close to commenting on it, but I said 'no' I wasn't going to get involved." (Page 4, line 131)

"Yeah, once, my friend was getting picked on, and they were all threatening to beat her up and that, but this is a girl and these were a group of boys who were threatening to beat her up and that, and they made a group chat with her and obviously it was like 6 other boys, I don't have a clue who they were, and my friend just started adding loads of my friends and other in, including me" (Page 4, line 142)

"Umm, it's just the fact is, one night, it was a proper terrible night, I fell out with a bunch of my mates in my group, and got on Facebook, scrolling down and that, saw a load of posts, not about me, it was about other mates and that, and literally there was so much bullying going on, and I mean like this went from, usually I'd go home and I'd have 10-12 notifications per night, and it went from that up to about 80 odd, and I was like 'whoa what's just happened?', I had loads of tags to the post and that, I didn't know what to do, I just shut down, closed my computer down" (Page 5, line 176)

2. A venue/channel for negativity

"Yes, I reckon so, not in my group, but I've seen videos of people making fake accounts on YouTube and cyberbullying and that, and it's pretty sick to be honest, I don't like it, but that's the way people are like" (Page 3, line 120)

“I have had a fallout with my friend face to face and he did try to take it over Facebook, and I said to him, face to face, like I’ve known this person since we were like 3 years old, and I was like ‘we’ve got to sort this out’.... We had an argument face to face and sorted it out over Facebook. It worked out pretty well.” (Page 3, line 124)

“Yeah she was really upset about it and that, she had done nothing wrong, it’s just this group of boys who wanted to pick on something, it’s not right, it shouldn’t happen, it’s just the way a lot of people are like, I used to be like, it but again I’d do it for a specific reason, uh, like to protect my little sister, cause she used to get picked on in school, so did I, but I used to stick up for myself but my little sister couldn’t so I used to stick up for her, which, it just got manic really, but got through it.” (Page 4, line 153)

“so I helped him create an account, but umm just be careful, make sure your privacy settings are high...mine aint, mine are like medium, but make sure they’re high, and he actually got through it well, so far, he’s going through quite well. I know for a fact that I’ve gone through like 5 accounts in a year and a half because I’ve been hacked, it’s so easy to get hacked now, it’s like you’ll put up a post and it’s the actual hacker, saying like, look at this picture, and you’ll click on it, but it’s the same photo, like a party thing, and then it’s a virus in your account and it’ll make group chat and put pictures out and I, to me, I was scared for the first time, then I found out it was the same thing happening over and over again, so had to deactivate the account. It’s not hard to start up an account, just hard to get everything you need back, like all the photos and that.” (Page 5, line 184)

3. Blocking as protection

“They’re afraid of what will happen, there’s a lot of cyberbullies around, but now there’s a block button, and you just block the person who keeps trying to get you.” (Page 2, line 44)

“Quite a few times, yes myself, but the guy who made it, Mark Zuckerberg, he was quite clever for what he’s done, he watched out for the fact that if there’s any cyber bullies you can block them.”(Page 2, line 48)

“It was actually one day in this school, a mate of mine, we fell out, and he started giving me grief and that and started turning a load of people against me, and they started making group chat and that trying to pick against me, and I literally blocked them all out. Or you just mute the chat and leave it.” (Page 2, line 51)

“It worked out quite well, like most of my friends blocked the person and then one day, after my friends went through all of the group, he confronted us all and said that he was the person, and there was like 3 people in our group who had went along with that person, and it was actually quite surprising. There’s so many things you can do now with technology and Facebook.” (Page 3, line 114)

From Online to in School

1. Interference of work

“In a way I feel like yeah, it does impact quite badly, because the fact that everyone has phones now, school rules go against phone, so, which is fair enough, I have my phone in my pocket right now, but I don’t use it, I keep it in my pocket, on silent and that and its out the way, but other people, they’ll

sit there in class and they'll put the phone under the table and use it for Facebook and that, there has been this once that this kid in class tried to start a fight with me, I told him to put his phone away and the teacher overheard me, and he got his phone took off him. In the end I just blocked him out and moved away. It's just the way it is really, you go against, you don't really go against the rules, over a social network" (Page 2, line 78)

"Umm, yes, it does affect me quite a lot, because obviously I'll have my laptop open, and go onto quite a big website called MyMaths, which is used for homework, umm, I'll go on it, have it open and have another tab open for Facebook and I'll switch between the two, but I do it really often, so it's affecting me even more than normal. I'll keep switching. It's easy enough to get the homework done while it's there, that's how I've always learnt, get home, get the homework done, but with Facebook, it gets in the way." (Page 3, line 98)

2. Threats, intimidation or violence

"It was actually one day in this school, a mate of mine, we fell out, and he started giving me grief and that and started turning a load of people against me, and they started making group chat and that trying to pick against me, and I literally blocked them all out. Or you just mute the chat and leave it." (Page 2, line 51)

