



UNIVERSITY OF
BIRMINGHAM

**YOUNG PEOPLE'S EXPERIENCES OF
INSTAGRAM USE: EXPLORING IMPLICATIONS
FOR THEIR MENTAL WELLBEING UTILISING A
BIOPSYCHOSOCIAL MODEL**

by

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**A thesis submitted to the University of Birmingham for the degree of
DOCTOR OF EDUCATION**

**School of Education
College of Social Sciences
University of Birmingham
December 2024**

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ABSTRACT

My study applies a biopsychosocial (BPS) model to explore children and young people's (CYP) experiences of Instagram and the impact that their use is having on their mental wellbeing (MWB). A case study design was applied that utilised qualitative methods to explore the participants' accounts. Subsequently, thematic analysis (Braun and Clarke, 2022) was applied for data analysis. Over a period of six weeks, 15 young people, aged 14-15, engaged in focus groups and interviews. The participants were students at a Birmingham-based secondary school.

Key findings suggested that the participants' experiences of Instagram use were dominated by negative effects on their MWB that could be categorised into BPS factors (biological, psychological and social). The main themes identified were Instagram being a time thief; the Instagram user taking on the role of a spectator; Instagram encouraging addictive behaviours; and Instagram being used to manage MWB in an unhealthy manner. The findings also suggest that CYP could develop more serious issues related to their physical and mental health if the negative impacts of Instagram were not acknowledged and addressed.

My recommendations for schools are that they use measures to assess CYP's use of Instagram and its effects. Assessment outcomes could then inform the implementation of early intervention to address and prevent further MWB challenges. My study exposes the need for all relevant stakeholders to work collaboratively to support CYP. Findings also suggest that associated policy, legislation and curriculum guidance needs to continue to develop and be implemented to address the issues associated with CYP's use of Instagram/social media and the impact that it is having on their MWB.

ACKNOWLEDGEMENTS

A special thank you to my Mum, Jamila, and Dad, Jawaaid; your love, support and source of motivation have kept me on track and helped me to believe in myself.

Thank you to my beautiful daughter, Lailah; you continue to inspire me daily and motivate me to keep striving for great things. Thank you to my husband, Rashad; I am grateful for your patience and understanding that the many days away from you, including Sundays, are not a permanent setup. Thank you to my wonderful niece, Inarah, who inspired me to start this research and has checked in on its progress over the years. Thank you to my family and especially my siblings, Tasnim, Aqil, Kiran and Ambrin, for supporting me to maintain humility and a perspective of the bigger picture. Thank you to my friends for the constant encouragement, support, listening ears and welcomed distractions in the form of catch-up meals and days out.

I would like to thank my supervisors Neil Hall and James Birchwood; your guidance, patience and honesty have supported me to develop as a researcher and to reach this stage.

I would also like to thank the professionals that supported me with data collection for this research. Thank you to the participants for sharing their insights in a reflective and honest manner. Thank you to the various people that supported me with editing extracts, which motivated me to continue to persevere towards the outcome.

A final, and most important, thank you is to Allah (swt) who has given me the strength to keep going with my studies through all of life's challenges. I truly believe that my faith has supported me to persevere towards the completion of this thesis.

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GLOSSARY OF ABBREVIATIONS

Acronym/ Initial	Meaning
ADHD	Attention Deficit Hyperactivity Disorder
BERA	British Educational Research Association
CYP	Children and Young People
DfE	Department for Education
DSL	Designated Safeguarding Lead
FoMO	Fear of missing out
GHQ	General Health Questionnaire
MHF	The Mental Health Foundation
MHST	Mental Health Support Teams
MWB	Mental Wellbeing
NEF	The New Economics Foundation
NHS	National Health Service
NSPCC	The National Society for the Prevention of Cruelty to Children
OHID	The Office for Health Improvement and Disparities
Ofcom	The Office of Communications
PSHE	Physical, Social, Health and Economic
RSHE	Relationship, Sex and Health Education
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SLT	Senior Leadership Team
SMHL	Senior Mental Health Lead
WHO	World Health organisation

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CHAPTER ONE- INTRODUCTION

1.1 Research Overview

The impact of social media on children and young people's (CYP) mental wellbeing (MWB) has lately become a topic of much focus in policy, practice and research (Sun and Zhang, 2021; DfE, 2025a; 2025b; 2025c). The focus of my research has been to explore secondary aged young people's use of Instagram and, through applying a biopsychosocial (BPS) lens, to investigate what impact this has on their MWB.

Launched in 2010, Instagram is a free social media platform that is commonly used by CYP (Mosseri, 2021). It is image centric in nature as it focuses on account holders sharing images and videos. Common uses, of the app, for CYP, include 'selfies', filters, live stories, like, reels and instant messaging (Ofcom, 2025). The rationale for using Instagram in this study is outlined in section 1.6.4 (pp.17-18). An overview of Instagram and the main features will be explored in Chapter Two (section 2.5, pp. 46-54).

MWB is explored in Chapter Two with a focus on definitions, assessing MWB and identifying key determiners (pp. 24-35). The rise of MWB difficulties for CYP and related contextual factors are explored (pp. 32-35). Section 2.3 focuses on the connections between social media use, CYP and MWB (pp. 36-46). In this thesis, MWB is acknowledged as a recognition of an individual's physical and mental state of wellbeing and can be identified by exploring their biological, psychological and

social state. Applying a BPS lens to study the impact of Instagram use for CYP's MWB has been outlined in chapter 3 (section 3.5., pp. 101-106).

Data collection for my study was conducted in 2023, in a free school located in South Birmingham, with a population of approximately 1,200 secondary and sixth-form pupils. The participants of my study were 15 Year 10 pupils between the ages of 14 and 15 at the time of the study. A case study design was applied utilising interviews and focus groups as qualitative methods. The experiences of the participants' Instagram use were explored, including the impact that it was having on their MWB. The term 'experiences' was deemed as most effective based on the work of Husserl (1931) and Heidegger (1962) where it is acknowledged that a researcher can only gain an understanding of an event or experience through an insight of those who have lived it (Mapp, 2008). Situational encounters of everyday experiences, and an exploration of their conscious reflections, supports the researcher to understand them in greater depth (van Manen and van Manen, 2021). The participants' experiences of Instagram have been explored through their self-reported accounts. Within this study, 'accounts' refers to the participants' reflections of their use of Instagram in relation to how they perceive their use is impacting on their MWB. The participants' personal insights and opinions were central to this research.

1.2 Research Questions and Aims

Research is dominated by findings associated with CYP experiences of challenges towards their MWB due to their social media use (Adorjan and Ricciardelli, 2021; Sun and Zhang, 2021; Abrams, 2022). Various aspects that are dominant in research

include body image influences (Astrupp, 2018; Constant *et al.*, 2024) and addictive use (Berry, McGowen and Sharon, 2019; UCL, 2019). Research indicates that there is a disconnect between acknowledging the simultaneous effects of CYP's social media use and the ways in which they are supported to maintain positive MWB, and that more qualitative research would benefit in this area (Kalaf *et al.*, 2023; Karim *et al.*, 2020). For this reason, my study aims to apply a BPS lens to explore CYP's use of Instagram and the implications that it is having for their MWB from a more holistic perspective. It is intended for the study findings to contribute to policy associated with digital literacy and MWB. Consequently, it would then inform educational practice with some identified strategies to implement. Findings from this research could be disseminated to schools to provide practical strategies to support pupils, and inform policy, curriculum guidance and support materials.

The overarching research question is:

'How are CYP using Instagram and what impact is it having on their MWB?'

The following sub-questions have been generated as a means for deconstructing the overarching research question and to identify specific aspects to explore:

1) How do CYP use Instagram?

By exploring how the participants use Instagram, specific features would be able to be identified prior to exploring impact. The key features of Instagram are outlined in Chapter Two (Section 2.5, pp. 46-54) and will be subsequently referred to throughout this thesis.

2) How do the participants perceive their use of Instagram is affecting their MWB?

Biological, psychological and social factors were to be explored as a means of gaining an insight into how the participants' overall MWB was being affected.

3) Do the participants plan to continue to use Instagram in the same way they have been using it following their reflections?

This sub-question explores the participants' awareness of their current use and intended use of Instagram. It addresses whether they believe any of the effects to be problematic and explores how they are managing those effects. This question also explores what the participants believe their future (short and long-term) use of Instagram will be like following the opportunity to reflect on their use.

The sub-questions were utilised to frame the questions and prompts within the interview and focus group schedules. The overall research questions and sub-questions were designed to enable an exploration of the participants' use and impact of Instagram in relation to MWB. They were designed to facilitate findings that would offer an insight into how key stakeholders can support CYP to navigate their use of Instagram and social media use to support them to maintain positive MWB.

1.3 The BPS model as the Theoretical framework

The biopsychosocial (BPS) model will be discussed in Chapter Two (Section 2.6.3, pp. 62-72) in relation to its key traits and the fields within which it is currently utilised. The model acknowledges the importance of exploring the biological, psychological and social factors that interplay to contribute towards an individual's MWB. Within the context of my study, the BPS model was used

primarily as a lens to explore and present the literature (Section 2.7, pp. 72-94). It continued to inform the research process in the methodology which is discussed in Chapter Three (Section 3.5, pp.101.-106). The BPS model is utilised to structure the data in Chapter Four (Section 4.6, pp. 147-174) and the data analysis and findings in Chapter Five (Section 5.4, pp. 186-227) which includes a critical reflection of how a BPS model can be used to understand how to support CYP's MWB in schools.

1.4 Case study as the Methodology

My study investigated the interpretations made by the participants of how Instagram is impacting on their MWB. An interpretive approach was used to explain and understand the context of the participants (Cohen, Manion and Morrison, 2018). Exploratory and explanatory in nature, my study took the form of a cumulative case study design, whereby it sought to combine a body of data about the phenomenon in question (Cohen, Manion and Morrison, 2018).

An aspect of the data collection phase was to identify a sample group that met the set criteria. A guideline was set for the allocated adult overseeing the organisation of the research at the school and enabled them to support me to select potential participants. The criteria to identify eligible participants for my study included that they were to be aged between 14 and 15 years and were regular users of Instagram. A regular user of Instagram was determined by a participant accessing Instagram daily and using it for more than an hour. Other than these criterion, traits of the groups were convenience related.

Thematic analysis (Braun and Clarke, 2022) was applied to data generated from transcribed interviews and focus groups as a means of exploring use and impact from a BPS lens. Findings were grouped into BPS factors as a means of applying the theoretical framework. Interviews and focus groups were structured to explore the sub-questions linked to the overall research aim (outlined in Section 3.7, pp. 119-123).

1.5 Rationale

1.5.1 Positionality

A paradigm is described as a way of looking at or researching a phenomenon, world view or view of what counts as accepted or correct scientific knowledge, or ways of working an acceptable model or pattern (Cohen, Manion and Morrison, 2018).

Research paradigms are underpinned by philosophical stances: positivism, interpretivism and critical theory. Philosophy is evident in every aspect of research focus and practice, as philosophy involves drawing conclusions about what things are and the reason, they are that way (Peim, 2018). The key components of a research paradigm are ontology, epistemology, methodology and methods. Each of these components combine to demonstrate the way a researcher understands the world and how they choose to understand it (Rehman and Alharthi, 2016).

Assumptions that concern the very nature or essence of the social phenomena being investigated are deemed as a researcher's ontological perspective (Cohen, Manion and Morrison, 2018). The researcher's perceptions of the object in question within research determines their ontological positioning. My study takes a qualitative ontological perspective, where it is acknowledged that the world is complex, socially

constructed and understood from a subjectivist stance (Bhandari, 2023). The epistemological stance that my study took was an interpretivist one, whereby knowledge could be understood by the views of the participants and meaning is constructed through multiple interpretations. Interpretivist research seeks to explore the agency of actors' interactions with an environment, and how these interactions impact aspects such as social structures and participants' behaviours (Alborough and Hansen, 2023). Interpretive research accepts that knowledge is socially constructed and that there are multiple realities or interpretations of a single event (Creswell, 2007). Findings can be multifaceted, and therefore considerations of the counterparts of the methodological framework must be carefully considered to support the validation of the research exploring an entity (Peixoto, 2023). Insights into the participants' experiences were acknowledged as a means of gaining some understanding of the impact of Instagram and its impact on MWB. This approach to research seeks to understand an entity in more depth than is already known to the field of research.

Research can be defined as the systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations amongst natural phenomenon: it can be based on the inductive or deductive models or a combination of both. In empirical research such as my study, I turned to real-life experiences for validation. Built-in mechanisms, procedures and results, and being open to public scrutiny by fellow professionals, allow for the validity of research to become secure (Cohen, Manion and Morrison, 2018).

1.5.2 Researcher's biography

The ontological and epistemological positioning and 'world view' (Holmes, 2020, p.1) of a researcher are shaped by their life experiences. My personal and professional experiences have impacted on my subjectivity and positionality and have shaped the choice of focus for my study.

Throughout the course of my adult life, I have developed my own personal interest in this topic. Initially, the rationale originated from some of my own experiences of Instagram, which then manifested into my growing concerns for the MWB of CYP in my family and the anticipated stage of their lives when they would have access to social media applications. My own experiences of Instagram had a generally negative impact on my MWB as a young adult and generated issues with my confidence, identity and on overuse of the app. Primarily, my daily use of Instagram resulted in me making unnecessary comparisons between my own lifestyle and others. This subsequently led to me becoming fixated on unrealistic depictions and a need to present my own life in a certain way. In years to come, and once I had identified these effects, I chose to distance myself from the regular use of Instagram.

When exploring existing literature relating to social media and MWB, I was able to make some direct connections to my own experiences. In addition to this aspect of personal connection, my perspectives on the importance of effectively acknowledging our state of MWB and aspects of our lives that impact on it, has become increasingly important to me. This is due to some personal experiences that I have had in my life that have had a significant impact on my own MWB. Therefore, contributing towards the field of MWB is important to me as a researcher.

Additionally, the role of an educator includes demonstrating a holistic approach towards supporting CYP's MWB in all aspects and not only academically. The MWB of CYP influences their cognitive development and learning, as well as their physical and social health and their MWB in adulthood (Public Health, 2021).

My professional experiences have developed my curiosity of CYP and their MWB. In my previous teaching posts, I have worked with many children that are part of complex life situations that consequently have a negative impact on their MWB. During my time as a Designated Safeguarding Lead (DSL), a vast majority of my time working at the school was spent supporting these children. I would regularly manage cases that involved seeking the support of children's services and mental health professionals for pupils and their families. During this time, collaborating with key stakeholders such as members of the pastoral team and senior leadership was crucial to identify the right support for the pupils and families. This experience further heightened my awareness of the importance of MWB management support as a focus for research and the importance of the roles of schools in supporting CYP.

1.5.3. Contributing to research

From the perspective of a researcher, I seek to examine an entity that, whilst prominent in CYP's lives, holds ambiguities on management of use in relation to the impact that it is having on their MWB. To identify suggested methods to support CYP, reviewing the current context is necessary; my study does this by exploring the use and impact of the participants' Instagram use. Research around this topic has developed significantly over the past decade; therefore, the focus of my study has

shifted from solely exploring use and impact to exploring in greater depth future implications and suggested management strategies to support CYP in this context.

Whilst social media use has been associated with both positive and negative effects on CYP's MWB, there is still a place for further research to explore the negative impacts and particularly from a causality perspective (Royal College of Psychiatrists, 2020). Problems associated with CYP's social media use have been linked to aspects of their physical and mental health, and a greater emphasis on the importance of exploring the use and impact of it can be seen in current literature (Royal College of Psychiatrists, 2022) that builds on the previously dominant focus in research of exploring time spent on social media as a factor linked to MWB implications. There is a recognition that various parties are responsible for supporting CYP with their use of social media including parents, guardians, carers, technology companies, government and professionals. As a key party directly involved in CYP's lives, educators play a vital role in supporting CYP to stay safe online and to support them with positive MWB (The Anna Freud Centre, n.d.a). Within my professional role as an educational practitioner, I feel a responsibility to create a greater awareness of this topic within the education sector as a supportive method to achieve improved management of MWB in CYP.

This research seeks to explore CYP's MWB in the context of Instagram and social media use as a means of identifying potential strategies to implement. I propose that schools need to engage more in exploring and supporting CYP with their social media use, as a means of addressing one aspect that may influence their MWB throughout their lives.

1.6 Situating the research

It is intended that the present research can contribute to policy and practice.

Findings from my study acknowledge the need to reflect on CYP's use of Instagram and social media use more holistically. Considerations of how policy guidance and school practices acknowledge supporting CYP to use social media in a way that enables them to manage positive MWB are central to my study. Therefore, digital literacy support through curriculum implementation, MWB support and staff and parent knowledge are aspects that have been reviewed, and considerations of developments in these areas will be considered.

1.6.1 MWB support for CYP in education

There has been a noticeable need for an increase in MWB support in education given CYP are in a post-COVID-19 context and direct links have been made between their social media use and MWB (Winter and Lavis, 2022; University of Oxford, 2023; Catling, 2023). As social media use has been identified as being directly linked to CYP's MWB, it is important to offer means of supporting CYP.

Within school settings, it has been recognised there is a need to focus on CYP's MWB to support them to attend school, engage with their learning, develop and ultimately fulfil their potential (DfE, 2025b). In recent years, schools across the UK have received funding to cover training for staff members to become Senior Mental Health Leads (SMHL). In addition, Mental Health Support Teams (MHST) have been set up that comprise of key stakeholders, from varied specialist groups, that can support CYP with their MWB. Stakeholders that contribute to MHSTs include pastoral team members, counsellors, school nurses, educational psychologists, local

authority provision, NHS mental health services and the voluntary and community sector.

1.6.2 Curriculum content and policy linked to MWB and digital literacy for CYP

Throughout the past 30 years, several government policies have been introduced with the aim of promoting MWB in education. As time has passed, such policies have had a greater focus on digital literacy. Introduced by the Labour government as part of a framework for social and health education (Crow, 2008), the Personal, Social, Health and Economic (PSHE) curriculum (DfE, 2021b) is a longstanding curriculum that has been identified as supporting CYP to stay healthy, safe, and prepared for life. Whilst, in its original format, the PSHE curriculum (DfE, 2021b) has formally been non-statutory for all schools that are not independent, clear expectations have been outlined about its implementation (Long and McGrath, 2024; PSHE Association, 2025). The national curriculum framework (DfE, 2013) states that all schools are expected to implement a personalised PSHE curriculum that educates learners from a personal, social and health perspective.

In 2020, the Conservative government implemented the Relationships and Sex Education (RSE) curriculum for secondary schools, Relationships Education (RE) for primary schools, and health education for secondary and primary schools, through section 34 and 35 of the Children and Social Work Act 2017. These were components of the broader PSHE curriculum (DfE, 2021b). Compulsory expectations were enforced for maintained schools, academies, and independent schools and other places of learning such as pupil referral units, maintained special schools, special academies, and non-maintained special schools. An aspect of the RSHE

curriculum (Relationships, Sex and Health education) (DfE, 2025c) is the statutory health education that focuses on physical health and MWB (Long and McGrath, 2024). Following the introduction of the RSHE curriculum in 2019, bodies such as the PSHE Association have been funded by the DfE to generate effective guidance around its implementation (UCL, 2020; Crow, 2008).

Aspects of this curriculum focus on learning related to digital literacy and MWB. Content includes a range of key areas to focus on in relation to supporting CYP with their MWB including their use of social media, and other contributory factors that focus on physical and mental health. This statutory curriculum incorporates a focus on supporting CYP to use social media in a way that protects and supports positive MWB (DfE, 2025c). Therefore, implications for policy and practice (including school curricula) are an important element of the present study.

Early implementation of the RSHE curriculum in adopter schools was reviewed to identify ways in which to embed this curriculum into school practice (DfE, 2021b). It was noted that the curriculum was designed to strengthen and add to the existing PSHE curriculum that was being taught in schools (Cumper *et al.*, 2024). Within a school, the PSHE lead is identified as the individual who should have oversight of the content of this curriculum and the overall implementation of it within the school (National College, 2020). PSHE, as a subject, has historically been flexible in how it is taught, where schools were able to shape and implement it in a variety of ways and with varied content. Whilst PSHE as a subject has been classified as a non-statutory subject, it is evident that expectations around the implementation of PSHE in schools have also been evident where it is anticipated that schools should reflect the needs of their community of families through a tailored curriculum (DfE, 2021b).

In its most recent and updated version, the RSHE curriculum (DfE, 2025c) continues to enforce the belief that ‘the curriculum is best delivered as part of a whole-school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding’ (DfE, 2025c, p. 7). However, this intention can be deemed as idealistic, as research findings suggest that schools are facing challenges to implement it (Draper, 2023; Stevens, 2023).

1.6.3 Existing challenges in schools regarding PSHE implementation

Previous concerns around the status of the PSHE curriculum include its time constraints (Calvert, 2020), low status in school, weakness in assessment and planning, limitations in monitoring, and a disconnect between pupils’ needs and their learning (Crow, 2008). This suggests that schools were experiencing challenges in achieving one of the PSHE curriculum’s key intents of tailoring the curriculum to support the learners and their context (DfE, 2021b).

Following the implementation of the statutory RSHE curriculum, there is a greater emphasis on setting clear expectations for good practice as a means of identifying effective implementation and considering the future support that schools may need (Calvert, 2020; DfE, 2021b). Development is required to address these challenges if CYP are to be supported effectively to explore and develop their understanding of the topics covered that relate directly to their management of their MWB, including being safe online.

School leaders that hold the responsibility for the PSHE curriculum would also be responsible for the school’s RSHE curriculum. Additionally, they may hold multiple

responsibilities across the school, including planning and implementing support for pupils linked to pastoral care or MWB. On behalf of the DfE, research conducted by Ipsos MORI and the PSHE association (2021) explored the implementation of the RSHE curriculum in schools' existing PSHE curriculums. Key findings from this research identified that PSHE leads would either be reactive or proactive in their oversight of the subject. Reactive approaches to the role included a more passive approach including less engagement with staff and training and sharing working alongside parents, guardians, and carers. Inconsistencies around implementation were centred around time spent covering the subject and the school's historical approach and ethos towards the subject. More proactive PSHE leads demonstrated a more systematic approach to the curriculum, where they had more engagement with its implementation (Ipsos MORI and the PSHE association, 2021).

However, these findings should not assume that the ownership should lie solely with the PSHE lead. The role of PSHE lead was noted as different to other subject lead roles as it did not include any formal assessments. Some PSHE leads expressed that little or no additional time was given to lead the subject, making its value seem low. However, it was noted that the implementation of statutory guidance had prompted a positive shift in raising the profile of the subject in school and the time and resources allocated to it (Ipsos MORI and the PSHE association, 2021). Whilst many subject leaders are deemed as an expert in the area that they are responsible for, this is not always the case with PSHE.

A key finding was that, for many PSHE leads, they lacked confidence in the subject due to the minimal coverage of it during their experiences of Initial Teacher Training (ITT) (Ipsos MORI and the PSHE association, 2021). This finding aligns with

research conducted by Sell and Reiss (2022) that found coverage of the RSHE curriculum (DfE, 2025c) in ITT lessons is often linked to constrained learning experiences for trainee teachers as it is given less focus than other subjects. It has been acknowledged that there is a need for additional training resources for education staff to be expanded, in addition to the implementation of discrete components within the ITT curriculum (Department for Science, Innovation and Technology and Department for Digital Culture, Media and Sport, 2023). Evidence suggests that trainee teachers are relying heavily on school-based placements to provide experience and development in this topic (GOV.UK, 2020). If this is the case, this support would come from class teachers acting as mentors. In many cases, this could then result in a cycle of barriers towards effective implementation of the curriculum, as teachers' confidence has also been noted as a factor that is resulting in ineffective practice related to this subject (Walker *et al.*, 2020).

In line with DfE guidance (DfE, 2021b), schools have been creating policies that include increasingly well-defined content and guidance (Ipsos MORI and the PSHE Association, 2021). Parent consultations were carried out to inform parents, guardians, and carers of the new guidance that was to be implemented (Ipsos MORI and the PSHE Association, 2021). Other examples of good practice that were noted included the implementation of a pupil conduct form that covered the PSHE curriculum to support pupils to be respectful during these lessons. Whilst it was acknowledged that the pastoral team were important stakeholders to support the implementation of the curriculum, time constraints and excessive workloads and responsibilities meant that collaborating was challenging (Ipsos MORI and the PSHE Association, 2021).

Within secondary settings, delivery modes for the content varied from weekly or fortnightly sessions or sessions taught during form times. Other examples were off-timetable workshops or themed days, or content covered in collective worship and assembly slots. The planned curriculum was either purchased in the form of pre-existing schemes or generated by the PSHE lead; good examples of practice included a whole-school approach and the implementation of key topics in other parts of the curriculum. It was noted that the senior leadership team (SLT) ‘buy in’ was extremely important to drive this curriculum forward positively (Ipsos MORI and the PSHE Association, 2021, p. 25). This was linked to how the SLT would oversee and allocate teaching time to the subject; for example, how it would: oversee funding for resources; allocate staff training; implement parent links; have oversight of the monitoring and delivery of the subject; and ultimately give support to embed the approach across the school. Findings from this report enabled me to reflect on effective ways of implementing support in relation to CYP’s use of Instagram and their MWB and what best practice might look like for schools to support this topic.

1.6.4 A focus on social media

Amongst a range of other factors, social media use has been acknowledged as a lifestyle risk factor that may contribute towards having a negative impact on CYP’s MWB (Maté, 2019b; Valkenburg, 2022; The Anna Freud Centre, n.d.b). As an addition to the existing activities of “screen time” that CYP engage with, social media has become increasingly popular over the last decade, with a surge in use following the COVID-19 pandemic (Winter and Lavis, 2022; University of Oxford, 2023; Catling, 2023). Whilst some positive factors have been identified such as a sense of connectedness to peers and beyond, concerns around negative implications are

more substantial. There are a range of concerning factors associated with social media use, including the impact that exposure to graphic content related to sexual imagery and suicide is having on CYP (Royal College of Psychiatrists, 2020). In addition, highly visual social media sites such as Instagram have been associated with serious concerns around CYP's views of body image, leading to eating disorders (Marks *et al.*, 2020).

However, there is an acknowledgement that research examining social media use and its connections to MWB in CYP is still fragmented (Karim *et al.*, 2020; Valkenburg, 2022). Further interdisciplinary research is needed to explore aspects such as causality between use and impact of social media in relation to CYP's MWB (Royal College of Psychiatrists, 2020) and CYP's perspectives through the implementation of qualitative research (Department for Science, Innovation and Technology and Department for Digital Culture, Media and Sport, 2023).

1.6.5 Emerging policy changes related to CYP's use of social media

The Online Safety Act 2023, which was approved by the House of Commons in 2023, sets out rigorous expectations of social media companies to manage content that CYP are accessing (Online Safety Act 2023). Following the initiation of the act, the DfE (2023) released non-statutory guidance titled 'Teaching Online Safety in schools', which made links to existing curriculum guidance related to online use (DfE, 2025c) and specifically social media, but went into greater depth with more specific guidance. This guidance encourages connections to be made between existing curriculum guidance. However, due to it being non-statutory, it is uncertain whether schools are utilising it, potentially creating a two-tier system.

The Online Safety Act 2023 seeks to implement a set of laws, in England and Wales, to protect CYP (and adults) from harmful content when accessing social media; it also seeks to employ clear guidelines on the responsibilities of social media sites and how they manage and control content and use (Online Safety Act 2023). The Office of Communications (Ofcom) will be responsible for vetting the implementation and impact of the Online Safety Act 2023 through the oversight of reviewing the existence of illegal and harmful content and the implementation of increased control for social media users to manage what they are accessing. Failure to make positive changes will lead to the initiation of fines of up to £18 million, or 10 percent, of social media platforms' annual global turnover and the potential for criminal action to be taken against responsible parties (Department for Science, Innovation and Technology and Department for Digital Culture, Media and Sport, 2023).

1.6.6 Summary

It can be acknowledged that there is a need for change to take place regarding CYP's management of risk factors of social media use based on the current challenges that they are facing, regarding their MWB. Due to the complex nature of these issues, the potential for positive change will be progressive over time.

Digital literacy plays a crucial role in supporting CYP to manage their MWB when using Instagram and other forms of social media (Abiddin *et al.*, 2022). Technology companies have been encouraged to fund media literacy campaigns and to further promote and contribute to mental health charities (Arafah and Hasyim, 2022). Within education, recommendations include a sound implementation of the RSHE curriculum that accompanies an effectively designed and implemented PSHE

syllabus that supports CYP to be more digitally resilient in the context of their MWB (DfE, 2025c). Additionally, teachers are identified as having a key role in engaging with CYP and identifying potential concerns: they must also engage with SMHL and other relevant staff to identify next steps for support. A multi-stakeholder approach that includes peers, parents, guardians, carers and school staff making contributions towards a stringent school policy around social media use is also important.

1.7 Focus of the study

My study draws attention to links between Instagram use and CYP's MWB, by carrying out a series of interviews and focus groups with CYP to gain an understanding of their experiences in this area. The BPS model was used as a guiding framework and as a means for helping to explain the research findings. Actions relating to curriculum implementation, collaboration of key stakeholders and use of effective resources are all considered in my study as a means of being potential contributors to the effectiveness of support offered to CYP, who use Instagram and other social media applications, to manage their MWB effectively.

1.8 Thesis layout

At the heart of my study are three key aspects that are tied together through the application of a BPS lens: CYP, Instagram/social media use and MWB. Chapter Two (pp. 23-93) offers a contextual insight into each aspect through a critical review of the associated literature. The chapter begins by providing an overview of MWB; it includes definitions of the term MWB and approaches that have been used to assess it including key determiners. The context for CYP and MWB is then explored with

some insights into contextual factors including Instagram and social media. Next, an insight into addressing the challenges being faced by CYP is explored through policy and practice. A synopsis of Instagram and central features is provided with an exploration of research that explores impacts on MWB when these features are being used. A BPS lens as the theoretical framework is then outlined including a review of where it has been used in school settings and how it could be used to support CYP with MWB. The BPS lens is then applied to frame the literature explored around CYP's use of Instagram and social media.

Chapter Three (pp. 94-135) begins by reaffirming the research goals including the intent to make an original contribution to research. Case study as the methodology is then detailed. Next, the application of BPS as the theoretical lens is outlined including the framework that was utilised to implement this approach. The next section outlines the research methods used and key considerations related to ethics, validity and reliability of research. The final section offers an overview of the process for data analysis that was applied (Braun and Clarke, 2022).

Chapter Four (pp. 136-175) begins by reviewing the questionnaire responses. Then, the findings and analyses of the raw data, as viewed through a BPS lens are presented; these are organised into sections related to the dominant themes that were identified: time, self-confidence and identity; exposure to harmful content, addiction and Instagram being used as a self-management tool.

Chapter Five (pp. 176-229) begins by providing an overview of the central themes that evolved from the initial dominant themes. These are Instagram as a 'time thief'; the Instagram user taking on the role of the spectator; harmful content linked to

bullying, body image and explicit in nature; Instagram encouraging addictive behaviours and Instagram being used to manage MWB. The subsequent section (section 5.3) explores theoretical frameworks that can be used to explore the biopsychosocial implications of the impact of Instagram use for CYP's MWB. Section 5.4 offers a critical analysis of the findings outlining biological, psychological and social effects that have been identified in the data. Integrated within this section are the implications for policy and practice for each BPS factor. Section 5.5 presents 'anomaly cases' that were identified through data analysis that have identified the participants acknowledging social connectedness and the expression of creativity as being MWB outcomes linked to their Instagram use.

Chapter Six (pp. 230-250) offers a summary of my study including considerations about the potential contributions towards the field of research. Some resources are introduced that can be utilised to support CYP to use Instagram and other social media applications. Section 6.7 explores implications for future research that include considerations of time span, sample, theoretical frameworks and methodological approaches. The chapter ends with some concluding points.

CHAPTER TWO- LITERATURE REVIEW

2.1 Introduction to Chapter Two

This chapter seeks to synthesise knowledge related to the focus of my study by drawing on academic sources related to theory and practice in addition to policy-related material and statistical data. The first section (Section 2.2) will consist of a critical analysis of what is meant by mental wellbeing (MWB), through an exploration of key terms such as mental health and wellbeing and an exploration of assessment tools that have previously been used to explore MWB. The current context for children and young people (CYP) and MWB will be summarised with an acknowledgement of other contextual factors that have an impact. Next, (in Section 2.3), a contextual overview of social media as an entity in the lives of CYP will be presented and will include key statistical data regarding its use. The social media application Instagram will then be critically explored, with a focus on key features and conceptual considerations. The next section will offer an overview of existing theoretical approaches that explore CYP and social media and will then provide an in-depth, critical overview of the biopsychosocial (BPS) model, which guides many aspects of this thesis. Considerations of previous applications of the BPS model and how it can be utilised to support to understand CYP's MWB in schools will be incorporated. The BPS model will then be utilised to structure the remainder of the literature review, and will comprise an in-depth insight into CYP's use of Instagram and social media and the implications of their use for their MWB.

2.2 Mental Wellbeing

2.2.1 Introduction to section 2.2

Positive MWB has been associated with not only supporting CYP to thrive in education but also helping to prepare them for a positive future in relation to quality of life and aspects such as future employment (DfE, 2025b). Understanding what is meant by MWB and how it is categorised and measured could support school practitioners to correctly identify and implement personalised support efficiently. In line with safeguarding expectations, school staff members are expected to monitor for and be alert to the potential need for pupils to receive support for a MWB need (DfE, 2025a). Within this section, definitions of MWB will be explored by drawing on academic sources. Insights into how MWB is assessed will also be considered, including some reflections on key determiners for MWB. Difficulties that CYP are facing in relation to MWB will then be explored, with a focus on contextual factors that have been identified as impacting on CYP's MWB.

2.2.2 Definitions

The terms mental health and MWB have been used interchangeably in literature related to research, policy and practice, with both used to describe an oversight of an individual's mental state. Whilst the term mental health is used more frequently in literature, the two terms have been used mutually. The definitions provided in this section highlight the synonymous nature of phrases associated with MWB. I will begin by outlining some generic definitions to contextualise my study and gain a broader understanding of the topic. By exploring generic terms, I can also make comparisons to those associated specifically with CYP. I will then identify some definitions that are specifically related to CYP's MWB and provide an explanation as

to why I have focused on the term MWB for my study. A focus on CYP's MWB has been more of political focus in the past five decades, where there was previously more emphasis on economic status and general welfare. There is a recognition that many MWB challenges in adulthood show their first signs in childhood and that, if not addressed, can require urgent support and attention (Department of Health, 2012). Additionally, many CYP with MWB challenges are unable to achieve their full potential, socially and academically, and support is commonly offered when they reach a stage of great need even in childhood (DfE, 2025b).

Mental health has been described as the way we think and feel (NHS, 2023b). The World Health Organisation (WHO) (2022) describes mental health as: 'a state of wellbeing that enables people to cope with the stresses of life, to realise their abilities, to learn well and work well, and to contribute towards their communities' (WHO, 2022, p. 8). The term wellbeing is a synonym for health. In relation to a person's mental state of being, the Cambridge definition for wellbeing is 'the state of feeling happy and healthy' (Cambridge Dictionary, n.d.). If the compound word was to be separated in 'well' and 'being', this definition is further emphasised.

MWB or mental health can then be recognised as an individual's state of mind and a recognition of the state that it is in. A person's state of MWB or mental health can also indicate how they are responding to the challenges that they may be faced with in their daily lives. The Mental Health Foundation (MHF) (2015) identifies MWB as a measure of how satisfied an individual is with their life and how it links directly to them having a sense of purpose and how in control they feel. There is a recognition of the influence of internal and external factors on MWB. External factors include

income, housing and social networks, whilst internal factors include optimism, resilience and self-esteem. Measuring an individual's state of wellbeing can be challenging, as it can alter based on the influential factors that the person is exposed to and the context that they are in. The individual's state of MWB enables them to cope with the stresses of life, realise their abilities, learn and work well and contribute towards their community (WHO, 2024).

Public Health England (2013) published a series of definitions related to health and wellbeing in 2013 (see Appendix 7, p. 704). This publication outlines the key terms and defines them. It describes MWB in relation to an individual's overall health and explains that MWB is more than just the absence of mental illness: it is a positive state of mind and body underpinned by psychological and social wellbeing. It further describes how an individual's state of MWB enables and supports good relationships, improved resilience, improved healthy life expectancy, quality of life and life satisfaction. It recognises that an individual's state of MWB is intrinsically linked with physical health (OHID, 2013).

The New Economics Foundation's (NEF) (2012) definition of wellbeing links directly to the approach taken in my study. It illustrates that MWB refers to how people 'feel and function in both a personal and social context' and how they evaluate their lives (NEF, 2012, p. 6). This definition further acknowledges the importance of the BPS elements, where the 'feel' elements relate to the psycho-social representations and the 'function' elements would link to biological factors such as diet, sleep and exercise. An individual's ability to evaluate their life is central to acknowledging their state of MWB and how to support it.

CYP's MWB is described as their emotional, psychological and social wellbeing (Young Minds, 2024) or their cognitive, behavioural and emotional wellbeing (Mind, 2020). The state of an individual's MWB is considered a key contributor towards CYP's safety and wellbeing, including their physical health, and can impact on factors such as their physical wellbeing, relationships, and educational attainment (NSPCC, 2024). Therefore, identifying the impact of positive MWB is important.

Positive MWB in CYP is acknowledged as a vital aspect to ensure that they develop physically, mentally and socially (Coverdale and Long, 2015). Positive MWB in CYP includes the development of life skills (including social and emotional), engagement with learning, good attendance and academic achievement (DfE, 2025b). It is recognised that CYP have positive MWB when they are in environments where they are listened to, understood and where adults work together to support them before challenges escalate (The Anna Freud Centre, n.d.a). For this support to be impactful, an identification of the state of a young person's MWB would be an effective starting point.

2.2.3 Assessing MWB

Within this section, some national initiatives to measure the MWB of people in the UK will be outlined. Literature that examines the measurement tools used in the various initiatives will be discussed. Insights will initially be linked to the context of adults and then CYP to maintain a broader view of this aspect.

In 2005, the Big Lottery Fund invested over £160 million in approximately one hundred projects relating to MWB. In 2012, the NEF developed a framework for MWB that was influenced by work carried out over the past two decades by several parties. Within its overview of MWB, the NEF describes it as consisting of four key

aspects: 'Good feelings day to day (happiness, joy, contentment, satisfaction); good functioning and satisfaction of needs (to be autonomous, safe and secure and connected to others; external conditions (material conditions, income, social context); and personal resources (health, resilience, optimism, self-esteem)' (NEF, 2012, p. 7). There is a connection here to Maslow's hierarchy of needs (1954), but also a consideration of the interplay between contextual, social and economic factors and a recognition that all of these aspects can shape an individual's state of MWB. It was acknowledged that measuring MWB through taking all of these factors into account would help to identify how to support people to develop more positive MWB (NEF, 2012).

The NEF (2012) implemented a set of measures that explored the MWB of participants ranging from primary-aged children to adults. The measures included were research interviews, discussion groups and focus groups, community consultation events and research diaries. Three questionnaires were selected as they connected well to the NEF's (2012) definitions of MWB. These were: The Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS), The Office for National Statistics' (ONS) subjective wellbeing question, and a single survey question titled the 'Social trust question' (NEF, 2012). These questionnaires were used as part of a large-scale case study to measure participants' state of MWB at the beginning of a programme, when they had completed a programme, and three months after. Participants ranged from primary-school age to approximately 65 years old. The evaluative tools produced data that consequently offered a summary of the effectiveness of specific intervention programmes on MWB by using self-report measures as a means of making these judgements. These resources then informed

subsequent guidance produced by NEF (2012) on implementing measures for MWB, reflecting on the tools used in the case study as being effective means of measuring individuals' MWB.