"Yeah, once, my friend was getting picked on, and they were all threatening to beat her up and that, but this is a girl and these were a group of boys who were threatening to beat her up and that, and they made a group chat with her and obviously it was like 6 other boys, I don't have a clue who they were, and my friend just started adding loads of my friends and other in, including me" (Page 4, line 142)

"I messaged her to see what's happening and that, and I had her on the phone to me as well and she was pretty much bursting into tears crying, and I got really peed off with it, like right, Gemma, that's her name, Gemma, come into school still, go through school and that, but just stick by me, and friends and nothing will happen, and she did and surprisingly nothing did happen, and so far it's been fine now, it's all been sorted" (Page 4, line 147)

Appendix 13

Example of completed IPA Analysis Table
(Initial Notes and Emergent Themes)

IPA Transcript Analysis – Lacy

Descriptive Comments:	Focussed on describing the content of what the participant has said, the subject of the talk within the transcript (normal text)
Linguistic Comments:	Focussed on exploring the specific use of language by the participant (italics)
Conceptual Comments:	Focused on engaging at a more interrogative and conceptual level (underlined)

Emergent Themes	Original Transcript	Exploratory Comments (Descriptive Comments, <i>Linguistic Comments</i> , <u>Conceptual Comments</u>)
<p>Multiple site usage tailored to need</p> <p>Social connection</p> <p>Social curiosity</p>	<p>I: Tell me about the social networking sites that you use?</p> <p>P: I use Facebook, Snapchat, Instagram, twitter, I use all of it really... I use Facebook I think the most.</p> <p>I: Do you have a particular favourite?</p> <p>P: I like Snapchat, I use twitter for like following celebrities and the programmes I watch and stuff</p> <p>I: Why do you use SNS?</p> <p>P: To talk to my friends, to know what people are up to and stuff, just talking to people and stuff, knowing what they're doing.</p>	<p>Multiple site usage</p> <p>Selecting different SNS for different needs</p> <p>Social communication <u>Is there a level of nosiness and curiosity inherent with SNS</u> To not be left out</p>
<p>A coming of age parental gift</p>	<p>I: When did you start using social networking sites?</p> <p>P: In year 7 because that's when my parents allowed me to get it, in year 7.</p> <p>I: Did you want to start using it before?</p>	<p>Parents hold the key, a gift, coming of age</p> <p>The need for permission to use</p>

<p>Parental protection from SNS</p>	<p>P: Yeah, well a lot of people I know had it, started using Facebook when we were in primary school but I was never allowed.</p>	<p><u>What is the right age? What is it about secondary schools that parents see as the 'ok age'?</u></p>
	<p>P: Did you ask?</p> <p>I: Yeah but my mum was always like 'no because it's dangerous and stuff sometimes'</p>	<p>Parental control – <u>when is social networking not dangerous</u> Danger</p>
<p>Change of SNS use (intention) over time</p>	<p>I: How did you feel about not being able to use it?</p> <p>P: I wasn't too bothered by, yeah, it wasn't that bad, I didn't really mind</p>	
	<p>I: What was it like when you first started using SNS?</p> <p>P: Umm, everyone was a bit like, umm, not like how people use it now, they would just use it in a jokey way and stuff and now people use it for really personal things.</p>	<p>A change over time, movement from fun to serious</p> <p>Personal nature of SNS</p>
<p>Change over time</p> <p>Cyberbullying</p>	<p>I: What would you say has changed from when you first started using it to now?</p> <p>P: People find it, use different ways out of it, they find different uses and umm yeah, when bullying and stuff they find a way to do it on there now, but like when I first got it and stuff everyone would be putting like funny things on there, but now it will always be personal and stuff or trying to get something out of someone by putting it on there, like a status or something.</p>	
<p>SNS as social manipulation</p>		<p>Different uses A route for cyberbullying Change over time Use to satisfy a personal need or desire Use to have an 'impact' on another</p>
<p>A trial in front of peers</p> <p>Cyberbullying</p>	<p>I: Do you have an example of when that's happened?</p>	<p><u>Is SNS an implement/tool who's function moves beyond social communication to social manipulation + construction of the self?</u></p>