In 2021, Alma Economics was commissioned by Public Health, Wales to explore CYP's MWB in a post-Covid context. The method of assessment applied was the Strengths and Difficulties questionnaire (SDQ), which is a screening tool that is used to assess CYP's MWB and is commonly utilised when there is greater potential for the existence of recognised challenge associated with MWB in a young person (NHS, 2023b). The questionnaire has been published in various formats, all of which offer a variation of the same content (see example in Appendix 7, p.704). It comprises of 25 items that are sub-grouped into five areas: emotional symptoms, conduct, hyperactivity, peer relationships, and prosocial behaviour. Participants in the Alma study were 5–11-year-olds, where parents, guardians, and carers contributed their feedback, alongside a group of 10–15-year-olds independently completing it.

As part of its drive to explore and address challenges associated with the MWB of CYP, the NHS implemented a national survey, in 2017, that utilised the SDQ. This was deemed an effective measure and was implemented in subsequent surveys from 2020 onwards (NHS Digital, 2020; NHS Digital, 2021; NHS Digital, 2023).

The SDQ can be completed by various stakeholders linked to a child, depending on their context. Within a health and education context, social workers, nurses, psychologists and teachers can complete the questionnaire; researchers also utilise

it (White *et al.*, 2013). Additionally, parents, guardians, carers and CYP themselves may complete it. The questionnaire has commonly been recognised as a beneficial means of capturing the perspectives of parents, guardians, carers, teachers and CYP and has been produced in various formats for the use of each stakeholder (CORC, n.d; Martinstone *et al.*, 2022). Other resources that serve similar purposes include the Boxall profile (Nurture UK, n.d.), the Thrive approach (I-Thrive, n.d.), Pupils' attitude to school and self (Child Outcomes and Research consortium, n.d.a), The Stirling Children's wellbeing scale (Child Outcomes and Research consortium, n.d.b), Warwick-Edinburgh MWB scale (NHS Scotland, 2006), and the Spence Children's Anxiety Scale (SCAS, n.d.). Each of these assessment tools have been referred to in guidance material for inclusion practitioners in schools as part of a recent initiative titled 'Change for children and CYP – 2023-2028' (Birmingham Children and Young People's Partnership, 2023). All examples have been associated with providing an effective means of assessment in line with the SEND Code of Practice (2024) expectations and as a means of assessment to inform future interventions (Local Offer, Birmingham, 2023).

Additionally, the Office for National Statistics (ONS, 2023) explored the concept of MWB in the UK on an individual, community and national level as part of its national MWB focus. It has identified some aspects to consider when reviewing an individual's state of MWB. These are personal wellbeing; relationships; health; what we do; where we live; personal finance; education and skills; economy; governance; and the environment. As part of the exploration into personal wellbeing, ONS looks at life satisfaction; feeling things done in life are worthwhile; happiness; feeling anxious; hope for the future; and fair treatment. Longstanding work focused on

CYP's MWB has been carried out by Understanding Society (n.d.), an entity that branches from the Children's Society. Longitudinal surveys have explored CYP's physical and mental health by exploring health, exercise, sleep, nutrition and disability.

The assessment tools described in this section, often used in educational settings, offer the opportunity to explore CYP's MWB through varied lens. Common denominators across the various measures include an exploration of feelings, social connectedness and management of self. Such assessments highlight the need for more holistic exploration into CYP's MWB, that acknowledges the BPS factors that may be coexisting. Gaining a broader insight aligns with the DfE's (2025b) acknowledgement that through appropriate assessment of an individual's state of MWB, effective strategies for early intervention can be identified.

2.2.4 Identifying key determiners for MWB

In this section, factors that contribute to MWB will be discussed, drawing upon aspects from prior assessment tools and from existing definitions. When reviewing a means of defining factors that contribute towards a young person's MWB, a key consideration is the context that the young person is in. Key areas of focus to consider when exploring the state of CYP's MWB are: 'The individual', 'family', 'community' and 'the learning environment' (Public Health England, 2016a, p.6). Aspects identified as important for consideration for 'the individual' are their physical health, social and emotional skills, and their learning and development. When exploring 'community' as a factor, neighbourhood safety, neighbourhood poverty,

physical environment, and social inclusion have been identified as areas to explore. School connectedness, peer relationships and academic engagement are linked as central to the 'learning environment'. When exploring 'family', areas that have been identified as central are parental physical and mental health, family relationships, and financial hardship.

2.2.5 The rise of MWB difficulties in CYP

Cases of MWB concerns and mental disorders related to CYP have continued to rise over recent years in the UK (Stapley *et al.* 2022). In the UK, national surveys and frameworks that explore the state of MWB of CYP have been established for nearly three decades (Department of Health and Social Care, 1999). Utilising the SDQ as a primary measurement, results from these surveys indicate that MWB difficulties in CYP remain an identified issue that has become even more prominent since the global COVID-19 pandemic (NHS Digital, 2020; 2021; 2023; NHS England, 2023). In the UK, there has been an increase in probable mental health disorders since 2017 and following the occurrence of the global pandemic. In 2020, one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental health disorder; this was an increase from one in nine (10.8%) in 2017. Most recent statistics indicate that one in five CYP, aged 8 to 25, have a probable mental health disorder; 20.3% of 8 to 16-year-olds were identified as part of this group (NHS England, 2023).

This apparent rise in CYP MWB difficulties in the UK has led to several initiatives at a local level designed to address MWB in our communities. For example, in Birmingham, mental

wellness and balance is one of the key factors identified as requiring attention as part of Birmingham City Council's (2022) initiative to create a 'bolder, healthier city that links to its health and wellbeing strategy (Birmingham City Council, 2022). Key priorities include increasing levels of happiness and life satisfaction and reducing anxiety and distress and rates of suicide. Other factors include improving CYP's development linked to diet and the state of their physical health. In a recent review, findings suggest a minimal development towards intended impact for the areas mentioned (Birmingham Health and Wellbeing Board, 2023). This initiative and its progress highlight the relevance and need for my study and the potential for findings to be shared locally, with the aim of future development in these areas.

2.2.6 Contextual factors impacting on CYP's MWB

Whilst not the core focus of this study, it is important to acknowledge that there are several contextual factors that can influence and shape CYP's MWB. These factors can be linked to the individual and their household or the wider environment (Kirkbride *et al.*, 2024). Factors linked to the individual and their household include maltreatment and neglect, household dysfunction, economic hardship, parental mental health, racism and structural discrimination. Within the wider environment, contextual factors can include migration, low social capital, social fragmentation and ethnic density, isolation, physical environment (housing quality, density and type; urban design), pollution, climate change, socioeconomic disadvantage and neighbourhood crime (Kirkbride *et al.*, 2024). It is important to note that some of these identified factors may coexist simultaneously and be impacting on CYP's physical and mental health. As the focus of this study, social media is considered a central contextual factor due to its prominence in CYP's lives.

Described as the year of ‘a nation’s online migration’, the year 2020 saw an increase in social media use with 50% of people using social media (Ofcom, 2023a). There was a shift towards increased time online due to remote learning, which saw nearly all 5–15-year-old children online. During this time, parents, guardians and carers identified that they found it more difficult to track what their children were doing online (Ofcom, 2023a). In 2020, 50% of CYP aged 5–15 years were using social media apps, 42% of which were under the minimum age requirement. During this time, Instagram was the most used app by this age group. This period saw a shift in CYP’s approaches to how they used their spare time. They were communicating and socialising more online, and this was embedding new routines into their lifestyles (Ofcom, 2023a).

This time saw a shift in the status of CYP’s MWB; they were connecting less in reality due to school closures and legal requirements enforced by the then government (Winter and Lavis, 2022). CYP identified that their time on social media continued to have the same pressures of socialising and that there were instances of bullying that still occurred (Ofcom, 2023a). It is important to acknowledge here that the difference was that social media could be accessed at any point in comparison to being limited to the time that CYP were spending in school. The increased time spent on social media during this period saw an increase in the prominence of anxiety and depression amongst CYP (Lee *et al.*, 2022). Following the pandemic, and with CYP continuing to be regular social media users, the status of CYP’s MWB appeared to decline.

In NHS England’s (2023) recent large-scale survey, which comprised of responses from over 2,000 CYP, findings were centred around categorising participants into three groups in relation to their state of mental health. These groups were: probable mental disorder, possible mental disorder, and unlikely to have a mental disorder. In 2023, 20% of CYP

(aged between 8 and 16) were identified as having a probable mental disorder; in 2024, 12% had a possible mental disorder (NHS, England, 2023). The rate of probable mental disorders has steadily risen over recent years, increasing from 13% in 2017 to 20% in 2023 (NHS England 2023). Identified causes of poor MWB included poor sleep, feeling lonely, lack of physical activity, substance use, online gambling, and self-harm (NHS England 2023). These findings highlight the need for early intervention as a means of prevention. Assessing individuals with possible mental disorders using a BPS lens for MWB would facilitate the implementation of early interventions, and may support CYP to manage and reduce the likelihood of being diagnosed with a mental disorder.

A significant finding of a study conducted by Public Health England (2021) was the acknowledgement of the need for the development of school support for MWB in CYP. Only 59% of CYP felt comfortable speaking to adults at school about their MWB and 65% acknowledged the support at school as being helpful. The implementation of high-quality intervention is related to core values of a school and driven by the leadership team. Leadership that supports and champions efforts to develop CYP's emotional wellbeing is at the core of a successful model for development (Public Health England, 2021). In the context of CYP, there are several key stakeholders that play a significant role towards the state of MWB of CYP. Identifying the roles that stakeholders and agencies involved in CYP's MWB development is complex (O'Reilly *et al.*, 2018). Key challenges could be related to accountability and communication.

2.3 Social media, CYP and MWB

2.3.1 Introduction to section 2.3

Social media comprises of applications, websites and other online forums, and each serves the purpose of facilitating users to engage in a range of ways including creating content, circulating content, offering their viewpoints and other associated activities. Described as a 'world within a world – deeply affecting the world. Fast, current, zooming by, expanding, connecting everything to everything' (Kozinets, 2020, p. 4), social media is an entity that holds worldwide prominence and shows no indication of decreasing in popularity. Of the 6.04 billion internet users recorded, 5.66 billion were using social media in some form (Statista, 2026c).

The history of social media can be identified as evolving across three ages: the Age of Electronic Communications (1960s to 1990s), the Age of Virtual Community (1990s to early 2000s) and the Age of Social Media (early 2000s to date) (Kozinets, 2020). Each age is comprised of elements that contribute towards its increased popularity and growth. Figure 1 (see below) presents dominant examples in a timeline. Alongside Pinterest, Instagram was introduced.

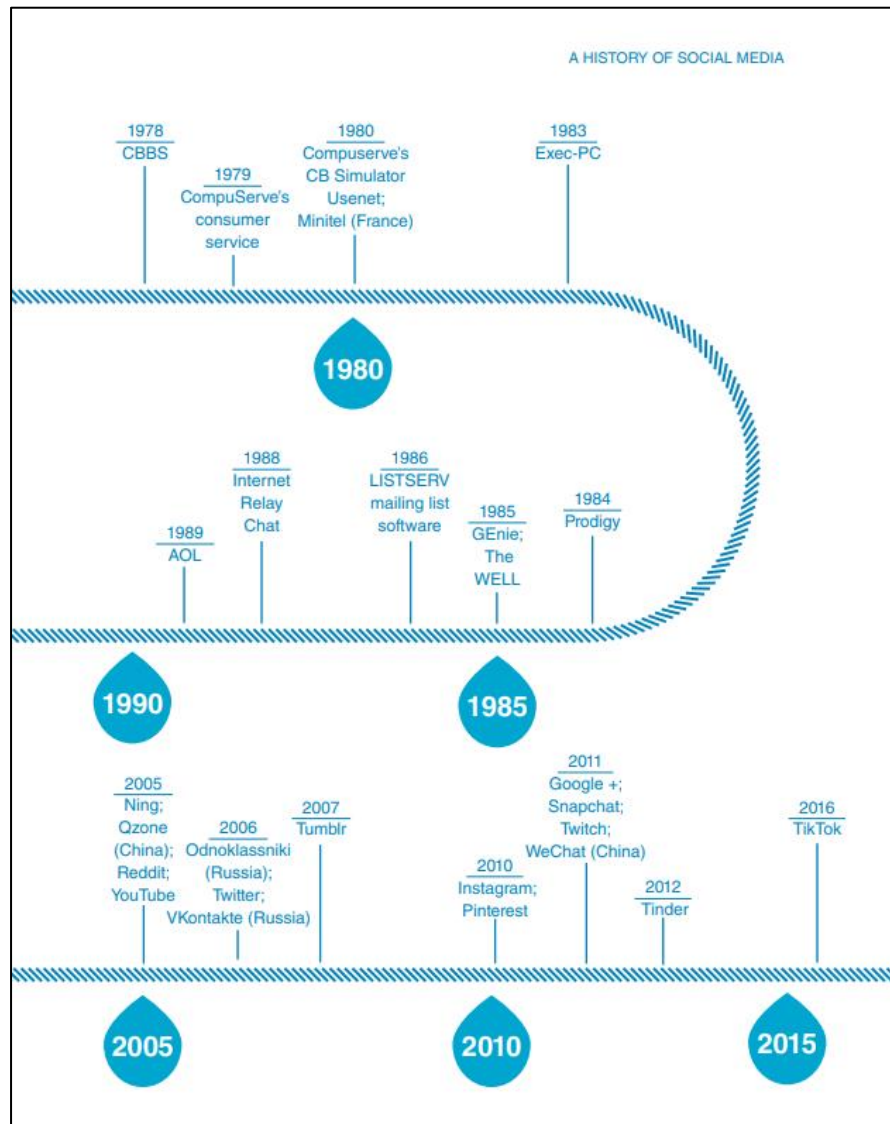


Figure 1 A History of Social Media (Kozinets, 2020, p.37)

Figure 2 (presented below) demonstrates the rapid acceleration of popularity of some social media applications from their launch to subsequent years. Statistics indicate that Instagram is still a dominant social media application in CYP's lives. In a recent Ofcom report (2025), Instagram was identified as the third most popular social media application, with 31% of people worldwide using it. Closely ahead, Snapchat was being used by 36% and the most popular social media application was TikTok at 42%.

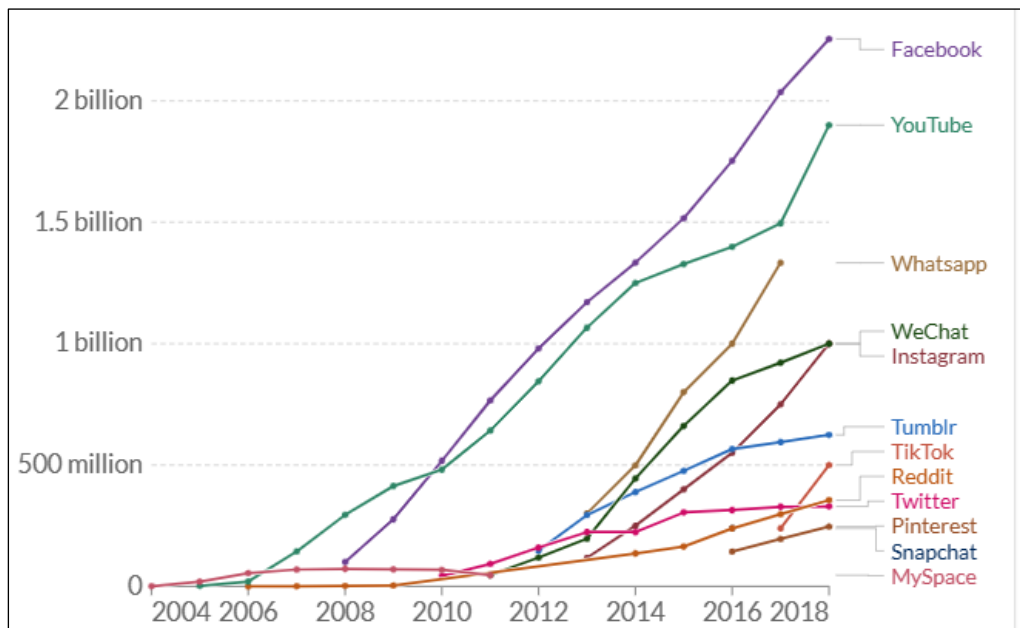


Figure 2 Popularity of Social Media Applications (Estaban, 2019)

Within this section, an overview of the rise of social media use in CYP will be provided. Data linked to use by age, parental knowledge and input, and CYP's views will also be discussed.

2.3.2 Historical context: The Rise of Social Media use in CYP

In line with the Communications Act (2003) and the Online Safety Act 2023, Ofcom has a responsibility to carry out research into media literacy. Statistical data collected by Ofcom on an annual basis offers direct insights into CYP's (aged 3-17) engagement with all media use including social media. Findings also offer insights into parents', guardians', carers' and CYP's views of and actions related to use and management, and can support to inform industry, policy-makers, academics and the

general public (Ofcom, 2025). Social media is described as online websites and applications that facilitate users to engage with, create and share content or participate in online communication (Ofcom, 2023b). Within this section, key statistical data relating to CYP's social media use will be reviewed.

2.3.2.1 Use by age

Engagement with social media is a regular occurrence for CYP. Of the 3–5-year-old age group, 85% go online for various purposes including using messaging apps (56%), video-sharing platforms (91%), live streaming sites/apps (49%), and social media apps (37%) (Ofcom, 2025). Despite most platforms setting their minimum user age at 13, between the ages of 3 and 5, over a third of CYP are active on social media. Access to a personal mobile phone could be identified as a contributory factor to the level of access that CYP have. By the ages of 3–5 years old, 19% of children have their own mobile phones, rising to 97% by the ages of 13–15 years old (Ofcom, 2025). Consequently, social media has become an integral element of most teenagers' lives. Social media use increases with age, where 80% of 10–12-year-olds and 95% of 13–15-year-olds use social media apps (Ofcom, 2025). Forty percent of CYP aged between 8 and 17 years admitted to giving a fake age when signing up to a social media application (Ofcom, 2024).

Findings from Ofcom (2025) indicate an increase of use, including for CYP aged 5–7 years old. The proportion of 5–7-year-olds that are active on social media and those that have their own profile is gradually increasing, and 19% of parents, guardians and carers have stated that they enable their children to access social media

independently (Ofcom, 2025). Despite their being age requirements, 55% of this group are using at least one social media application.

2.3.2.2 Parental knowledge and input

Ofcom's (2025) findings related parents', guardians', and carers' monitoring and knowledge of social media as being deemed as problematic. A third of these groups were unaware of the correct age restrictions placed on social media applications, and 37% of parents, guardians, and carers of 3–17-year-olds said that they would allow their children to have their own profiles before the indicated age (Ofcom, 2025). Twenty-seven percent of parents, guardians, and carers noted that they had set up an Instagram account for their children (Ofcom, 2024). Only 26% of parents, guardians, and carers believe the benefits of social media applications such as Instagram outweigh the negatives. Concerningly, 34% of parents, guardians, and carers of children aged 3–4 said that it was hard for their child to control their screen time (Ofcom, 2024).

The age restriction for an individual to hold an account is 13, but the statistical data suggests that is not being managed effectively at present. Instagram states that an account that represents a young person under the age of 13 must be managed by a parent or a manager (Instagram, 2024). It further claims that it will be implementing AI software that will monitor and verify the age of account holders to ensure that they are age compliant. It states that this software is being developed, but offers no indication of when it will be implemented (Instagram, 2024).

2.3.2.3 CYP's views of social media

Whilst CYP acknowledge some benefits of social media use such as maintaining and building friendships, 40% of CYP acknowledge that people are unkind to each other online all or most of the time (Ofcom, 2024). Fifty-three percent of CYP claimed that they knew someone who had been treated in a nasty or hurtful manner online, and 37% stated that they would sometimes tell someone if they saw something worrying or nasty online. Thirteen percent of CYP felt that they were incapable of judging what was real or fake online and 18% were uncertain about whether they could or could not. Twenty-eight percent of CYP claim to have no understanding of algorithms and 13% said they were unsure (Ofcom, 2024). Nevertheless, 87% of CYP believe that there is a pressure placed on them to be popular (Ofcom, 2024), which may explain the high proportion of their time being spent online. Whilst 35% of 8–17-year-olds believed that their screen time was too high, indicating some awareness of overuse, this also highlights the need to explore how they are managing their overuse.

It is important to acknowledge that the world of social media is constantly evolving. When my study initially began, Instagram was one of the most dominant social media sites being accessed by CYP. In 2015, after Facebook, Instagram was the most used social media application (Ofcom, 2015). As time has passed, it has been accompanied by other dominating social media applications such as Snapchat and TikTok. Nevertheless, it continues to be recognised as one of the most heavily used social media platforms in CYP's lives (Ofcom, 2024; Statista, 2026a).

In the past decade, research, policy and guidance linked to social media use and CYP have become more dominant. There are less ambiguities around some of the

effects of social media use; however, there is a risk that social media is broadly recognised as being a contributory factor towards CYP's MWB leading to ill-informed moral panic (Berryman, Ferguson and Negy, 2018). A more in-depth, holistic view of social media use is needed to address the challenges that CYP are facing. My study seeks to provide a holistic view through the exploration of CYP's experiences when using Instagram.

2.4 Supporting CYP with Instagram/social media use

2.4.1 Introduction to section 2.4

Work by Harrison *et al.* (2023) recognises the need for CYP to develop a skill set that would enable them to have 'cyber wisdom' towards their use of social media. This includes them possessing cyber-wisdom literacy, cyber-wisdom reasoning, cyber-wisdom motivation, and cyber-wisdom self-reflection. Benefits of achieving these aims have been linked to supporting CYP to navigate the technologically dominated world they are part of (Harrison *et al.*, 2023). Aspects that can be identified as supporting CYP to develop cyber wisdom include engagement with digital literacy opportunities and being the recipients of educational provision that has implemented policy and legislation.

This section will begin by providing an overview of government-led policy and legislation that has been central to informing policy and practice in the context of CYP, use of social media and MWB. The second part of this section will provide a critical overview of the digital literacy opportunities that coexist and should be considered in the context of support for CYP's use of Instagram/social media so as to avoid negative implications for their MWB. Both aspects covered here link to the

support that schools provide for CYP, which has been acknowledged as a central component (Butler *et al.*, 2022; DfE, 2025b).

2.4.2 Government-driven policies and legislation

The current Labour government acknowledges there is a need for schools to support CYP to manage their MWB with a focus on their use of social media (DfE, 2025a; DfE, 2025b; DfE, 2025c). Legislation is legally binding, statutory expectations set by the government that inform school practice and policy (GOV.UK, 2025). In some cases, guidance from the government is non-statutory whereby it is shared to offer direction on what schools and local authorities can do to develop school policy and practice.

A central piece of statutory policy, published by the DfE annually, is the guidance titled 'Keeping Children Safe in Education' (DfE, 2025a). A focus on digital literacy continues to increase year on year, with the 2025 publication incorporating guidance on how to support CYP to reflect critically on aspects of social media content including harmful content such as misinformation, disinformation and conspiracy theories, and content produced by generative AI (DfE, 2025a). Statutory curriculum guidance titled 'Relationships, Sex and Health Education (RSHE)' is central to achieving positive outcomes for digital literacy as it sets out key expectations for online safety (DfE 2025c).

Driven by the Online Harms White Paper (HM Government, 2019), the Online Safety Act 2023 is a key driver to ensure that CYP stay safe when accessing and engaging with social media applications, are digitally literate, and that there are legal

responsibilities enforced on social media organisations (Online Safety Act, 2023).

The enforcement of this act has been recognised as supporting to regulate a consistent approach to CYP's safety in their online world, much like what is in place to support them in an offline context (Schmidt, 2024). However, there is an acknowledgement that the act relies heavily on content control, which may lead to a limited focus on other aspects of digital literacy required to support CYP when using Instagram and social media.

2.4.3 Digital literacy opportunities for CYP

Digital literacy is associated with supporting the development of 'the ability to understand, use and participate in digital environments' (Siregar, 2024, p. 10). It has been acknowledged that digital literacy is central to CYP who, whilst being recognised as 'digital natives', have varying degrees of knowledge and understanding around this topic. Evidence suggests that educational contexts are central to developing digital literacy skills (Chan, 2024). Doing so, and from a young age, will support CYP to 'maximise meaningful use of the internet' and 'minimise the risk of online harm' (Azzahra and Amanta, 2021, p. 1). Also known as media literacy, the DfE (2025a) emphasises the importance of educational practitioners supporting CYP to engage with opportunities to develop their digital literateness.

The intent and purpose of this section is to critically review some examples of digital literacy opportunities for CYP that can be accessed through educational settings.

The aspects that will be focused on are how schools engage with digital literacy support; parents, guardians and carers; and support offered by charitable organisations.

A core expectation to support the enhancement of CYP's digital literacy skills would be schools' engagement with statutory policy and legislation and associated curriculum guidance. Updated guidance released by the DfE (2026) offers direction on how schools can meet digital and technology standards. Examples of these include digital accessibility, digital leadership, governance, filtering and monitoring. This guidance will support the opportunity for contexts where digital literacy is strong and productive. Additionally, specific non-statutory guidance (NCIS, 2020; DfE, 2023) that is driven by statutory curriculum guidance can support to inform practice. An important factor, that has also been identified as an existing challenge, is the importance of educational practitioners engaging with continuous professional development; this will ensure that they are suitably equipped with up-to-date knowledge of theory and practice related to this topic (Ilomäki *et al.*, 2022), and develop 'teacher digital competence' (Falloon, 2020, p. 2449), which is essential in order for them to have an impact in this area. There is an emphasis on the importance of multi-agency working within schools to achieve a positive outcome for CYP's safeguarding (HM Government, 2023). This includes schools working effectively within school-based teams, with external agencies and with parents, guardians and carers.

Schools' engagement with parents, guardians and carers in supporting their children from a digital literacy perspective has been acknowledged as an important contributor towards the development of CYP's digital literacy skills, supporting them to prepare for their futures in a context where their engagement with technology increases rapidly (Soyoof *et al.*, 2023). Research indicates that challenges associated with this aspect of digital literacy include 'generational and educational

disparities' amongst parents, guardians and carers (Sembiring, 2024, p.211) and so these aspects must be considered in schools to support them.

In addition to NHS mental health services, charitable organisations have been identified as a key source for CYP, parents, guardians and carers, and schools to access information and services to support with digital literacy (NHS, 2023a). Charity organisations can offer a wealth of resources, but due to a lack of funding may have limitations as to how much they are able to share and promote such resources (Wilkins, Kelly-Dean and Kail, 2019). Schools can access a wide range of resources such as those from The Anna Freud Centre (n.d.a; n.d.b; n.d.c), National Society for the Prevention of Cruelty to Children (NSPCC) (n.d.) and Childnet (n.d.). Research has explored the benefits of support from the voluntary sector and highlights a need for the statutory sector to access voluntary sector resources more frequently as a means of supporting CYP with MWB (Thomas, 2011).

2.5 Instagram

2.5.1 What is Instagram?

Instagram was launched in 2010 by cofounders Kevin Systrom and Mike Krieger. It is now owned by Mark Zuckerberg who is also the CEO of Meta Platform (Fleck, 2025). The social media application is used in various contexts including as a central method for social media influencers. Accounts can be distinguished as professional, creator led or personal (Instagram, n.d.a). Professional accounts are used by business holders and include analytical tools that provide audience insights and content performance. These features enable the account holder to track customer engagement and therefore increase the success of the business. Creator-led

accounts have been designed for influencers, public figures and content creators: these accounts offer insights into performance metrics, growth insights and follower demographics, with the intent of supporting the account holder to achieve a high rate of engagement and connection with followers. Associated features with creator accounts include broadcasting channels and subscriptions described as serving to 'deepen connections' with followers (Instagram, n.d.a) but also contributing towards potentially lucrative outcomes. Personal accounts were the focus of my study. They are accounts held by individuals that serve the purpose of them being able to engage with friends and family and new connections by sharing or engaging with content or messaging. Recent data indicates that personal users are more likely to be passive users who view content, rather than active users who share their own content (Ofcom, 2024). A main distinction of this type of account is the function to set your account to private to restrict others from viewing it.

The site was established in the USA in 2010 and, at present, has around one third of the world's internet active users at approximately 1 billion; this figure has continued to rise since 2020 and is forecast to continue to do so with an anticipated year-on-year user growth of 13.1% of users (Statista, 2026d). Instagram use in the UK is the fourth most popular location worldwide, making it a leading country for use at 38.2 million UK users (Statista, 2026b). In 2024, the recorded daily average time spent on Instagram by CYP was 49 minutes, with additional time spent on other social media applications such as TikTok (average of 134 minutes) (Statista, 2026e). Instagram continues to be defined as a leading social media application for its highly visual nature evident in its main functions. This type of social media has become progressively more popular as a focus for research and as a means of exploring the topic of impact (Rogers, 2021). As is evident in my own study, the visual aspect of

Instagram plays a central role in influencing CYP's use and is strongly connected to how Instagram use is impacting on their MWB.

As part of its marketing strategy, the Instagram homepage (Instagram, n.d,a) emphasises its highly visual elements by incorporating interesting and colourful images of what appear to be a range of account holders' posts. Phrases used on the homepage include 'Bringing you closer to the people' emphasising a sense of connection and enhanced communication. The focus of this characteristic is heavily directed towards an encouragement for users to create and post content. Instagram account holders are referred to as 'creators', without a distinction being made as to whether they hold a business, creator or personal account. Emotive language is used to emphasise how they can engage with Instagram. Phrases such as 'community', 'deeply engaged', and 'aligned with their interests' imply that Instagram users will make considerable gains towards their identity and sense of belonging through this Instagram use. Instagram claims that it is 'committed to fostering a safe and supportive community' (Instagram, n.d.b.). and identifies this as a responsibility of the organisation. Within this section, it includes details on online bullying, safety features and a link to a parent guide, which is also published on key sites such as Internet Matters.

Below, I will offer a brief description of key uses and features that are common for CYP, as personal users of Instagram; these are 'selfies', filters, live stories, likes, reels and instant messaging. These features have been identified as being commonly prevalent for adolescents when using Instagram. Most of these features demonstrate the highly visual nature of Instagram as a social media platform.

2.5.1.1 'Selfies'

Selfies have been described as a form of self-representation shared by users and as a visually appealing example by users (Hong *et al.*, 2020). A 'selfie' is a photo taken by the user at arm's length of themselves. The aim of this type of photo is to caption the user either alone or with other people. The focus will also sometimes be on incorporating a specific setting into the shot. Once taken, the photo can be posted onto the user's account straight away. This feature is central to the highly visual theme of Instagram and has developed from the original posts of geographical locations to posts of self (Rogers, 2021).

Selfies have been linked to either ends of the spectrum in relation to the impact on MWB. They have been noted as being connected to light-hearted, humorous content that can be shared in a manner that encourages social interaction and celebration (Ehmke, 2023). However, a more sinister side to this feature has been acknowledged whereby a connection has been made towards negative impacts on self-esteem due to a constant striving for 'perfect' images of self being posted (Ehmke, 2023). These images are edited by the user using an editing feature called filters.

2.5.1.2 Filters

Filters are a built-in editing tool for photos. When a photo is taken, it can be edited through filters. Examples of light-hearted features include those that are comical and themed in line with a seasonal time of year such as Christmas or Easter. Additionally, filters are applied to posted photos as a means of making the images more aesthetically appealing.

Instagram incorporates a wide range of named filters that are associated with specific uses, such as those used to alter images of geographical locations to those used to alter physical traits such as facial features. These include the names Clarendon, Juno, Gingham, Lark and Sierra. Research on the appeal and motivations behind the use of filters is evident where there are aspects such as how these filters could generate the most flattering or most youthful outcomes (Youn, 2019).

There is evidence that suggests that a key use of filters is to edit and enhance visual content as a means of marketing products related to image-based outcomes such as make-up, fitness products and holiday destinations. Concerningly, statistical data indicates that approximately 30% of CYP (aged 12-17 years) feel that they lack the ability to distinguish between content that is real or fake (Ofcom, 2024). More recently, this feature can be merged with the use of Artificial Intelligence (AI) technology to further modify real-life images.

The use of filters by adolescents, when using Instagram, has been commonly associated with their engagement in Instagram as a means of gaining social recognition from their peers (González *et al.*, 2025). They are using filters to edit the visual content presented in images and stories that they post. A higher proportion of female teenagers have been associated with using filters in comparison to males. This finding suggests a direct correlation between research linking body dissatisfaction being more prominent with female adolescents using Instagram. Evidence suggests that filters are not a catalyst for body dissatisfaction, but more so an action that they carry out with pre-existing feelings of body dissatisfaction (Apriliana and Suratmini, 2024a). Therefore, it can be argued that the process of

applying filters can further enhance the negative views of self-image in adolescents, by offering them an alternative self-image to present to their account viewers. In many cases, particularly where face filters have been applied, there has been a correlation with individuals experiencing social anxiety (Apriliana and Suratmini, 2024b). Whilst the application of filters might offer the individual a sense of self-confidence (Sahputra *et al.*, 2023), this could be identified as false and short lived, resulting in several implications for the individual related to their biological, psychological and social state of being.

2.5.1.3 Live Stories

The live story feature function on Instagram was introduced in 2016 after the release of the video function in 2013 (Fleck, 2025). This function allows users to post instant footage of themselves within the moment of them carrying out an activity; this can also be done in hindsight. This feature appeals to users as it vanishes after 24 hours (Li *et al.*, 2021). Users may wish to share an event that is taking place instantaneously at the time of its occurrence, but then not wish to have it remain on their profile. As one of the most used features on Instagram, approximately 500 million people share stories worldwide daily (Curry, 2026).

There has been a notable emphasis in recent research on how the use of live stories associates with how individuals experience life events. Planned and unplanned live events are captured for viewers to experience with the individual that is posting them, creating a hybrid connection between a physical environment and a media environment (Hammelburg, 2023). It can be argued that this process can dilute the individual's own experience of a live event due to them focusing on capturing it more

than enjoying it for what it is. An example of this might be attending a firework display, which then results in the recording of the display for a live story whereby the person recording it is watching it through the lens of their smartphone camera to ensure that they are capturing it well, as opposed to simply enjoying the event in the moment.

2.5.1.4 Likes

Below every photo posted is a 'heart' icon. This allows viewers of photos posted to click the icon, indicating that they like it. When this occurs, the account holder has the option of receiving a notification of who has 'liked' one of their posts.

The 'like' feature has been linked to the encouragement of highly social comparison (Goodman *et al.*, 2021). Additionally, likes can serve as a form of peer influence or as a means of establishing social status (Tiggemann, Hayden and Veldhuis, 2018). As will be discussed further in this thesis, social comparison is a dominant aspect of adolescents' lives and so it can be argued that this feature is targeting this common trait when they are using it.

Research around social comparison and feedback seeking has been explored in association with Instagram use (Sánchez-Hernández, Herrera and Expósito, 2022). Findings have highlighted psycho-social connections as motivators behind the engagement of giving and seeking them as being directly linked to emotional and social rewards. The impact of posting content and receiving likes has been associated with achieving an instant boost for the recipient's self-esteem. Increased self-esteem and self-confidence as an outcome of the process of 'likes' has been

noted in previous studies (Radovic *et al.*, 2016). It has been recognised that there is a need to explore these aspects to identify to what extent they are occurring, and the relevant support needed for adolescents engaging with these processes.

2.5.1.4 Reels

Launched in 2020, as a likely response to TikTok's popularity (Fleck, 2025), reels are a key feature of Instagram and a means of 'captivating users' attention' (Menon, 2022). They are segments of videos combined with audio and images that tell a story. Instagram describes reels as a fun way for users to 'connect with their community' (Instagram, n.d.b). A range of editing techniques can be applied to make a reel more interesting to the viewer. They are short in length and so can be watched quickly. This feature on Instagram is dominating more traditional methods of posting content such as pictures and videos (Liang and Wolfe, 2022).

Key motivators for reel usage are for users to gain social rewards through self-promotion; for entertainment purposes; as a means of escape; as a means of surveillance; as a novelty; as a means of documenting; and to engage with what is deemed as a trend (Menon, 2022). Most of these factors could be associated with elements of peer pressure and the aim to form self-identity, which are common traits of adolescents.

2.5.1.5 Direct Messaging

Direct or instant messaging has also been identified as one of the most popular activities on Instagram amongst adolescents (Verbeij *et al.*, 2024). This function allows users to send direct messages to each other. Research indicates that most

CYP use this function to send positive messages to each other more than negative. However, messages from an unknown user can be sent directly to a user's message inbox unless the account holder has activated restrictions in their account settings. If this setting is not applied by CYP using Instagram, there is a risk of them being exposed to inappropriate content in a private forum. This feature requires further attention and management in terms of the content of messages that users can share with each other and who they can share them with (Ali *et al.*, 2023). Instagram has initiated a method of management to support addressing this challenge. In April 2021, it initiated a 'hidden words' feature (Instagram, 2021), whereby content sent as an instant message that is suspected as being potentially offensive will now automatically be sent to a 'hidden folder', allowing the receiver the choice not to view it.

2.5.2 Conceptual considerations

2.5.2.1 Introduction to section 2.6

Within this section, I will critically explore some concepts that have been identified that link to how Instagram plays a role in reinforcing CYP's engagement in various ways. I will discuss identity shaping that takes place through the process of engaging with the functions of the app. For CYP, this process, in many cases, involves them taking on the role of a consumer or an influencer. I aim to highlight the complexities that lie behind these processes, including CYP's ability to distinguish between content that is real and not real and content that has been posted for marketing purposes and that which has not.

2.5.2.2 Identity shaping

A common process for CYP to engage with is the posting of content that follows the process of obtaining feedback and likes, therefore offering validation and creating a 'digital persona' (Márquez, Lanzeni and Masanet, 2022, p. 907) that shapes their identity. The use of features such as filters enables the boundaries by which an individual shapes their identity to broaden. Moreover, they are, in many cases, comparing themselves to content posted online that has the same potential for lacking authenticity. Such content promotes CYP to present a version of themselves online that lacks authenticity, driven by self-promotion but masking decreased self-esteem (Singh and Singh, 2021). These processes have been linked to Baudrillard's (1994) notion of hyperreality, whereby CYP are being influenced to think and feel a certain way based on aspects such as body ideal-related images and unrealistic lifestyle representations. Additionally, they are being influenced in their life choices and activities through a 'micro-reality' (Karci, 2022). Examples of how CYP are engaging with lifestyle choices and actions whilst influenced by hyperreality include the act of self-presentation through selfie posting (Singh and Singh, 2021), food and beverage choices (Prasetiani and Widati, 2024), and fashion and clothing choices (Angeliqa and Andriani, 2020).

2.5.2.3 The Instagram account holder as a consumer

Adolescents are central to the consumer population in the context of Instagram. There have been increasing concerns around how much awareness CYP currently have of their positioning as a consumer and this is often linked to how transparently marketing content is distinguished by the person sharing it (Balaban, Mucundorfeanu and Mureşan, 2022).

At the heart of marketing products and services are those promoting them – they are commonly known as influencers. Many influencers are CYP who have often been communicating with businesses or brands with the intent of generating engaging content that encourages Instagram users to purchase the service or product (Dunlop, Freeman and Jones, 2016). Brands and businesses often utilise these opportunities due to the ability of the influencer to take on the role of presenting themselves as a relatable figure. The impact of this process is that CYP's sense of reality is skewed; they are not always aware that content is being posted for marketing purposes and so they lose their ability to critically reflect on the product or service effectively (Jans *et al.*, 2020).