<p>Subtle bullying</p> <p>SNS as a norm for communication</p> <p>SNS as a constant</p> <p>SNS as part of you</p> <p>SNS as enjoyment</p> <p>SNS as a constant tether to others</p>	<p>P: Well, I haven't been put in that situation, but my friend, umm, she'd fallen out with someone and they were trying to get at her, trying to start a fight, so they would put statuses on about her and stuff and obviously everyone can see that.</p> <p>I: Were they really obvious statuses, like tagging her in it?</p> <p>P: No they wouldn't tag her but, everyone would know that it's about her</p> <p>I: So you touched on how things have changed using SNS, what other ways have you noticed social networking being used?</p> <p>P: Umm just like, to get hold of someone I would go through social networking to do it, I'm not too sure, I just use it</p> <p>I: What are your thoughts about how much you use SNS?</p> <p>P: I use it all the time, like I'll go home and I'll go on it, but the first thing I do when I wake up is go on it, and when I'm doing my homework I'll go on it, it's just all the time.</p> <p>I: Why?</p> <p>P: Because I always get notifications come up and when I'm bored I'll just go on there and check, and then on my Snap Chat stories there's always something on there, I just go on it.</p> <p>I: What are Snapchat stories?</p> <p>P: Like statuses on Facebook, so it's like things that everyone shares.</p>	<p>SNS used to subject someone to a trial in front of peers SNS as a weapon Social humiliation</p> <p><u>Where is the justice if SNS is used as a trial for peers?</u></p> <p>Subtle use of SNS to convey a particular message</p> <p>SNS replaced tradition communication methods</p> <p>SNS as dominating all aspects of life <i>All the time – a constant</i> First thing on mind</p> <p>Notifications keeping her 'in the loop' connected to others Use of SNS to relieve boredom <i>'I'll just go on it' – minimising language about how 'much' SNS is important</i></p>
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<p>Social connection</p>	<p>get it back because I feel isolated from everything, because I can't talk, I can't look at anything, because it's like everywhere and everything is about social networking, you don't really know what to do.</p>	<p>Experience of isolation, being cut off from everything</p>
<p>SNS as a privilege</p>	<p>I: What would happen to lead to something like your phone being taken away?</p>	<p>A sense of loss without SNS SNS as an all-encompassing presence</p>
<p>Danger</p>	<p>P: An argument with my mum, or, sometimes it's for a good, like if something's happened then my mum will take it away and be like 'it's better if you don't because then you won't get into anything else, you don't have to see any of it'. Like my friends had really bad problems like a year ago, and she hasn't got any social networking still. So at that time when that was happening to her, I had it off as well because we were really close, so it was kind of aimed at me at the back end of it.</p>	<p>SNS as a privilege taken away</p>
<p>Parental protection</p>		<p>SNS as dangerous</p>
<p>Battle</p>	<p>I: So it was aimed at the both of you?</p> <p>P: No it was aimed at her but because I was like sticking up for her and it was only like me and her, I wouldn't umm, sometimes get put into it, like because I was around her.</p>	<p>Parents protecting children from SNS negativity</p> <p><i>'aimed' – language use – a projectile, a weapon, something that hurts</i></p>
<p>Loyalty</p>	<p>I: What kind of thing happened?</p> <p>P: Like boys, like she would talk to boys and get names for it, and I would stick up for her and then they would be like, a bit pathetic and put me into it as well because I was hanging out with her</p>	<p>Protecting/helping a friend</p> <p><u>Segregation of the few vs the many – me and her?</u></p>
<p>Loyalty</p>	<p>Judgement</p>	<p>Protecting a friend, cyberbullying</p> <p><i>'Pathetic' – a measure of someone else motive</i></p>
<p>Judgement</p>	<p>Cyberbullying</p> <p>I: And at that point, was it quite hard to be using social networking?</p>	<p>Friendships determining 'reputation'</p>

<p>Group Trial</p>	<p>P: Yeah, because it's like, especially when one person knows, and then everyone knows, and then they get, because people aren't scared to say anything so they just message you, and other people message you, and then there's group chats and so you can get added to one with all them people and they're all easily able to know what's happened and so, because they're right in the chat as well, so they can just write it but, that was to my friend not me.</p> <p>I: And that was at a point where your mum had said 'best not to use your phone until this all blows over?'</p>	<p>A sense of a snowball of negativity, no privacy</p> <p>Group reaction to individual</p> <p><i>'you get added' – like being pushed into a crowd – on trial</i></p> <p>Safety behind keyboard – <i>'they will just write'</i></p>
<p>Shifting friendships</p>	<p>P: Yeah</p> <p>I: And did it?</p> <p>P: Yeah, umm, cause, I was really close with some other friends, like I'm friends with them really close now, but not so much friends with her anymore, so they're all friends with me and that and we've been friends since, so.</p>	<p>The friendship didn't survive? <u>Did SNS cause the end?</u></p> <p>Shifting relationships</p> <p>Hierarchy of friendships – close, not close, really close</p>
<p>SNS promoting fear in school</p>	<p>I: How do you think SNS impacts what school is like for you?</p>	<p>SNS incident causing fear for pupils</p>
<p>Bullying</p>	<p>P: Umm, like you're not allowed to use it at school obviously, but umm, I don't know, people get scared to come in if something's happened, and then they won't learn as well at school. I think that most bullying happens on social networking as well, that's why so much happens in school, after leading from that.</p>	<p>Learning being impacted</p> <p>Cyberbullying exasperating in school incidents</p>
<p>SNS as distracting</p>	<p>I: Does SNS interfere with school work?....tell me about a time when this has happened</p>	

<p>SNS interrupting work</p>	<p>P: Yeah, like, I go on it whilst I'm meant to do homework, especially now that I'm in year 10 and I've got to start revising for my mocks and stuff, umm, it's a bit of a distraction</p> <p>I: Do you find it hard to concentrate on the revision side of things?</p>	<p>SNS causing distraction <u>Choice to avoid homework?</u> <u>What is it that is inherently distracting? People? Fun? Games? Is it like having all of your friends in the room with you?</u></p>
<p>Social obligation</p>	<p>P: Yeah because I have my own iPad as well, so I'll do my homework on that, and obviously when notifications come in, I'll have to check it.</p> <p>I: Is that what it feels like, like you have to check?</p>	<p><i>'I have to check it' – no choice in the matter?</i></p>
<p>Lack of control</p>	<p>P: Yeah it's really weird to be honest, I think you kind of have to, because obviously they can see when you're online and stuff, on messenger, and if you don't reply I feel guilty.</p> <p>I: So they'll know if you've seen it?</p>	<p>An understanding of the absurdity of it – 'weird' Peer pressure, guilt = an obligation to friends? Letting friends down by not replying</p>
<p>SNS interfering with work</p>	<p>P: Yeah so there's this little circle where it has a tick, and when it's coloured in, they'll know that the notification has come through.</p> <p>I: So they'd know that you've received the message, but aren't looking at it?</p>	<p>Almost out of your control, despite your 'want', they will know!</p>
<p>SNS as a constant presence</p>	<p>P: Yeah</p> <p>I: So there's a little bit of pressure?</p> <p>P: Yeah, and I'll face-time a lot of my friends while I'm doing my homework so that's clearly not a good way to be while revising.</p>	<p>Choice to video call? Interference with homework Acknowledgement of mistakes in using while doing homework</p>

<p>Misinterpretation of intended message</p>	<p>I: How do you think SNS can effect things in a classroom?</p> <p>P: I'm not too sure, like in sociology, when we're talking about people, a lot of people mention things they've seen on Facebook, that effects the classroom.</p> <p>I: So a lot of people talk about it?</p> <p>P: Yeah</p> <p>I: Would you tell me something about how you feel SNS has influenced your relationships with you friends?</p>	<p>SNS as a reference point for young people's discussions <u>Is SNS a medium for news? Is SNS the new news?</u></p>
<p>Social communication</p>	<p>P: Umm, things can, instead of like talking, like face to face, listening to someone's voice, having it written down, it can sometimes be interpreted differently, and that can sometimes be very hard, like with your friends, like they might take it the wrong way and stuff. Like it's good because we can also keep in contact, because umm, my friendship group have got a few friends from families elsewhere and we don't get to see them much so we get to talk to them on there. I think it's good sometimes.</p>	<p>A shift from face-to-face communication to 'messages' online</p> <p>Misinterpretation making friendships hard</p> <p>A balance of positives/negatives</p> <p><u>Can tone and intonation be communicated online effectively?</u></p> <p>Allows social connection to wide friendship group</p>
<p>Trust and misinterpretation</p>	<p>I: Has SNS ever been the cause of any friendship fall-outs? Tell me about a time this has happened?</p>	
<p>SNS as a battleground / arena</p> <p>In-school impact of SNS use</p>	<p>P: Yeah, with the friends that I'm not so close with, because my friends that I'm close with we know each other well and know we wouldn't say that kind of stuff, but like umm it's easy when someone's having an argument on a picture they've put up or a status, to get involved and then people, umm, say stuff on it and then you start falling out because of it.</p>	<p>Hierarchy of <i>closeness</i> translates into who you have issues with</p> <p>Trust and misinterpretation</p> <p>Group argument – <u>a permanency of message?</u></p> <p>Falling out because of SNS</p>