2.5.2.4 The age of influencers

Social media influencers can be characterised as being popular and who have a larger number of followers, and commonly utilise their position to promote a product or service whereby, they, in turn, obtain financial gain (Yew *et al.*, 2018). They have been described as a form of microcelebrity that gathers followers on social media through text-based and visual narrations of their personal, daily lives, in which advertisements for products and services are integrated (Abidin, 2016). The cyclic processes between the social media influencer and their follows have been described as holding a risk of being 'insidiously exploitive' (Abidin, 2016, p. 86) due to the manipulative nature of the process, and how followers will spend money on products and services based on what they believe to be genuine representations, which can be the opposite once they have experienced them personally. Additionally, followers can be influenced heavily by the invested interest, attachment and trust that they have built towards the social media influencer, which would then

impact their spending choices (Lajnef, 2023; Ooi *et al.*, 2023). Algorithms commonly act as a metric for social media influencers, to measure the efficiency of influencers in how much they engage their intended audience towards content (Cotter, 2019).

2.5.2.5 The power of algorithms

Algorithms have been identified as having an impact on Instagram users' social realities and described by social influencers as influencing Instagram users' navigation through content (Cotter, 2019). Instagram has stated that it uses a system that is called ranking to organise algorithms, and that the main purpose of this is to personalise everyone's experiences (Mosseri, 2023). However, recent evidence suggests that, through the process of algorithm functioning, adolescents are overexposed to content that induces several challenges for their MWB including challenges linked to body image and self-harm (Costello *et al.*, 2023; Constant *et al.*, 2024). The concern around algorithms can be linked not only to the content but also the expanse of it, and this is then implicating adolescents' behaviours and encouraging them to make social comparisons (Constant *et al.*, 2024).

2.5.2.6 Personalisation through Reinforcement loops

Reinforcement loops described the process of content (images and videos) on Instagram that users are presented with, based on algorithm data. Reinforcement content for adolescents has been linked to 'interest solidification' due to its nature to repeat and embed adolescents' exposure to content linked to their key interests (Mariana, 2025). This process can be classified as being misleading for adolescents due to its ambiguous nature. Moreover, the use of reinforcement loops has been linked to a process that becomes embedded in the way adolescents use Instagram

and social media, which contributes towards a range of factors related to negative MWB (Zhang and Tian, 2025).

2.5.3 Instagram's Guidance for CYP

The guidance on the official Instagram site states that users should be at least 13 years old to create an account. It further states that accounts that represent someone under the age of 13 must demonstrate in the account biography that the account is being overseen by a parent or manager. The guidance continues to assert: 'If your child is younger than 13 and has an account that isn't managed by you or a manager, the account will be deleted' (Instagram, 2024.).

Within its parent and carer guide, there is helpful information that relates to how parents, guardians, and carers can support CYP in their care to use Instagram safely (Instagram, 2024). A frequent word used within the title of each section is 'manage'. Sections within this guidance are related to managing privacy, interaction, comments, time and security. Additionally, there are sections related to more sensitive topics such as eating disorders. Whilst the content of this guide is useful, there is limited evidence as to whether parents, guardians, and carers of varying levels of digital literacy proficiency are accessing and utilising materials such as this and, therefore, how impactful they are. Evidence suggests that parents, guardians, and carers with a high social media literacy are more inclined to focus on the risks involved and will use restrictive approaches involving technical strategies to manage their children's use of social media (Daneels and Vanwynsberghe, 2017). Research around parents, guardians, and carers and Instagram is dominated by how parents, guardians, and carers feel a sense of pressure to present their children's lives on

their own social media accounts (Ranzini *et al.*, 2020; Egmoose *et al.*, 2022), which raises a greater focus on identifying strategies to support CYP by exploring key stakeholders involved in offering the support. It can also be said that other formats such as interactive videos and opportunities for training sessions might support parents, guardians, and carers to engage with this material further.

On its website, Instagram (n.d.b) has a page titled 'Teen Safety and Wellbeing milestones' (see Appendix 8, p. 711). This page lists a range of identified successes related to managing the safety and wellbeing of the teenage users of the site that have occurred between May 2018 and November 2022. The general themes of these identified milestones relate to the implementation of new functions on Instagram that support safety, such as the default setting for a private account and the function to hide offensive content sent by direct message. Other examples include making the account private by default when CYP sign up and an age verification function to support CYP to be safe when interacting with new people.

Some of these examples can be identified as potentially supportive as a means of addressing particularly harmful challenges that are occurring. There is, however, an absence of research related to the impact of these implemented changes: this creates a sense of ambiguity around the impact of such milestones. Much of the other content on this timeline is linked to resources and guidance that have been released for parents, guardians, carers and CYP to access as supportive measures when using Instagram. There is, once again, no follow up or acknowledgement of impact measurement and so, whilst there is a sense that Instagram is enforcing its position as a social media application that advocates online safety and is actively

engaging in supporting CYP in using it safely, there is also a sense that this is not embedded for real impact.

2.6 Theoretical Framework

2.6.1 Introduction to section 2.6

Within this section, I will identify definitions of a theoretical and conceptual framework. I will then discuss some existing theoretical frameworks that are connected to the chosen focus of my study and the chosen theoretical framework. The focus in this section is to explore methodological approaches through a consideration of the adapted theoretical and conceptual frameworks that exist within the literature. In doing so, I seek to justify my own choice of theoretical and conceptual framework. I will reflect upon the BPS model as the driver for my chosen theoretical framework.

Whilst theory is at the heart of qualitative research, there are many complexities and debates around the effective merging of the theoretical framework with all other aspects of the research process (Fonua, 2021). It is important to acknowledge that good practice in research involves the consistent application of theory throughout the research process; it 'guides and directs the various phases of the research' (Bradbury-Jones, Herber and Taylor, 2014, p. 137). For quantitative research, the theoretical framework is underpinned by the intention to test a theory or hypothesis (Lederman and Lederman, 2017). In qualitative research, the theoretical framework is shaped by the research paradigm in which the research is situated. However, this is not fixed and can take on a variety of formats; as in many cases, the research aims do not derive directly from a particular philosophy or theory. It supports to offer

explanations and build connections among phenomena and events and can offer an insight into why specific acts happen (Bingham *et al.*, 2024). Lederman and Lederman (2017) acknowledge two questions that could be asked when conducting qualitative research that would lend themselves to identifying the nature and function of the theoretical framework: 'What is the problem or question?' and 'Why is your approach to solving the problem or answering the question feasible?' (Lederman and Lederman, 2017, p. 594). Defining the research problem, identifying the theoretical framework, and reviewing the literature are distinguished as being elements of an interactive process rather than being steps in a linear process (Merriam and Tisdell, 2016). The problem that has been identified is that there are direct connections between Instagram use and negative MWB effects. The BPS model (Engel, 1977) has been used as the theoretical framework in the present research. The justification behind this approach will be explored throughout this section through a synoptic review of associated literature with the BPS model.

2.6.2 Existing Theoretical approaches that explore social media and CYP

This section will consider how theory has been applied in research about social media and CYP, with links made to the present study. Evidence suggests there is a range of various theoretical frameworks that have been applied to explore CYP's use of social media use and associated implications on their MWB. Examples include the application of the belongingness theory perspective (Gao, Liu and Li, 2017); an exploration of functional and emotional attachment originating from Bowlby's (1969) attachment theory (Cao *et al.*, 2020); and identity explored through Berzonsky's (1989) social cognitive perspective of identity (Monacis *et al.*, 2017). Deci and

Ryan's (1985) self-determination theory has also been applied to explore intrinsic and extrinsic motivators of social media use (Masur *et al.*, 2014).

It can be acknowledged that this topic needs to be explored through the application of more nuanced perspectives and approaches to identify determining factors that link CYP's social media and their MWB (Sun and Zhang, 2021; Karim *et al.*, 2020; Parry *et al.*, 2022; Valkenburg, 2022). A holistic theoretical understanding of how social media is impacting on CYP's MWB is therefore lacking in research. Further efforts to generate research-informed change and interventional support are required to support CYP in this context (Odgers and Jensen, 2020).

2.6.3 The Biopsychosocial Model

The BPS model has commonly been used as a framework to explore illness and health through a study of the interaction between physiological, psychological and socio-cultural factors (Miles, 2020). The BPS concept was initially developed by Grinker (1952) (a neurologist and psychiatrist) and then adapted into a model, in general medicine, in 1977 by George Engel (1977) (a gastrointestinal specialist) (Guldberg, 2020). The BPS model challenges the biomedical model, which recognises medical conditions as existing solely due to biological variables within the human body. This outlook was considered inadequate and so the BPS model was introduced, offering a revolutionary perspective. It offered a holistic perspective by utilising a system's theory approach to support with the management of health (Wood, 2012). It was proposed that this process involved exploring the physiological (biological), psychological and social dimensions that influenced illness and how

these factors interacted with each other concurrently (Guldberg, 2020). Effective care and treatment that considers physiological, mental health and social needs has been considered an outcome when this model is applied (Gask, 2018). This model acknowledges that environmental factors interact with biological, psychological and social factors (Xiao *et al.*, 2021), which determine the state of an individual's MWB.

Work by Maté (2019) explores how early life events, including trauma, that have presented CYP with biological, social or physiological challenges, will influence the induction of physical illnesses in adulthood. There is a recognition that an individual's biology reflects their interaction with an environment and 'a perpetual interchange of energy in which psychological and social factors are as vital as physical ones' (Maté, 2019b, p. 243). The interconnectedness of the biological, psychological and social factors present within an individual's life can offer an insight into their overall MWB.

Within my study, the model has been utilised for various purposes and has informed each stage of the study. It has structured the literature review and consequently informed the rationale; it has then informed the methodology from the chosen methods to the data analysis. The BPS model has been noted as commonly effective in the context of critical realism research due to the systemic structure it enables that supports to achieve 'the prospect of holism or comprehensive empirical accounts' (Pilgrim, 2015, p. 164). It has also been identified as offering an effective lens to support the exploration of various contexts to inform research and practice. Within education, this model has been acknowledged as a purposeful framework to

aid teachers to gain the knowledge that they need about pupils to effectively support them (Gulberg, 2020).

The BPS model has been identified as an effective approach for future research in school settings that enables the researcher to explore the ecosystems that surround individuals, to provide valuable insights into what support the schools can put in place (Conoley, Powers and Gutkin, 2020). The implications of this approach of research-informed practice could influence the transition from school-wide generic approaches to intervention on this topic to more focused examples. Improved MWB outcomes are the main goals, and these would ultimately improve educationally relevant behaviours such as achievement, self-esteem, motivation and peer relations (Kranzler *et al.*, 2020). The BPS model offers a framework to holistically view the status of CYP's social media use and its implications on their MWB. Moreover, the structure offers help to identify areas in which CYP require support.

The BPS model has also been criticised as having some ambiguities around it being classified as a clear model (Wood, 2012; Roberts, 2023). Additionally, it has been identified as possessing qualities that affirm it as being ontologically sophisticated, but it has also been associated with holding the risk of restricting a sound epistemological stance (Pilgrim, 2015). It is important for my study to take these points into consideration, and they will be addressed in Chapter Three when discussing the methodology.

2.6.4 Applications of the Biopsychosocial model

This section will discuss the contexts in which the BPS model has been implemented. Initially, the examples that are discussed offer an insight into contexts where the model has been applied outside of education; the remaining studies discussed are focused on CYP, but not isolated to focus predominantly on MWB. To gain a full understanding of the BPS model, identifying its multifaceted uses to support CYP will support the acknowledgement of identifying its benefits. The studies discussed highlight that the BPS model is a transdisciplinary model that can be applied in a range of fields. Some examples discussed in this section relate to mental health and, therefore, offer insights of transferability into the context of my own research. It has been identified that the BPS approach is an appropriate lens for practitioners to explore the contexts of patients and to be clear on the multidimensional challenges that the patients were facing physically, mentally and emotionally, and how these elements were the starting points of identifying appropriate treatment (Chen *et al.*, 2013). Examples offered will demonstrate its continued prominence in the medical and psychiatric field, but also its emergence into the field of education.

Contexts where the model has been applied include the exploration of: depression in later adult life (Blazer and Hybels, 2005); stress management for cancer patients (Hodgson *et al.*, 2022); and the MWB of perinatal parents, guardians, and carers (Bergunde *et al.*, 2022). It has been implemented, from a holistic perspective to study medically diagnosed conditions including the quality of life of children with a cerebral palsy diagnosis (Chen *et al.*, 2013). Treatment programmes such as enzyme replacement therapy have also been studied (Freedman *et al.*, 2013).

Neurodevelopmental conditions such as autism (Gadow, De Vincent and Schneider, 2008; May *et al.*, 2013; Crompton and Bond, 2022) and ADHD (Peter, 2021; Singh, 2002) have been investigated with a particular focus on psychiatric symptoms. The BPS model has also been applied to explore the interplay between contributory factors influencing the psychological disorder anorexia nervosa (Ricciardelli and McCabe, 2004; Culbert *et al.*, 2015; Le Grange, 2016).

Additionally, the BPS model has been implemented as a means of researching contextual circumstances that are exclusive to a particular group. Here, it had the intent of building on knowledge to inform the practice of practitioners working with the group. Children of divorced parents, guardians, and carers have been the focus of exploration of emotional responses (Fabricius and Luecken, 2007). The BPS model has also been applied to support social workers in identifying how caregivers can support CYP with early psychosis (Poon *et al.*, 2019). Emotional-related parenting and connections between child aggression have been studied using the BPS model (Ahemaitijiang *et al.* 2020). Within early education, it has been used to investigate the connections between preschooler engagement at school compared to at home. Exploring contextual factors that were impacting on the children's development supported practitioners to identify appropriate interventions (Guichard, Coelho and Grande 2023). Happiness between the genders at school age has been investigated as a means of discovering dominant MWB challenges that can inform health literacy (Gaspar *et al.*, 2023a).

The BPS model was also utilised as a framework to explore participant's perspectives of autism through their experiences (Guldborg, 2020). My study

intentions connect with Guldberg's, where the model has been applied as a framework to support educators to develop a holistic view of the research focus – in my case, Instagram use and its links to MWB. Guldberg (2020) asserts that the BPS model enabled her as a researcher to draw out the complexities of autism by exploring the biological, psychological and social factors that were present in their lives. This research resonates with the rationale for my study. Through the incorporation of a systems model, there is a recognition that factors are present simultaneously and contribute towards an outcome that requires attention (Maté, 2019b).

The variation of contexts highlights the flexibility of the BPS model in terms of perspective and the dominance of its use as a tool to support with MWB. Although not all examples explored in this section were related to CYP, they highlight the flexibility of this model and offer an insight into approaches to take when implementing it.

2.6.5 How can a Biopsychosocial model be used to understand how to support CYP's MWB in Schools?

The adolescent phase of CYP's lives has been identified as an extremely vulnerable one, where statistics indicate that there is a 200% rise in preventable deaths related to accidents, suicide, and homicide (Hink *et al.*, 2022). Peer relationships and weak parental attachments have been identified as key factors to consider when exploring MWB challenges (Maté, 2019a). Peer interactions are a dominant factor for CYP when engaging with social media and so is the increased chance of less time spent with parents, guardians, and carers.

For key stakeholders to support to CYP to manage these challenges, understanding the context for each child from a holistic stance is necessary. Understanding learners and their challenges is a key aspect of education (Guldborg, 2020). Social media is noted as a dominant factor that poses challenges to CYP's MWB (Sun and Zhang, 2021; Karim *et al.*, 2020; Parry *et al.*, 2022; Valkenburg, 2022) and so requires further attention by researchers to inform practice and legislation.

Neurobiological studies that have explored the adolescent phase indicate that CYP's thinking is dominated by systems of willpower (Casey, 2015). These systems incorporate two spectrums that are each influenced by three elements: the individual, development, and stress. One end of the willpower spectrum incorporates thinking that is emotionally neutral, strategic, and cognitively flexible. On the other end of the spectrum are thinking traits that are emotionally driven by fears, desires, and reflexes

In instances where CYP are faced with high levels of mental or physical stress, there are direct connections to their bodies' physical responses being negative. Health habits, coping responses and physiological stress responses can all be outcomes (Michael, Torres and Seemann, 2007). Social media use has been associated with addictive tendencies that have also been associated with stress (Maté 2019b). Allostatic load is the term used to identify four types of responses to highly stressful situations: continuous stress, inability to adjust, failure to terminate stress response and insufficient stress response. In such cases, the body will suffer some kind of damage. Using a BPS model, research on the correlation between child and adolescent adversities related to MWB are directly associated with adult health

profiles (Lei *et al.*, 2022). Such findings offer further justification for my study and highlight the potential contribution it can make towards educational practice.

Research that incorporates the BPS model has explored CYP's MWB with a focus on contributory factors that might have an impact. Studies include the exploration of self-esteem amongst immigrant adolescent pupils (Lopez and Shen, 2020); Causes of suicide and suicide prevention in juvenile detention (Joshi and Billick, 2017); Teachers' influence on weight perceptions in preschool children (Ra, Yun and Cho, 2016). Social media use and its connections with concerns around adolescent body image and eating disorders has also been explored using the model (Rodgers *et al.*, 2020). Findings of this study were deemed supportive as a means of informing future social media literacy and interventions related to the topic.

The BPS model was applied as a lens to explore strategies for behaviour management in schools by Madden and Senior (2018). It was identified that, through its application, the model offered the opportunity for educational practitioners to maintain a proactive rather than reactive approach when communicating with pupils. School-based interventions that go beyond health education and promote adolescent health have previously been identified as being effective in the prevention of bullying, smoking and teenage pregnancy in adolescents (Shackleton *et al.*, 2015). As the vast amount of existing literature suggests, there are many challenges related to social media use. My study seeks to implement a framework that can support the formation of school-based interventions. It is important to acknowledge that there is the potential for specialist stakeholder involvement, where the need for intervention goes beyond the school support remit.

There are some suggested negative implications of the implementation of this approach that must be considered for the context of my study. Identified factors within the BPS model that are recognised as contributory towards the focus outcome are interchangeable through the influence of time and the influence of other factors (Richards, 2012). A previous factor that has been identified when the BPS lens has been applied as a supportive measure is the disconnect between the biological, social and psychological elements leading to an imbalance of attention given to each (Holmes, 2000). Therefore, maintaining a balanced perspective is important.

There is some evidence that suggests the BPS model is an appropriate model to use in schools to provide 'a holistic and integrated view of mental health' and as a means of identifying the correct support for pupils (Wong *et al.*, 2021). However, it should be acknowledged that educational practitioners utilising the framework should not make any form of medical diagnosis. Within educational settings, it has been identified that the implementation of intervention-based assessments that incorporated a holistic view, whereby the biological, social and psychological factors were considered, was minimal (Wong *et al.*, 2021). In their systematic review of government-funded student wellbeing programs, Wong *et al.* (2021) found that less than 10% of the 77 programmes reviewed addressed all three factors collectively. They found an imbalance of focus on reviewing areas of need that were dominated by psychological support, with less focus on social and biological factors.

2.6.6 Previous applications of the BPS model within educational research

Previous research in schools that utilised the BPS model includes an exploration of aggressive behaviours (Brondolo *et al.*, 1994) and an exploration of antisocial

conduct in adolescents (Dodge and Pettit, 2003). More recently in research related to CYP, the BPS model has been applied to explore aspects such as student engagement (Moreira *et al.*, 2021); body image concerns through social media use (Rodgers *et al.*, 2020); social media addiction (Dailey *et al.*, 2020); healthy social networking (Gaspar *et al.*, 2023b); and associations between digital media use and the BPS health of students (Salman, Bajwa and Yunus, 2025). A key difference between these studies and my study is that they are all based on quantitative approaches, whereas my study offers a more in-depth understanding of this area from a qualitative perspective. Applying a qualitative approach will, therefore, be incorporated with the intent to provide original findings.

To date, this model has not been utilised to support CYP with their use of social media and manage their MWB in a school context. A BPS approach has been acknowledged as holding the potential to support educators to be more inclusive in their practice when supporting CYP's MWB (Norwich, 2024). However, evidence suggests that there is limited evidence of implementation for several reasons including practitioner knowledge and understanding (Wong *et al.*, 2021).

Implementation of a BPS approach would mean moving away from a 'one size fits all' approach to school-wide interventions and towards gaining a deeper understanding of how CYP differ and what support they need (Kranzler *et al.*, 2020, p. 419).

Within schools, the implementation of 'systems of care' as preventative measures (Conoley, Powers and Gutkin, 2020, p. 367) to support CYP's MWB are recognised as a positive move forward. This model of support could be linked into the current

curriculum such as the PSHE curriculum, whereby findings can support integrated content to be more personalised.

2.7 Exploring the literature

2.7.1 Introduction to section 2.7

This section seeks to provide an organised body of concepts and principles as a means of explaining the phenomenon in question (Leedy and Omrod, 2005). To achieve the goal of a case study, the researcher must describe the case to develop an in-depth understanding of it (Tomaszewski, Zarestky and Gonzalez, 2020). To develop a richer, more balanced picture of the object, one must look at it from all directions (Thomas, 2021). Therefore, as the subject of the case study, Instagram use will be explored in more depth. In addition to Instagram, there will also be a focus on the broader picture of social media use associated with CYP's MWB. A critical review of the academic literature that has explored biological, psychological and social factors associated with CYP's use of Instagram and social media is provided in this section. An exploration of this literature will help to inform the rationale for this study.

To maintain a broader view of the literature associated with social media and CYP's MWB, I broadened my search to include other social media applications including Facebook, WhatsApp, Snapchat and TikTok. A focus on other social media applications was necessary to develop an understanding of existing literature linked to the research aims in a broader context. This literature review was a narrative review, rather than a full systematic review in which a research question(s) is answered by conducting a systematic search and review of the literature. As this was

not a systematic literature review, but rather a narrative review, none of the steps involved in the process were recorded. However, for increased transparency, the search terms are listed below in Table 1. When searching for literature around the BPS model, search terms 1 and 2 were used. A combination of terms 2–5 were inputted to explore literature related to CYP's use of Instagram and/or other social media and the impact of use for their MWB.

Table 1: Literature Search Terms

1. biopsychosocial model or biopsychosocial approach or biopsychosocial perspective or biopsychosocial determinants or biopsychosocial framework
2. young people OR adolescents OR teenagers OR children
3. MWB OR mental health OR social emotional wellbeing
4. Instagram OR Facebook OR WhatsApp OR Snapchat OR TikTok
5. Social media OR social networks OR social media applications

The main approach used to study the literature involved an in-depth exploration of literature existing in the databases: Allied and Complementary Medicine (AMED) Annual reviews; Applied social sciences index and abstracts; Child Development and Adolescent studies; EBSCO Education databases; Medline and Psych Info. Sampled literature was associated with the fields of social work, nursing, child development and medicine. I also utilised the 'Browzine' resources on the University of

Birmingham library to track relevant journals. A benefit of this method was that an alert was received whenever something new was added to the journal, which enabled me to maintain an oversight of recent publications, in a fast-moving field of literature, and enabled me to review their relevance in relation to the focus of my study. As a social scientist focusing on a BPS model in my own study, it was my intention to make use of research and literature from the life sciences. Therefore, this section will provide an overview of literature that demonstrates a transdisciplinary approach.

Additionally, the work of Maté (2019a; 2019b) was explored and will be drawn upon. Limitations within existing literature will be discussed throughout the chapter. Some of the identified limitations are addressed in my study enabling me to make an effective contribution towards research. Literature discussed includes individual studies but also a range of systematic reviews to support my own exploration of the data as previously mentioned. Limitations within existing literature will be discussed throughout the chapter. Some of the identified limitations are addressed in my study enabling me to make an effective contribution towards research. Literature discussed includes individual studies but also a range of systematic reviews to support my own exploration of the data as previously mentioned.

2.7.2 Exploring the Narrative of Instagram and other types of social media and the links to CYP's MWB

The Office for National Statistics (2024) has recently initiated a review of relevant research. Findings of the report highlighted a need for some attention to be drawn to

the impact of social media use and its impact on CYP's MWB. Three thousand young contributors, aged 7–24, participated in the survey. Of these, 13% of 11–16-year-old social media users shared that they had been bullied online. In addition, of the 11–16-year-olds that it was believed to have a mental disorder, 48% reported feeling unsafe online.

Digital media research associated with CYP has had an important role in the field of research for some time. Its history has been categorised into three phases (Subrahmanyam and Michikyan, 2022). The first phase followed the introduction of the internet in 1991 and therefore focused on internet use and early online communication. Other research explored aspects such as screen time associated with television watching, electronic and online gaming and other interactive tools. The second and third phases shifted the focus more onto social media applications. This started at the beginning of 2000 following the introduction of the first generation of social media applications including Facebook. The shift of digital media use became very apparent as it was multimodal, having the scope for a range of functions including communication, accessing information and advertising, all at the same time. Key bodies such as Ofcom have provided regular statistical data that has given scope to explore contexts in more depth. A common factor under consideration in research has been CYP's use of digital media and the impacts of this on their MWB.

The body of research related to CYP's use of Instagram and social media and their MWB has developed significantly in literature over the past decade. However,

research is still dominated by quantitative studies that have room for further insight into CYP's perspectives (Popat and Tarrant, 2022). Some research indicates that CYP's use of social media has positive outcomes such as: providing emotional support and community building (Royal Society for Public Health, 2017); offering access to information and people's life experiences (Brown, Rathbone and Prescott, 2021); self-expression, development of self-identity; and making and maintaining relationships (Chochol *et al.*, 2023). However, it could be argued that if not utilised effectively, some of these positive outcomes could have the opposite effect on CYP's MWB. An example could be a case where an individual is negatively influenced or misinformed by another person's life experiences, or an individual becoming over reliant on the emotional support that they gain through social media.

In contrast, research indicates a growing number of negative factors have been associated with CYP's use of social media. These include increased anxiety and depression (Przepiórka and Blachino, 2019), negative sleep patterns (Boniel-Nissim *et al.*, 2023; Yu *et al.*, 2024), developing challenges with body image (Marks *et al.*, 2020), falling victim to cyberbullying (López-Vizcaino, 2021) and causing users to have a 'fear of missing out' (FoMO) (Bloemen and Coninck, 2020). Serious health conditions including eating disorders (Latzer, Pivak-Lavi and Katz, 2015; Marks *et al.*, 2020) and acts of self-harm (Brown *et al.*, 2021; Winter and Lavis, 2022) have also been linked to social media use.

In the initial stages of my study, there was limited information about this topic and much of it was gained from quantitative research that explored the length of screen time and the effects to MWB. Screen time associations are still relevant (Davison, Bunting and Stewart-Knox, 2023), but other research explores the impact of social media use from other perspectives, such as other social media applications. CYP

still use Instagram regularly (Ofcom, 2025; Statista, 2026b), but combine its use with other apps that have similar features such as filters for photos/videos, reel videos, live videos and instant messaging. This is an important aspect to reflect on as a researcher and highlights how research and objects of research are constantly evolving.

The shift in research associated with this topic has moved towards identifying independent factors associated with biological, psychological and social impacts that are now more evident in research, where there is a focus on one specific element such as addiction, body image or sleep deprivation. Little research currently explores the BPS model through a holistic lens and its links to social media use and CYP's MWB. Social media addiction has been explored using the BPS model with a focus on Facebook, Twitter, Snapchat and Instagram (Dailey *et al.*, 2020); however, generalisations amongst the differing social media applications are encouraged and the focus on addiction specifically detracts attention away from other aspects of Instagram. The BPS model has also been applied to explore screen time in adolescents during the Covid pandemic (Oh *et al.*, 2024). The associations with excessive screen time were mostly negative in relation to the BPS factors associated with the participants.

It has been acknowledged that there is an increased need to gain an understanding of CYP's social media use to inform practice in various fields (Méndez-Díaz *et al.*, 2022). Scholars from various fields are increasingly diverting their attention to this topic as a means of developing a greater understanding of future support. This is

particularly the case for therapists: it has been acknowledged that the absence of understanding of patients' social media use may negatively impact on the identification of appropriate treatment (Méndez-Díaz *et al.*, 2022).

In association with The Anna Freud Centre, Public Health England (2016a) acknowledges three aspects to support measuring CYP's MWB, which are: snapshot, identification and evaluation. A snapshot of student MWB will inform planning evidence, to inform whole-school practice. Identification will support the recognition of pupils who would benefit from early support to access specialised support faster. Evaluation will allow the school to consider the impact of early support and targeted interventions (Public Health England, 2016a).

2.8.3 Instagram/ social media use and its links to MWB

This section will critically explore dominant themes that emerge in the literature, with a focus on the BPS factors impacting on MWB that have been associated with CYP and Instagram/social media use. The literature review includes research that has explored the content, use and impact of Instagram/social media. When considering impact of social media, the literature was dominated by research that highlighted the negative impacts on MWB (Adorjan and Ricciardelli, 2021; Sun and Zhang, 2021; Abrams, 2022). Whilst recognised as having the potential to add some positive value to CYP's lives, social media use has predominantly been seen to have the potential adverse negative reactions on CYP's MWB (The Anna Freud Centre, n.d.b).

Additional to current literature, evidence in existing policy also further emphasises

the need for research to be conducted that seeks to generate solution-focused outcomes regarding MWB and social media use (DfE, 2025a).

The literature has been organised into sections relating to the biological, psychological and social factors. Literature is separated into that which is linked to Instagram and that which is linked to all other social media applications. Some of the literature used quantitative and qualitative research methods to explore use vs. effect. Some of the research explored used content analysis to explore the implications for CYP when exploring specific content. Content analysis is an important factor to consider for my study, as it offers an integrated insight into what CYP are being exposed to through their use of Instagram/social media.

2.7.2.1 Biological factors

Content analysis was applied to explore diet-focused hashtag content posted on Instagram by adolescents (Lister, Melville and Jebeile, 2023). Millions of posts were connected to content that was unsupportive of nutritional information. Findings suggested that the content focused on images of either food or before-and-after visuals of the person dieting. This would suggest that the intent was to persuade the adolescents viewing to be influenced by the target body goals that they were presented with. Additionally, a randomised crossover experimental design was applied to assess the impact of Instagram posts linked to junk-food content and the posts' impact on the state of mood and food cravings of a group of participants comprising university students (Zeeni *et al.*, 2024). The findings identified a negative

influence on this exposure that included lower mood and a craving for unhealthy foods.

Bragg *et al.* (2021) have explored the prominence of food marketing for adolescents on Instagram. This randomised trial was instigated due to growing concerns regarding the potential correlations between regular access to food marketing and links to obesity. Findings suggested that CYP were unable to distinguish between food advertisements and Instagram posts related to food. These findings acknowledge how Instagram is being utilised by food brands as a marketing domain due to its highly visual traits. Food brands are capitalising on the opportunities for CYP to be misinformed through aspects such as the use of paid promotions to well-established Instagram influencers. Potential outcomes of these processes could be the introduction of health issues such as obesity and diabetes (Kucharczuk, Oliver, and Dowdell, 2022). In direct association with physical health issues, negative views of body image are also evident and are discussed in greater depth in a later section of this study.

Overuse of Instagram and social media has had a longstanding link to sleep disturbance or reduced sleep in previous research. The impacts associated with this outcome include how well users are able to physically and mentally function daily and is known to increase the risks of depressive symptoms (Pirdehghan, Khezmeh and Panahi, 2021). Other research has found that outcomes such as sleep deprivation are directly correlated with the addictive attitudes towards use of Instagram/social media (UCL, 2019). CYP whose daily Instagram/social media screentime is between 3 and 5 hours daily are likely to go to sleep later than 11.00 pm on school nights, which would leave insufficient time to gain the recommended amount of sleep. The persistent interference with sleep can lead to further health

complications into adulthood (UCL, 2019). Research on potential management strategies has been conducted. Findings from a study conducted by Van Den Eijnden *et al.* (2021) has found that the implementation of more stringent rules by parents, guardians, and carers at bedtime supports the management of this challenge. These findings further highlight the importance of intervention strategies by key adults in the CYP's lives. However, the authors also raise the topic of how parents, guardians, and carers will support CYP to make informed decisions and develop autonomy over their management and use of Instagram and social media. Further research needs to be conducted in this area to consider causality of these issues in greater depth (Yu *et al.*, 2024).

Decreased physical activity in daily routines as an outcome has been associated with greater use of social media by adolescents (Leggett-James and Laursen, 2022). In a study exploring the associations of social media use and the impact on physical activity, findings suggested that increased social media use meant that participants were moving less and were also more susceptible to having low moods that would ultimately lead to depression (Rutter *et al.*, 2021). These findings emphasise the importance between exercise and the release of dopamine that is linked to positive emotions. As reported by the research, other physical outcomes related to minimal movement would include weight gain and the risk of future health conditions associated with the heart and other muscles in the body (Rutter *et al.*, 2021).

Another prominent factor in research linked to biological impacts of Instagram/social media use was addiction. Addictive behaviours include overuse, lack of time awareness, and inability to stop accessing the social media application. Research

exploring CYP with a diagnosis of attention deficit hyperactivity disorder (ADHD) found that ADHD symptoms triggered an increase in the problematic use of Instagram/social media use that signified addictive behaviours. This finding highlights the problematic nature of addiction and its implications for CYP with specific needs that could classify them as being more vulnerable from an MWB perspective such as having a diagnosis of ADHD (Peter, 2021; Singh, 2002). Research suggests that the notion of addiction is acknowledged by CYP but is not always identified as problematic. A qualitative study by Adorjan and Ricciardelli (2021) explored 135 teenagers' (aged 13–19) experiences and views on social media addiction through focus groups. Participants were found to be openly 'embracing' the idea of being addicted to the use of the social media applications, whereby they often brought up the topic of addiction and acknowledged it as something that was evident through their use of social media.

Through the exploration of biological factors associated with the use of Instagram and social media, it has become apparent that there is a direct connection between these factors and associated psychological and social factors that will either occur simultaneously or as a result of biological factors. This can be said for any one of the three elements of the BPS model. This reinforces the importance of my study as a means of applying a holistic lens towards CYP's MWB to identify the appropriate strategies to support them with.

2.7.2.2 Psychological factors

In a cross-sectional study of approximately 600 participants (aged 18–40), the association between time spent on Instagram and the impact on self-esteem, body

satisfaction and a tendency to make physical comparisons was explored (Alfonso-Fuertes *et al.*, 2023). The findings acknowledged a correlation between the time spent on Instagram and the increased physical comparisons being made, leading to lowered self-esteem and a higher rate of body dissatisfaction.

An online study explored what impact 'body positive' Instagram content was having on 195 female participants, aged 18–35 (Cowles *et al.*, 2021). The research explored the participants' moods pre and post exposure to specific content on Instagram including body-positive images and thin ideals. The findings concluded a significant impact on negative mood when participants were exposed to thin ideals and a positive impact on their mood when exposed to body-positive images. Limitations of this research included the absence of qualitative methods to gain a deeper insight into causal factors contributing towards the negative mood that participants were experiencing.

A longitudinal and comparative content analysis of fitness posts was explored where posts by fitness-focused influencers and fitness brands were explored (Ahrens *et al.*, 2022). Fitness-focused influencers were more likely to produce fitness content that was of a sexualised nature and presented idealistic images related to fitness. These findings highlight the need for moderating factors to be incorporated on content that is accessed by CYP; they also expose a problematic aspect of strategies that might be used by those who hold creator or business accounts and are targeting personal account holders.

In other research, the role of mental health professionals on Instagram was explored as a means of identifying the potential impact that they could have on CYP seeking support with mental health (Pretorius, McCashin and Coyle 2022). Findings

suggested that whilst some content was useful, the lack of credibility checks over the accounts raised concerns regarding the validity of support offered. Concerns might include the motives behind content and whether it was linked to financial gain of some sort. Considering how CYP utilise the information provided on these accounts to make judgements about their MWB management may be a method to determine how impactful they are as support systems.

Another consideration related to psychological impact is the focus on body image that has been linked to Instagram use. With access to image-adjusting filters on Instagram, there is an increased pressure for CYP to present themselves in a particular way, and to present an identity to those whom they relate to that is not a true reflection of themselves. Increased focus on this aspect could lead to disorders such as body dysmorphia (Astrupp, 2018). An emphasis on a body-positive movement has been acknowledged as a means of counteracting the impacts of negative views of body image (Kelly and Daneshjoo, 2019). This concept encourages individuals with all body types to post images of themselves and, in turn, for viewers to celebrate their posts. This idea is arguably idealistic in nature, as there is an assumption that CYP will be able to engage with this idea successfully.

Challenges such as peer pressure, confidence to voice opinions and resisting ideal norms may prevent CYP from engaging with this movement.

A more serious concern linked to an individual's psychological state might be if Instagram/social media use is influencing them to conduct acts that are physically self-harming. As part of a qualitative study, participants (aged 16), who had posted content associated with non-suicidal self-injury, were interviewed via the messenger function of Instagram (Brown *et al.*, 2020). The reasons behind them posting such content were explored, and findings included the intention to show support and unity

towards their peers. Shockingly, none of the participants declared that they had been successfully referred for professional mental health support. These findings highlight concerns about the overall implications of negative use of Instagram linked to MWB and the harmful risks that are associated with its use. Additionally, the method of data collection presented in the study by Brown *et al.* (2020) raises some ethical concerns linked to the identification of the recipient responders' identities and how the researcher would manage any associated safeguarding concerns.

An ethnographic analysis of peer support through social media applications for CYP who self-harm was carried out by Winter and Lavis (2022). Outcomes of the research highlighted the risk factors for CYP who were supporting their peers that conduct the act of self-harm. Another factor that was deemed as significant to consider were the implications on the MWB of the CYP who were taking on supportive roles. Research outcomes here suggest that CYP might have difficulties reaching out to other entities, or even choose not to; this indicates the need for further attention to be drawn on the support that CYP are accessing for psychological challenges. Another factor to consider is the pressure placed on the CYP supporting and whether they were able to advise appropriately.

A commonly acknowledged use of Instagram for CYP is to take on a passive role (Ofcom, 2025). Linked traits to being a passive user include them observing others, making comparisons between themselves and even experiencing a FoMO. In a study conducted by Stefana *et al.* (2022), the relationship between time spent on Instagram and depressive symptoms was explored. Data was collected via an online survey that was completed by 1,172 young adults and adolescents. A key finding was that when larger amounts of time were spent on Instagram, the participants began to make social comparisons between themselves and those whose content

they were viewing. This ultimately led to them experiencing negative emotions towards themselves and their own identities.

CYP's active and passive social media use has been studied to explore the correlation between depressive symptoms (Valkenburg, Van Driel and Beyens, 2022). It has been acknowledged that active social media use has been linked to decreased depressive symptoms, whilst passive social media use has been linked to increased depressive symptoms. These factors will be explored further in the data analysis phase, and I will seek to determine what constitutes the difference between active and passive use of Instagram.