<p>A social reputation</p> <p>SNS difficulty leading to school intervention</p> <p>Shifting friendships and hierarchy</p> <p>SNS overload of negativity</p> <p>Protector and loyalty</p>	<p>P: You feel like you don't know what to do, because, you didn't do that and everyone thinks you have, and once it's written you can't change that so, yeah.</p> <p>I: Is it hard to fix?</p> <p>P: Very, very.</p> <p>I: How would you go about trying to fix something like that?</p> <p>P: I would talk to them, the person it was about, and also talk to the person that I told it, to tell them that I didn't mean it like that and I wouldn't mean it like that because I'm not the sort of person to say that kind of thing and stuff.</p> <p>I: You mentioned in your questionnaire that something had previously happened on SNS that had: <i>Made you not want to go into school the next day</i></p> <p>P: Yeah, well it was when my friend had all that stuff happen, and then a lot of stuff got said, umm and this was last year and then the head teacher got involved and stuff because it got too much, and I remember one time, I was in the tutor room in the maths corridor where I normally am and it was when I'd fallen out with all my close friends I was in a really big friendship group we're not friends anymore because everyone's moved on and stuff, and got different friends now, but they'd all fallen out with me and then somehow the popular girls of the year came and found me and wanted to fight me. They would message me after and be like, because they ended up getting excluded, and they were messaging me after going 'I hope you're happy' and stuff, but I never meant for it to be like that because I actually didn't do anything</p>	<p>A permanency of message</p> <p><i>Repetition of word to highlight level of difficulty</i></p> <p>Reparation using key individuals</p> <p>Attempt to restore reputation of character</p> <p><i>'a lot of stuff got said' – a measure of severity</i> School had to intervene at the highest level <i>'it got too much' – unable to cope</i></p> <p>Shifting friendships- <u>because of SNS? Incident?</u></p> <p>Hierarchy – <i>'popular girls'</i> – threats of violence because of SNS</p> <p><i>'Found me'</i> – a search, hiding, fear, battleground</p> <p>School intervention = exclusion as a result</p> <p>SNS used further threat and guilt inducing</p> <p>Protector, loyalty for friend</p> <p>Innocent party pulled into difficulty</p>
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<p>SNS leading to school intervention</p>	<p>wrong but stick up for my friend, and then umm, my friend, I'm not a blamer, but she got herself into a lot of stuff and I helped her and umm, yeah.</p>	
	<p>I: You were trying to do something helpful and it caused a lot of upset for you?</p> <p>P: Yeah, but I never told her that it upset me, because I didn't want her to feel bad or anything. In the end it ended up umm, I had to go to the 'support/isolation' place in school to sort it out and stuff, but it went on for a while.</p>	<p>Loyalty and caring for another Intervention needed from school to sort it out</p> <p>Longevity of difficulty</p>
<p>SNS difficulty leading to change in character</p>	<p>I: Have there been other things that have happened online that have made you worry in school?</p> <p>P: Yeah, but not so much, because I kind of keep to myself at school, I don't like school that much so I try and turn up, do my lessons, do the best I can, and go home and then if I want to go out and meet my friends I will, but I don't really want to get... like I'll see these things on Facebook like I was saying, when people start stuff by commenting on it, like I don't do that because I don't see the point because it's not nice on the other end, after I've been there</p>	<p>Does not enjoy school -mechanistic, routine, like a job</p> <p>A lesson learned from experiencing difficulty</p> <p>Developed empathy for others online</p> <p><u>War stories?</u></p>
<p>Empathy</p>	<p>I: So you know what it can feel like?</p> <p>P: Yeah</p>	
<p>SNS as positive communication tool</p>	<p>I: And you don't want to take part in that?</p> <p>P: Yeah (agrees)</p>	
<p>SNS as a problem</p>	<p>I: What do you think life would look like if SNS no longer existed?</p>	

<p>Cyberbullying is easy</p>	<p>P: It wouldn't be as good, it would be a bit, umm it's very easy, I don't know. I can talk to my family that live away and stuff and I wouldn't be able to do that if I didn't have social networking, but also a lot of things wouldn't happen in schools, like with friendship groups and teenagers and stuff, like if social networking wasn't a thing.</p>	<p>Life without SNS wouldn't be as good</p> <p>Convenience of contact to others</p> <p>SNS causes a lot of problems in school</p>
<p>SNS always in background</p> <p>SNS as part of you</p>	<p>I: What kind of things wouldn't happen?</p> <p>P: Like bullying and stuff, it's so easy through social networking</p>	<p>Bullying is easy through SNS</p>
<p>SNS as desire and need</p> <p>Emotional connection</p>	<p>I: How often would you say social networking is on your mind during the day?</p> <p>P: I'm not too sure, it's just always in the background. If something's happened on there, or someone's messaged me during school then I'd think of it. As much as I like using it, and I do use it a lot, I'm not addicted, yeah.</p>	<p>A constant background thought</p> <p><i>'something's happened' – a reality, but what is real with 'online' 100010100101</i></p> <p>A comparison to addiction</p>
<p>Evidence of friendship</p>	<p>I: Do you think some of your friends are?</p> <p>P: Yeah, I know people that do anything just to get on their phones and stuff, like I love using it, and I use it like all the time, but I'm not like, umm, if I didn't have it...I've had it taken away and it's bothered me but it's not been like a meltdown moment. Like my friends they would, say they were talking to a boy or something, on their phone and stuff.</p> <p>I: What is the best thing that has ever happened to you while using SNS?</p>	<p>A sense of addiction, a desire and need</p> <p>Feels the loss but can cope (for a time)</p> <p><i>'I love using it' – an emotional connection, a relationship</i></p> <p><i>'meltdown moment' – the possibility of a strong reaction</i></p>

<p>Change in use over time</p>	<p>P: I'm not too sure, like umm, like when I'm with my friends we take a lot of videos of each other and photos, and we're all like laughing and stuff, and when I look through like after I've been with them, and of me with them and it's all laughing and stuff, it's just nice to see you've got good friends and stuff.</p>	<p><i>'hesitation/difficulty to separate experiences</i></p> <p>Reminiscing over old times</p> <p>A measure of 'good friends' – <u>photos as social currency?</u></p>
<p>Evolution of SNS use over time</p>	<p>I: Do you ever look back to what your pictures were like in year 7?</p>	
<p>Social acceptance in the form of 'likes'</p>	<p>P: Yeah, they're awful, like now everyone is about pouting and trying to get the best lighting, it's like, back then you'd pull the weirdest poses and put like effects on them and stuff, it's really embarrassing. There's this thing going around not that long ago where you nominate someone to put their first profile pic up again, and it was really embarrassing. Now people are trying to get the best photo, and lighting, and 'likes' and stuff.</p>	<p>A change in culture – a change in purpose</p> <p>A change in use over time – <u>maturity? Puberty?</u></p> <p>An evolution of SNS use alongside development</p> <p>Tailored to young person's need – sexuality, desire, ideal self</p>
<p>Popularity linked to number of 'likes'</p>	<p>I: Do people chase 'likes' for their photos trying to get the most?</p> <p>P: Yeah, especially like, I don't know, like one of my friends she's in the popular group, and she's always had loads and loads of likes but it's never bothered her, but she must secretly like it, but my umm, other friend she umm, a lot of people find her a bit weird, but when she got 100 likes she was going mad, umm, she obviously cares a lot.</p>	<p>Social acceptance in the form of 'likes'</p> <p>On the surface 'like hunting' vs 'secret enjoyment'</p> <p><i>'She was going mad' – an elation of joy and excitement, acceptance.</i></p> <p><u>The self we portray</u></p>
	<p>I: So the amount of likes people get, it obviously matters to people?</p> <p>P: Yeah, I don't know how, but there's these people in our year who get like 700, but it's like they've added people on</p>	<p><u>Number of 'likes' as a measure of popularity and acceptance?</u></p>

<p>'likes' linked to self-esteem</p>	<p>there that they don't even know, just to get them, they don't have 700 friends that like their profile picture. Like there's this girl who's very...I wouldn't say popular... but she's more like 'known' and a lot of people like her, and she moved from a different school and she gets like thousands of likes and she's just in our year. I've probably only got like a thousand friends, but if you look at her she's probably got like 10,000 to get something like that.</p>	<p>There is a balance to keep – too many friends = not real</p>
<p>Not communicating is communicating</p>	<p>I: Why do people like getting 'likes'?</p> <p>P: It makes them feel good about themselves, that people like them, but just because they 'like' it doesn't mean they like you as a person. I've liked people's pictures that I don't like.</p>	<p>Number of friends linked to number of 'likes' which interacts with a person's sense of self-esteem and acceptance?</p>
<p>'Likes' as a form of social capital</p>	<p>I: And why would you have liked their pictures?</p> <p>P: I don't know, just because I've liked it, probably because, people just... just I guess I have liked them just to be neutral with them, so they know that I don't hate them or something.</p>	<p>'liking' online different to 'liking in real life'</p> <p><u>Is there a split in persona? Can you like an online persona but not the real person?</u></p>
<p>Length of SNS difficulty</p>	<p>I: Like a way of saying you don't have a problem with them? Am I wrong?</p> <p>P: No, but it's also like sometimes you just like the picture and it's a way of saying you don't have a problem with them.</p>	<p><u>To not like is to state something of how you feel</u></p> <p>They like some things but not others – to not communicate does communicate something in such a wide arena</p>
<p>Parental protection</p>	<p>I: What is the worst thing that has ever happened to you while using SNS?</p> <p>P: What I said before, definitely, because of how long it went on.</p>	<p>'liking' as a way of maintaining a social balance</p> <p>The superficial 'like' – enjoying something e.g. A picture</p>
<p>Fear of friendship group turning on you</p>		<p><u>Length of difficulty online important in judging 'impact'</u> <u>How do you judge length when something is essentially published online forever?</u></p>