Another aspect related to psychological implications is the process of applying filters to images and videos before posting them for others to view; this process can allow users to create a false and distorted image of their genuine self. This feature is heavily used by CYP when using social media (Ofcom, 2025). A systematic review conducted by McGovern, Collins and Dunne (2022) explored the connections between photo editing and body image among females. The review explored existing literature relating to this topic, but also methods that were implemented to measure findings. The review identified several measurement tools implemented as a means of data collection. These included measures of photo editing, body image perceptions, body dissatisfaction measures and measures of body modification. In addition, various cross-sectional studies were identified that used quantitative methods to assess photo editing and body image/modification. Several experimental studies were also identified that involved participants editing their photos and viewing edited photos followed by their own editing behaviour being the focal point of analysis. Approximately 40% of the studies concluded there was a correlation between photo editing and body concerns, while 30% offered mixed findings or

indirect associations between the two elements. A final 30% of the studies concluded that there were no associations between photo editing and body image-related issues. The review highlighted that the correlation between these two factors is complex and that 'fine-grained analyses' are required to explore this relationship further (McGovern, Collins and Dunne, 2022: 513). Limitations in research that were identified by the review included the absence of qualitative methods of data collection, a focus on ethnicity and the exploration of the impact of this topic on male participants.

Another review was carried out by Rounsefell *et al.* (2019) whereby six databases of literature published between 2005 and 2019 were explored and focused on adults that were classified as healthy and aged between 18 and 30. Of the 30 studies identified as meeting their search criteria related to body image and social media, 26 were quantitative in nature, whilst only four were qualitative. Key findings identified that when users are exposed to or engage with social media content that is image related, there is a negative impact on MWB. Findings from this review highlight a need for an increase in qualitative studies, with a focus on CYP and emerging adults.

Examples of research that explore specific non-beneficial effects towards mental health of Instagram use include that carried out by Kelly, Keaten and Millette (2020), who explored the concept of having a 'fear of negative evaluation' as a dominant trait of young adults using Instagram, whilst Hong *et al.* (2020) explored the 'selfie' and how they incorporate social cues as a means of gaining approval. The study conducted by Kelly, Keaten and Millette (2020) included a survey that was conducted and completed by 300 undergraduate students. The research focused on exploring the 'fear of negative evaluation', which involves the user feeling apprehensive about others' evaluation of their posts. Participants were requested to

score themselves on a 5-point scale that was related to who they allowed/believed to be their audience and the likelihood of them carrying out actions on Instagram such as posting content of a particular nature. The study's findings demonstrated that high levels of fear of negative evaluation also caused anxiety about communicating. The limitations of these findings were that an in-depth exploration into the depths or implications of these anxieties could not be carried out due to the quantitative nature of the data collection. Therefore, further exploration through a qualitative design with the same participants would offer deeper insight into the MWB implications on the participants.

Research conducted by Hong *et al.* (2020) also involved a quantitative framework, whereby 1,873 publicly posted Instagram selfies, posted by personal profile accounts of male and female participants of varied ages, were analysed. Hong *et al.* (2020) present the concept of self-presentation, which is a notion that suggests individuals strive to achieve positive social identity in communication. Their analysis included exploring social cues in selfies such as displaying luxury goods or fitness-related images. Findings concluded that excessive self-presentation could be identified by users exaggerating their identities through the overuse of social cues and excessive use of additional filters to enhance their images. The implications of the findings included that these users were presenting a version of their ideal selves rather than a genuine example. Outcomes of this research also signify that the likelihood of receiving responses of negative judgement was higher when excessive self-presentation occurred. Exploring the individual's response to such feedback would be an extension to this research; this could be explored by seeking feedback from participants on their emotional responses to the negative feedback that they have received.

2.7.2.3 Social factors

The relationship between time spent on Instagram and depressive symptoms was explored in a quantitative study (Stefana *et al.*, 2022). Data was collected via an online survey that was completed by 1,172 CYP. A key finding was that when larger amounts of time were spent on Instagram, the participants began to make social comparisons between themselves and those whose content they were viewing. This ultimately led to them experiencing negative emotions towards themselves and their own identities and a sense of social absence. This type of emotion has been categorised by the title 'fear of missing out' (FoMO). This notion has been connected to addictive behaviours where there is a correlation between regular use relating to an increased sense of FoMO (D'Lima and Higgins, 2021). FoMO has also been identified as being influenced by how connected individuals feel to people who are important to them. Those who have secure and stable home lives and secure relationships with family members have demonstrated reduced levels of FoMO, whilst those who do not are likely to have an increased sense of FoMO (Bloemen and Coninck, 2020). This finding highlights the importance of developing an awareness amongst parents, guardians, and carers on how influential their roles are in shaping the MWB of the CYP they are responsible for. It is important to recognise that this is not the only factor to consider, as there are others including peer pressure (Ngo *et al.*, 2023), negative view of self (Dam *et al.*, 2023) and the role of the school in supporting social development (D'Lima and Higgins, 2021).

An aspect that has been considered in research is how much emphasis CYP place on social relationships when using Instagram/social media and the connections

these have with online/offline friendships. 'Close friends' is an added feature on Instagram that allows an account holder to create an online space for a group of friends, where they can have direct communication with each other and share content exclusively without other followers being able to see it. Three key motivators for use of this feature were identified in a recent study comprising 40 participants aged 15–18 (Chen *et al.*, 2022): as a means of interaction and help seeking; to release negative emotions; and for ventilation and self-expression. In a quantitative study of CYP and their emotional dependence towards Facebook, findings indicated that a higher rate of dependency was linked to negative outcomes including reduced autonomy, reduced purpose in life, and less positive relationships with others (Naeemi and Tamam, 2016).

Anthony *et al.* (2023) reviewed a health and wellbeing survey that was completed by approximately 39,000 participants (aged 11–16) in Wales, in 2019. The focus was on who CYP engage with online and the implications that these interactions have on their MWB. It was acknowledged that this is an aspect that needs further attention in research. Results from the survey identified that interactions with real-life friends via social media platforms resulted in positive implications on mental health. Interactions with virtual-only friends resulted in a negative impact on mental health. Findings indicated that there is a greater need to focus on the nature of adolescent online communication rather than quantity, a common focus for research in this subject.

2.7.3 Limitations in research

Based on the literature review, limitations in research relate to methodological processes as well as the specific focus of content. Whilst there has been an increase of qualitative studies in this field, there is still a lot of scope for additional research of this nature to be conducted. More research that focuses on individual social media applications individually is also needed. Additionally, a greater focus is needed on exploring cause and effect of the use of social media applications to develop a greater understanding of why CYP are being faced with challenges that affect their MWB when using Instagram and other social media applications. Moreover, reviewing the effects through a holistic lens, using the BPS model could act as an explanatory method that will help to identify areas for support for CYP's MWB.

2.8 Summary

A literature review enables the researcher to 'critically analyse, evaluate and synthesise research findings, theories and practices by scholars and researchers that are related to an area of focus' (Efron and Ravid, 2019). Findings from the literature review directly inform and can refine the research questions. The research questions are informed by the goals, conceptual framework, methods and validity of the study (Maxwell, 2021). Remaining focused on the intent and purpose of the research chosen is a factor that is essential to review throughout the process of the study and supports a review of its validity. A consciousness and engagement with this reflection enables the researcher to stay on track with their research design and also supports them to justify their research design (Maxwell, 2021). Within this literature review, I have covered research, policy and contextual aspects related to

CYP, Instagram/social media and MWB, and my study questions have been reviewed to ensure that I am contributing towards existing literature and seeking new knowledge. The BPS model has been introduced as a theoretical model and has been utilised as a frame for considering associated literature relating to research that has explored biological, psychological and social factors that have been linked to Instagram and social media use.

Research has found that social media use, including Instagram, is resulting in a range of biological, psychological and social implications for CYP. Examples include higher social media use being linked to sleep challenges (Royal Society for Public Health, 2017; UCL, 2019; Pirdehghan, Khezmehe and Panahi, 2021); increased anxiety (Royal Society for Public Health, 2017; Rutter *et al.*, 2021; Winter and Lavis, 2022); addictive behaviours (Dailey *et al.*, 2020; Adorjan and Ricciardelli, 2021); and feeling a sense of FoMO (Bloemen and Coninck, 2020). Whilst there has been some exploration of BPS factors related to screen time for adolescents (Oh *et al.*, 2024), there is currently no research that explores this in the context of a specific social media application and from a qualitative stance; this gap in research aligns with the need for more causal research to be explored in this context (Yu *et al.*, 2024).

Following a review of the literature, it can be ascertained that research needs to be incorporated to address gaps related to methodological approaches, social media application focus, sample size and context of research. My study seeks to address these gaps by utilising a BPS model to explore a specific social media application from a qualitative stance; each of these aspects has not yet been demonstrated in

existing research. In the next chapter, a synopsis of the research design and methodology will be presented.

CHAPTER THREE-THE RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to Chapter Three

The research design identifies the evidence needed to address the research purposes and objectives and it questions the logic that underpins the connections between purposes, objectives, questions, data and conclusions that are drawn (Cohen, Manion and Morrison, 2018). Consequently, all other aspects of the research process are drawn back to the overarching design and each element exists in unison. Within this chapter, the overall process of my study design will be presented and will consider: the research methodology, the application of the theoretical lens, and the research methods that were used.

The chapter will begin by reaffirming the research aims, followed by a brief consideration of making an original contribution towards the field of research. Hereafter, a reflection on the use of case study to frame the methodological approach applied will be presented. The anticipated application of a biopsychosocial (BPS) lens to inform the methodology will then be discussed; this section will feed into and inform the next section, where the research methods and choice of data analysis are explored. Next, ethical considerations will be discussed including reflections on storage of the data, ensuring validity and reliability within the research process, and maintaining confidentiality and anonymity. The next section will provide an overview of the anticipated process for undertaking and reporting the results. The final section will discuss research-informed practice and why it is an important consideration during the planning and implementation stages of research.

3.2 Reaffirming the Research Goals

This research explores the impact of the use of Instagram for the mental wellbeing (MWB) of children and CYP (CYP) and focuses on gaining an insight into their experiences and perceptions around this topic. The aim is to explore the impact of Instagram use on MWB through a BPS lens. In addition to previously being utilised to frame the literature, the BPS lens is applied to explore the participants' MWB using the model of MWB factors; this will be discussed in this chapter, in sections 3.5.2, 3.5.3 and 3.5.4 (pp. 101-106). The participants' experiences are provided as data for analysis, which are then organised utilising Figure 5, explained in section 3.5.3 (pp. 102-106).

3.3 Making an original contribution

Whilst the topic of CYP's use of social media and its links to MWB has developed since the emergence of social media, exploration of it by utilising a BPS model has not yet been implemented. Examples of how it has been used are discussed in Chapter Two (Section 2.7.4). Consequently, my study is achieving the aim of making an original contribution towards research that, in turn, can inform practice. There has also been a development in the existence of qualitative research around this topic, but it is still dominated by quantitative research; therefore, my study contributes in this way too.

Within the context of social sciences, originality of research encompasses the following traits: applying an original approach, theory, method or data; studying a new topic; conducting research in an understudied area, or generating original

findings (Guetzkow, Lamont and Mallard, 2004). Additionally, originality can be measured based on the extent by which a piece of research provides unique knowledge that can inform subsequent studies (Shibayama and Wang, 2019). The Research Excellence Framework (REF, 2025) offers an overview of the core expectations of research in order for it to be recognised as 'dynamic and responsive'. Fifty-five percent weighting of the overall criteria to make a judgement is attributed to whether the research contributes to knowledge and understanding (REF, 2025).

My study seeks to make an original contribution by incorporating a qualitative stance to review BPS implications where there is a focus on the interplay of varied factors impacting simultaneously towards MWB; this combination of approaches has not yet been considered in existing literature. Moreover, I anticipate to consider implications for policy and practice as a means of addressing the challenges for CYP's MWB identified in my findings. The BPS model has not yet been applied in schools to explore CYP's social media use and the impact on their MWB and so I hope to make a contribution in this way; this will be discussed in Chapters Five and Six.

3.4 Case study as the Methodology

3.4.1 Introduction to section 3.4

Within this section, I will review case study as the chosen methodology for my study. Some of the key aspects of a case study will be considered in relation to how they link to my overall research design and theoretical framework and how they informed my study methods and choice for data analysis.

3.4.2. What is a Case Study?

The case study as a methodology began to gain most attention in the 1980s, when it became a more prominent topic in instructional literature about research collection (Merriam and Tisdell, 2016). It is one of the most significantly used methodologies of qualitative research, taking its place in various fields within social science including sociology, management, anthropology, psychology, political science, education, health research, health and leisure, and information technology (Guetterman and Feters, 2018; Priya, 2021). In a systematic review reflecting on impact of case study research, dominating strengths were identified. Identified transitional impacts include 'advocacy, or the development of statements, tools, or technology' (Heyeres *et al.*, 2019, p.10). Identified longer-term societal impacts included health outcomes and economic return. Important to consider are the aspects that were considered weakest in terms of impact. These included a lack of clarity on stakeholder engagement, poor ethics, and a conflict of interest (Heyeres *et al.*, 2019). These findings support me to steer the quality of the outcomes that I intend to achieve.

The case study is an idiographic methodological approach that aligns with the interpretive stance of my study. It enforces the need to explore contextual factors to develop an understanding of the problem that is being explored where the researcher seeks to delve into the participants' world (Kinvunja and Kuyini, 2017). The case study is a form of inquiry that 'elevates a view of life in its complexity' (Thomas, 2021, p. 35). It seeks to provide detailed description and evaluation of a specific system through the incorporation of a set of methods (Merriam and Tisdell, 2016). During a case study, the researcher seeks to explore the research focus depth from multiple perspectives (Gerring, 2016). As the researcher explores the

case from varied angles, they can develop findings answering the 'hows' and 'whys' of a particular entity (Yin, 2018). For a case study to serve its purpose, it must be a case of something; it must illuminate and offer a degree of explanation to a wider theme (Thomas, 2021).

A researcher chooses to conduct a case study because they want to understand a real-life case with the aim of developing contextual knowledge relevant to their own case (Yin, 2018). This methodological approach has been identified as recognising theory and research as significant and advantageous to inform practice (Rule and John, 2015). Case study inquiry focuses on describing and understanding the case, which incorporates a problem, to contribute to research (Woodside, 2016). The approach has been associated with supporting the researcher to be reflective and to apply critical thinking skills to real-life problems (Tomey, 2003). In the context of my study, an intention is to contribute towards the development of the support offered for CYP's MWB in the context of education. The potential problematic impact of Instagram/social media use on MWB sits at the heart of my study. Through an investigation of the case, a key intention of a case study is to offer explanations and potential solutions (Gerring, 2016). My study seeks to provide some proposed solutions based on findings gained during the research process.

Two common potential criticisms that have been linked to utilising a case study as the research design are a lack of rigour and the researcher making generalisations, particularly for studies considered of a smaller scale (Chopard and Przybylski, 2021). I will ensure that rigour is applied in my study and will discuss some ways in which I have done this in this chapter in section 3.8.3, which focuses on considering the validity and reliability of the research design when conducting research. In relation to generalisations, Yin (2012) asserts that evidence from case studies cannot be used

as 'statistical proof', but instead serves the purpose of building up and adding to the theoretical knowledge that is at the root of the research.

3.4.3 Implementation of a case study

When conducting the process of a case study inquiry, the researcher seeks to combine multiple sources of evidence, through the implementation of the chosen methods, using a triangulation approach (Woodside, 2016; Yin, 2018). The subject of a case study can be a problem, process, activity, single person or group (Elkatawneh, 2016). In my study, Instagram is recognised as an entity that has the potential to cause problematic effects on CYP's MWB. Achieving an understanding of the participants' self-perceptions and thinking processes (Woodside, 2016) of their use of Instagram is central to my study. Scientific literature around how CYP think concludes that 95 percent of their thinking is subconscious (Woodside, 2016). Hence, it is anticipated that applying this methodological approach will support individuals to reflect on the topic in question in a more direct manner and will support them to develop an awareness of their use of Instagram.

The format of the methodological approach that will be taken for my study is explanatory in nature. Explanatory case studies identify causal factors to explain a particular phenomenon. Through the exploration of how and why certain conditions exist, reasons for occurrences are unveiled (Priya, 2021). The focus here would be on depth and understanding and not on breadth of coverage (Thomas, 2021).

A central aspect of my study is the acknowledgement that the role of Instagram as a key social media entity has a conflicting existence in the lives of CYP. It is used

regularly by many CYP as a means of social interaction, to shape identity and to support them in expressing themselves (Pretorius and Coyle, 2021). Conversely, like its fellow social media entities, current research, as outlined in Chapter Two (Section 2.8), is dominated by findings associated with social media having a negative impact on CYP's MWB. As the research in this field continues to grow, there is an acknowledgement of a problem that requires attention; there is currently limited research on the in-depth exploration of Instagram use from a holistic perspective and as a means of identifying potential means of supporting CYP to manage their MWB in this context. In educational contexts, case studies can be used to illustrate findings as a means of assisting other educators to analyse or shape their own practice (Tomaszewski, Zarestky and Gonzalez, 2020; BERA, 2024).

An illustrative or demonstrative approach requires the study to illustrate a phenomenon and has been described as 'bringing the subject to life', much like illustrations in a book (Thomas, 2021, p. 147). Descriptive in nature, illustrative studies seek to explain a situation and make sense of a phenomenon using a variety of pieces of evidence (Epler, 2019). My study will apply an illustrative approach and can be distinguished by the intention to make the subject 'come to life' through the participants' experiences. Within my study, the focus of content incorporates a biographical nature, whereby the participants are providing self-reported accounts of their experiences. Utilising a biographical approach in this way adds to the understanding of individual experience in context and thus exposing the interrelatedness of agency and structure (Brannen and Nilsen, 2011).

To maintain a balanced approach, triangulation was a key consideration of my methodology. The process of triangulation enforces that researchers can only really

understand something, and it only becomes comprehensible when it is explored from different directions and using different methods (Ferraira-Neto, 2018).

Methodological triangulation is a term used to describe a range of methods being used within one case study (Denzin, 2010) and selected to support achieving the research aims. The next section will explore the methods that I chose to incorporate as part of my methodology.

3.5 Applying the Theoretical lens

3.5.1 Introduction to section 3.5

At a methodological level, a qualitative inquiry does not allow for the separation of theory and methodology if it is to be a successful contributor towards the field of research, as the two entities are extrinsically linked (Bradbury-Jones *et al.*, 2022).

The theoretical framework continued to inform my study by framing the structure of data collection; it also informed the lens that would be applied to reflect on the findings and analysis. This section will begin by presenting an overview of how the literature informed the selection of the BPS factors for MWB. Next, an overview of how a BPS lens was applied to study the impact of Instagram use for CYP's MBW will be shared.

3.5.2 Identifying BPS factors for MWB

Key aspects relating to determining and assessing CYP's MWB were discussed in the literature review; those aspects linked to BPS factors were identified as areas to focus on and informed the data collection and analysis phase of my study. The focus for my study was centred around 'the individual' and their Instagram use; however,

there were opportunities for the participants to reflect on other factors as they were connected in a variety of ways. Several BPS factors were identified in Chapter Two (Sections 2.2.4- 2.2.6, pp. 31-36) as contributors towards a young person's MWB; these included physical health, social inclusion and connectedness, and relationships. Although not explicitly probed in the data collection process in the present research, the presence and influence of these factors were considered in the appraisal and discussion of the findings.

Resilience, self-esteem, views of social relationships, and levels of energy (social inclusion) were also identified in the strengths and difficulties (SDQ) questionnaire (Youth in Mind, n.d.) and selected as key aspects to explore; this questionnaire is included in Appendix 7 (p. 704). These aspects were selected as they are associated with social and emotional development. Factors that influence CYP's MWB, as outlined by The Anna Freud Centre and Public Health England (2016a), were considered such as healthy living (sleeping and eating habits and physical activity); emotional intelligence (optimism); pressures and expectations; peer relationships; and social connectedness. These ideas were merged to create a set of contributory factors for MWB.

3.5.3 Applying a BPS lens to study the impact of Instagram use for CYP's MWB

Within this section, the development of the theoretical lens generated for my study will be presented. Figures 3 and 4 demonstrate the progression towards Figure 5 (p. 105) as a generated model for my study; its key purpose is directly related to the

study aims, whereby CYP's use of Instagram will be explored to identify associations with their MWB.

Figure 3 (see below) presents the model that was generated for my study, with the central aim of combining a holistic view of biological, psychological and social factors that may coexist and be contributing towards a young person's MWB based on their use of Instagram.

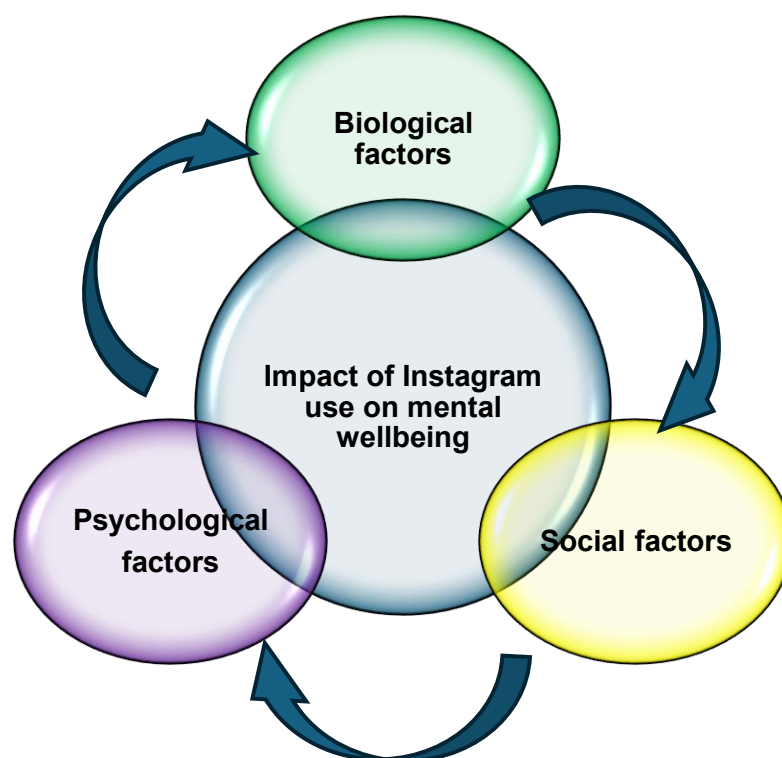


Figure 3 The Biopsychosocial model to study the Impact of Instagram use for CYP's MWB

The approach used within my study places Instagram use and its potential impact on MWB at its centre. The biological, psychological and social elements, as outlined in section 3.5.2, are presented in Figure 4 below. Each factor has been colour-coded in a key to demonstrate whether it has been identified as a biological, psychological or

social factor based on the closest association of the trait. Impact will be explored by analysing data and considering whether any of these factors were being affected in some way through the participants' use of Instagram.

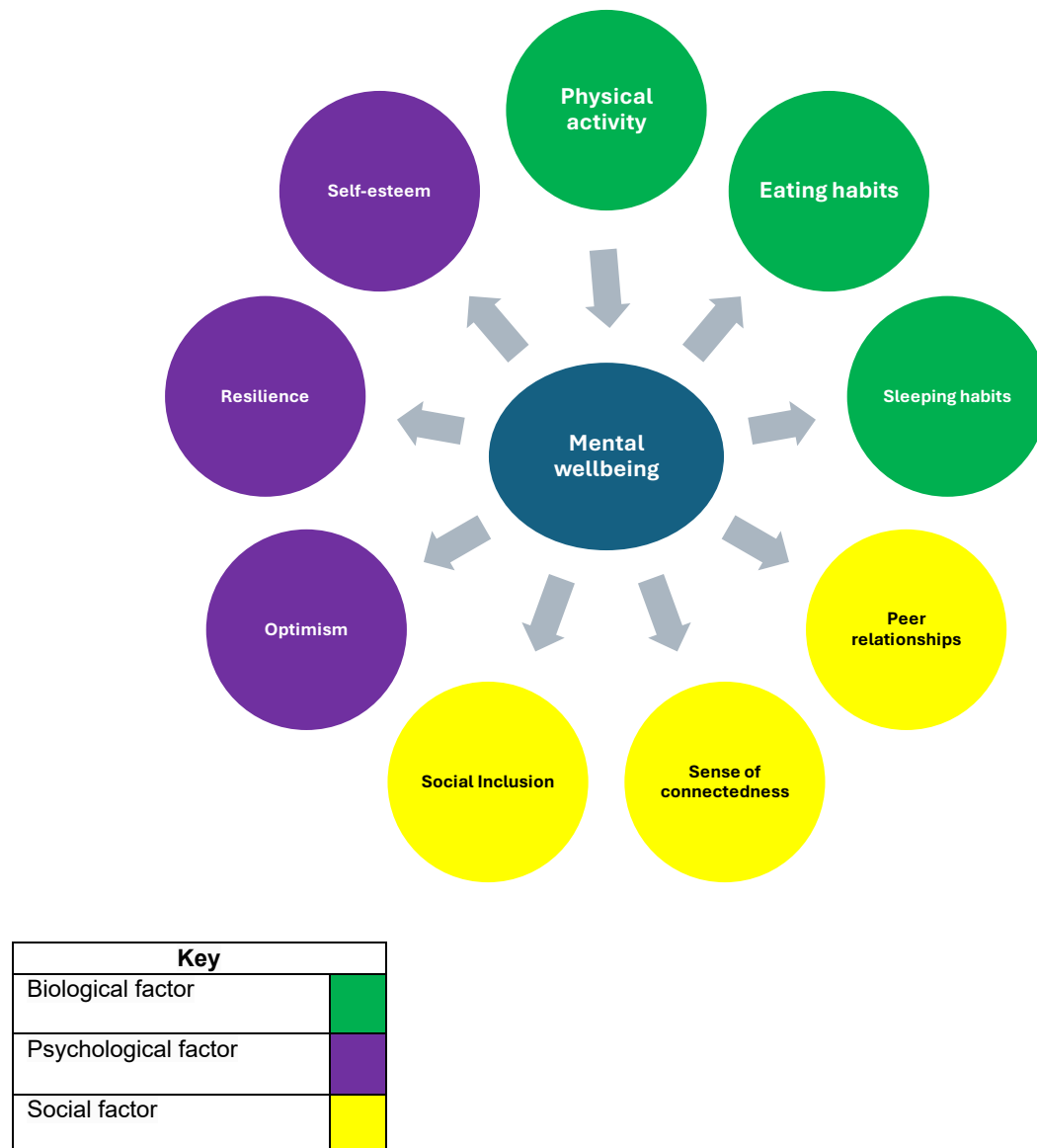


Figure 4 Biopsychosocial MWB contributory factors model

Figure 5 (presented below) combines the ideas presented in Figures 3 and 4 to present the lens that will be utilised for data collection. A key point to consider is that there may be an overlap of outcomes related to each factor that may be presented in the findings. For example, if a child felt that they were not socially included (social factor), then their self-esteem (psychological) will be directly impacted upon. Another point to consider is that there may not be findings linked to each area outlined, or there may be the addition of other aspects to consider.

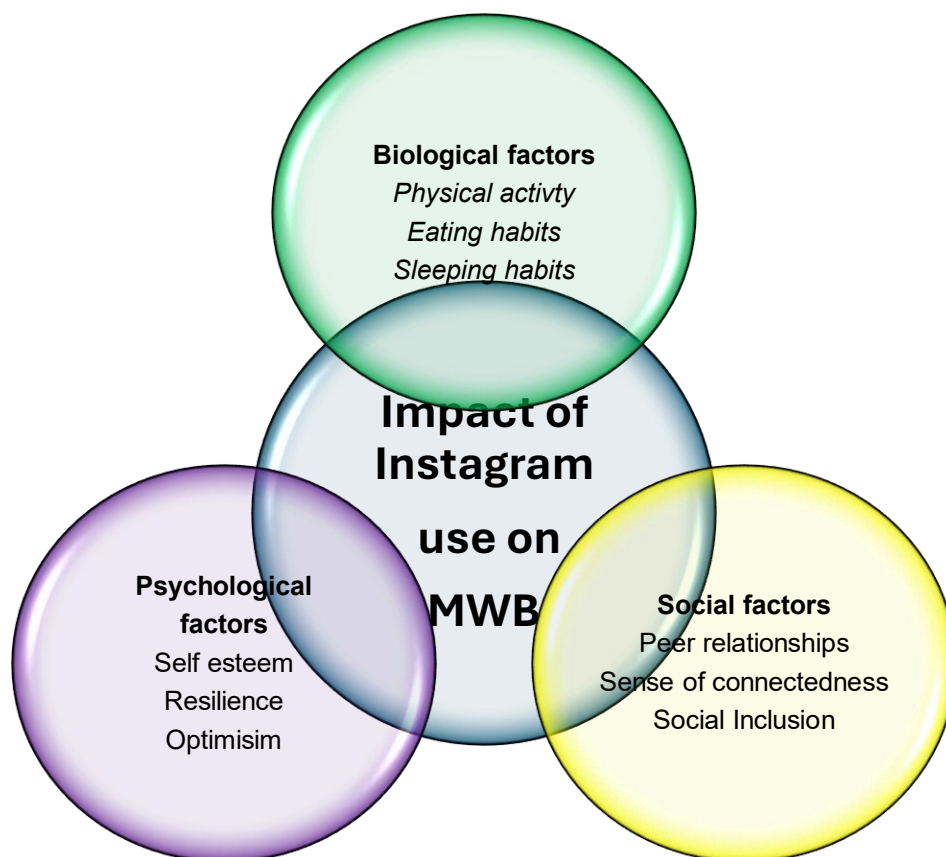


Figure 5 Theoretical lens applied to data collection

3.5.4 Strategies to explore participants' BPS factors

Participant reflections and self-reported feedback were central to acknowledging the presence of an influence of any of the above factors. Participation in focus groups and semi-structured interviews (which were the methods of data collection in this study, to be discussed in detail in sections 3.6.5.2 and 3.6.5.3, pp. 115-118) enabled the participants to demonstrate a sense of self-awareness through their engagement in discussions around their Instagram use and the impact that it was having on their MWB. Increased self-awareness has been associated with having a positive impact on MWB (Sutton, 2016). Self-awareness through self-reported reflections offers two benefits within the context of my study. The first is that it allows for the participants to develop a deeper understanding of how they use Instagram and how it makes them feel, which will impact on how they engage in actions that support them to manage their own MWB. The second benefit is for all other parties involved to gain an insight to identify the appropriate support needed.

3.6 Research Methods

3.6.1 Introduction to section 3.6

This section will begin with a summary of the pilot project that informed key aspects of the present study. Subsequent sections will offer detail about the present study. Section 3.6.3 will explore the research context and present a synopsis of the participants. Methods that were used for the study will then be present. A summary of the process that was used for data analysis will follow and will include a visual representation of the process. An insight into the ethical considerations will also be included. The methods that were used were questionnaires, focus groups, interviews

and reflective journals; insights will be provided around how these were implemented with links to literature.

3.6.2 Summary of the pilot study

The pilot study was conducted in December 2021, in a school based in central Birmingham that was different to the school used for the main study. Here, the same method as the main study was followed, whereby participants completed a questionnaire, focus group and individual interviews (see section 3.6.5, pp. 115-118 for details). For the pilot study, 25 participants completed the initial questionnaire; there were 4 participants in a single focus group, and 2 participants took part in a single interview. Following the pilot study, the research process was reflected on and subsequently changes were made to the anticipated research plan for the main study that were linked to the practical nature of the research process but also the overall research design. On a practical level, the introduction of an 'opt out' option for the questionnaire (as stated in section 3.6.4, pp. 109-111) was incorporated to support the progression of this part of the process; participation in interviews and focus groups would remain consent based. Also, the BPS model as a theoretical lens was introduced after the pilot study was conducted.

3.6.3 The Research Context

The main study was conducted in a secondary school in Birmingham. However, the cohort of pupils were from a range of locations across Birmingham. An initial questionnaire was sent to the whole Year 10 cohort (aged 14–15 years), which consisted of 174 students. A total of 118 responses were handed in by students,

which equated to a 68% response rate. Of this set of responses, four questionnaires were considered void due to illegible writing and multiple sections not being completed, which meant that 66% were explored. A purposeful sampling technique was applied, whereby participants were recruited strategically so that they would be in a position to answer the research questions (Bekele and Ago, 2022). The questionnaire data was examined in order to identify participants who would be invited to participate in the focus group and interview. The criteria for recruitment for the focus group and interview participants was that they hold an Instagram account and regularly use Instagram; based on this criteria, the participant group stemmed from Group C (those participants whose questionnaire responses indicated that they hold an Instagram account and use it regularly; see Table 13 for more information). I liaised with the supporting staff member at the school to select 16 participants from group C that she deemed most appropriate; her reasoning was related to their school attendance and also whether they were clear of any alternative commitments, such as sports events, during the pre-scheduled data collection periods. The sample could be classified as a convenience sample in consideration of other traits, as these were not considered for my study. This group initially comprised of 16 pupils; however, one participant chose to withdraw from the study after the first focus group, which meant the group number went down to 15. This group was the main sample that completed the focus groups and interviews. Table 2 below offers a brief profile of each participant that identifies the average time they spend on Instagram daily and all the social media applications that they use.

Table 2 Overview of Participants

Name	Time spent on Instagram daily (hours)	Social media applications that are used
'Anna'	1-2	Snapchat and TikTok
'Emma'	1-2	Instagram, Snapchat
'Nehar'	1-2	Instagram, Snapchat and TikTok
'Wayne'	1-2	Instagram, Snapchat, TikTok, Twitter, and Facebook
'Michelle'	2-3	Instagram, Snapchat, TikTok, Facebook, and Twitter
'David'	2-3	Instagram, TikTok and Snapchat
'Tim'	2-3	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Omar'	1-2	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Jenny'	1-2	Instagram and Snapchat
'Darnish'	1-2	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Ali'	2-3	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Laytan'	1-2	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Preston'	2-3	Instagram, Snapchat, TikTok, Facebook, and Twitter
'Riyad'	1-2	Instagram, Snapchat, TikTok and Twitter
'Freya'	1-2	Instagram, Snapchat, TikTok and Twitter

3.6.4 Recruiting the participants

The process of recruitment was much more challenging than I had anticipated. It was initially anticipated using the same school as the pilot study, but with a new group of pupils. However, due to unforeseen circumstances at the school, this was not possible. Criteria that were formed as a result of the implementation of the pilot study comprised the age of participants, mixed gender, and regular users of Instagram. The rationale for these criteria was linked directly to my findings discussed in the literature review and the intent to contribute to research. I then tried to reach out to several other secondary schools across Birmingham, but unfortunately had minimal

responses. Once the school for data collection was confirmed, a plan for recruitment of participants was generated with the identified school contact at the school.

It was decided that, for the questionnaires, the option to opt out, rather than opt in, was more appropriate. This decision was made on the basis that gaining consent during the pilot study was a challenge and this with a much smaller number of participants; this was not because they did not want to participate, but simply because they either forgot to bring in or misplaced their consent forms. Parents, guardians, and carers of the 118 participants were sent an email that outlined that participation was optional.

Once the questionnaires had been collected and reviewed for any safeguarding concerns, the process of gaining consent for the next three stages of research was initiated. It was agreed that I would present the study to the anticipated participants. During this presentation (see Appendix 1, p. 295), the potential participants were given the opportunity to ask questions. At the end of the session, they were handed study information sheets (Appendix 1, pp. 293-294) and pupil and parent consent forms (Appendix 1, pp. 296-297) that they were to complete prior to commencement of stage 2. Pupils were also informed of the incentivised prospect of obtaining a shopping voucher upon completion of their participation in all stages.

The participants were informed of their right to withdraw, as stated in the consent letter. At any point prior to each data collection phase, they had the right to withdraw. I anticipated that should a participant indicate that they wished to withdraw, I would thank them for their time and confirm that they had the right to do this and did not need to provide a reason. Following data collection, participants had up to 20 days to

withdraw. It was anticipated that should a participant withdraw prior to the data collection; the following amendments would need to be actioned (see Table 3).

Table 3 Actions in the instance of participant withdrawal

Stage 1	No change required other than noting overall number of participants as lower during data analysis and discussions.
Between Stage 1 and Stage 2	Should a participant withdraw prior to the first focus group or interview, they would then be replaced with a participant who was selected as a substitute participant. Identifying whether they had given consent would be the first criteria for recruitment. Replacement participants would be considered based on the criteria discussed for the original participants.
After stage 2	Any participants who chose to withdraw from this point would not be replaced.

3.6.5 Selecting the research methods

The chosen methods were planned into my study based on their successful implementation in the pilot study. They were deemed as effective methods to support the validity and reliability of the study, and were deemed as effective tools by which to draw conclusions when seeking to answer the overarching research question. Variations in methods were considered in the planning stage of the study. One example was conducting the interviews and focus groups online; the other method considered was to incorporate observations whereby the participants would be observed using Instagram and their responses and reactions would be recorded as data. However, both options were dismissed.

Online formats for focus groups and interviews have been associated with being beneficial for researchers, particularly for longer-term studies as they enable a crossover of time and space. However, recognised negative aspects include the lack of human interaction and the presence of non-verbal cues to support the researcher's findings (Moore, McKee and McLoughlin, 2015). Another aspect that can be anticipated as being a potential barrier to this would be the logistical aspect of such an arrangement. My data was scheduled to be collected during the school day; however, in initial conversations with the school link, I had been made aware that a space for me to conduct interviews and focus groups was challenging to organise due to limited space in the building. I inferred that it would be likely that arrangements would be made for the participants to join online; however, they would be based in the same physical space, which would then add another dynamic.

3.6.5.1 Questionnaires

Questionnaires are 'a predetermined set of questions used to collect data [that should always] have a definite purpose that is related to the objectives of the research' (Bolarinwa, 2015, p. 195). Whilst this method is less closely associated with social science methodologies (Caamaño-Alegre and Caamaño-Alegre, 2019), it was an integral element of the research.

Pupils across the Year 10 cohort completed a questionnaire (see example of blank version in Appendix 2, p. 299) in the presence of a familiar staff member. The questionnaire sought to serve two purposes; the main purpose was to support the recruitment of the main participants who took part in the interviews and focus groups. The second purpose was to enrich the results of quantitative data analysis by

collecting facts (linked to each question, as indicated in Table 4) to assess the participants' perceptions on the topic of research (Burnette, Kwitowski and Mazzeo, 2018). The questionnaire consisted of 7 questions – of an open and closed nature – that covered whether the respondents were Instagram users and, if so what type of user they were (length and consistency of use); how they used Instagram and their views on its purpose and their views on it in relation to the impact it has on MWB and their future use. Below, in Table 4, are the questions used in the questionnaire with a summary of the purpose behind each question. Answers from the questionnaire influenced the topics to cover in the initial stage of the focus groups and individual interviews.

Table 4 Purpose of questions

Question	Purpose of question
1) Do you have an Instagram account?	To identify how many within this cohort of participants have the social media application to begin to explore its levels of popularity. Link to RQ: Identifying users of Instagram
2) If yes , for how long have you had it?	To identify whether the participants have been sustained users. Link to RQ: Identifying users of Instagram
3) If you answered yes to Question 1 , how many hours a day do you use Instagram on average?	To identify whether users are using Instagram for a reasonable amount of time or whether they are spending excessive amounts of time on it. Link to RQ: Identifying users of Instagram
4) What do you think the purpose of Instagram is for its users?	To explore what the participants think the purpose for the creator of Instagram was. Link to RQ: Types of use
5) If you answered yes to Question 1 , what is the main purpose for your use of Instagram? (If more than one, please list)	To explore their main use and compare it to what they believe the intended use is. Link to RQ: Types of use
6) Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	To begin to explore whether they feel that Instagram holds positive connotations. This question will allow me to begin exploring the pupils' perceptions. Link to RQ: Implications for use on MWB
7) If you answered yes to Question 1 , do you see yourself keeping your Instagram account in the next 3 years?	This question is to give an indication as to whether the participants see themselves as sustained users of Instagram. Answers will be compared to their answers to question 6 to identify whether there is a correlation between their perceptions of Instagram being negative or positive, and whether they believe it will continue to be part of their lives in the upcoming years. Link to RQ: Implications for use on MWB

Once the questionnaires were complete, data from questions 1-3 provided quantitative data based on what proportion of the group used Instagram and for how

long each day. Responses to questions 4-7 were then reviewed to identify whether there was a prevalence of indicators that the use of Instagram was having some form of impact on the pupils' MWB. The process involved recruiting participants for focus groups and interviews on an optional basis. It was anticipated that if any participants chose to withdraw, responses from the questionnaire would support the selection of stand-in participants in advance.

3.6.5.2 Focus groups

Another method used in the present study was focus groups; these are often utilised as a method alongside other methods rather than as a standalone method (Urbanc, 2019). Often called 'group discussions' (Krueger, 1998) or 'group depth interviews' (Burton and Oates, 2000), focus groups have been identified as having varied characteristics. The term 'group interview' is a problematic one, as it has been characterised as a method that takes on the form of an interview with a group of participants simultaneously. Instead, intentions for use of this method were aligned with Gibbs' (1997) definition, which acknowledges that focus groups provide data through an insight of personal experiences that is produced by the participants. Additionally, traits of Krueger's (1998) 'group discussions' apply to my study, whereby the focus group is a discussion that has been carefully planned and designed to obtain the participants' perceptions on a particular topic.

A key benefit of focus groups is that the participants can explore and clarify their views in ways that may be less accessible in one-to-one interviews due to the presence of their peers. This method of communication has been recognised as beneficial to the researcher, whereby they are able to access the participants' daily

interaction techniques that may include humour and anecdotes (Onwuegbuzie *et al.*, 2009; Sagoe, 2012). This benefit may lead to a potential challenge in instances where the dynamics between the participants are less familiar, hostile or even confrontational.

As the researcher, who is sometimes termed as ‘the moderator’ of focus groups (Prosser *et al.*, 2023), I aimed to facilitate the discussion among the participants. Focus group materials were prepared and provided to participants for each session (see focus group schedules presented in Appendix 4, pp. 304-306) in the form of statements, which required the participants to decide whether they considered them to be true or false, and then for the participants to discuss their thinking. Examples of these prompts included the statement ‘Instagram is a beneficial element of CYP’s lives’. My aim was to take a less obstructive role during the focus group discussion, with the intention for the participants to take ownership of the discussions (Thomas, 2021).

3.6.5.3 Interviews

A common method in qualitative practice that has been associated with good practice (Oltmann, 2016) interviews is a means of ‘eliciting narrative data and obtaining direct explanation for human actions through a comprehensive speech interaction’ (Utibe, 2025, p. 15). Prior to consideration of the sample size and structure of the process, including the interview schedule, the researcher must reflect on several factors that consider the interviewer context. Factors include time and financial costs; geographical distribution of the participants; sensitive or controversial topics; technology requirements; interviewer’s safety; note taking; interaction effects;

and non-verbal language and cues (Oltmann, 2016, p. 3). The participant context is also central to consider in the early stages of planning to conduct interviews. Factors considered were scheduling; anonymity; privacy/invasiveness; stigmatised/marginalised groups; sensitive/controversial topics; and empowering the participants to engage with the research process (Oltmann, 2016, p. 4). These factors were considered and shaped the planning stage of the interviews.

Geampana and Perrotta (2025) have explored how to effectively combine interviews and focus groups in social science research. They implemented a focus group elicitation strategy, whereby they drew on data from interviews as points of discussion for focus groups. The researchers identified a key benefit of re-enacting interview excerpts as supporting the participants to discuss concrete topics related to experiences that they have shared. A potential challenge that was anticipated as arising with this approach is the sharing of information, or causing participants to feel uncomfortable in sharing some of their reflections in the group setting based on content that they felt comfortable sharing with the researcher in a one-to-one context. I have retrospectively reflected on Geampana and Perrotta's (2025) approach and identified that I linked the implementation of my two central research methods but in the opposite way. Interviews that I carried out included some references to focus group responses. This was not specifically planned, but was incorporated based on some of the responses that had been given by individuals in the focus group on the day.

Semi-structured interviews were carried out using a predetermined set of questions (see interview schedules presented in Appendix 3, pp. 300-302); these were reviewed and altered based on the responses given in the focus group before each

set of interviews. The position that I took as the interviewer was as the 'pollster' (Brinkmann and Kvale, 2015, p. 47), whereby my primary goal was to gain an insight into the opinions and attitudes of the interviewees. Other than my pilot study experience, collecting data in a secondary school was a new experience to me. Although my previous teaching experience includes some teaching in a secondary school, this was minimal, and so I was aware of shifting my style of communication with students whereby I held regard to the fact that they are nearing the age of being classified as young adults.

When planning the questions for the interviews, a combination of the seven types of interview questions was used (Brinkmann and Kvale, 2015). Each interview started with an introductory question and was followed by a series of specifying or direct questions. Structuring and interpreting questions (Brinkmann and Kvale, 2015) were integrated in interview schedules. In some cases, probing questions were required to gain a more detailed insight when answers were brief.

3.6.5.4 Reflective journals

A reflective journal can be used for the purpose of including opinions, appraisals, judgements, feelings and insights (Thomas, 2021). Moreover, it can be used to reflect on research practice to develop research skills. In the present study, this method was intended to be implemented as a means of gathering further information around the participants' perceptions and experiences of their Instagram use (see example of blank journal in Appendix 5, p.308). Here, the intention was to ask participants to keep reflective journals regarding their experiences of using Instagram, and of the wider research process; this had the aim of supporting them to

keep track of their opinions, appraisals, judgments, feelings and insights (Thomas, 2021). Unfortunately, the participants were unable to consistently complete their journals and so the findings from this method have been omitted from my study.

3.6.5.5 Field notes during data collection

Field notes were recorded using Gibbs' (2013) reflective cycle model (see Appendix 6, pp. 310-314). This framework consists of key elements that are combined to offer the researcher the opportunity to reflect in depth and make amendments to their approach or research model whilst collecting the research. This framework was used to inform my reflections during and after each stage of the research collection.

3.7 Exploring aspects of the research questions

The questions and prompts used during interviews and focus groups were linked to the key elements of the three research questions: Instagram use (RQ 1); impact on MWB (RQ 2); and implications for future use (RQ 3). Each set of focus groups and interviews had a general theme (see Table 5).

Table 5 Themes of Focus groups and interviews

Method	Theme
Focus group 1 and interview 1	The participants' overall use of Instagram and the links that they believed that their use had with their MWB.
Focus group 2 and interview 2	The specific features of Instagram, whether the participants were using them, and whether the features had an impact on participants during use in terms of feelings and routine.
Focus group 3 and interview 3	Reflecting in more detail on participants' MWB, including support that they receive for it linking back to their use of Instagram. During this stage, the participants were also asked to reflect upon whether they would make any changes to their future use of Instagram.

In Tables 6, 7 and 8 below, I summarise which aspects of each research method focussed specifically on aspects of each research question (RQ).

Identifying how the participants use Instagram (RQ 1) was central to my study to make a connection between use and impact on participants' MWB. The intended data collection related to RQ1 is outlined in Table 6.

Table 6 Summary of research collection content based on RQ 1

RQ1: Exploring how Instagram is used.	
Linked questions to RQ	Source of questions
-If you answered yes to Question 1, how many hours a day do you use Instagram on average? -What do you think the purpose of Instagram is for its users? -If you answered yes to Question 1, what is the main purpose for your use of Instagram? (If more than one, please list).	Taken from Initial Questionnaire, stage 1
-Instagram is more of a positive platform then a negative one. -I use Instagram productively. -Which of the following statements do you agree with most? Instagram/ social media is used..... 1) To pass time 2) To improve my mood 3) To distract me from school pressures 4) Others	Taken from focus group 1 and related to the participants' perceptions of the purpose of Instagram and how they use it.
Focus group 2 - all content.	The overall focus of focus group 2 was for the participants to discuss whether they use each Instagram feature and what they thought the positive and negative aspects of it were. The features that they discussed were reels, stories, photos, filters, instant messaging and lives.
-Have you changed how much, or how you have used it, since Covid? -Which of the following statements do you agree with most? Instagram/social media is used... 1)To pass time 2) To improve my mood 3) To distract me from school pressures 4) Other -What does social media/Instagram add to your life? Take away from your life?	These questions were incorporated into the focus group 3 and related to Instagram use a reflection on what impact, if any, it's use has on their lives.
-What features of Instagram do you use? How do you feel when you use them?	Taken from interview 1
-What do you think the purpose of Instagram is? -What is the most predominant feature that you use? Why do you use it and how long for in one use? -Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily? -Do you think that this feature has an impact on the way that you think or feel?	Taken from interview 2
-Use time -Functions used -Reflections: How did this make you feel? -How did you manage these feelings? -How do you feel about how you will use Instagram next time?	The focus of the reflective journals was to collect data on the features that participants use and the impact that the use of these features were having on how they felt. The journal incorporated the following headings and were repeated at each stage (every fortnight).

Exploring the perceived impact of use of the features on the MWB of the participants would support answering RQ 2. This focus was incorporated into each of the various methods of data collection and is outlined in Table 7.

Table 7 Summary of research collection content based on RQ 2

RQ 2: Exploring the impact of use on the MWB of the participants.	
Linked questions to RQ	Source of questions
Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	Initial questionnaire
-Instagram makes me feel good about myself -Instagram makes me feel bad about myself -Instagram has a direct link to MWB -Instagram has had an impact on my own MWB	Statement prompts in focus group 1
-What is MWB? -What support do you get for positive MWB? -Does Instagram and other social media applications support you with positive MWB? -Do you use it/them to support you with positive MWB? -Which of the following statements do you agree with most? Instagram/ social media is used..... To pass time/to improve my mood/to distract me from school pressures/other	Taken from focus group 3
- What features of Instagram do you use? How do you feel when you use them? -Do you think that you are in control of your use of Instagram and how it impacts on your MWB?	Taken from Interview 1
-What impact is it having on you? -Do you think that this feature has an impact on the way that you think or feel? -Are you supported to use Instagram in a way that supports positive MWB? Who by?	Taken from Interview 2
-Can you tell me what you think MWB is? How would you describe your MWB? -Has anything had an impact on your MWB? -Do you feel like your MWB has been impacted on by Covid? What's changed? -What support do you receive for positive MWB? -Does Instagram/social media support you with you MWB? - Rate yourself on the below statements a). On the whole, I am satisfied with myself. Strongly Agree/agree/disagree/strongly disagree b) At times I think I am no good at all. Strongly Agree/agree/disagree/strongly disagree c) I feel that I have a number of good qualities. Strongly Agree/agree/disagree/strongly disagree d) I am able to do things as well as most other people. Strongly Agree/agree/disagree/strongly disagree e) I feel I do not have much to be proud of. Strongly Agree/agree/disagree/strongly disagree - Does your use of Instagram or social media impact on any of the above?	Taken from Interview 3

RQ3 was generated with the intention to gain an insight into what the participants believe their future use of Instagram, if any, will look like. Table 8 outlines how this was explored.

Table 8 Summary of research collection content based on RQ 3

RQ 3: Exploring the implications on future use based on reflections on impact on MWB. Summary:	
Linked questions to this theme	Source of questions
If you answered yes to Question 1 , do you see yourself keeping your Instagram account in the next 3 years?	Initial questionnaire
Instagram needs clearer guidelines of how to use it effectively (statement given to discuss)	Taken from Focus group 1.
Q7: What advice would you give to a new user of Instagram?	Taken from Interview 1
Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?	Taken from Interview 2

3.8 Data collection process: timeline

Below, in Table 9, is the timeline of data collection that was generated in the planning stage of the research collection. This was generated with the school staff member that was supporting the implementation of the research. Here an overview of the data collection process is included. The data collection phase was separated into four stages. Stage one involved the questionnaire and presentation by me to the participant group. Stages two, three and four signified a round of interviews and focus groups. The timeline of events in each stage along with actions assigned to myself and the staff member, supported the process to run smoothly.

Table 9 Timeline of Data collection

Data collection type	Total population and location	Date of data collection including anticipated time	Actions including who by
Stage 1			
Questionnaires	-2 tutor groups (year 10) -Approximately 50 pupils	-Opt-out email to be sent on 4 th October 2022. Deadline for parents, guardians, and carers to opt out: Friday 9 th October. -Questionnaire to be administered in week 7 (If before, R to inform CK.	-CK to send template email for opt-out option to R. -R to organise to be sent out to parents, guardians, and carers prior to data collection. -R to organise administration of questionnaires. -CK to collect questionnaires on Friday 21 st October (or before if completed earlier). -CK and R to agree on participants for main sample by Tuesday 1 st November.
Presentation for participants of stages 2,3 and 4	-Participants who have been selected as sample to participate in study (16 pupils) -Allocated room in the school	Monday 7 th November 2022 1.15pm	CK to share PowerPoint with R prior to session.
Stage 2			
Initial focus groups	-16 pupils -2 groups of 8 (approx. 30 mins per group) -Total: 1 hour	Monday 14 th November 2022 Group 1: 2.15pm Group 2: 2.45pm *Individual interviews for interviews to be set on this day for tomorrow.	-CK to liaise with R about time and space for focus groups and interviews. -Journals given out to complete
Initial interviews	-Individual interviews (approx. 15 mins per interview) 15x16 interviews=4 hrs	Tuesday 15 th November 2022 9.30am-4.15pm (apart from 11.00-11.15am break and 1.45-2.15 lunch)	
Stage 3			
Mid-point focus groups	-16 pupils -2 groups of 8 (approx. 30 mins per group) -Total: 1 hour	Monday 28 th November 2022 Group 1: 2.15pm Group 2: 2.45pm *Individual interviews for interviews to be set on this day for tomorrow.	-CK to liaise with R about time and space for focus groups and interviews. -CK -Journal entries so far collected by CK, and new ones handed out.
Mid-point interviews	-Individual interviews (approx. 15 mins per interview) 15x16 interviews=4 hrs	Tuesday 29 th November 2022 9.30am -4.15pm (apart from 11.00-11.15am break and 1.45-2.15 lunch)	
Stage 4			
Final focus groups	-16 pupils -2 groups of 8 (approx. 30 mins per group) -Total: 1 hour	Monday 12 th December 2022 Group 1: 2.15pm Group 2: 2.45pm *Individual interviews for interviews to be set on this day for tomorrow	CK to liaise with RT about time and space for focus groups and interviews. CK-Journal entries so far collected and final entries to be completed during focus group session - alternating groups).
Final interviews	- Individual interviews (approx. 15 mins per interview) 15x16 interviews=4 hrs	Tuesday 13 th December 2022 9.30am-4.15pm (apart from 11.00-11.15 Break and 1.45-2.15 Lunch)	

3.9 Ethical considerations

In relation to ethics, a key requirement for my study was to ensure that it was in line with current, published guidance (BERA, 2024). Key consideration points included the planning stage, the data collection phase, and then the management of stored data post-completion. Ethical approval for my study was granted by the ethics committee at the University of Birmingham on 18th August 2022.

The participants hold rights and are entitled to influence the structure of the research. This includes aspects such as the planning, execution and write up. The profile of the participants reflected on their level of vulnerability as part of the research process. Children or legal minors (aged below 16) are classified as a vulnerable group within the research process. Lewis and Porter (2004) note a series of questions that the researcher must ask themselves when carrying out research with a vulnerable group (see Table 10).

Table 10 Reflective questions for researcher when working with a vulnerable group of participants (Adapted from Lewis and Porter, 2007, p.198).

1	Has an assessment been carried out on the ability of the participant to give consent for participation in the research?
2	Have discussions taken place with parents, guardians, carers or teachers?
3	Have methods been implemented to determine whether there is an understanding of confidentiality and research purpose?
4	Will the participants be reminded about their right to withdraw at the appropriate stages within the study?
5	Have all steps been followed to ensure anonymity?
6	During the feedback process, have steps been followed to ensure the intelligibility of the information?
7	How are relationships at the end of the research managed?

Informed consent was a requirement of this research study and key aspects were considered when carrying out this process. Details of the study were shared explicitly with the participants, including the nature and purpose of the study; expected benefits of the study; possible harm that may come from the study; information about anonymity and the storing of data; ethics procedures; and the central researcher's full details including contact details (Thomas, 2021).

Within this research process, each of the elements above were considered thoroughly and discussed in detail with my supervisor and the school contact. Ideas were recorded and reviewed multiple times. They were then finally reviewed, edited and approved by the Research Ethics Committee at the University of Birmingham to

ensure that all guidelines were met and that the study was ethically sound (Ref: ERN _21-0919).

3.9.1 The Data Protection Act (2018)

Data collected about people or institutions must be kept secure and in line with guidelines relating to this topic such as those outlined by the UK Data Protection Act (2018). Key considerations relating to this aspect included only using data for the purpose it was collected; keeping data for an appropriate length of time; not giving anyone else access to the data; and keeping the data anonymous (Data Protection Act, 2018).

3.9.2 Storage, Access and Disposal of Data

In accordance with University of Birmingham research protocols, all data was stored securely in the university secure data storage system within the Birmingham Environment for Academic Research (BEAR), which required two-factor authentication. Participant data (questionnaires, focus group recordings and transcripts, interview recordings and transcripts, and reflective journals) was stored in a combination of formats. Once the initial questionnaires were collected and checked over for any safeguarding concerns, names were concealed and pseudo-anonymised before scanned versions were stored; these were not used by me when transcribing, so they were stored in an unidentifiable format. All data will be destroyed ten years after the completion date of the research, in accordance with University of Birmingham protocols.

3.9.3 Validity and reliability

Validity in social sciences is an acknowledgement of how effectively the chosen methods and processes incorporated by the researcher are in line with the research goals; reliability is linked to the originality and authenticity of the research outcomes (Bolarinwa, 2015). Ensuring that the data collection stayed authentic was important and this was adhered to by ensuring that data was not altered before analysis. Data was also referred to and re-evaluated throughout the process. Conducting thematic analysis (Braun and Clarke, 2022) also allowed me to unpick the data findings in stages and, therefore, allowed me to gain a good oversight of its content. Another aspect of ensuring validity was maintaining a regular connection with the fast-moving field of literature related to this research.

The National University (2024) identifies four criteria that are required of a researcher to ensure the trustworthiness of the study's findings: credibility, transferability, dependability and confirmability. These were reflected upon during the corrections phase to acknowledge whether I had achieved a good standard of trustworthiness within this set of data. The credibility of the data relates to its level of accuracy and its representation of the phenomenon that is at the centre of the study (National University, 2024). An example of this would be the rigorous techniques employed to gather the data whereby I have considered their implementation informed by literature. The implementation of a pilot study also supported me to develop confidence and apply rigour when implementing the research methods. Another key element that ensured this was achieved was through the engagement of a thorough ethics process that involved an extensive application process. In addition

to this, multiple supervisor meetings to evaluate processes implemented also supported me in achieving credibility.

Transferability is the extent to which findings are transferable to other situations. A key characteristic of transferability is to achieve a 'thick description of findings' through the implementation of multiple data collection methods (National University, 2024). A key aspect of achieving this was to ensure that I was familiar with and referred to literature surrounding key subtopics related to my study. The key topics that were at the centre were CYP's mental health and Instagram and social media. Additionally, I needed to ensure that I was able to review existing literature for the BPS model.

Dependability involves including an extensive description of the study procedures and analysis for the study to be simulated (National University, 2024). The implementation of a sound data analysis approach was needed to achieve this criterion. Braun and Clarke's (2022) model for thematic analysis was applied using the four stages approach and the data was explored in depth in line with this approach.

Achieving the fourth criterion of confirmability would be to plan in and implement steps to support the exploration of participant or researcher bias (National University, 2024). Unlike quantitative research, where bias would need to be absent from the study, it is acknowledged that qualitative research may incorporate some elements of bias; an important factor would be to acknowledge to what extent this exists.

Additionally, offering a clear insight into the data analysis process where insights into each stage are offered is important as a means of demonstrating that the researcher has used a fair process during data analysis.

3.9.4 Confidentiality and anonymity

Confidentiality is central to ethical considerations in social research. Ensuring anonymity is related to everyday dealings and conversations about this study, the storage of data and the reporting of it. A first point of action was to apply pseudonyms in place of the participants' names to ensure confidentiality was maintained. It was anticipated that this would be compromised in an instance where there was a concern about a participant's welfare and reporting this concern was necessary. Central to research is the welfare of participants, and this was an aspect that I was familiar with due to my role in education as a designated senior leader (DSL) that dealt with child protection issues on a regular basis. Confidentiality alone does not suffice when considering the management of a study from an ethical perspective. On a broader note, it is important to ensure that the wishes of participants are respected regarding the details of publishing information and details about their lives.

3.10 Undertaking and reporting results

3.10.1 Introduction to section 3.10

Within this section, I will discuss the methods by which data was handled and analysed. I will begin by discussing my method for transcription and then discuss the

steps involved in completing the thematic analysis using the framework created by Braun and Clarke (2022).

3.10.2 Method for transcribing

As the analysis of the transcripts was for the purpose of reporting the participants' accounts, extensive transcription conventions were not necessary. The interviews were transcribed using a feature on the online Microsoft Word app where the audio file was transcribed word for word. Transcripts produced using this method were word for word reproductions; however, gaps in speech and non-verbal sounds were not included. This meant that the transcripts produced were of a non-verbatim format (Brinkmann and Kvale, 2015). For me to fully engage with the data, I amended the transcripts and corrected any errors produced by the original transcription tool.

3.10.3 Data Analysis approach

Thematic analysis has been described as an 'accessible' and 'flexible' approach to qualitative data analysis (Braun and Clarke, 2022) that seeks to gain 'an understanding of a particular phenomenon from the perspective of those experiencing it' (Vaismoradi, Turunen and Bondas, 2013, p. 400). It enables researchers to conduct qualitative research with 'comprehensible and valid methods to analyse the meaning of participants' experiences and organise data in meaningful ways' (Sundler *et al.*, 2019, p.733). This type of data analysis is a 'systematic process of coding, examining of meaning and provision of a description of the social reality through the creation of theme' (Berg and Latin, 2008, p.252). Braun and Clarke's (2022) approach was applied to generate a set of dominant themes that existed within the interview and focus group transcript. To implement good practice

in research, the theoretical positioning of the research must be made explicit (Squires, 2023). This data supported gaining a more in-depth insight into the participants' experiences and perceptions of their use of Instagram and the impact that it was having on their MWB and was framed by the application of a BPS lens as the theoretical model.

Applying thematic analysis involved two stages. The first stage was to apply the six-step approach when reviewing all data: this will be described in Chapter Four titled 'Data findings'. The second stage involved interpreting the data and applying theory: this can be found in Chapter Five and is titled 'Discussion and Analysis of Data Findings'.

The six-step approach in stage one involves: (1) dataset familiarisation (2) data coding (3) initial theme generation (4) theme development and review (5) theme refining, defining and naming (6) writing up. Each phase supports the process of developing, analysing and interpreting patterns across a qualitative dataset (Braun and Clarke, 2022). I will give a brief overview of each step below.

3.10.3.1 Dataset familiarisation

During this first step, the researcher must become immersed in the data and thereby become familiar with it (Rosairo, 2023). This must be combined with applying 'critical reflection' (Braun and Clarke, 2022). When conducting this process, it was important to ensure that I maintained a neutral mindset when reflecting on the data as mentioned earlier. I conducted this process by listening to the audio recordings while

reading the associated transcripts. Whilst doing so, I noted down aspects that were beginning to emerge in relation to the research questions.

3.10.3.2 Data coding

This step involves the process of condensing 'units of qualitative data into abridged forms for purposes of pattern detection and development of other outcomes such as categories, concepts, assertions and themes' (Wolgemuth and Shelton, 2024, p.35). Codes and code labels support the researcher to capture possible relevant meanings in data in relation to the research question (Braun and Clarke, 2022). By applying a semantic and latent lens to this step, I was able to explore the data at various levels. This step involved creating an additional section alongside each transcript where coding notes were added (see example of a coded transcript in Appendix 6, pp. 316-323). Detailed note taking as part of the coding element of this process supports a more thorough approach to data coding (Castleberry and Nolen, 2018). These notes focused on summarising participant responses that were relevant to the research aims and which would then go on to inform the initial theme generation.

3.10.3.3 Initial theme generation

Following the initial step of coding, this step involves identifying common, patterned meaning across the data set. Clusters can be compiled to expose a key idea or concept. These comprise of codes that have been organised into broader themes that 'seem to say something specific about the research question' (Maguire and Delahunt, 2017, p. 3356). Initial themes are constructed by the researcher based around the data, the researcher's questions and the researcher's knowledge and

insights (Braun and Clarke, 2022). Candidate themes were generated, and initial codes were then grouped according to those themes (see Appendix 6, pp. 316-323 for example of coding of an interview); notes on the initial themes at each stage are presented in Appendix 6 (pp. 324- 379). Reflections were generated in note form that were linked to this stage. Stages 1, 2 and 3 were reflected on using coded transcripts to support the emerging of the themes.

3.10.3.4 Theme development and review

During this step, the research must return to the overall dataset and review whether the themes identified are viable and supported by the coded extracts. The researcher must review whether each theme exposes any patterns in relation to the dataset regarding their research question. Within the present study, these were titled the dominant themes and will be discussed in Chapter Four. Some themes were dismissed at this stage as they were not deemed as dominant. Another aspect of this step was to continue looking at research and practice, and identify whether there are any emerging ideas or relationships within the research.

3.10.3.5 Theme refining, defining and naming

Theme identification is simultaneously fundamental and enigmatic within qualitative research (Ryan and Bernard, 2003). The 'theme' within thematic analysis is 'the main product that yields practical results in the field of study' (Vaismoradi *et al.*, 2016, p.101). Within the present study, this step involved reviewing the dominant themes and identifying and reflecting on how substantially they can represent a 'core concept or essence' (Braun and Clarke, 2022, p. 35). Reviewing each dominant theme with a short synopsis supported to identify whether it remained relevant or

whether it needed to be dismissed. The dominant themes were then developed into central themes and are presented in Table 16 titled 'Exploration of central themes,' (section, 5.2, p.178); an overview of each central theme is also presented in sections 5.2.2-5.2.6 (pp. 178-182).

3.10.3.6 Writing up

This step will be presented in Chapter Five and will be a written account of the analytic narrative that refers to extracts and interpretations from analyses that have been conducted in the above steps. The key aim of this stage is to provide a written account of the dataset that addresses the research question (Braun and Clarke, 2022).

3.11 Summary

The purpose of this chapter was to offer an in-depth insight into the processes and considerations that have shaped the methodology for my study. Each aspect was tied into my positionality as a researcher and my commitment to conducting research in an ethical manner. The research aims were drawn on and shaped each decision made, enabling me to continue to remain focused on addressing my study question.

A case study design was employed, and this integrated a BPS model as theoretical framework to inform how the data would be collected and analysed. The chapter then set out the processes of participant recruitment, data collection methods (questionnaire, focus groups and interviews), key ethical considerations, and finally the data analysis approach (thematic analysis). The following chapter will set out findings of the research.

CHAPTER FOUR- FINDINGS

4.1 Introduction to Chapter Four

This chapter has been organised into four parts: summary of the questionnaire responses, an overview the participants' awareness of the meaning of mental wellbeing (MWB) and a presentation of the data findings overall. I will present the responses from the questionnaire responses: these were not incorporated into the process of thematic analysis, but provide a useful oversight of small-scale statistical data around children and CYP's (CYP) use of Instagram. Next, a summary of the participants' understanding of the term MWB is provided, as it was felt that this was an important aspect to reflect on in relation to their self-awareness. Following this, and for the main part of this chapter (sections 4.5 and 4.6, pp. 145-174), the data findings are presented; these are based on the application of thematic analysis (Braun and Clarke, 2022). I will explore dominant themes that have emerged and draw on raw data as evidence. Findings will be organised by applying a biopsychosocial (BPS) lens to explore the MWB factors that have been impacted by Instagram use.

The participants were open in discussions and displayed a confidence to articulate their thoughts on a range of aspects relating to their use of Instagram and the connections that their use has on their MWB. I am truly grateful that each participant welcomed me into their world and enabled me to gain a sense of their thinking and life experiences. I feel that a rapport was built with the participants who supported them to be open in sharing their thoughts with me throughout the process. Instinctively and consciously, I incorporated key strategies associated with rapport

building in interviews: being attentive, being positive and friendly, and co-ordinating the conversation so that the participant and I could take turns in speaking with ease (Tickle-Degnen and Rosenthal, 1990). Socially supportive techniques implemented during interviews with CYP have been associated with reducing their anxiety, increasing their recall of events, and reducing their resistance to sharing personal reflections (Waterhouse *et al.*, 2023).

Additionally, I was able to incorporate informal discussions prior to each interview, where I shared information about myself including details about my travel journey that day and discussions about my experiences of exam periods. Whilst the act of me sharing these insights was not directly linked to the topic of discussion in the interviews, it acted as a form of self-disclosure which has been noted as a method for building rapport, as a researcher, with adolescent participants (Dianiska, Simpson and Quas, 2024).

The reflective journals were not completed consistently as intended due to the data being collected during a time when mock GCSE exams were taking place. Some of the participants communicated to me that they were unable to complete every journal due to committing their time to revising for exams; some informed me that they forgot, but were noticeably occupied by upcoming assessments. It was important to acknowledge the context that the participants were in and be adaptive as a researcher. As part of the overall ethical considerations of research with CYP, a key aspect is to ensure that they can voice their opinions and challenges related to the research process and respond accordingly (Crane and Broome, 2017). I therefore accepted any journals that were given to me, but did not chase any

outstanding journals as a means of maintaining an ethical stance and supporting the participants to continue to engage with the process.

4.2 Questionnaire responses

Completed questionnaires were sub-grouped into categories linked to whether the participants would be eligible to be recruited for the subsequent stages. The sub-groups were titled: A) Instagram account holders but not regular users B) Instagram users that have held accounts for longer periods but use Instagram less regularly C) Instagram account holders that are regular users. Below are the results of the findings for each sub-group. Direct statements from answers have been included. Four questionnaires (3%) were void due to having most parts incomplete or writing being illegible, while 32 participants did not have Instagram accounts (27%). Group A consisted of 29 participants (25%), group B was made up of 26 participants (22%) and group C was made up of 27 pupils (23%). Overviews of the responses for each sub-group are listed in Tables 11, 12 and 13 (see pp. 140-142). Clear themes were already emerging in this first stage related to use and impact.

Consequently, answers to question 5 were sub-grouped into: socialising, spectating, MWB, learning, presentation of self, business and other. Some participants gave more than one of these reasons for what they believed the purpose of Instagram to be and how they used it. A large proportion of each sub-group responded to question six with the response 'both'. The reasons that they gave were dominated by negative reasons with a small number of positive reasons; these have been listed. Questions 4, 5 and 6 were open questions and therefore some participants gave multiple answers; because of this reason, the total will be beyond 100% in that section.

Answers listed for question 8 were taken directly from written responses incorporated in the questionnaires. Regular users were classified as those who accessed Instagram daily; anyone who did not was classified as a 'not regular user'.

Table 11 Responses from Instagram account holders but not regular users- Group A (29 pupils)

1) Do you have an Instagram account?	Yes: 100%
2) If yes , for how long have you had it?	0-1 Years: 17% 1-2 years :14% 2-3 years: 38% 3-4 years: 17% 4+ years: 14%
3) If you answered yes to Question 1 , How many hours a day on average do you use Instagram?	0-1 hours: 83% 1-2 hours: 14% 2-3 hours: 3% 3-4 hours: 4+ hours:
4) What do you think the purpose of Instagram is for its users?	Socialising: 48% Spectating: 31% MWB: 3% (entertainment) Learning: Presentation of self: 55% Business: 0 Other: 7% (to spread a good message; to become an influencer)
5) If you answered yes to Question 1 , What is the main purpose for your use of Instagram? (If more than one, please list these)	Socialising: 34% Spectating: 52% MWB: 3% Learning: 0 Presentation of self: 14% Business: 0 Other: 0
6) Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	Yes: 14% (share positivity, communicate and see funny posts, connections with family, helps interact) No: 17% (makes you compare; affects people negatively; used in the wrong way) Both: 28% (hate, inappropriate videos; fake news; causes people to feel insecure; over-editing, bullying; negative news; share interests; share positive news)
7) If you answered yes to Question 1 , Do you see yourself keeping your Instagram account in the next 3 years?	Yes: 83% No: 17%
8) If you answered yes to Question 1 , How does using Instagram make you feel? Why?	Nothing, more connected; less bored; happy as algorithm links to my interests; fine- if I look at the right things; can look at what people post; insecure because of pretty girls but realised it was fake; happy to see other people

Table 12 Responses from Instagram users that have held accounts for longer periods but use Instagram less regularly – Group B (26 pupils)

1) Do you have an Instagram account?	Yes: 100%
2) If yes , for how long have you had it?	0-1 years: 32% 1-2 years: 19% 2-3 years: 19% 3-4 years: 15% 4+ years: 15%
3) If you answered yes to Question 1 , How many hours a day on average do you use Instagram?	0-1 hours: 100% 1-2 hours: 2-3 hours: 3-4 hours: 4+ hours:
4) What do you think the purpose of Instagram is for its users?	Socialising: 35% Spectating: 54% MWB: 0 Learning: 4% (about the world) Presentation of self: 54% Business: 12% Other: 23% (to express yourself; to meet new people; to inspire people; gain following; to like/ make comments; to let out your feelings)
5) If you answered yes to Question 1 , What is the main purpose for your use of Instagram? (If more than one, please list these)	Socialising: 23% Spectating: 85% MWB: 4% (to calm down) Learning: 0 Presentation of self: 83% Business: 0 Other: 4% (to like pictures)
6) Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	Yes: 19% (people like each other's posts; to have fun; people can be themselves; spreads awareness; funny content) No: 23% (wastes time; people become addicted; affects mental health; contacted by frauds; negativity; hate; violate others). Both: 46% (you may start doing bad things to look like someone; cyber-bullying; people can be mean; some things are inappropriate; radical views shared; can be toxic; overshare of information; negative people, toxic body images).
7) If you answered yes to Question 1 , Do you see yourself keeping your Instagram account in the next 3 years?	Yes: 77% No: 23%
8) If you answered yes to Question 1 , How does using Instagram make you feel? Why?	Interested- wide variety of things; intrigued as I'm indulged in other people's lives; curious about other people's lives; people can see what I do; part of an online world; happy; admire people I follow; can be repetitive and boring; when angry makes me feel calm; interested to see what other people are posting; feel more connected; if something critical happens, get to know straight away.

Table 13 Responses from participants that have an Instagram account and are regular users – Group C (27 pupils)

1) Do you have an Instagram account?	Yes: 100%
2) If yes , for how long have you had it?	0-1 years: 4% 1-2 years: 14% 2-3 years: 33% 3-4 years: 19% 4+ years: 30%%
3) If you answered yes to Question 1 , How many hours a day on average do you use Instagram?	0-1 hours: 4% 1-2 hours: 59% 2-3 hours: 33% 3-4 hours: 4% 4+ hours:
4) What do you think the purpose of Instagram is for its users?	Socialising: 30% Spectating: 78% MWB: 0 Learning: 19% (news; cooking) Presentation of self: 44% Business: 11% Other: 11% (to spread news; for the government to track internet use; to raise money)
5) If you answered yes to Question 1 , What is the main purpose for your use of Instagram? (If more than one, please list these)	Socialising: 33% Spectating: 85% MWB: 0 Learning: 4% (news; cooking) Presentation of self: 19% Business: 7% Other: 11% (to reflect on self; to raise money for charity; to spread awareness about things)
6) Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	Yes: 30% (spreads positivity; helps people interact; brings people together; influencers give good advice; people can post positive comments; can increase knowledge) No: 15% (negative comments; makes you want the lifestyles of others; can get addicted). Both: 55% (inappropriate content that includes death/pornography; must block things you don't like; people abuse it; sometimes includes illegal content; body images impact mental health; negativity shown towards a certain person/group of people/race; can be brainwashed; used to start fights; pornographic sites are shown.
7) If you answered yes to Question 1 , Do you see yourself keeping your Instagram account in the next 3 years?	Yes: 81% Maybe: 11% No: 8%
8) If you answered yes to Question 1 , How does using Instagram make you feel? Why?	Hinders MWB as can't control what I see; makes me feel inclined to see what my friends are doing; makes me more interested in people's lives; good because I keep up with the latest information; can see funny things on it; cures my boredom; can talk to friends; makes me feel proud when people compliment me; helps me to stay motivated; edited images affect my mental health; makes me feel connected.

4.3 Summary of Questionnaire Responses

Socialising, spectating and presenting self to others were the most identified purposes of Instagram in all groups. Supporting the user with their MWB or to learn were the lowest identified purposes of Instagram by all participant groups. The most common answer to whether Instagram is a positive or negative platform was 'both', with many negative reasons given. Reasons included inappropriate content, becoming addicted and a lack of control of exposure and negative impact on MWB. Using Instagram as a means of socialising ranged from 23% to 34% in each of the groups. Spectating whilst using Instagram was at 52% for group A, and at a high rate of 85% for those in groups B and C. Presenting of self ranged from 14% to 19% for groups A and C, but was prominent in group B, where 83% noted this as a main use. When reflecting on how Instagram made them feel, there was a range of answers that included positive and negative reasons. Connecting and gaining motivation were some positive examples. Some participants described how they would be affected negatively by posts related to body image, inappropriate content and negativity between each other.

In Table 14 (see below), further comparatives have been made between each group of users to explore patterns and differences in their behaviours when using Instagram. As each group number was nearly the same, ranging between 26 and 29, considerations of this nature would be deemed as appropriate. A large proportion of Group C have held Instagram accounts for more than two years, indicating that they were account holders before the legal age of 13. Spectating was the dominant purpose of use for all groups. Less than a third of each group believed Instagram was a positive platform. Nevertheless, a majority of each group believed that they

would continue to have Instagram accounts three years after the time data was collected.

Table 14 Group comparatives based on questionnaire responses

	Group A	Group B	Group C
Have had an Instagram account for longer than the appropriate age (more than 2 years)	69%	49%	82%
Spend more than two hours on Instagram daily	3%	0%	37%
Main purpose of use	Spectating	Spectating and presentation of self	Spectating
Believe Instagram to be a positive social media app	14%	19%	30%
Believe they will have an Instagram account in the next 3 years	83%	77%	87%

4.4 Participants' Understanding of MWB

When asked what MWB meant, during Interview 3 and Focus group 3, there were a mixture of responses. The dominating theme that ran through the responses was a focus on the psychological aspect of MWB. Some of the participants acknowledged the connections to physical health. Some participants referred to strategies used to manage their MWB when describing what it was, whilst some gave a more basic definition (Examples of the participant's responses are presented in Appendix 6, pp. 701-702). For most of the participants, their understanding of MWB was described by them making connections to mental health more broadly, stating it is 'how you

feel' (Omar, Interview 3) and 'how you are...in a mental way' (David, Interview 3).

Freya, Preston, Riyadh and Emma linked their understanding to their own experiences. Freya discussed MWB in the context of how she would manage feeling 'sad' (Interview 3). Preston acknowledged that you can have a combination of 'good' and 'bad' MWB (Interview 3). Riyadh described it as being linked to 'how healthy your brain is' (Interview 3), and Emma described how negative and positive emotions determine your state of MWB and how she felt hers had improved (Interview 3).

4.5 Data findings of Interviews and Focus groups

Figure 6 presents a process map of the implementation of thematic analysis (Braun and Clarke, 2022) that was applied to review the data collected during the interviews and focus groups. The first five stages are reflected, which led to the final stage of writing up. The central themes that evolved from the dominant themes will be discussed in Chapter Five.