<p>SNS and school linked</p> <p>SNS causes more issues with close friends than less close friends</p> <p>SNS as dangerous</p> <p>SNS as a safe place to vent</p> <p>Online vs face-to-face</p>	<p>I: You mentioned how long it went on, are those messages still there somewhere?</p> <p>P: Yeah, my mum isn't too happy that I'm friends with the people that were doing it, but they are my friends, but I still remember it, I still remember what they said. Also that's why I try to stay out of it, like if they have an argument I try not to get involved, to stay out of it, because I'm scared that they would do it again. And without trying to get sympathy, when they are arguing, they'll be like 'I'm just going to say that' and I'll be like 'no don't do it' because you don't want to get involved and you don't want to be giving so much hate and that so you don't want to be at school.</p> <p>I: What advice would you give someone who had never used SNS before and wanted to start?</p> <p>P: Just don't try and get involved, don't put things on to try and get attention and stuff, just use it for what you need to use it for, and as long as your using it in the right way and you don't like try to get involved and... the worst thing you can do is get in an argument on social media, because you never know how it is going to turn out, like if I had an argument with my friends they would come into school and not talk to me, but if it was someone who I wasn't friends with then they wouldn't do anything because I don't, they don't know me as well.</p> <p>I would say be careful because it's very easy to try and get things the wrong way, and it's easy to start things, for people to get at you. Say something happened, and they needed to tell you it, that they weren't happy, they wouldn't come to your face, that wouldn't be their first resort, their first resort</p>	<p>Parental unhappiness – fears for daughter</p> <p>A tainted friendship? A guarded friendship?</p> <p>Fears of being turned against by friends –influencing SNS use</p> <p><i>'scared' = fear</i></p> <p>Checking for approval with peer before posting = a backup to your message?</p> <p>A balance of <i>'giving hate'</i> which impacts life</p> <p><i>'Get involved' – a sense of difference between using SNS and getting involved in someone else's argument?</i></p> <p>Can be used for seeking attention</p> <p><i>'worst thing you can do' – a measure of the impact it has</i></p> <p>Unpredictable</p> <p><i>'Friends' can be more ostracising than 'online friends'. Group mentality – selecting a weak member to punish?</i></p> <p>A dangerous place – <i>'get at you' – battleground</i></p> <p>SNS as a protective shield to vent – to express something too difficult to manage face-to-face</p>
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<p>No escape from cyberbullying or SNS</p> <p>Parental protection</p> <p>Negative anticipation of SNS messages</p> <p>Negative assumptions of SNS messages</p> <p>Avoidance of SNS as coping strategy</p> <p>Group bullying</p>	<p>would be to go on social media, and message you, and on there they can say whatever they want, they can call you every name under the sun on social media they can just type it... but to your face they wouldn't say it.</p> <p>I: What do you think it is that makes it so easy to send messages?</p> <p>P: No-one can see your face when you're typing it, conversations and arguments and stuff, they can go on for ages, but in school someone can walk away from it... on social media you can't walk away. That's probably the hard bit from before, you couldn't walk away from it. Until my mum told me I shouldn't go on it. Like the messages just keep on coming up, as much as you mute it, the vibrations keep coming they still come up. You know that they're there as well, even when your phone is taken away, you know that it's there, that people are sending you stuff.</p> <p>I: What does it feel like when you know people are saying stuff but you can't see the message?</p> <p>P: You assume stuff, and normally when you assume it's not always the same or right thing, but it's not very nice at all.</p> <p>I: And I suppose you know they'll be there when you get your phone back?</p> <p>P: That moment I got my phone back, I didn't want to look at it, I didn't change accounts or anything, and I just didn't look at them. They died down as soon as I wasn't replying so...</p> <p>I: So you think that was a useful thing to do, to just not reply?</p>	<p>Cyberbullying</p> <p>No escape, No time limit</p> <p>A sense of being cornered, with a crowd looking on debating whether to take part</p> <p>Parent still have power to protect <u>As if it took the parent to highlight an 'escape' route</u></p> <p>An ongoing barrage of messages – even the knowledge of the messages – negative anticipation</p> <p>The idea of what people might be saying can be upsetting – thinking the worst</p> <p>Fear of the messages Avoidance as a coping strategy <i>'Died down' – like a storm passing?</i></p>
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	<p>P: Yeah, umm, because I was on a group chat and all my friends were on there and because I was in a big group, there was like 15 people in there, in the chat, and they stopped after a while and it was fine.</p>	<p>'Group chat' as a form of bullying/judgement</p>
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Appendix 14

Certificate of Ethical Approval

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: "An Exploration of how 11-16 year olds use online social networking and what it's like to be connected to those networks"

Researcher(s) name: Pierre Court

Supervisor(s): Andrew Richards/Martin Levinson

This project has been approved for the period

From: 20/05/2014

To: 28/09/2016

Ethics Committee approval reference: D/14/15/45



Signature:

Date...15.05.2015.....

(Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

Appendix 15

Procedure/Instructions for Staff

FORM TUTOR NOTICE

PLEASE COMPLETE TODAY

Instructions:

- 1) Please hand out the questionnaires – 1 per pupil**
- 2) Please read the following statement:**

The questionnaire in front of you is all about the use of Online Social Networking sites and Apps. Please fill in all the information you can – there are questions on both sides of the paper. Please answer the questions honestly, all the information you give will be held anonymously, which means your school / your parents / your friends will not find out what ‘you’ specifically have written. Do not put your name on the form.

Everyone in Year 7, 8, 9, 10 & 11 is completing the questionnaire

This research is taking place in a number of schools

The results will be used to learn about what social networking sites/apps are being used by 11 - 16 year olds, what you think about using them, if it’s impacted on your school life at all, and how much you think about social networking in general.

If you really don’t want to fill out the questionnaire, you don’t have to, and if you change your mind once you’ve already filled it out and handed it in, you can get contact details from the office and get in touch with Pierre Court, who will remove your questionnaire from the study.

- 3) If anyone has any questions about filling in the questionnaire, or needs support completing it, please help them if you can.**
- 4) Please collect in all the questionnaires and have them sent down to the Main School Office where I will collect them**

.....
Thank you for using your Form time to help with this research, I am extremely grateful for your time. If you have any questions about this research, please come and speak to me at the School Office.

Pierre Court

Appendix 16

Reflections surrounding ethical issues
inherent with the conduct of this research

Appendix 16

Reflections surrounding ethical issues inherent with the conduct of this research

The Voluntary Nature of Participation

Participants were recruited by agreement of 2 secondary schools.