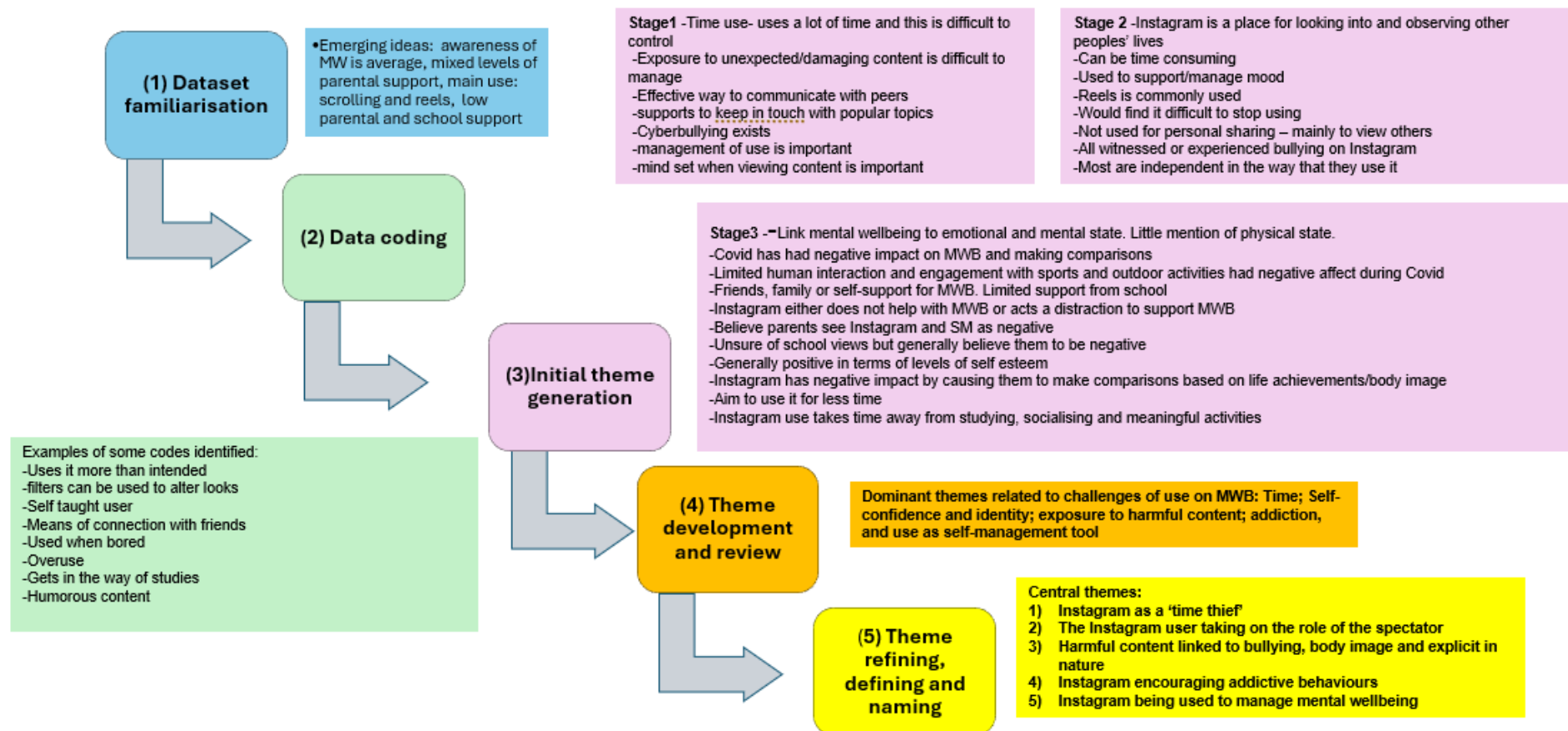


Figure 6 Process map of application of data thematic analysis (Braun and Clarke, 2022) applied for data analysis

4.6 Dominant themes identified

Findings from the implementation of the research methods were planned to support answering the central question and sub-questions. Therefore, they have provided data on how the participants use Instagram and then further insight into how these uses are impacting participants' MWB. The participants had a range of responses to certain aspects; however, for some aspects, there was a dominant theme that linked to either a biological, psychological or social impact. In line with guidance offered by Braun and Clarke (2022), the dominant themes were those that were present for multiple participants. The dominant themes developed into central themes (outlined in Chapter Five). The following sections will explore how each theme was presented through data findings. When providing quotes from interviews and focus groups, bold font is used to highlight specific words/phrases that have been identified as linking to each dominant theme.

4.6.1 Time

Five of the participants discussed how their time spent using Instagram was generally unplanned, and their intention was usually to use it for a much shorter amount of time than they had anticipated.

Canis: Yeah, yeah. OK. And then my final question, is your use of social media or Instagram stopping you from doing anything, and what are you doing about it if it is?

Darnish: Sort of like let's say. Like, because I had exams this week and last week, maybe like Oh you know, like what can I do to **just to pass my time?**

So, then you can look at Instagram because I use Instagram mainly for like looking at news, or what's happening around the world. So you could just go on that. **Then you look at the time is like. Oh no, I've just wasted an hour just going down** and then (Interview 3)

When reflecting on whether she felt she would be able to stop using Instagram, Freya expressed how she would find this difficult. She described how her use of Instagram for extensive lengths of time was linked to the endless supply of content provided to the user as they scroll, which made it more difficult to stop using:

Canis: OK, so would you find it difficult to stop?

Freya: Yeah, I think **I would find it difficult** and it's not just Instagram that would find it difficult. It's any app, 'cause erm the scrolling feature it just keeps **going on and on and on. There's no end to the scrolling** (Interview 2)...

.....because when you're watching videos, **you're just passing time**
(Interview 3)

The implications of the overuse of time had an impact in a variety of ways. For 53% of the participants, it meant that they were losing study time. Jenny expressed how she uses Instagram for extensive periods of time but isn't always aware.

Jenny: I think like, **how long I spend, without realising** it because there was one of the days where I had, like no time to do anything. Like I got my homework done, but I had like maybe an hour to myself because I had loads

of things going on... And **I spent like, nearly three hours on it**. And I was like, **I don't know where I got the time to do that** (Interview 2)

...Because it was one of the times last week I spent over three hours on it... And I was meant to be revising and I was just procrastinating (Interview 3)

She further discussed how she felt that her grades were being impacted by the extensive time spent online.

Jenny: I don't think it's stopping me doing anything that I care about, **but it's probably stopping me from studying** (Interview 3)

Preston recognised the need to make a change to his overuse as it was impacting on his studies.

Preston: Sometimes I'll just look at, like, the time usage and I'll be like, wow, that's a lot of time... I mean, it's probably not as much as some people get, but like, it still is. Like, **when you look at how much time you're wasting like. Like, three or two hours a day where, where I should be like, doing homework or revising or something**. It just gets me a bit. Like Oh yeah. I need to be a bit more productive (Interview 1)

In Michelle's case, the implications were that she would find it difficult doing her homework because she started it at such a late time, and she would be tired the next day, which would further impact on her studies. She discussed how she was

committed to her studies and was not aiming to achieve the minimum academic qualifications (entry bar) at school; instead, she implied that she was aiming for higher and so would still allocate time to her homework late in the evenings.

Michelle: And then I'll look at the time, and **it will be like 11:30 pm** and I know I've got the homework, but I still like I'm still on my phone... And I just, I can't bring myself to do it and I just have no energy to do it. **I just carry on scrolling through. But like I'm not the sort of person that wants the entry bar for school...** So then I end up doing my homework at like one in the morning. And then, and then I sometimes don't understand it because obviously you're tired as well (Interview 3)

Three of the participants indicated a sense of regret over the time that they had spent scrolling and felt the time that they had spent on their Instagram account could have been used in a better way. Emma stated how she would recognise that she was using time unnecessarily when she had some studying to do.

Emma: Erm, I think **if I've got everything done before that it makes me feel fine. But if I haven't then it makes me feel like I'm wasting time** with it (Interview 1)

Freya described how she felt that being on Instagram supported her to interact with others, but that it also made her feel bad about how she was using her time.

Freya: Erm. It **makes me feel more interacted with the people** around me and with everything that's going on... **But, erm there's an element of it that**

does make me feel a bit useless... Because if when you're scrolling, you're like wasting your, you're wasting your day essentially (Interview 2)

Eight of the participants indicated that they aimed to reduce the amount of time that they were spending on Instagram. Emma discussed in some detail how she was going to actively work towards using Instagram less and that she felt it was important to protect her MWB.

Canis: OK, will you change the way you use Instagram or social media from now on?

Emma: I think **I'll definitely try and spend less time on it**. Umm, I've realised that. **It's for me, more negative than positive** and, and although it has like messaging areas and I guess the real aspect... Hmm. It's like, how do I put like? **Mental health it's quite vulnerable... At this age, it's very much like one thing can trigger another thing, and another... You'll get into the spiral**. Umm, so I think I'd definitely, if I did see something, I'd definitely talk to someone about it... Before it got any worse... **But definitely try and reduce the amount of time I spend on it** (Interview 3)

Five of the participants indicated that they had a lack of awareness when using Instagram and that this resulted in significant amounts of time being spent online. Worryingly, Tim described this as being a 'slave to the screen'.

Michelle: 'Cause **you just spend half your time on there for no reason... Like I opened TikTok and I closed TikTok and it's been two hours!... No,**

it feels like it's just been like ten minutes of me sitting on my phone

(Interview 1)

Jenny: Not how, how, like how long I spend on it. **I think sometimes I get into kind of this like, numbness and I just lose track of all time...** Even though the videos are really short, if **you just keep going through them, really add up...** I mean, not in the morning, but definitely after school, I'll spend a lot of time, like just scrolling through Instagram (Interview 1)

Tim: Because **when you're just scrolling through, like your feed, you lose all track of time.** You're just like, kind of like **a slave to the screen...** And you're just, you know, constantly scrolling (Interview 1)

For some of the participants, their use of Instagram would get in the way of them doing other activities including sleeping and other daily routines. Interestingly, Preston commented on how this behaviour was linked to the generation that he was in, and Tim described overuse as 'taking over his life'.

Canis: Is your use of social media or Instagram stopping you from doing anything?

Wayne: I guess, some, mainly no but there's just, sometimes that, like say for instance **it's like the end of the day I'm trying to sleep but, I'm on Instagram,** I'd be looking at a video, and again, it's about being mindless... And **you just keep scrolling and scrolling and then lose track of time.** And it's, all of a sudden it's like **two hours later** so... (Interview 1)

Preston: I'd like to stop using it as much and I mean, erm. What else? I guess. Yeah, erm. With Instagram just, things I'd like to change? I'm just trying to think. I mean, it's a pretty good app. Like it can help you with lots of things, but like, I guess **it is just about time wastage with our generation...** But like, yeah, **sometimes it does get in the way of my routines, like I could have done other things than just what I did...** (Interview 1)

Tim: Maybe yeah. Umm. Yeah, 'cause I've learnt to not be on too much, **because it kind of just takes your life over** (Interview 3)

Three of the participants described how their time spent on Instagram was impacting on their time spent socialising:

Riyad: Because like, **if you're always on social media, you don't really go out and like, talk to friends in real life...** It might cause people to be like **antisocial**. And not like, be really like... They'll be really awkward when they speak to someone in real life (Interview 3)

The participants described the impact of the use of Instagram for extensive periods of time on their mood. Preston described how this overuse would impact on his mood.

Preston: I mean, I just probably when I go on it. I'm just **if I use it a lot I'll get more grumpy** probably. I'll be like, like, my parents, guardians, and carers

asked me to do something I'll be like, ahhhh, like I wanna be on my phone
(Interview 1)

David and Freya acknowledged that whilst there was a potential for their mood to be affected negatively, they actively attempted to be more positive when using Instagram by accessing content that was humorous and positive.

David: Yeah, it depends on what. I but usually. Yeah, OK. It's it's **really joyful**... Just like **just a few things on there that it shouldn't be there**, but yeah (Interview 1)

Freya: At least **I don't let it change who I am**... 'cause there's **many like negative aspects of Instagram** as well as positive (Interview 1)

Overall, the key elements of this theme point to the idea that Instagram took up a great deal of participants' spare time and would affect their ability to complete other daily activities such as homework/ studying, socialising and sleep.

4.6.2 Self-confidence and Identity

As previously mentioned, the key feature being used as expressed by the participants was scrolling through their feeds and scrolling through reels. The participants described how a key use was to take on the role of 'spectator', whereby they would observe other people's lives. Anna and Darnish described the purpose behind watching people's stories and looking at their posts.

Canis: Why do you use it?

Anna: Umm, social media used to like **catch up with people's lives really**
(Interview 2)

Darnish: **Seeing what people are like up to** (Interview 2)

Worryingly, six of the participants referred to content that was of an inappropriate nature that they had accessed in their feeds. The nature of this harmful content included sexual content, violence and suicide. There was a sense of not knowing what to expect when they accessed their feed and many of them referred to the unknown content exposure. There was a sense of acceptance about the chance of being exposed to restricted content and a sense that this was an unavoidable aspect of Instagram use and one that required accepting. This was not the main reason why the participants believed that they should stop using Instagram. They also discussed how their feed would include content that they did not always expect based on their usual preferences and expectations of algorithm predictions.

David and Nehar described their use of Instagram as spectators. David's comment (below) that he uses Instagram to "view things" suggests he was passively engaging with content.

Nehar believed it to be an insight into a view of the world and used it as a means of keeping up to date with what people in her friendship groups and celebrities were doing in their daily lives. Nehar's use could be deemed as passive too.

David: You also **view things**... You **watch** videos on it... (Interview 2)

Nehar: It's just really like a way **to see how the world's going** and like seeing your friends. And really, if you just want to like, see anyone famous as well. Like check out their page (Interview 2)

Freya and Michelle described how they used Instagram to track either public figures or just people that they followed online.

Freya: I use Instagram, the Instagram reel feature... **So watch the people I follow... And see what they they're posting** (Interview 1)

Michelle: I mean, **it's just good to see**. I don't know like celebrities and stuff when **you just see their lives** (Interview 1)

When describing what Instagram was, Riyadh and Tim both describe communicating with friends but that the central purpose of this communication is to share updates of their lives with their peers.

Riyad: So I, I'd say Instagram was like a messenger platform. **And like somewhere we could upload like pictures of your life**, I guess. Yeah, that's the gist of it (Interview 2)

Tim: Erm, I would introduce it as a platform where **you can share what you're doing**. Erm because a lot of people post like what they're doing on

there. 'Cause like, they post like, ohh like. Like, like holiday pictures and stuff like that. And if like, they have like cool Christmas decorations up or something, then they post that. So I think it's **a good way to like, update on what people are doing**. And also to communicate with people because you can message people over it and maybe meet new people with the same interests as you. Because if you, follow like certain people, the Instagram algorithm will give you, like a bias like, a feed (Interview 2)

In some cases, observing others would lead to a sense of fear of missing out (FoMO). Tim expressed this the most and described how he was dedicating his time to tracking his peers' social activity to prevent having FoMO.

Canis: What would be different about your life if you didn't have Instagram?

Tim: Yeah, **I feel. I feel not left out because then I can, kind of 'cause if I didn't have that, I wouldn't really know what they're doing**. And then doing that I can catch up. Because if they say, 'Oh, I'm going to this park, at this time tomorrow. Does anyone wanna come?' That then, gives an invitation. So that means that anyone sees that **they might feel left out** because they haven't been invited... Erm, so doing that might make them feel more included (Interview 1)

Michelle describes how she was influenced by friends to use Instagram, which indicates that she feels she would be missing something if she did not:

Michelle: Well, like, I never really used to use it because I just thought it was pointless and I never really used to go on it. **But now everyone started using it... So it just influences you to use it as well** (Interview 1)

Emma explained how, if they were not using Instagram, they would potentially have difficulties engaging with topics that have been discussed amongst her peers at school daily:

Emma: Hmm, I think **I wouldn't be aware of what other people were talking about**. Because very much **social media plays a big part in what people talk about**, in a way (Interview 1)

Six participants were spectating which included them making comparisons between themselves with aspects such as body image and lifestyle. The impact of these comparisons would mainly have a negative impact on the participants' MWB, where they expressed feelings of inferiority and self-doubt. Emma noted her awareness of these images being edited by filters and so were unrealistic. Omar shared how he would compare himself to posts of known figures and it would impact him negatively. Tim discussed how, in some cases, he would be motivated but also recognised that they can be made to feel self-conscious.

Omar: ...Because like **you compare yourself** with like, so like Chris Bumstead, Ronnie Coleman. You compare yourself with people like that, like Alex Eubank and **it just brings yourself down** (Interview 3)

Tim: So like, erm, **some people aren't the most confident with their bodies**, and then if they see other people online being really confident and showing off their body, **they might feel more self-conscious of their selves**. Erm, they, they may, they may take it two different ways. **They may take it as motivation...** To improve themselves. It's all about their mindset and how they kind of project that onto themselves because they project it, they might project it in a bad way, and they may say, 'Oh I'm rubbish' or 'Oh I should do this. Oh that's really bad because they're so much better than me.' Or they may take that like, 'Ok, I wish I could be like them. So let's work to do that.' (Interview 1)

Wayne: I want to know, but. I mean, that's just for me. There's certain individuals that I know... That when they've been seeing stuff online, when they've been seeing like, erm all these people showing their abs, showing off their body and everything, **they've been looking at themselves and it has impacted them, erm mentally negatively because they feel like. Because they feel those stereotypes have to be like, copied out in real life and they have to look like that**, which isn't the case, but it does kind of impact them negatively (Interview 1)

Emma: Umm. I think **it did used to affect me a lot**. In regards to viewing images, so edited images... I think it's less because I don't expose myself to that anymore. Like I don't follow those people. And I mostly just spend time on reels (Interview 2)

...Yeah, Instagram **exposure... to images definitely impacts us...**

(Interview 3)

And mainly I think influences like. I know their platform is to obviously inspire other... or to, I guess, sell products and stuff, but the way that they do it is... **quite damaging to young kids... because they're seeing these images and perceiving it as real** (Interview 1)

Four of the participants explained how they gained motivation from content that they were viewing on their feeds. For some, this linked to life successes that were related to businesses and financial success. Reyad accessed content that inspired and motivated him towards future goals. In addition to her personal account, Freya had another Instagram account that she called 'the business one', where she would showcase jewellery that she had made and would give guidance on how her followers could purchase it.

Freya: When I, when I use the business one, **it makes me aspire to be like other businesses...** Because there's lots of outreach and engagement. And when you see like, like to buy other... You see that your friends or like people you know have liked it (Interview 1)

Riyad: So when I look through it, I like kind of 'cause I follow loads like entrepreneurs... **So it kind of also motivates me... Like, to go into that path in life** so.. (Interview 1)

Three of the participants were motivated to learn new skills that were modelled by others. Freya and Time discussed their motivation towards fitness-related content.

Freya: 'Cause there's different ways, that like **social media has taught you new things and has made you learn new things**. Like if you see somebody doing something else. Or for example, I remember in lockdown, I saw a video of where this guy was doing a backflip in his home. **And it made me want to learn that too** (Interview 3)

Tim: Mmm, well, **Instagram has also pushed me to do like other things** because it can give you, like **motivational stuff** and it can like give you tips if you're like, if you want to eat healthy... Like they can tell you or this food has a lot of calories. This one has lots of protein... Stuff like that. (Interview 3)

All participants expressed that one of the main uses of their Instagram account was to view content on their feed. Their feed on Instagram would comprise of posts created by friends but would also be content posted by other users. The participants described how they would use it as a means of 'keeping up' with what others are up to or what the latest trend was. Some of them explained how they mostly tracked their friends' activity.

Canis: How do you feel when using it?

Freya: How do I feel? I feel **I feel in the moment...** Because **I'm up to date with everything and everyone**, so I'm not lost or just out of date (Interview 1)

Canis: So, if somebody was sat in front of you now that had no understanding or awareness of what Instagram is, how would you introduce it to them?

Michelle: I would just say that it's an app where you can post about your life and **keep up to date with what people are doing as well**, and you can also message your friends. And I mean it's just a fun app really... Well, I don't know. I just open it up and then I'm like. Oh, let's see what my friends have done today. (Interview 2)

Canis: What features of Instagram do you use? How do you feel when you use them?

Tim: I use the reels feature... Where I just scroll through videos. If I'm, you know, had a long day at school and I just wanna chill for a bit. I use that, erm, **I also use the feed to catch up on what all my friends are doing** (Interview 1)

In some cases, the people that the participants were tracking were not personally known but were more generally known:

Emma: Umm. Live, live streaming so you can be **view people you follow, in their everyday life. And, and just it's mainly to see how other people are**

doing. Yeah, it's like a way of showing how they're living their lives or how you're living your life (Interview 2)

In Tim's case, tracking and monitoring his friends was something that he was aware of as negatively impacting his MWB. For this reason, he was actively trying to stop doing this. He recognised this when he reflected on some of his entries in his reflective journal:

Canis: When you were completing your journal, did it make you reflect on anything or make you more aware of anything?

Tim: Umm. I'm not sure. **It did kind of make me aware that, I maybe constantly need to know what my friends are doing. And maybe I shouldn't need to do that. And just kind of focus on myself a bit more...**

That is also why I have stopped using it so much, **I've just been focusing on myself and like, not worrying about what my friends are doing** or like if I need to get involved with anything. Err (Interview 2)

The key elements of this theme indicate that the participants were regularly using Instagram as a passive user. Their passive use involved some of them gaining motivation from examples of lifestyle or business-related posts. For some, it involved tracking the activity of friends or celebrities.

4.6.3 Exposure to harmful content

Exposure to harmful content was the most concerning and alarming finding. Several of the users expressed the issue of being exposed to content that would impact negatively on their mental health. This content was described in an ambiguous way, as if it was uncontrolled and unpredictable but something to be expected. The nature of the content was associated with a range of topics, including posts that were related to negative views and opinions that would impact negatively on how the participants were feeling. Some more serious examples included content of a sexual or violent nature; content linked to suicide was also referred to by six of the participants.

Nehar discussed content that could impact on her MWB negatively. She described how the content insinuated that the user accessing and being exposed to the content is doing so at their own risk when they log on to Instagram.

Nehar: I mean, it depends on what like you're seeing on the app. Like say is if that you're a really happy person or not. **But you see things bad persons that will like make you feel down. It's gonna like change how you like... what you do in real life as well** (Interview 1)

Emma discussed being exposed to harmful content during the Covid lockdown period, when she was spending more time on her Instagram account. She went on to discuss how this content was out of the user's control in terms of what they are exposed to:

Canis: Do you feel like your MWB has been impacted by Covid? What's changed?

Emma: Umm I think **that definitely declined my mental...** 'Cause more time on social media... Meant **more time viewing things that I wasn't used to, that I wasn't exposed to...** Umm and then that spiralled (Interview 3)

Conversely, Omar expressed how he is trying to take some form of control by 'restricting his feed' to manage the content in his feed:

Canis: And will you change the way that you use Instagram and social media from now on?

Omar: Well, **I'm trying to limit my like feed to not be so like bad on my mental health** and to like, make it so that my feed like my things (Interview 3)

Five of participants discussed algorithms when discussing the content that the user is exposed to. Whilst some felt that the content that came through their feed was linked to previous content they had chosen to view, some felt that this was not in their control.

Canis: Do you think that you are in control of your use of Instagram and how it impacts on your MWB?

Tim: because **if you follow like certain people, the Instagram algorithm will give you like a bias like, a feed.** And like will show you stuff that you are interested in.

Emma: You **can't really control, you just get a feed based on your algorithm,**... but mostly common like comedic ones, yeah (Interview 2)

The participants described how content that was posted that was of a negative nature, including 'sad' posts, negatively impacted on their MWB by increasing their own negative feelings:

Nehar: Yeah, like I might be in a good mood and then **I see something I just like think this is really negative... And then that has an impact** (Interview 1)

Michelle: No, and sometimes **it just makes it worse. Like I said before, if you, if you're like in a sad mood and you go on Instagram... There's like a sad quote... You're like 'Oh'** and then for some reason I don't know what it is, but you have to look at more then... You're like, I need to look at more so... And then it will be on TikTok. And a sad video will come up. That's relatable... And then you'll, you might even end up typing sad videos and then you just watch them and watch them and watch them (Interview 3)

Another way that participants described how they would have negative feelings was related to them viewing images that linked to body image, or using filters when accessing Instagram.

Omar described how images presented of body image would impact on him negatively.

Omar: Yeah, **like fitness models** and things **bring a like an unrealistic image towards people** like and it can **affect other people's mental health**.

Jenny discussed filters and how they made her feel.

Jenny: But **they completely change your shape. The face, the shape of your face**. And it's like, oh, make you look pretty and it does, but it like changes your face. And it's like, **so you can't make what I already am pretty because you have to change it and so that kind of just. It just makes you feel a bit bad** and then you see people with that kind of face in real life. You're like, oh, and it's, I don't know it. It doesn't get you jealous. **It just makes you feel bad about yourself**.

Tim described how people might manage making comparisons and highlighted the complexities around this process.

Tim: To improve themselves. It's all about their mindset and how they kind of project that onto themselves because they **project it**, they might project it in a bad way, and they may say, '**Oh I'm rubbish**' or '**Oh I should do this. Oh that's really bad** because **they're so much better than me**.' Or they may take that like, '**Ok, I wish I could be like them. So let's work to do that**.'

Seven of the participants described how they had witnessed bullying towards others on Instagram, but had not experienced it personally. This group included Ali and David.

Canis: Do you think that cyber negative/bullying is a common issue?

Ali: I know people. Yeah and like **I've come across it, but haven't experienced it** (Interview 1)

David: Err, **I've heard like some people getting cyber bullied on Instagram** (Interview 1)

Only one participant discussed having an experience of being bullied online. Omar shared his negative experiences from some time ago, which also highlighted that he was accessing Instagram before the minimum age.

Omar: **Yeah**. Back in primary school, like errr. I was talking to this guy. I mean, I went to primary school with him, but like. With the, like Instagram messages still **were like, they weren't, like they don't get filtered properly, like they don't get err, monitored** (Interview 2)

Jenny and Michelle shared negative experiences that they have had, where others had treated them in a negative way.

Jenny: I don't know if it's massive on Instagram, it's it's big on Snapchat and **it's kind of vaguely happened to me on Snapchat**, but not on Instagram (Interview 2)

Michelle: **I mean, I've experienced being like added to group chats where people say things to you.** And then, because of Instagram, you'll see it anyway. You don't have to respond. But you'll always see. So that affects you but...

Two of the participants explained how they had intervened when they had witnessed someone being bullied:

Wayne: Ahh. Some people try, other people don't because there's people that obviously instigate it. Those people don't try to prevent anything. **They're the ones looking to attack other people verbally, erm, physically** whatever it is... It's upsetting, but it does happen. But **there's other people that do stand up for them, and I know in some scenarios people I have actually dealt with it well and like stopped cyber bullying for that person**

(Interview 1)

Tim: So, **I've heard about my friends getting cyberbullied and I have told an adult, and they have helped them.** Erm, I personally haven't experienced

it (Interview 2)

The findings suggest that the key elements of this theme demonstrate that the participants were accessing harmful content that took on varied formats. It included explicit content, unhealthy and unrealistic body images, and bullying.

4.6.4 Addiction

Five of the participants described how they used Instagram in a passive way. The term 'numb' was used creating connotations of addictive usage and lack of awareness of use. The participants used terms like 'mindlessly' and 'losing track of time', which indicated that they were not fully aware or in control of their actions, and that they were sometimes using Instagram instinctively:

Canis: And generally, how do you feel when you're scrolling?

Wayne: And when I'm scrolling, I just like, it does **become a bit mindless with the scrolling**. You can't like, focus on like the one thing, **you just keep scrolling and scrolling** (Interview 1)

Jenny: I go through reels a lot and I kind of **just feel like numb because it's mindless** (Interview 1)...

It's kind of I think it's just like, it's either, **it's like, numb**, like I **don't even realise I'm opening it** (Interview 2)

Several of the participants described Instagram as being addictive. They discussed this most when discussing the process of scrolling through their feed. Most described how they lost a sense of time when they would scroll and became unaware of how long they had been scrolling for. The result was a lot of time spent scrolling with little awareness or attempt to stop. The participants also expressed a difficulty to stop.

Nine of the participants discussed how they would find it difficult to stop. Three said that they would be unable to stop using Instagram. Two of the participants described how it would physically have to be removed from them.

When discussing if they could stop using Instagram, Michelle and Jenny described how they would open the app and check it continuously without always being conscious that they were doing this. They described how they would sometimes close the app and then within seconds open it again. The following statements were their responses when asked if they could stop using Instagram.

Jenny: It's like, yeah, either I do it on accident. **Like I'll close the app and then I'll reopen it straight away.** And I'm like, why do I do that?... I think if it was taken away, I'd be ok with it... But like, I wouldn't like have withdrawal. Or anything like.. (Interview 2)

Michelle: Well, sometimes no, because **I'll have tasks that I need to be getting on with... But then I'll just open Instagram for like no reason,** and then I'll be like, oh, yeah, I have to revise and then I'll close Instagram. **And then like, five seconds. I'll be like, I'll just check if I've got any notifications and open it again... And I'm just constantly checking if I've got notifications** (Interview 2)

4.6.5 Self-management tool

Twelve of the participants described how they would use Instagram to manage their MWB and attempt to improve it. Two participants would mask negative emotions:

Riyad: Ohh, errr, I guess. In a way, yes, but not really like it affects me to a point like I, **I can have a bad day and go on it... And then I'll automatically have a good day...** I guess it can make it a bit better when they like... Yes, we were talking about **it kind of suppresses a bad day... And like, puts you away from that scenario** (Interview 3)

Six of the participants stated that they would use Instagram as a means of distracting their minds from stress or to address feelings of boredom. Tim and David discuss the reasons behind them using Instagram.

Tim: And like just like computers and devices because that is **kind of like a step away from reality... And you can kind of take a break from real distress... With access to social media and devices like that.** I think it's good for kids to have that because then **they have the opportunity to have a break and to have, some rest and some time away from everything** (Interview 3)

David: **I get bored and then I just start watching something** (Interview 2)

Four of the participants described how they would use Instagram as a means of 'switching off' and having down time. Words such as 'relax', 'downtime' and 'chill' were used to describe its purpose. Preston describes how he uses it to support him in 'switching off' at the end of a day.

Canis: In your questionnaire, you talked a little bit about it having a calming effect. Instagram, can you tell me a little bit about that?

Preston: Like, I guess **after like a long day at school** or something when you come home and it's like, it's not really the best way to calm down I'd say because like, **you kinda just like turn off completely. Like your mind turns off, but it's just like it's so easy just to go on it and just scroll through it.** And like, to not think about anything. **It just gets your mind off things, but like, it's not the best way to do it,** definitely (Interview 1)

Five of the participants expressed how their use of Instagram provided them with humorous content that supported them positively with their MWB. When discussing what would be different in their lives if they did not have Instagram, some of them discussed the absence of this aspect.

Emma: But err, it's sort of a way, like **there's some really something funny and like videos that do pop up...** Which I do laugh at (Interview 1)

A final way in which the participants described how Instagram supported them with positive MWB was to use it to connect with their friends. Five of the participants described how Instagram supported them with connecting to known friends and family online. Wayne discussed this, referring to his friends and family living in Italy.

Wayne: Umm, I mean. When I'm messaging on it, I just feel like, more connected with the people I'm around. It's just like, it's just a happier feeling. **You can communicate with those who you can't, like, physically see at the moment** (Interview 1)

Tim and Ali discussed how they felt Instagram is a good means of connecting with new people.

Ali: When I had Instagram, yeah. And then like boosted my confidence when I started like posting stuff. And like **when I find out people like my stuff, it just like motivated me to do more.** (Interview 1)

Tim: And also **it's a good way to meet new people**, 'cause if you struggle like interacting in real life. Like if you have like bad social skills, or like you have anxiety or something. Then maybe you, try and do it online is a lot easier for you. It might help you, like move on (Interview 2)

4.7 Summary of Chapter Four

This chapter has provided an overview of the findings including the initial questionnaire, interview and focus group responses. The dominant themes identified were time; self-confidence and identity; exposure to harmful content, addiction and self-management tool. A brief overview of the participants' understanding of MWB is offered in this chapter linked to direct responses are outlined in Appendix 6 (pp. 701-702).

Responses from the questionnaires generated three distinguishable groups: participants who are Instagram holders but do not use it regularly (Group A); those that have been Instagram account holders for longer periods of time but use it less regularly (Group B) and those that have and Instagram account and are regularly accessing Instagram (Group C). The participants who completed focus groups and

interviews were from Group C. They had been active on Instagram for more than two years and had indicated in their questionnaire responses that a dominant use for them was to spectate on content.

CHAPTER FIVE - DATA ANALYSIS AND DISCUSSION

5.1 Introduction to Chapter Five

This chapter offers an overview of the research findings and seeks to address the research question: 'How are children and young people (CYP) using Instagram and what impact is it having on their MWB?' It comprises a critical reflection of the effects of Instagram, related to biopsychosocial (BPS) factors, in respect of the participants and the implications for their mental wellbeing (MWB). Data discussed has been organised into idea stems that are connected to a biological, psychological or social factor that has emerged from the central organising concepts: time, self-confidence and identity, exposure to unknown content, addiction, and using Instagram as a self-management tool. The findings are unique and contribute to research by identifying an interplay of BPS effects impacting on the participants MWB simultaneously; a visual depiction of these findings can be seen in Appendix 6 and is titled 'Interplay of BPS effects linked to central themes,' (p. 379).

A critical analysis will be provided of the various types of biological, psychological, and social impacts identified by drawing on and connecting theoretical perspectives, research, and reviewing the implications for CYP's MWB. Consideration of how MWB challenges may develop into potential mental and physical health challenges that would require support from specialist teams will be included. A critical analysis of how the accumulation of BPS implications can combine to have an impact on a young person's MWB is incorporated. The findings were dominated by the challenges that participants experienced using Instagram. However, there were some 'anomaly cases', whereby feedback from Laytan and Freya incorporated

reflections on how their Instagram use offered a space to connect with others and express creativity. This section will be incorporated within the discussion as a means of avoiding the potential for confirmation bias, and to demonstrate examples of where negative and positive experiences can coexist as part of a BPS model. Whilst my findings were dominated by challenges that the participants faced, there is an acknowledgement that some participants believed they were gaining some benefits from their use of Instagram.

Additionally, I will provide suggested actions that address these challenges at both policy and practice level; these are also summarised in Appendix 8 (p. 709) as an example of how the findings could be translated into recommendations for schools (titled 'Recommendations for school practice to address CYP's experiences of BPS effects related to Instagram and social media use.' I will begin by introducing each of the central ideas before exploring them in greater detail. Discussions will include potential risks associated with each factor if not managed or addressed.

5.2 Overview of central themes

5.2.1 Introduction to section 5.2

Within this section, the central themes (which derived from the initial dominant themes- as seen in Chapter Four) will be outlined in more detail. The dominant theme titles (as seen in Chapter Four) were reviewed to give them more apposite titles, for example 'time' was retitled 'Instagram as the time thief'. In Table 15 (see below), the reviewed titles have been outlined along with the linked aspects that influenced the reviewed titles. Linked aspects stemmed from the central themes and are listed in the right-hand column.

Table 15 Exploration of Central Themes

Central theme	Linked aspects relating to central theme
Instagram as a ‘time thief’ (Dominant theme link: Time)	Time taken away from studying Time taken away from sleep Time taken away from physically socialising Time taken away from ‘switching off’ and participating in meaningful activities.
The Instagram user taking on the role of ‘the spectator’ (Dominant theme link: Self-confidence and Identity)	Spectating with a sense of FoMO Spectating leading to making comparisons between self and others (lifestyle and body image) Spectating as a means of gaining motivation and inspiration
Harmful content linked to bullying, body image and explicit in nature (Dominant theme link: Exposure to harmful content)	Harmful negative content linked to graphic images and content Harmful content linked to users expressing negative emotions Harmful content linked to unrealistic body images Experiences of bullying or witnessing bullying towards others
Instagram encouraging addictive behaviours (Dominant theme link: Addiction)	Unaware of actions and instinctive use Reliance on use and inability to stop (addictive behaviours)
Instagram being used to manage MWB (Dominant theme link: Self-management tool)	Masking emotions Means of distraction Uplifting and humorous content Means of connecting in the social world but disconnecting in reality

An overview of each central theme is presented below. Subsequent sections will explore the themes in greater detail, with a focus on providing examples from the data, whereby critical analysis will link these findings to theory, research, policy and practice.

5.2.2 Overview of central theme A: Instagram as a ‘time thief’

Time was deemed a key factor that was heavily lost by the participants due to them using Instagram. The participants reflected on how their use of time spent on

Instagram was overriding other aspects of their lives that they were aware needed more attention. In many cases, the participants did not feel they were managing this factor. A significant amount of time used on Instagram has been noted to impact on aspects such as sleep patterns and, therefore, impacting on overall MWB. In addition, time is taken away from valuable studies and, most importantly for positive MWB, face-to-face interaction with family and friends. The findings from my study indicated that Instagram as a 'time thief' was one of the most significant issues resulting in a negative impact towards the participants' MWB including taking away time from study, sleep, real-life socialising, having time to relax and engage with meaningful activities.

5.2.3 Overview of central theme B: The Instagram user taking on the role of 'the spectator'

Instagram allows the participants to take on the role of spectator whereby they can track other people's lives by watching live feeds, reels and viewing posts. In some cases, the people that they are tracking are known to them. However, sometimes, these individuals are unknown to them, so there is an uncertainty as to whether their posted content is authentic. In either case, tracking activity can lead to unhealthy comparisons of image and lifestyle and a sense of FoMO. The term 'spectator' was deemed appropriate as the term to use that fit best with the description given by the most dominating activity on Instagram that the participants engaged with. Prior to research collection, I had anticipated that most or all of the participants' main use was to post content about themselves; the findings have suggested the opposite type of activity as their main choice of use when accessing Instagram, whereby they were engaged with viewing content but not sharing it. The normalisation of

surveillance is becoming increasingly more common and, in turn, will encourage adolescent users to act in this way (Pellegrino, Stasi and Bhatiasavi, 2022). Most participants described themselves as spectators carrying out surveillance on each other or other account holders. The negative outcomes that occurred because of them taking on a spectator role were having a negative impact on their MWB mainly from a psychological point of view.

5.2.4 Overview of central theme C: Harmful content linked to bullying, body image and explicit in nature

One of the most concerning findings was that all participants discussed a lack of control over managing content that could be deemed as inappropriate or explicit. Users are being exposed to content in their live feed that, in some cases, does not link to the content that they are choosing to view. They access Instagram with a sense there is a risk they will be exposed to content that could be harmful towards their mood and overall MWB. In some cases, this content has been of an explicit nature including content related to suicide. Research highlights the lack of control Instagram account holders have over their accounts, despite their preferences of content (Adorjan and Ricciardelli, 2021).

5.2.5 Overview of central theme D: Instagram encouraging addictive behaviours

A range of contributory factors lead to the participants expressing that they were demonstrating addictive tendencies when using Instagram. Some explanations included the constant access to endless content through a slot machine-like endless feed; users describe how mindless scrolling can lead to large amounts of time

passing without them being aware. Another catalyst that encourages addictive behaviours for Instagram users is the feature that allows the modification of one's image, including filters. This feature is heavily used and is currently being combined with other apps that can alter body images before they are posted onto an Instagram feed. The viewers of this content are then making unrealistic comparisons to themselves – which, in turn, impacts their levels of self-esteem. Another example of this concept can be applied to unrealistic lifestyles and experiences that users are presenting to others. Users become fixated on tracking these feeds, where they then demonstrate addictive tendencies whilst tracking content that other people have posted.

Along with being associated with negative mental health, social media addiction has been associated with physical health issues such as obesity and carpal tunnel syndrome through excessive use. In addition, research by Pellegrino, Stasi and Bhatiasevi (2022) has found students that are addicted to Instagram and social media use have lower grades; this could be due to their acknowledgement of losing their awareness of time when using it. The participants accepted addiction as an aspect of social media use, which is evident in research around this topic (Adorjan and Ricciardelli, 2021).

5.2.6 Overview of central theme E: Instagram being used to manage MWB

Instagram is being used as a means of addressing or masking negative emotions, which is not beneficial for users' MWB. Instagram allows users to become immersed into a world of its own. One where anything is possible, and any content is possible to access. For this reason, many users are accessing it as a means of coping with

their own emotions. In such cases, participants have described how they have accessed Instagram as a means of distraction and as a means of switching off. It can be argued that this is an unhealthy technique of managing negative or challenging emotions; distraction from the issue is not solving the issue. In some cases, the content participants are being exposed to is causing them to feel worse.

The participants shared how they used Instagram in a range of ways that indicated they were either consciously or subconsciously attempting to manage their MWB. They expressed that their use of Instagram when they were feeling 'down' was a way of managing that emotion. Those that shared this described how, sometimes, seeing humorous content would support more positive thoughts. However, a majority stated it would either just distract them from the negative emotions that they were feeling or sometimes cause them to feel worse.

5.3 Biopsychosocial implications of the impact of the use of Instagram on MWB

5.3.1 Introduction to section 5.3

Within this section, the central findings will be organised into a BPS model and critically analysed. Findings related to the central themes, discussed above, have been organised into the BPS model of MWB impacts through Instagram use shown below (see Figure 7). A best fit model was used to categorise each linked aspect and the Venn diagram was altered to allow for fields to cross over each other, as findings suggested that this was evident; biological, psychological and social impacts were occurring simultaneously.

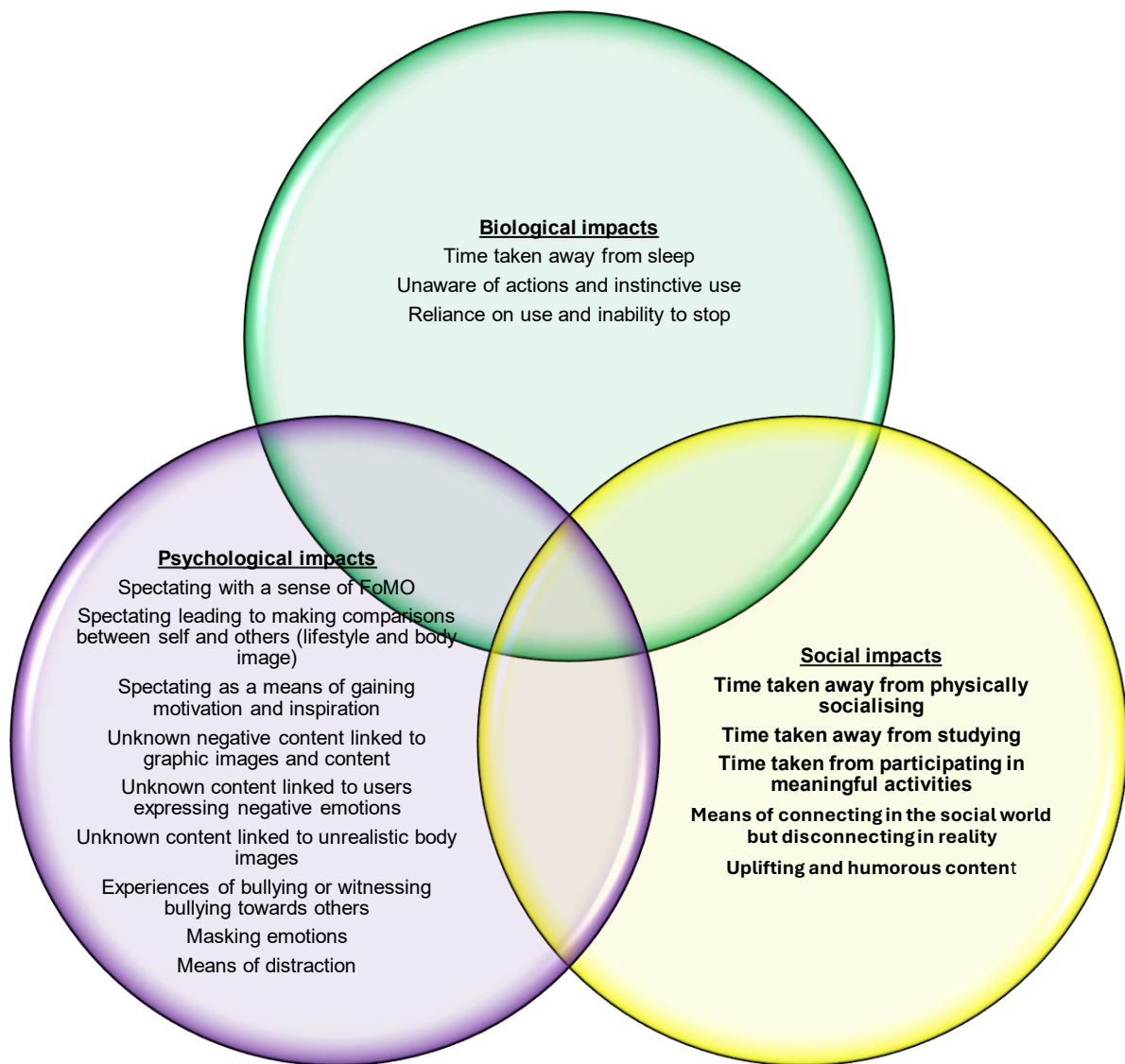


Figure 7 Using the BPS model to illustrate the impact of Instagram use on participants' MWB

Whilst the data analysis has been driven by the BPS model, other relevant theories, such as use and gratification theory (Katz, Blumler and Gurevitch, 1973); social comparison theory (Festinger, 1954); self-determination theory (Deci and Ryan, 1985) and social influence theory (Kelman, 1958) have been employed to enhance a critique of the implications of the participants' use of Instagram upon their MWB. A brief introduction to each theory is offered below to contextualise them in the context of my study.

5.3.2 Uses and gratification theory

Stemming from the work of Katz, Blumler and Gurevitch (1973), the uses and gratification theory is rooted in exploring how media is consumed by humans as a means of seeking satisfaction for specific needs. Work by McQuail, Brumer and Brown (1972) primarily offered a typology that bears links to this key theory, which consisted of categories that were central to understanding motives behind individuals seeking gratification. The four aspects identified were 'diversion (including escape from the constraints of routine and the burdens of problems, and emotional release); personal relationships (including substitute companionship as well as social utility); personal identity (including personal reference, reality exploration, and value reinforcement); and surveillance' (Katz, Blumler and Gurevitch, 1973, p. 513). This theory can be connected to the notion of individuals attempting to seek gratification to fulfil needs that were limited or absent from what Maslow (1954) described as human needs. In the context of my study, I will draw on this theory to critically analyse why participants use Instagram and what psychological and social needs it fulfils, with a focus on addictive behaviours and masking emotions.

5.3.3 Social comparison theory

Social comparison theory stems from the hypothesis that ‘there exists, in the human organism, a drive to evaluate his opinions and his abilities’ (Festinger, 1954, p. 117). The context of social media has been identified as a significant enabler for this type of activity (Johnson and Knobloch-Westerwick, 2014), whereby the process of social comparison encompasses how individuals evaluate other people’s lives and, in turn, make comparisons with their own lives (Charoensukmongkol, 2018). During the data analysis of my findings, I will consider the impact for individuals engaging with making comparisons and how there is evidence to suggest that this may have negative implications on their identity and self-esteem, with a focus on body image and self-esteem.

5.3.4 Self-determination theory

Deci and Ryan (1985) acknowledge that the environment in which an individual is situated can influence how intrinsically or extrinsically motivated they are which, in turn, influences their MWB. Key factors associated with intrinsic motivation are autonomy, competence, and relatedness. The type of motivation an individual has for using social media will determine the impact that their use is having on their MWB (Sheldon and Titova, 2023). This theoretical stance enforces the importance of exploring motivation and use of social media to be able to better understand use and impact for CYP; this would move research forward to gain a better understanding of this topic. There is a need for more research to focus on exploring motives and use, to move research forward in this area whereby the emphasis moves away from exploring screentime length, as was a previous focus, to motivation, use and impact (Kaye *et al.*, 2020; Valkenburg, 2022; Sheldon and Titova, 2023). My study aimed to

address this need for more focus on motives and use. Self-determination theory can be used in the present study to help explain addictive behaviours; time taken away from studying/socialising/meaningful activities; and making meaningful connections in the real world.

5.3.5 Social influence theory

Stemming from the work of Kelman (1958), social influence theory encompasses the notion that individuals can be involved in processes of social influence that result in attitude changes within them. Changes in attitude, outlook and actions generated by social influence may occur at different levels (Kelman, 1958) and are linked to the extent to which an individual conforms to the social influence. The three different forms of social influence have been characterised by the terms: compliance, identification and internalisation. The interplay between media influence and social influence has been identified as a central determinant of an adolescent's values (Chia, 2010); the social environment, during the adolescent phase, has been identified as shaping socio-cognitive skills needed in adulthood (Molleman, Ciranka and Wouter van den Bos, 2022). Social influence theory is used in the present study to help explain dangerous content, FoMO, and body image.

5.4 Discussion of findings through the BPS lens

5.4.1 Introduction to section 5.4

Within this section, the BPS model has been applied as a tool to guides the analysis and discussion further. A critical analysis of the BPS implications for MWB associated with Instagram will be provided. The theoretical models above will be

explored, where relevant, and discussions will incorporate related research. A focus will be on reviewing the contributions that my findings offer to the existing body of research in this area. Practical implications for policy and practice will also be a central point of discussion.

5.4.2 Biological Effects

This section will discuss the biological implications identified through data analysis and will critically explore these implications in relation to theory and practice. Sleep and addictive tendencies were linked to this aspect.

5.4.2.1 Biological effect: Time taken away from sleep

In some cases, sleep time was being affected by overuse of Instagram. The participants who described this happening in their lives also expressed a need to try to avoid doing this but expressed ~~that~~ they had difficulties in preventing this issue. Whilst ~~the~~ participants acknowledged the problem and were aware of the solution, they appeared to lack self-control to manage this. The need to continue scrolling seemed to overpower their choice of actions. There was a sense that the participants to whom this applied were seeking gratification (Katz, Blumler and Gurevitch, 1973) and prioritising it over their need for sleep; however, findings from my study additionally highlight the interplay between addictive behaviours and an awareness of the biological impact. They were seeking gratification by exploring content through continuously scrolling through endless content, and socialising with others late in the evening. Michelle shared, “I know that I have homework, but then I’ll decide to watch TikTok instead and then it’ll be 11.00 pm” (Interview 1). Consequently, she worked on her homework into the early hours of the morning, which resulted in her getting

insufficient sleep. Wayne discussed how, at the end of a day, he would engage in “mindless” scrolling to seek humorous content and would “lose track of time” (Interview 1). When reflecting on what he would like to change about using Instagram, Laytan stated, “Yeah, not use at the night, midnight, just socialising, not sleeping” (Interview 3). The participants indicated that they were aware a change needed to be made but were in a cyclical behaviour. By them simply logging onto social media later in the evening, they were inducing some challenges relating to their sleep. The blue screen and prevention of melatonin release, the hormone that helps the body become sleepy, and screen time before attempting to go to sleep, can make an individual feel more awake (NHS, n.d.).

In addition to engaging with cyclical behaviours related to accessing Instagram and social media, a persistent intake of insufficient sleep will result in wider implications for participants’ MWB. Sleep plays a vital role in determining overall positive health. When we sleep, our bodies repair and rebuild. Having a good sleep routine has been associated with preventing infections, brain development leading to increased concentration and helps to prevent hormonal challenges related to mood, consequently allowing for a more healthily functioning body (John Hopkins Medicine, 2024). Teenagers need between 8 and 10 hours of sleep as their bodies are still growing and developing (NHS, n.d.). Effects of poor sleep include lower mood, lower concentration levels and increased irritability. Physical impacts include increased food intake and limitations on doing normal daily activities (NHS, n.d.). Building on these findings, my study detailed some participants’ excessive use of Instagram and social media impacting on the amount of sleep they would get. Michelle described how she would then need to work through the night on her school work and

explained how this combination would sometimes result in her falling asleep at 3.00 am; this then impacted on her next day as she would wake up at 6.00am and not having 'enough energy' for school (Interview 3). Wayne described his 'mindless' use of Instagram at night would prevent him from sleeping. Both examples present findings of cyclical behaviour that impacts on healthy sleep routines.

Management of sleep routines and sleep hygiene are acknowledged as important to support overall health (NHS, n.d.). A key consideration of this factor is that sleep challenges can be directly linked to physical, psychological and emotional challenges, and therefore identifying the root cause is important. Direct links between teens with poor sleep and adolescents' ability to effectively function in school are also evident (Canadian Paediatric Society, 2008), with strong links to an increased development of depression. A contributory factor that young adolescents face is the alteration of timing of their circadian rhythms. Post-puberty, CYP have a shift in when they start to feel tired approximately 2–3 hours later than the average 8.00-9.00 pm slot due to the changes in their circadian rhythms, whereby their bodies are acknowledging a sense of feeling tired (UCLA Health, n.d.). This may also have been a reason why some of the participants in my study were accessing their Instagram at night as a means of seeking gratification (Katz, Blumler and Gurevitch, 1973) in response to feeling more awake for longer; this is problematic, as they are using social media as a time filler rather than engaging with an activity that can benefit their MWB. Whilst participants did not explicitly state that they were feeling more awake in the evenings, there was certainly a sense that they were seeking some form of stimulation and that their bodies were restless and unable to slow down and switch off. Michelle described how she just "carried on scrolling" even though she was "obviously tired" (Interview 3). Wayne described how he intends to

sleep and then engages with “mindless scrolling”, not realising “all of a sudden it’s two hours later” (Interview 1). An acknowledgement of the link between seeking gratification and poor sleep reinforces the need to identify some solutions for support and to address these challenges. Moreover, findings from my study offer a unique insight into the concurrent interplay of these challenges. Research around problematic use associated with seeking gratification, and resulting in sleep challenges, has been explored (Scott, Biello and Woods, 2019; Liu, Yi and Jiang, 2023; Pérez-Torres, 2024). However, my findings are unique as they offer a qualitative stance, whereby participants’ motives are explored as well as the personal impacts of their actions.

5.4.2.2 Biological effect: Unaware of actions and instinctive use and reliance on use and inability to stop (addictive behaviours)

Within my study, seven of the participants used the terms “addictive” or “addicting” to describe a potential outcome for Instagram use. Some participants acknowledged their overuse of Instagram and instinctive use stating that “you get stuck into it” (Preston, Interview 1) and “it’s kind of like a drug” (Riyad, Interview 3). Whilst they are conscious of this factor, the participants’ levels of self-control are low, resulting in a repeated cycle of overuse and instinctive use. The participants were aware of their overuse and inability to stop scrolling through reels, and some described how they would realise after “mindless” (Wayne, Interview 1; Jenny, Interview 1; Omar, Interview 3) scrolling that a significant amount of time, in some cases hours, had passed. This finding also aligns with the uses and gratifications theory (Katz, Blumler and Gurevitch, 1973), which could suggest that social media addiction affiliates with seeking instant gratification, as has been explored in other research (Ferris,

Hollenbaugh and Sommer, 2021; Wei *et al.*, 2024). A unique aspect that was considered in my study was exploring future use. A concerning factor of the findings in my study was that the participants had unclear views on their future management of this. Some participants shared how they wanted to change their use of Instagram for various reasons. Darnish explained that he wanted to change how he engaged with posts linked to other peoples' comments and those that he had posted he reflected on his participation in the study led to him thinking about 'what Instagram could do to you' (Interview 3). Emma shared how she wanted to spend less time on Instagram as she felt that her mental health was 'vulnerable' at her age and could be 'triggered' by content (Interview3). Jenny wanted to change her amount of time spent on Instagram reflecting on how she spent three hours at a time on it (Interview 3). Preston talked about using his time 'more productively' (Interview 3) but that Instagram supports him to 'calm down' because his 'mind turns off' when using it (Interview 1). Unlike the others, Wayne expressed that this 'mindless scrolling' was a means of distraction and a way of managing the stresses of the day and that they did not intend to change their use (Wayne, Interview 3)

The nature of content including humour was linked to providing a sense of instant relief from either boredom, stress or a low mood. In most cases, the participants were seeking a sense of diversion (Katz, Blumler and Gurevitch, 1973) from the mundaneness or challenges of their day, where they described how engaging with Instagram took their mind off the challenges of the day, or they accessed it to help them feel more positive. This type of activity online has been termed 'problematic internet use' (Wei *et al.*, 2024), and it could be argued that this method for MWB management is one that encourages avoidance and isolation. This is in line with the

findings of research conducted by You *et al.* (2019), which suggested that social media addiction is mediated by social anxiety and interpersonal sensitivity. Findings of my study suggest there is the potential for a negative cycle whereby addictive behaviours replace and mask underlying self-esteem challenges. Due to the nature of the way in which data was collected in my study, individuals could be tracked to identify whether there was an interplay between these two aspects. Michelle's responses indicated she was frequently engaging with addictive behaviours towards social media use, and she described Instagram as 'addicting' (Interview 2); she also indicated she had some challenges with her self-esteem that were amplified by her excessive use where she would spend time reflecting on herself in comparison to others.

5.4.3 Biological effects: Implications for policy and practice

Linked to the RSHE curriculum, as part of the health and wellbeing element of the curriculum (DfE, 2025c), sleep is a focus in relation to the management of positive physical health noting its links to weight, mood and ability to learn. Pupils engaging with some reflection on their own sleep patterns and feeding back as to what determinants are affecting them, could support schools to identify appropriate support to put in place including access to dietary/fitness programmes, pastoral support for emotional challenges, and reviewing levels of workload incorporated in homework. As a base target, they should aim for the recommended daily hours of sleep. If the issue is related to screentime, implementing the use of a reflective journal may support the young person to reflect on use and, in turn, proactively make changes. Another potential solution would be to implement the use of a monitory technique that reminds the CYP when they have used Instagram or any other social

media for a certain amount of time. A planned limit can be set by the user for them to manage their use time effectively and around a positive sleep pattern. The tracking element can also be linked to their parents, guardians, and carers' phones, but this would be an aspect that would need to be discussed and agreed on by the parents, guardians, carers and CYP. Supporting CYP to acknowledge the associations between sleep and the effective management of MWB would aid them to make these changes.

Social media use is described as problematic when a person cannot control their use of it and demonstrates compulsive behaviours (Leijse, Koning and Van Den Eijnden, 2023). In Leijse, Koning and Van Den Eijnden's (2023) study, 1,384 adolescents (aged 11–18) questionnaires that explored their use of social media focussing on problematic use. Their study explored parental and peer support alongside self-control and whether these aspects could influence the levels of problematic use an individual would experience. The results demonstrated that the most overriding factor was self-control, and this had the highest influence on problematic use of social media. However, findings from my study highlight the need to explore further the topic of parent support as most participants did not seek or get any support from their parents on how to manage their use of Instagram.

Earlier research conducted by Zhu *et al.* (2019) explored adolescents' excessive use of short video social media applications. The authors discuss how short video content provides a different appeal to young users where they can get instant and short bursts of entertainment that require very little focus and concentration. The findings of my research align with those identified by research conducted by Zhu *et*

al. (2019). Findings from Zhu *et al.* (2019) identified the lack of awareness that CYP had when using this feature and the implications that it would have on their time use, and its encouragement of addictive tendencies. The participants in my study discussed the challenges they experienced while trying to stop when they were in this state of use; these factors will be discussed in the next section when considering addictive behaviours.

From the age of approximately 10 years old, children's brains undergo specific changes related to them seeking social rewards and feedback (Abrams, 2022). This process is linked to increased levels of oxytocin and dopamine, the hormones associated with happiness, identified by receptors in the part of the brain called the ventral striatum (Abrams, 2022). A key trait of Instagram is its image centrality, which facilitates the creation of the ideal conditions for a space for seeking instant gratification. The act of accessing and viewing content on Instagram and other associated image-centric social media platforms has been linked with inducing the release of small amounts of dopamine from the brain (UK Addiction Treatment Centres, 2025).

The findings from my study suggest the potential for the participants to be possessing aspects of internet addiction in relation to their Instagram use. Internet addiction is globally recognised as a non-chemical, behavioural addiction, which involves human-machine interaction (Cerniglia, 2017). More specifically, social media addiction has been characterised as a behavioural addiction that generates characteristics associated with substance abuse addiction. Although addictive behaviours related to social media use lack substantial methods for formal diagnoses, there is a certainty this type of addiction has both physiological and

psychological implications that can be detrimental to the individual's MWB (Berry, McGowen and Sharon, 2019). Decreased real-life interaction is replaced by isolation and extended lengths of screen time. David shared how he wants to use Instagram less as it is demotivating him from socialising; he reflected on how he uses his time to watch content and then 'can't be bothered to go out with [his] friends' (Interview 3).

Instagram is a social media platform that facilitates addictive tendencies; CYP can scroll continuously with no limit to endless content making the potential for sustained periods of time being spent using it. Participants in my study demonstrated an awareness of these effects through their discussions and reflections, which highlight the benefits of self-reflection for awareness. Research related to social media addiction focuses on understanding types of addictive behaviours (Cao *et al.*, 2020; Adorjan and Ricciardelli, 2021). Findings from my study build on previous research as the participants have identified how they want to address their challenges.

Like sleep deprivation, the implications of addictive use for MWB involve varied physical and mental connotations. There are several considerations to explore to understand better why there is a prevalence of addictive tendencies when CYP are using Instagram, as some research findings suggest that there is a correlation between addictive social media use and reduced dopamine levels (Maté, 2019b). Psychologists highlight that the amount of time spent on Instagram is not necessarily the sole concern in relation to CYP's MWB. Instead, how CYP engage with Instagram has been identified as a factor to support the exploration of various impacts on MWB, and a key factor is whether CYP are reliant on it within their daily lives (Odgers and Jensen, 2020). These considerations link to self-determination theory (Deci and Ryan, 1985), which suggests that adolescents might access social

media as a means of fulfilling their psychological needs, and has been applied in other research where motives for use identified were ‘social interaction, content subscription and exploration, emotional support, participation, distraction, and self-expression’ (Wong and McLellan, 2024, p. 479). Recognition of motive for use exposes the attachment style of the individual (Lin, 2016) and identifies the intrinsic motivator need that they are trying to fulfil to enhance their MWB. This viewpoint highlights the importance of exploring the motives for use to gain greater awareness of which aspect related to CYP’s needs, that is being expressed through addictive use, requires attention.

Schools working with CYP, who are demonstrating traits of addiction towards Instagram, must work with them to be reflective and to identify if there is a need for an increased awareness of use and reflection on impact. Initially, these CYP may be identified through coverage of curriculum linked to the PSHE (DfE, 2021b) and RSHE curriculums (DfE, 2025c). Early identification of addictive tendencies would support CYP to address the issues early on. There would likely be some links to CYP experiencing challenges with their sleep routines if they were also presenting addictive traits, and so these would be examples of physical signs for educational practitioners to look out for. Supporting CYP to understand the science behind their addictive tendencies is an important action. Making links during lessons that focus on alcohol and substance use would be a means of initiating key discussions on the topic and would be integrated into the existing curriculum.

5.4.4 Psychological Effects

Psychological effects were the most substantial of the three aspects of BPS; however, it is important to note that psychological effects will, in turn, influence an individual's physical state and ability to connect with others in a healthy way (Maté, 2019b). Within this section, psychological effects of Instagram that were identified in data findings will be critically analysed and the implications for policy and practice will be identified.

5.4.4.1 Psychological effects related to body Image

Several aspects were identified that indicated that the participants were managing the psychological impacts of issues relating to body image. Some described how they were gaining inspiration from fitness content and saw it as a positive aspect of their Instagram use. However, some findings indicated that some of the participants recognised that they were being presented with images related to body image that they aspired to but were unrealistic. These images would lead them to make unhealthy comparisons against themselves. These findings correspond with social comparison theory (Festinger, 1954), which suggests that individuals make comparisons with others resulting in a negative view of self and has been identified in associated research (Charoensukmongkol, 2018; Verduyn *et al.*, 2020; Mann and Blumberg, 2022). Within my study, the participants described how they were being influenced by the content around body image and how it was influencing their thinking around their own identity. A unique aspect within my study was that participants presented a good understanding of the lack of authenticity of the images that they were viewing related to body images which suggests that the issue is not related to understanding but may be related to overexposure.

The examples discussed within this section indicate that there are varied points at which the importance for intervention increases as a priority for schools and parents, guardians, and carers. Body image issues for CYP are a rising concern. As the challenges of CYP's mental health rises, so does an association with their levels of body dissatisfaction (NHS Digital, 2021). In this section, I will describe three sets of findings related to body image that have been given the following connected titles: spectating as a means of gaining motivation and inspiration; unknown content linked to unrealistic body images; and spectating leading to making comparisons between self and others (lifestyle and body image). I will explore the implications of each on the psychological state of the participants. Following these descriptions, I will review potential recommendations.

5.4.4.2 Psychological effect: Spectating as a means of gaining motivation and inspiration

A small minority of the cohort of participants who were male expressed how they would get motivation and inspiration from images or videos they have seen on Instagram or social media that were linked to fitness or financial success. Tim, Wayne and Omar discussed specific examples of people that presented body ideals on Instagram. Wayne shared how he felt motivated by fitness posts, but discussed how he was aware of other people that had made comparisons and therefore “impacted them mentally... negatively” (Interview 1). However, both Omar and Tim's experience highlighted how they were experiencing the presence of opposing influences of inspiration and demotivation coexisting; this finding suggests an interplay of emotional responses which challenges previous research suggesting that

body image related content can be solely negative or positive (Robinson *et al.*, 2017; Tiggemann, Hayden and Veldhuis, 2018; Rodgers *et al.*, 2020; Sagrera *et al.*, 2022).

When discussing seeing images of men on social media that were representations of good physical health, Omar shared, “It would probably bring down my mental health” and then stated, “but it would also motivate me to get bigger and better” (Interview 2). Tim described how fitness posts can be motivating, but that there’s also “a projection of negativity of negativity through fitness” using self-talk phrases such as “I’m rubbish” (Interview 1). Additionally, Riyad and Darnish also discussed how they got inspiration from seeing people with successful jobs resulting in lifestyles that incorporated appealing aspects using the term “motivate”. Whilst some of the female participants mentioned aspiring to look like people in posts that they had seen on social media, they related it back to having a negative effect on their self-esteem. In comparison, the male participants were more positive about these posts and how they motivated them. The female participants, who were using Instagram more passively, associated with a more negative link to MWB in association with views of body image (Verduyn *et al.*, 2020), and, with less intent or purpose, were being affected more negatively. Emma explained how images presented on social media were not a depiction of “reality”, where editing techniques have been applied to alter body parts. Viewing these images made her question, “So why am I not like that?” (Interview 1). Although she acknowledged the process of editing, she admitted when viewing these images that “you don’t really really take into account what the editing is, you just see the image as it is” (Interview 1). In Emma’s case, these images had a significant impact on how she viewed her body.

Related research conducted by Bowles *et al.* (2021) explored the concept of 'fitspiration' among CYP: this is a term used to describe an individual gaining inspiration from fitness content that they view. Their research included a survey being completed by 361 participants that explored ideas around the concept. Data findings suggested that approximately 50% of the participants would gain fitness inspiration from Instagram, while 82% of this population reported following advice offered online relating to fitness. The impact of this technique was only partially positively impacting on the individuals who accessed it. Only 2.5% of the population reported feeling better about themselves, whilst 41% explained that this content had no impact on the way they felt, and 56% of the participants expressed how this content made them feel worse about themselves. More recent findings continue to build on existing findings identifying that fitspiration content induces adolescents to make body comparisons, have increased body dissatisfaction, and/or lead to them wanting to increase their exercise regimes (Robinson *et al.*, 2017; Brabandere, Hudders and Vanwesenbeeck, 2025). Findings from my study are in line with the social influence theory (Kelman 1958), and build on previous research, as they reveal that, whilst some of the male participants felt an element of inspiration from some of these posts, their motivation to increase their own fitness regimes could be considered as problematic, as their intent was to look/feel more like an individual rather than be an authentic version of themselves. It is not clear whether these are examples of compliance, identification or internalisation, but this would be a suggested line to follow to further delve into how these participants are interpreting this content.

There is also evidence to suggest that this is not a sustainable, long-term effect due to the authenticity and implications around this type of content. The images and

related content that are posted on Instagram relating to fitness and lifestyle are not genuine and much of the content is fabricated for various purposes that are usually linked to capital gain for an individual and/or organisation (Greene, 2020).

Fitness and lifestyle posts are usually related to the sale of a product that viewers are enticed to purchase, and so images and content are designed to encourage a sense of inspiration or 'fitspiration'. This type of content now dominates the platforms feeds. Moreover, it has significantly altered the type of activity that dominates Instagram, whereby there has been a shift from users communicating and engaging with each other to accessing content as a means of making a purchase or attempting to mimic or replicate a lifestyle (Revealing Reality, 2024). The consequences can be feelings of inferiority and low self-esteem, which might in turn affect diet and lifestyle choices and have a detrimental impact on MWB.

5.4.4.3 Psychological effect: Harmful content linked to unrealistic body images

The participants who discussed unrealistic images having a negative impact on their mental health, as these images were unrealistic and difficult to achieve themselves. There was evidence to suggest that some participants felt under pressure to use filters for their own posts as a means of trying to look a certain way that was different to their genuine identity. Darnish described how filters can be used when people are thinking, "I want a face like that", but also identified that "some people use it a bit too much" (Interview 1). Michelle discussed how people can get "hooked" on filters and that "they don't like to look at themselves without filters" (Interview 1). While Michelle did not share that she personally engaged with this, in her final interview she stated, "I don't really like myself," and admitted to not sharing images of herself on social

media. This indicates that she was engaged with this thinking. Jenny admitted that filters made her feel negative about her image, but did not deny that she used them. She discussed how the use of filters generates an idea that “you can be perfect” but that, ultimately, they “completely change” a person’s image, which “just makes you feel bad about yourself” (Interview 1).

Although participants discussed filters when describing images that made them feel insignificant, they did not express that their understanding of filters reduced their desires to want to look like the people in the images. These findings may be indicating that Instagram users are becoming desensitised towards filters being an additional element to images. The constant need to alter their true image before presenting it to others could be having a negative impact on the participants’ confidence and self-esteem, making them feel the need to make changes in real life. These findings align with presentations of compliance related to social influence theory (Kelman, 1958), whereby the participants are accepting an influence not because they believe in the content but because ‘they expect to gain specific rewards or approval... and avoid specific disapproval’ (Kelman, 1958, p. 53).

Should they persist to commit to the use of filters, the participants will be more likely to be influenced, to a more extreme level, to engage with image-altering activities such as cosmetic surgery (Maes and Lenne, 2022).

5.4.4.4 Psychological effect: Spectating leading to making comparisons between self and others

Within this research, both male and female participants expressed making comparisons based on images that they were exposed to on Instagram. These comparisons consequently led to them having concerns around body dissatisfaction. These findings are in line with the social comparison theory (Festinger, 1954) which affirms that individuals make comparisons between lifestyle and body image leading to negatively impacting on their self-esteem and MWB; it has been explored in related research (Ho, Lee and Liao, 2016; Verduyn *et al.*, 2020; Mann and Blumberg, 2022). Participants, in my study, discussed openly how they would see images of people and make comparisons between themselves which would ultimately make them feel a sense of decreased self-confidence. Omar discussed how images posted by models online “bring a like an unrealistic image towards people like and it can affect other people’s mental health,” (Interview 1). Michelle stated when seeing someone “really pretty...you compare yourself,” which then led to a negative inner narrative asking herself questions such as “why am I not like them?” She further commented on lifestyle comparisons stating that when viewing others doing “cool” stuff it made her reflect on the statement: “need to be doing some more stuff from my life,” Interview 1).

Parent and/or school support were not discussed as a method of managing these challenges. Therefore, it can be argued that the participants’ management of this aspect on their MWB was insufficient and could potentially lead to further psychological challenges. Whilst Emma had acknowledged a previous challenge with an eating disorder in connection to her social media use, this was during the

lockdown period of Covid-19, which was an arguably different context in terms of available support and opportunities to interact with others as a means of support.

Direct associations between body dissatisfaction have been linked to poorer quality of life, psychological distress and the risk of unhealthy eating habits and eating disorders, with a key influencer being the exposure to idealised or unrealistic body images presented through social media (House of Commons, 2023). In related research, in a survey completed by approximately 1,000 adolescents and conducted by the Mental Health Foundation (2019), some concerning statistics were identified. Some 37% of adolescents felt upset about their body image, whilst 31% felt ashamed (Mental Health Foundation, 2019). Common findings of related research are that Instagram is impacting, in a predominantly negative way, when CYP explore images and content related to body image (Ahrens *et al.*, 2022; Alfonso-Fuertes *et al.*, 2023; Lister, Melville and Jebeile, 2023).

Instagram facilitates the process of body image influences through its highly visual characteristics and enables CYP to endlessly scroll through content related to diet, fitness and lifestyle, whereby they are presented with physical ideals to aspire towards.

5.4.4.5 Psychological effect: Harmful content linked to users expressing negative emotions

When exposed to content that was related to a negative emotion, some of the participants described how their own mood would be affected negatively. Jenny explained how the content would heighten a bad mood if the content shared by other

account holders was linked to negative emotions. In some cases, this outcome would clash with a participant's intent to access Instagram as a means of supporting them to feel uplifted. Over 50% of the participants referred to Instagram as a place where you could gain support for your emotions, yet most acknowledged that it was also a place of unpredictability in relation to how it could make them feel.

Jenny described how watching "sad" videos made her "sadder" and, in some cases, "ten times worse" (Interview 1). Michelle described how she would sometimes look at "sad quotes" when she was in a "sad mood" and, whilst "it's not helping but you just want to watch more" (Interview 3). This finding indicated some concerns around the ways in which the participants were managing these challenges; in Michelle's case, she was aware that she consciously engaged with these negative situations, which raises concerns regarding the long-term implications.

5.4.4.6 Psychological effect: Harmful content linked to graphic images

Some of the users described being exposed to content that is inappropriate and, in some cases, related to content such as suicide and knife crime. The participants briefly referred to graphic content warnings that came up before viewing this type of content; however, this was not a barrier preventing them from being exposed to this content. A simple click would allow for access to content, and some participants admitted that curiosity or peer pressure influenced them to do so. Some described how they clicked on content because they knew it would be a topic of discussion the next day at school which adds a unique insight into the interplay between peer pressure and social connectedness. This aligns with the participants engaging with

identification influence, whereby 'an individual accepts influence because [they] want to establish or maintain a satisfying or self-defining relationship to another person or group' (Kelman, 1958, p. 53). This finding raises great concerns about the risks of exposure to inappropriate content for CYP accessing Instagram and their acceptance of engaging with it as a means of keeping up with their peers.

In linked literature, a scoping review was conducted by Moss, Wibberley and Witham (2023) that explored the impact of the use of Instagram on the mental health of CYP, with a particular focus on their engagement with self-harm based on content that they had seen related to this topic. Fifteen papers were reviewed, and the findings were alarming and concerning. Findings identified that there was a link between exposure and CYP engaging with self-harm. Findings indicated that there was a sense of 'normalisation' around this topic (Moss, Wibberley and Witham, 2023).

In another related study, conducted by Cummings and Cleghorn (2022), adolescents and exposure to inappropriate content was explored. A key finding was that the participants believed that they had a responsibility to 'self-regulate' in instances when they were exposed to and impacted negatively by inappropriate content. In some cases, the adolescents also sought out support from parents, guardians, and carers to manage their emotions. Processing their emotions after having exposure to such extreme content was likely difficult for them and would have lasting implications. Reflecting on research by Reitsema *et al.* (2021), it can be acknowledged that a destructive cycle may be initiated through this process resulting in negative implications on the BPS elements of an individual's MWB. The participants within my study were mainly engaging with self-management of their emotions when exposed to this content. My findings build on previous research by

acknowledging the links between peer pressure to stay up to date and accessing harmful content; the participants would anticipate exposure to such content but were prepared for it and willing to accept the risk to their MWB.

5.4.4.7 Psychological effect: Experiences of bullying or witnessing bullying towards others (Harmful content)

All participants described some experience of bullying mostly from being a witness to it; a small minority acknowledged that they had experienced it themselves. During these descriptions, there was no reference made to any intervention to manage these situations, other than some of the participants explaining how they intervened in situations where other people were being bullied. Some participants described how the group messaging feature is where bullying is most likely to happen.

In related literature, a scoping review conducted by Schønning *et al.* (2020) found that approximately 20% of the 80 studies reviewed focused on cyberbullying.

Findings suggested that the emotional impact of cyberbullying on individuals was like that of face-to-face bullying. Given such findings, it is important to acknowledge the need for some management strategies around this topic. A perpetrator can conduct online bullying through Instagram at any time and can direct their actions towards a wider range of people in comparison to a face-to-face situation. Moreover, tracking online bullying can be more difficult. Therefore, managing this aspect to support CYP's MWB is vital.

There are two key differences regarding impact that can be acknowledged between face-to-face bullying and bullying via Instagram and social media. The first is that

online bullying can be done at any point, instantaneously and whilst the victim is isolated and alone, making them feel that no place is safe. The second difference is that evidence relating to the acts of bullying are much more likely to be recorded in the form of videos and images that are usually posted for viewers to see and reposted as a permanent record. The sharing of such content would pose the risk of more extensive psychological effects on the victim. Therefore, it can be argued that the effects of online bullying are more harmful and at a higher risk of occurring more regularly. Ali gave an example of a bullying incident that he witnessed, whereby a video recording of a young boy being physically harmed was reposted. Such an example highlights the lasting implications of online bullying and the direct links that such incidents will likely have to continued episodes.

5.4.4.8 Psychological effect: Masking emotions and Instagram used as a means of distraction to manage MWB

Some of the participants described how they would have a bad day and then go onto Instagram in an attempt to change their emotions and alter their focus onto something else. These findings align with the uses and gratifications theory (Katz, Blumler and Gurevitch, 1973), where linked research suggests that adolescents dominantly engaged with passive, consumptive behaviours online with the primary motive being gratification of entertainment and its effect on their emotions (Bucknell and Kottasz, 2020; Du, Hashim and Kamarudin, 2023).

The participants in my study were actively seeking out a way to manage their emotions. When discussing his use of Instagram, Riyadh stated “it kind of suppresses a bad day” (Interview 3). On a “bad day”, Freya shared “I’ll do something to take my

mind away from it” (Interview 3). This technique could be more detrimental for two reasons. The first issue is that the negative emotion has not been addressed and managed, but instead suppressed. The second concern is that they could be exposed to content that is negative, which could heighten the pre-existing negative emotions and add to them. Seeking gratification in this form can be identified as an ineffective and potentially harmful strategy to manage MWB.