For the questionnaire consent was gained via an opt out system – parents were informed that the study was taking place by newsletter addition and website/Facebook/twitter feed. For both schools the websites are linked to their social media pages, and so in posting on their websites, notifications were sent out through their social networks automatically through an ‘RSS’ feed. However, the reverse is not true, so the schools were requested to send out the details through all free online communication software that they use. Both schools have a Text message system to contact parents, they were asked to use this also to inform parents of the study. However, it remained up to the discretion of the school to use text messages, as it may carry a cost to the school. Parents were given the option, should they so desire, to ask that their child not be included in the study, this continues to be honoured by both myself and the school. Participants were also able to opt out on the day of data collection (see Appendix 15).

For interviewing, both parents and the child gave consent by completing the consent form (see Appendix 1)

The participants were informed that they could withdraw from the study at any time, even mid-way through an interview if so desired. I was particularly clear during Phase 2 interviewing, that if at any point the participant felt uncomfortable, then they didn’t have to stay, could have a staff member/preferred adult with them or could refuse to answer any questions. I ensured that the participant was comfortable and double checked their consent to take part before any interviewing commenced.

Special Arrangements

The questionnaire was completed during registration time, at which a member of staff was available to help the participant complete the questionnaire if needed.

The Informed Nature of Participation

Participants were informed of the nature of the project via their form tutor & the questionnaire: including a simple, clear statement of the purpose and use of the questionnaire and explanations of why the person has been selected, how the questionnaire is to be completed, and what the person is to do with it after its completion.

The participants were not informed that the questionnaire included items from an Internet Addiction scale. This was decided as I did not want to prime their responses in any way, but wanted to get an honest and unencumbered reflection of their experiences. In addition, as I was not looking to diagnose 'internet addiction' in any form, but simply to get a measure of how social networking may cognitively occupy the participants, it was not necessary to bring the language of 'addiction' to the participant group.

The questionnaires did not require the participant to detail their name, simply their date of birth, school, year group and gender. Upon analysis of the questionnaires, I was left with a list of the above information in which to identify pupils for interview. I sat with a staff member in the Devon school, and using the dates of birth, gender and year group was able to identify a group of participants who met the criteria for interviewing.

When given the option for interview the reason for selection was made clear to the potential participant. They were shown their completed questionnaire first to ensure that I was talking to the right person. They were then informed why I was interested in their results, particularly relating to their responses to the questionnaire and their experience of using social networking sites. They were asked if they would be willing to talk with me in more detail about their use and experience of social networking. The participants were then given the information sheet and consent forms, to take away with them, to think about participating, and if willing, consent and ask their parents to read the information sheet and also consent to their child's participation.

Following receipt of the consent forms, I telephoned parents to double-check their consent as see if they had any questions relating to the interview.

I did not use the language of 'addiction' regarding the incorporated IAT as to not prime the participant to particular lines of thought regarding their social networking use. Leaving the participant to discuss

their social networking use free from any 'interviewer expectations' that could have impacted the dialogue.

Data Protection & Storage

- Confidentiality and anonymity was maintained by keeping a separate list of participant's actual names and their designated pseudonyms for purposes of report writing.
- All data was stored securely on a password protected laptop in a password protected folder, which was in turn stored within a locked house. All paper copies of questionnaires are stored in a locked house.
- Raw Data will be held for 10 years and then destroyed.
- The following was written on the consent forms (See Appendix 1) – Data Protection Notice – The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University of Exeter's notification lodged at the Information Commissioners Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form".

Assessment of Possible Harm

There was potential for participants to get upset during an interview if they discussed something particularly emotional for them, I ensured that they had my details, so that should they desire, I could signpost them on to alternative services to support their emotional needs (in collaboration with schools and families of the research participants).

As an adult interviewing a child one on one, I needed to be thoughtful about the room the interviews took place in. I was visible through a door/window, staff knew where we were and that the participant could leave the room easily if needed though an unobstructed doorway.

As a lone researcher there may be circumstances where I could be assaulted by a young person, however unlikely, I was prepared for this situation and knew the staff members to whom I would need to speak to should this have occurred.

There is an ethical/moral dilemma evident with the style of this research thesis. My study highlighted a number of participants who were suggested to be experiencing difficulties in their lives with their social networking use. To ensure that I am not simply highlighting an issue and then stepping away from it, I have offered the schools training so that they can be better informed of the psychological landscape that their pupils are navigating online, including promoting that support/guidance staff were available to discuss any issues relating to social networking difficulties. It is hoped that in doing so, the schools will be in a better position to support their pupils. In addition to this, I will have an ongoing relationship with the Devon school, as their named EP, so that I can be available to provide ongoing support for them if needed.

In the long term, my plans are to publish the results of this thesis so that the wider psychological profession can be informed of the results of this research thesis. Promoting discussion around the online social networking experiences of today's youth will, hopefully, be a step in the right direction to highlight the importance of discussing the phenomenon of social networking and the psychological implications.