Additionally, some of the participants in my study described how their use of Instagram is a way of distracting themselves either from the stresses of school or as an avoiding strategy from doing other tasks such as homework (Michelle) or housework (Preston). These findings align with research conducted by Duvenage *et al.* (2020), who incorporated the use of focus groups to explore the motives behind using online spaces as a means of managing their emotions. A total of 94% of the participants in my study reported engaging in online self-distraction. Findings identified that adolescents used online platforms as a means of alleviating negative experiences or emotions rather than dealing with the event or trigger itself. It could be argued that this method could increase the potential for more intense negative emotions in the form of outbursts. In another related quantitative study conducted by Saletti *et al.* (2023), it was noted that Instagram is used by users as a form of escapism and with the intent to ‘relieve and regulate’ negative emotions (Saletti *et al.*, 2023: 13).

5.4.5 Psychological effects: Implications for policy and practice

5.4.5.1 Introduction to section 5.4.5

Within this section, a critical reflection on the implications for policy and practice, related to the psychological effects identified in the data, will be explored. The aspects that will be discussed here are psychological effects linked to body image (spectating as a means of gaining motivation and inspiration; unknown content linked to unrealistic body images; spectating leading to making comparisons between self and others – lifestyle and body image); dangerous content linked to users expressing negative emotions; dangerous content linked to graphic images; experiences of bullying or witnessing bullying towards others; and masking emotions and Instagram used as a means of distraction to manage MWB.

5.4.5.2 Psychological effects implications: Body image

The impact of body image on MWB has been explored in depth to inform policy related to this topic. A recent publication collated by the Health and Social Care Committee in the House of Commons (2023) focused on the impact of body image on mental and physical health. It acknowledged a noticeable rise in issues around body image that consequently led to other health concerns related to physiological and psychological challenges. Conditions identified and explored included body dysmorphic disorder, eating disorders, obesity and muscle dysmorphia (Dahlgren *et al.*, 2024). Another identified concern was the rise in non-surgical cosmetic procedures such as derma fillers and Botox.

Recent research indicates that sustained periods of time accessing endless content that presented an array of unrealistic images lead to the internalisation of body ideals, specifically muscular body shapes for males and thin body ideals for females (Dahlgren *et al.*, 2024). Decreased self-esteem and a pressure to present themselves in a particular way, as some of the participants were presenting in my study, indicate the early stages of negative psychological impact in this area.

Existing literature indicates that female social media users are more inclined to experience challenges with this topic and this could be linked back to statistical data that indicates that they use Instagram for longer periods of time. A study conducted by Burnette, Kwitowski and Mazzeo (2018) used focus groups to explore the connections between social media use and body dissatisfaction in 38 adolescents (aged 12–14). The findings identified that high usage of social media correlated with a higher level of body dissatisfaction and making comparisons. The study also indicated that females showed higher rates of body dissatisfaction. Interestingly, findings also indicated that this was managed by effective school and parental support. It can be acknowledged that, through the implementation of this support, serious psychological conditions were prevented.

There is a recognised need for increased monitoring and for medical assessments to be carried out during the process of young adults accessing non-surgical cosmetic treatments (House of Commons, 2023). Policy implementation such as the Online Safety Act 2023 must also be employed to generate awareness and educate CYP around this topic.

In the section related to internet and safety harms, the RSHE curriculum (DfE, 2025c) includes a focus on CYP being able to recognise the ‘the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) (DfE, 2025c, p. 28). It further acknowledges the potential for those posting on social media to depict a chosen identity that may not be a true reflection of their genuine image. This content requires some focus on in-depth reflections and feedback from CYP around how Instagram and other types of social media are making them feel about their body image. Suggested work would include the implementation of an exploration of body image in the curriculum by developing a critical eye on depictions of body norms and by emphasising the importance of a healthy body as a priority. School leaders and teaching staff should ensure that the focus on these topics is included within physical education and science lessons and could also feed into the school’s healthy eating policy. A key recommendation to address this potential challenge would be to ensure that there is a shared understanding between the CYP, their parents, guardians, carers, and the school and that shared views are being explored and communicated to achieve early intervention that is preventative and not reactive.

Utilising tailored resources, including those published by The Anna Freud Centre (n.d.c), may support to manage these challenges before they escalate to the point where specialised medical care is needed. An example of an existing resource that correlates with the RSHE curriculum (DfE, 2025c) guidance is a specific section in the ‘Managing Social Media’ document titled ‘Don’t compare yourself to strangers’ (The Anna Freud Centre, n.d.b). Within this section, self-care strategies and realistic

goals are identified as key management techniques for CYP, which could support in addressing early psychological challenges around this topic.

Whilst there has been increased research exploring this issue in relation to gendered ideals that are being generated, further aspects need to be considered including how Instagram's visual content generates racial norms and potentially stigmatises groups (Segrera, 2022). Other aspects to consider on a broader note are image norms presented linked to age and sexuality. Each of these aspects has the potential to destabilise CYP from being comfortable with their own identity. Findings from my study build on previous research, as they suggest that body image challenges are evident for most participants and at different levels; there seems to be an interplay between them seeking motivation and inspiration and then feeling negative about one's own image.

5.4.5.3 Psychological effects implications: Harmful content linked to users expressing negative emotions

The direct association between emotions and psychological wellbeing is commonly acknowledged through the study of emotion dynamics. A greater emphasis on CYP's emotions has been of greater importance in research due to the rise in concerning outcomes such as youth suicide and self-harm (McLeay, 2024). As CYP transition from children to adolescents, their bodies are changing both physically and emotionally.

There is an admission that CYP must acknowledge their bodies' physical responses to fully understand their emotional state (Reitsema *et al.*, 2021). An important strategy to manage this would be to support CYP with their emotional literacy skills,

where they are able to acknowledge and identify emotions and have clear strategies for managing each emotion. A powerful strategy linked to the embedding of emotional literacy in the classroom would be to practise daily gratitude, which has been associated with increased MWB including an increase of social interaction and the development of relationships (Howells, 2014). Practically, this could involve the incorporation of a daily reflection on what the CYP are grateful for, with the intent for positive emotions to dominate their mindset and, in turn, positively influence their MWB. Research associated with gratitude practice in schools has been linked to enhancing values related to character education (Yogi, 2024); the practice of gratitude by CYP has also been deemed as a 'cyber virtue' (Harrison, 2021, p.15) that aids in offsetting the exposure to negative content online.

5.4.5.4 Psychological effects implications: Harmful content linked to graphic images

A particularly pertinent aspect related the topic of CYP viewing dangerous content is the importance of supporting CYP to prevent them from replicating the actions that they are witnessing related to self-harm and suicide. Related research conducted by Brown *et al.* (2021) highlighted some concerning findings on non-suicidal self-harm. Findings indicated that CYP were engaging with these acts as a means of social belonging amongst each other. The findings in my study build on previous research acknowledging that CYP continue to be exposed to such content.

To address this challenge, school leaders must acknowledge and understand the research around this topic. They must then work on sharing findings with parents, guardians, carers, teaching staff and CYP in a sensitive manner that would support

them to understand the importance of these challenges and identify ways in which to address them. The current research findings highlight how accessible content such as this is, and so reflecting on this would support parents, guardians, and carers to acknowledge their role in supporting their children with their online use.

The embedded implementation of the Online Safety Act 2023 seeks out to address this issue in great depth by placing the onus on social media platforms to safeguard CYP from having exposure (Online Safety Act, 2023). The RSHE curriculum (DfE, 2025c) has a focus on managing harmful content; careful planning linked to school policy and staff training will be required for this to be managed effectively and CYP to be supported with this. Effective early intervention would support the prevention of more adverse effects that may result in more advanced psychological needs, which could potentially evolve into self-harm and suicidal behaviour.

5.4.5.5 Psychological effects implications: Experiences of bullying or witnessing bullying towards others

The adolescent phase has been connected to a time where there is a heightened need for peer recognition. Scientific studies around neuroplasticity highlight that it is the ability to change and adapt due to experience (Cherry, 2019). During a time where these factors are of increased importance, incidents of bullying and online shaming can have a detrimental effect on an individual's sense of identity and self-esteem. Concerningly, some recent research conducted by Villanueva-Moya *et al.* (2023) draws attention to a connection between large amounts of time spent on Instagram and increased social comparison, and sometimes malicious envy; consequently, online bullying would occur. Findings from my study, along with

related findings, acknowledge a context for online bullying that is connected to CYP posting content as a means of seeking the reassurance they crave, then to be faced with acts of bullying towards them. Evidence such as this highlights the complexities of this topic but also the likelihood of its occurrence.

Much work is needed to address this issue. The identified psychological factors of self-esteem, resilience and optimism are at risk of being impacted negatively if online bullying occurred and was not managed effectively. Consequently, negative impacts could then occur from a biological and social perspective such as challenges with sleep and isolation from socialising.

A key recommendation would for schools to conduct some work on self-esteem that incorporated a focus on having a positive outlook towards others. Addressing emotions such as envy and feelings of inferiority based on image or material items would be supportive as topics to focus on. In addition to in-school content covered in taught sessions, open communication between parents, guardians, carers, and teaching staff must be facilitated for CYP to be able to seek support should they need it. Aspects that would enable effective support would include the school's values being linked to respect as a key driver. Additionally, specific workshops that explore scenarios of bullying from varied perspectives would be beneficial. Content in the RSHE curriculum (DfE, 2025c) supports the initiation of these opportunities.

5.4.5.6 Psychological effects implications: Masking emotions and Instagram use as a means of distraction to manage MWB

Findings from my study acknowledge a problematic means of emotional management amongst the participants. Emotional avoidance has been identified as

a process involving the individual deterring their cognitive and attention processes away from the emotions that they are experiencing as a means of avoidance, or to reduce the intensity of the existing emotion (Kennedy and May, 2016). In a digital society whereby access to social media is instant, the opportunity to implement emotional avoidance methods are much more achievable (Cherkevich, 2021). The psychological implications of this process are negative regarding the individual's ability to cope through self-regulation, which consequently results in low levels of resilience.

Additionally, some of the participants in my study expressed how short videos ~~that~~ they have viewed on their feeds have sometimes made them laugh. They connected this content with supporting them to uplift their mood. One could assert that this strategy causes the individual to avoid addressing their emotions and, instead, distracts themselves with an exposure to specific content. These findings highlight the need to explore this interplay of seeking gratification and resulting negative impacts.

There is a need to explore the coping mechanisms that parents, guardians, and carers use as models for the CYP, as exposure to them could influence the choices that CYP are making. Attention needs to be drawn to practical solutions including increased exercise as a means of increasing the levels of dopamine in the body and, therefore, counteracting the negative emotions that are present. There is a need to encourage CYP to implement lifestyle changes to manage the identified challenges. The RSHE curriculum (DfE, 2025c) includes content that focuses on exercise and managing emotions, and so an exploration of how this content is implemented will support addressing this challenge.

5.4.6 Social Effects

Within this section, data findings linked to social effects of Instagram use on the participants' MWB will be critically analysed and explored through theory and research; implications for policy and practice will follow.

5.4.6.1 Social effect: Time taken away from studying

Most participants who described an excessive use of Instagram discussed how it was having a negative impact on their studies. They expressed that they would not have enough energy or time left to complete tasks such as homework. Moreover, they expressed the inability to stay focused through excessive use, which resulted in poor concentration. Reasons behind their excessive use were linked to lack of self-control and feeling immersed in the content that they were viewing. These findings acknowledge some links to the addictive tendencies described earlier. A key concern that these findings highlight is that necessary tasks were either not being completed or being completed ineffectively. Outcomes of this process indicated poor concentration and management of time.

Due to the extremely accessible and intensely stimulating nature of social media applications like Instagram, there has been an increased focus on exploring high levels of use by adolescents and associations with ADHD. An association between higher use of apps such as Instagram and subsequent symptoms of ADHD has been acknowledged (Ra, Yun and Cho, 2016). Whilst my study highlights the short-term implications on academic progress, there may be negative, longer-term implications for neurodevelopment.

5.4.6.2 Social effect: Time taken away from physically socialising

David described how his social media interactions would act as a replacement for his face-to-face interactions with peers. He believes that this increased during the Covid lockdown period. He now feels that there are times when he chooses to stay indoors instead of the option of going out and physically meeting with his peers. David's engagement with social interaction is problematic as his socialising is dominated by online interactions, which restricts his ability to build meaningful connections. As mentioned previously, he shared how he 'can't be bothered' to socialise in real life (Interview 3); he explained how this was the case when he was 'entertained a lot' by content he was exploring on Instagram (Interview 3). The overuse of social media by CYP has been identified as having a negative impact on face-to-face contact in the real world (Wojdan *et al.*, 2021). In a post-Covid context, the avoidance of physical interaction may be innately embedded in the subconscious due to it being governmental regulation to avoid for a period not long ago.

With Instagram being so easily accessible, the option to refrain from real-life socialising and remain indoors while using social media is high. If the individual has addictive tendencies or a reliance on their use of Instagram, this can result in a cyclical process that would have an impact on their real-life social life. Other implications related to physical health and management of emotions would also be at risk.

Social connectedness to peers and family has direct associations with positive MWB (Winstone *et al.*, 2021). Increased pressures around online identity and belongingness within the virtual world may all be contributors towards the imbalance of physical interactions in comparison to virtual. An individual that engages with high

levels of online social media interaction and low levels of face-to-face interaction has been linked to feeling higher levels of loneliness (Twenge *et al.*, 2019). This finding is problematic, as scientific findings suggest that adolescents need to maintain positive levels of dopamine that, in turn, counteract stress. Loneliness links to the production of cortisol, which counteracts the production of dopamine. Face-to-face interaction is associated with dopamine production, which highlights the importance of this factor as part of CYP's daily lives.

5.4.6.3 Social effect: Time taken away from participating in meaningful activities

Findings related to time taken away from participating in meaningful activities are in line with self-determination theory (Deci and Ryan, 1985), whereby participants are seeking fulfilment for their social needs through Instagram; this topic has been explored in other research (Austin-McCain, 2017; West, Rice and Vella-Brodrick, 2024). Findings from my study acknowledge that there is a misalignment between the motives of and ability to prioritise Instagram and social media against studying, socialising and engaging with activities related to actively developing positive MWB. The participants would describe how their use of Instagram for long periods of time would prevent them from fully relaxing, as they would be focused on their screens. Some of the participants discussed how they would use Instagram for significant amounts of time, and it would impede on their evening after school. Michelle discussed how she used to go running as a hobby, but no longer does so, and instead spends a lot of her time using Instagram and other social media. Additionally, she described how running would previously act as an aide for her MWB stating, 'It's

like all your problems just leave because you're focusing on the running' (Interview 3).

When reflecting on Instagram use, Preston stated "it is just about time wastage with our generation", whereby he continued to state that he felt that his generation "do waste a lot of time" (Interview 1). Riyadh acknowledged that social media "could block you from like, being like productive" (Interview 3). There is a sense of acceptance around this misalignment of time spent on meaningful activities versus the time spent on Instagram and social media, and an acknowledgement that it is to the detriment of activities that support positive MWB.

Within my study, there is an acknowledgement that social media is a daily part of CYP's lives, and that it is having an impact on the amount of leisure activity in which they participate. The routine of school life means that a significant part of the day is spent at school; the findings from my data suggest that a substantial amount of time in the evenings is spent using Instagram. The implication of this is that there is little time left to conduct activities related to hobbies and to maintain a healthy lifestyle. Other implications would be that CYP are limiting the opportunities for the development of self-identity and skillset through the absence of any time spent exploring both aspects. It can be determined that whilst the participants are motivated to use Instagram, they are not benefiting from their use of time. Their choices in the use of time is restricting the integration of meaningful activities that would support them to develop autonomy, competence, and relatedness (Deci and Ryan, 1985). These findings build on previous research by drawing attention to how well CYP are able to prioritise their 'free time' and the opportunities that they have to engage with meaningful activities.

5.4.6.4 Social effect: Means of connecting in the social media world but disconnecting in reality

Findings from my study indicated that the participants used Instagram to maintain connections with their friends during the Covid restriction periods, where face-to-face interactions were prohibited. However, it appears that, for some of the participants, they have maintained high levels of connection via Instagram with their peers – and, in some cases, a reliance on it whereby it has become a more dominant aspect of their social life. These findings align with self-determination theory (Deci and Ryan, 1985), where the environment that the participants had been placed in has shaped their levels of motivation; their intrinsic motivation to stay connected during the Covid period has become embedded into their daily routines and activities in a post-lockdown context. The motivation to connect with their friends remains, but their adjustment to the different context has not changed. Building on previous research, findings from my study suggest the need to explore how CYP transition back into social routines following this period of time and whether they need some support accordingly. In related research conducted by Hichang *et al.* (2023), that explored social media use and the implications of its use post Covid, participants were adolescents who communicated having a reliance on social media as a means of maintaining social connections with each other. This topic has been a focus in research for some time.

In other related research, Best, Taylor and Manktelow (2015) explored the benefits of online friends for adolescents in relation to the impact on their MWB. Findings suggested that participants felt positive about having many online connections, which may be linked to feeling a sense of popularity. The negative implications were that the connections between these friends were lacking in authenticity, which would

then result in cases that replicated the beginning of online bullying. It was not clear as to whether the participants in my study were able to define the authenticity of their online friends; what did seem like a positive aspect was that they were communicating online with friends ~~that~~ they were in contact with in school and so were seeing them in person regularly.

5.4.6.5 Social effect: Spectating with a sense of fear of missing out (FoMO)

Several of the participants expressed a sense of FoMO that was exacerbated as a result of the process of them taking on the role of a spectator and observing others.

FoMO is a recognised syndrome that has been associated with social media addiction (Adorjan and Ricciardelli, 2021). It describes how an individual can have feelings of anxiety and a sense that they are missing out on a social activity.

Increased stress can be an outcome of obsessive following of online posts related to social activities or events (Bloemen and Coninck, 2020).

This was most evident through the responses that Tim gave, where he associated one of his main uses on Instagram as keeping up with what his friends were doing as a preventative method to not missing out on social events or gatherings. The participants expressed their FoMO by taking on the role of spectator, whereby they would observe and track their peers' social activities or the most recent online trends to continue to feel like they were part of their peer group. Findings align with social comparison theory (Festinger, 1954) whereby an evaluation of other people's lives is being carried out and, in turn, influencing behaviours and inducing comparisons to be made which can sometimes lead to feelings of envy, as identified in associated research (Charoensukmongkol, 2018; Scully, Swords and Nixon, 2023).

The derivations of FoMO can be linked to a context before CYP began to use Instagram, where CYP would make comparisons as a means of socially ranking themselves amongst their peers. Instagram allows this method to be further heightened through instant, highly visually posts. Associated research conducted by Bloemen and Coninck (2020) has explored correlations between an adolescent's family environment and the prevalence of FoMO within the individual. It was identified that family structure, parental relationship quality and parenting style were likely to impact on the levels of FoMO that adolescents have. A key consideration related to this finding is the amount of time spent online in relation to the level of engagement with other family activities that the individuals are engaging with.

5.4.7 Social effects: Implications for policy and practice

Within this section, an overview of implications for policy and practice related to the social effects identified in the data will be explored. The effects that will be discussed are: time taken away from participating in meaningful activities; means of connecting in the social world but disconnecting in reality; and spectating with a sense of fear of missing out (FoMO).

5.4.7.1 Social effects implications: Time taken away from participating in meaningful activities including studying and physically socialising

To address the issue of time displacement, acknowledgement and commitment from the young person would be vital. Supporting them to reflect on what they are missing and the BPS implications on their MWB would be a starting point. Once the young person was committed to make a change, facilitating the opportunity to engage in

study, socialising and wellbeing-related activities in a structured manner must be a priority. Additionally, simple strategies such as a screen-use timer could be implemented. This timer could then be set to deactivate or log out of social media applications after a set period. This method could be implemented with the support of parents, guardians, and carers to support CYP who are experiencing challenges with self-control. Both strategies could be integrated into a weekly routine that enable the CYP to oversee their use, in collaboration with the school and parents, guardians and carers. Some of the linked activities would be organically integrated into their routine, such as socialising in break periods at school and engaging with sports-related activities after/before school; some activities would need to be planned into their routine, such as independent study, socialising out of the school context and engaging with extra-curricular activities aside from those offered by the school.

An important aspect of supporting CYP with this factor is offering them opportunities to reflect on their use, and therefore schools could also implement the use of self-reflective journals as modelled in my study. Journals would support CYP to have the opportunity to reflect independently on the implications of their excessive use.

Scheduled discussions or group sessions could be organised during school times for CYP to share their reflections and set realistic goals. Supporting CYP to manage this aspect would require a sensitive approach that does not involve micro-management. Instead, encouraging them to feel empowered to make positive changes would be vital.

5.4.7.2 Social effects implications: Means of connecting in the social world but disconnecting in reality

Face-to-face interaction is important as a means of shaping identity and increasing self-esteem; social interactions and friendships are highly influential factors (Mittman *et al.*, 2022). Schools must consider these aspects when considering how the school timetable is shaped. Within the secondary school phase, due to curriculum pressures coming from all areas, opportunities for social interaction are progressively being reduced. The encouragement of face-to-face interactions in school in a social context will enable CYP to reflect upon the benefits. Extra-curricular opportunities such as clubs before and after school and during the lunch hour would support to address curriculum challenges but still give vital opportunities for social development. Schools and parents, guardians, and carers can work collaboratively to engage with external community events that offer additional opportunities for social inclusion, social connectedness and peer relationships. Connectedness to others is acknowledged as being linked to happiness in the RSHE curriculum (DfE, 2025c), but how this is implemented into the curriculum requires attention. Effective intervention for this factor may support addressing other challenges such as how CYP use their time to engage with physical activities.

5.4.7.3 Social effects implications: Spectating with a sense of fear of missing out (FoMO)

There is much to say about school support for parents, guardians, and carers around this topic. Supporting CYP to practise gratitude would be key factor; this would need to be explored at a deeper level, acknowledging the CYP's ability to appreciate activities that are less obviously engaging but which support them with their MWB.

Schools must encourage environments where CYP are given opportunities to celebrate their independent successes regularly and, therefore, supporting them to understand their own strengths. Moreover, they should educate CYP on the serious nature of the emotions associated with FoMO. Increased anxiety can, in turn, encourage poor sleeping habits and lowered levels of resilience and self-esteem.

5.5 ‘Anomaly case’ examples: positive experiences of Instagram use

5.5.1 Introduction to section 5.5

Whilst findings of my study were dominated by challenges that the participants were facing with their Instagram use, and which were linked to their MWB, there were some anomaly cases whereby participants reported positive experiences. Within this section, I will reflect on the feedback offered by Laytan and Freya that was dominated by them sharing their positive experiences online. An aspect to note is that Freya and Laytan joined the school within the last year and so both were establishing their roles in the school from a social and personal identity perspective. The uses and gratifications theory is applied to explore how their main intent of gaining social connectedness and expressing creativity is centred around them seeking gratification through the development of personal relationships and personal identity (Klatz, Bluemer and Gurevitch, 1973). Findings here suggest that positive and negative experiences can coexist as part of the BPS model. These participants were actively engaging with activities on social media as a means of supporting their MWB.

5.5.2 Social connectedness

Laytan described how Instagram helped him to connect with his friends and made him laugh. He described his MWB as 'a little bit negative' (Interview 2) and that messaging his friends on Instagram would help. Freya also shared how her personal Instagram account was a way in which she stayed connected and 'see what's up' (Interview 1). Social connectedness has been described as a lasting interactive attachment to the social world (Lee, 2001) and social media has been identified as a space where individuals seek this type of connectedness. Low levels of social connectedness have been associated with negative MWB (Arundell *et al.*, 2019).

Laytan and Freya demonstrate the need to seek gratification from a personal relationships perspective (Klatz, Bluemer and Gurevitch, 19973). They actively engage with Instagram with the purpose of making social connections, which indicates an intent to develop personal relationships as a means of supporting them to have positive MWB.

5.5.3 Expressing creativity

Freya talked openly about an Instagram account that she had where she shared images and videos of jewellery that she had made as a means of selling it. She linked this account to other jewellery business accounts that she 'aspired' to (Interview 2).

Laytan talked a lot about Instagram being a place to learn new skills such as cooking. Both participants also seek gratification, by developing their personal

identity (Klatz, Bluemer and Gurevitch, 1973), through their expression of creativity in cooking and jewellery making.

5.6 Summary of chapter

This chapter has provided a critical analysis of the BPS effects that have been identified in my study and are associated with Instagram use and their implications for MWB. Biological, psychological and social effects that were identified in the data were discussed, such as addictive use of Instagram; negative views of body image and reduced engagement with meaningful activities. Associated theoretical perspectives have been integrated along with associated literature to support the identification of future strategies to be implemented for policy and practice. The critical analysis presented here highlights the need for an integrated approach that explores the interplay between varying MWB factors and not just independent or linked examples; this factor offers an innovative and original approach to existing findings in this area of research. In the final chapter, I will offer a summary of my study and discuss recommendations for future research, policy and practice.

CHAPTER SIX- CONCLUSION

6.1 Introduction to Chapter Six

In this final chapter, I will review the findings in line with the study question. I will begin by providing a summary of the study including key findings linked to the research aims. Key recommendations for schools, parents, guardians, carers and children and young people (CYP) in relation to the management of CYP's mental wellbeing (MWB) will be incorporated within this discussion. Finally, I will discuss potential contributions towards future research, study limitations and recommendations. I will also explain how my study has started to inform practice in education within a local context.

6.2 Summary of study

The main aims of my study were to explore the various ways in which CYP use Instagram and how they believe their use affects their MWB. The lens through which their perceptions were considered was a biopsychosocial (BPS) model of the impact of Instagram use on the MWB of CYP. A key aspect was to consider what CYP thought the implications of long-term use would have on their MWB.

The CYP in my study unanimously use the reels and messaging features in Instagram for their main use. This factor highlighted that their dominant roles are as spectators. Reels were viewed to watch content linked to sports or lifestyle; this content was part of an endless feed and the process of viewing it was sometimes referred to as "mindless". All the participants described how they used the messaging feature. Some used it to message each other, and some used it to

message friends and family who were based in other parts of the world. Other key themes that related to the impact of the use of Instagram features were that Instagram was taking their time, exposure to unknown content was creating emotional responses, encouraging addictive behaviours, and the participants using Instagram as a method to manage their MWB.

During the study, the participants who demonstrated the most addictive behaviours seem to be affected in a multidimensional context, whereby several BPS impacts are occurring simultaneously. For example, one participant had poor sleeping habits due to excessive use and demonstrated low self-esteem due to them making body image comparisons regularly. Their poor sleep was impacting on their studies and their self-esteem was causing them to engage much less with social activities, including those related to sport. When the participants were experiencing body issues and exposure to graphic content, they were not always managing these challenges. They did not always discuss their challenges with supportive networks or seek out support. Instead, some of the participants would isolate themselves and just keep going on with their lives.

The findings from my study indicate that all participants' MWB was being affected in some way through their use of Instagram. Each participant's Instagram use resulted in some form of biological, psychological or social impact; for most, several impacts were present. The participants were generally aware of these impacts; however, most concerningly, they were accepting of them. Few connections were made between short-term and long-term implications of the impacts and how they may lead to more serious health problems.

Whilst some anomaly findings have been discussed, it can be argued that the implications of the negative impacts on the MWB of CYP are greater than the positive impacts. Dominating the negative topics relating to CYP's mental health that have been exposed by these findings include social pressures to use Instagram; time management being negatively affected due to the overuse of Instagram; and a risk of exposure to content that is either graphic or negatively impacts on their mental health. Another identified aspect was the notion that users cannot manage this exposure or know when it will occur, and making comparisons between themselves and others which result in more negative views of themselves. Examples of positive influences on their mental health included using Instagram to watch humorous content; connecting with friends; being motivated by examples of lifestyle/fitness choices; and using Instagram as a means of supporting relaxation. However, I have acknowledged how these factors could shift into being negative if not managed effectively. Examples of this might include overuse of time spent on these aspects, or them replacing real-life interactions.

Being motivated by examples of fitness and lifestyle choices was identified as a positive aspect; however, some of the participants identified that seeing examples of this would also lead them to question their ability, worth or achievements. Therefore, this aspect could be classified as being double faceted regarding the impact that it is having on CYP's MWB. This can also be said for the idea of Instagram being used as a means of relaxation. Participants expressed how they would sometimes access Instagram as a means of supporting them to overcome a 'bad day' or to support them to manage the stresses that they were facing with their studies. One could argue that this strategy is not effective, as the intention of a positive distraction is not guaranteed because of the unpredictable content that is provided infinitely on a

user's page, and as usage it has been identified to encourage physical responses such as tiredness or low mood. In some cases, the participants explained how they would sometimes feel worse after using it because of the unexpected negative content that they had been exposed to.

Instagram and other social media are a key element amongst the participants' lives and something that they are exposed to daily. Some believe that they could stop using it if they had to, whilst most believe that they would find this difficult. All the participants demonstrated that they understood aspects of MWB, with more of a focus on emotional health and less on the physical aspect of it. Some participants described ways that they support their own positive MWB. Most of them acknowledged that Instagram use has a negative impact on their MWB in some way but seemed to accept this aspect of it.

A concerning aspect of the findings was the apparent inconsistencies amongst adults supporting the participants with their use of Instagram and other types of social media. In some cases, it was unclear and sometimes non-existent. Parent support for the use of Instagram was identified as being more present than school support, but parental support in some cases was minimal or absent. This finding gave a sense that the CYP were experiencing the world of Instagram independently from their home and school lives. In some cases, this experience was with little or no supervision.

For some of the participants, parents, guardians, and carers were supportive from the beginning of their use to their current use and would offer support when they were faced with challenging content. For some participants, parents, guardians, and

carers had very little or no involvement. The participants who had more parent involvement appeared to have a more positive experience and level of control over their use of Instagram and other social media use. Those that did not discuss their Instagram use, and who had little restrictions on time usage, indicated higher rates of addictive tendencies and a sense of reliance.

The consensus was that the school did not demonstrate many views towards Instagram and social media use. A small group of the participants felt the school endorsed Instagram use, and they felt that this was because there is a school account on Instagram that is used to promote the school. Phone usage and, therefore, social media use was prohibited during school time. This meant that the school's connection towards the participants' use of social media was only based on feedback that they would receive from pupils, if any. Some of the participants referred to lessons that discussed being safe online, but stated that they didn't engage well with them due to the way that they were being delivered. There was an absence of any feedback relating to the school holding any workshops or parent meetings relating to supporting the pupils with their social media use and strategies on how to manage it effectively.

There appeared to be a sense of disconnect between the participants' use of Instagram and the guidance that the school offered on how to use it in a positive way. This finding offers a space for reflection on the most recent proposal to prohibit the use of mobile phones in secondary schools (GOV.UK, 2024). It could be argued that the implementation of this initiative could create a greater disconnect between how schools and pupils work together to address the challenges associated with Instagram and social media use and MWB.

6.3 Research-informed practice

High-quality education-based research has been identified as being distinguished by its findings, inducing a positive influence on the quality of life of individuals, organisations and communities both on a local and national basis (Research Excellence Framework, 2025). I believe that this can be applied to the intention for my study and the proposed impact. BERA (2014) recognise the standing of schools in acknowledging research findings to inform future practice. Educators will need to become 'research literate' and schools will need to be 'research rich' (BERA, 2014, p. 3). It recognises that schools must forge partnerships with research establishments to engage with research. Whilst a large proportion of teachers view research as a means of providing valuable insights to enhance their teaching practice, there are some identified barriers. These include challenges with research literacy, the organisation of support mechanisms and the accessibility of research resources (Ion, Kowalczyk-Walędziak and Brown, 2023).

In the capacity of my current role as a senior lecturer in Education, research-informed practice is central. This role has given me the opportunity to collaborate with trainee teachers on current research who can influence the quality of practice in education as they go into the early career phase. The Initial Teacher Training and Early Career Framework (DfE, 2024) is underpinned by research collated by the Education Endowment foundation with the input of various stakeholders. The framework provides a programme of professional development that supports teaching practitioners to develop a range of relevant skills in their early career. Within the framework, there is content related to practitioners having high expectations in their practice (DfE, 2024). Content in the framework links to

supporting CYP with their MWB with a focus on aspects such as resilience and social and emotional development. However, there are identified challenges around effectively supporting early teaching practitioners in relation to supporting them with implementation. Early careers teacher (ECT) support has demonstrated issues with support structure, flexibility and feedback (Ovenden-Hope and Kirkpatrick, 2024).

Ofsted (2019) emphasises the importance of research evidence as a means of informing practice in the education system. It acknowledges the importance of the merging of core theories with real-life research as a means of informing future goals in education (Ofsted, 2019). Within the grade criteria for personal development, the Education Inspection Framework outlines a key aim whereby there is an expectation for the curriculum and educational provider to assist pupils to advance their character through developing their 'resilience, confidence and independence – and help them know how to keep physically and mentally healthy' (Ofsted, 2019, p. 37).

When discussing research findings, Ofsted (2019) highlights that there is a correlation between the possession of self-belief and attainment, and that schools must consider how they will support CYP to facilitate this. Additionally, resilience is recognised not only as a character trait but also as a process that an individual must engage with; it is linked directly to MWB and demonstrates how an individual engages with their environment. Moreover, resilience can be expressed as a response to variations of stress or trauma, and evidence suggests that high levels of resilience link to better attainment. Whilst attainment is one of Ofsted's priorities, it acknowledges that a whole-school approach to promoting resilience will contribute to

the overall MWB of CYP. However, it also states that the evidence for examples of this is limited (Ofsted, 2019).

When considering physical health, Ofsted (2019) suggests that there is little evidence that outlines how schools can have an impact on aspects such as obesity and pupils' smoking habits. It recognises the importance of reflecting on exercise and healthy eating as part of the curriculum and sharing knowledge with parents, guardians, and carers; however, these aspects could be classified as surface-level strategies that suggest one approach fits all. Through the implementation of a personalised reflection conducted within this study, pupils can identify the role that physical activity plays in their lives based on the influence of their Instagram use. Schools can then support them to determine any positive changes that they need to make.

BERA (2024) recognises a key intent for educational research as having a 'profound and positive influence on society' (BERA, 2024, p. 4). It can be recognised that this can only be achieved through educational researchers extending knowledge in all areas of educational activity and from a wide range of perspectives. The validity and quality of the research is another key aspect to consider (BERA, 2024). It is hoped that my study can contribute towards the field of research in supporting practice to move forward in relation to supporting CYP with their Instagram/social media use and MWB management.

6.4 Contribution towards the field of research

The findings of this research have provided a direct insight into the experiences of a group of CYP's use of Instagram and the impact that it is having on their MWB. This research is original as it delves into how CYP use Instagram (the specific features), their motives behind their chosen use (through their reflections on why they engage with these features), and the impact that their use is having on various aspects of their lives (such as time lost and their sleep being impacted). The application of the BPS model offers a holistic lens by which to review the impact of Instagram use on MWB and can be utilised as a method to identify personalised support. The findings provided an insight into their specific use of Instagram and the way in which this was impacting their lives, relating to biological, psychological and social effects.

Examples include where they identified their overuse was impacting on sleep, time spent with others and how they felt about themselves; each of these aspects can be improved through the actions of the CYP and support from the school and their parents, guardians and carers. In this way, there is a development that is beyond a generic understanding of social media impact on MWB; instead, an acknowledgement of individual use and BPS impacts can support to target any challenges linked to MWB with clarity and focus.

Findings from this research highlight a disconnect between policy, research, resources and implementation of support. There is a need for future collaboration between key stakeholders to drive forward effective early interventions that address MWB challenges in the early stages to avoid escalation. It is my intention to disseminate this research to stakeholders and wider audiences related to CYP's education and mental health. I have presented the findings at several conferences

so far and have also recently worked with a team of fellow research colleagues to plan and deliver some training on this topic for a group of school practitioners.

Moreover, my recent appointment into Higher Education has given me the opportunity to work in a research cluster group, whereby I will work to share my current findings but also plan ways of developing it further.

It is hoped that the findings from this research will raise awareness for CYP who are accessing Instagram and other social media to support them effectively to manage their usage. I would argue that failure to support CYP in doing so could impact on their MWB and general longer-term health challenges related to both physical and mental health. Just as we would support CYP as they enter new environments and develop new skills, we must support them to be equipped with the tools to safely access and manage their use of Instagram and other social media. When they log in to their Instagram account, they are exposed to a digital environment that is not only unpredictable but also difficult for them to leave based on findings from this research.

Originality of this research in its early stages was related to its qualitative nature, location, and the focus on Instagram as a single example of social media. As time has passed, research covering each of these aspects has emerged (Karim *et al.*, 2020; Sun and Zhang, 2021; Parry *et al.*, 2022; Valkenburg, 2022). However, the incorporation of the BPS lens to explore this topic through a holistic lens supports the originality of my study. Additionally, findings offer some suggestions for future development in this area in the context of education.

6.5 Supporting CYP to use Instagram and other social media applications

When I first acknowledged that this topic would be the focus for my doctoral research, the context of research and policy was very different. The field of literature informed by research and the growing development of policy around social media use and CYP's MWB has significantly developed and continues to do so (see Appendix 8, pp.713-714). Consequently, less work is needed on identifying the potential harms of social media on CYP's MWB on a general level and more work is needed on exploring it in a more in-depth manner, whereby there is a focus on the holistic implications and potential solutions.

This research explores the implications of Instagram use on CYP's MWB and utilises the BPS model to provide insights into the complexities of use vs. impact. In addition, my study has provided a framework for schools to adapt when exploring CYP's use of Instagram and other social media to identify early intervention support for their MWB.

Suggestions of support are related to early intervention. Presented below (see Table 16), is an outline of a proposed set of actions for schools to incorporate to support their pupils to manage positive MWB that is being impacted by their use of Instagram/social media. In July 2024, I worked with some fellow social media researchers to lead some professional development training for secondary school staff across Birmingham. The focus of the training was around my study topic, and I used the opportunity to ask the attendees about some of the challenges they were currently facing in supporting CYP in this context. Feedback from staff included that they felt there was a need for training, a greater sharing of resources, and some form

of action planning as a means of supporting CYP to manage their MWB in the context of Instagram and social media use. Based on my study findings and the feedback that I have received from practitioners so far, I have generated an example of a generic action plan that can be shared with school practitioners to begin work on this topic. This plan would tie in with advice from the DfE (2025a), which states that schools should conduct an annual review of their approach to online safety. Additional aspects to consider would be supporting all adults to reflect on their use of Instagram/social media and the impact that it is having on their MWB. A multidisciplinary collaboration with relevant stakeholders would support the development of addressing the identified challenges.

Table 16 Implementation of support for CYP

Parents	Teaching staff including teachers, support staff, pastoral staff and inclusion staff	CYP	School leaders
Work with the school and their children to: - Engage with workshops/training/discussions around the key findings and implications. - Support their child, outside of school, with their social media use School staff to support parents to develop awareness of: - Being reflective on their own use of Instagram - The distinctions between the online vs offline worlds - Where the curriculum will cover content - Where they can seek support and related resources. - Safety awareness workshops including support to use parental controls and review of recent data on related findings	Work in collaboration with each other, school leaders, parents and CYP to implement the following: - An assessment tool that assesses CYP's use and impact of Instagram on MWB from a BPS lens. - Categorise the specific area/s of support for CYP and group them accordingly: a) Biological? b) Psychological? c) Social? - Implement support in the form of early interventions. Focus on: a) Role models and representation b) Open communication c) Engaging CYP and parents d) Monitoring progress - Engage with training and research around this topic	Work in collaboration with the school and parents to: - Engage with the curriculum content and discussions around social media and its connections to MWB - Reflect on use and be honest about areas where they need support - Be honest in their self reflections when participating in the assessment - Engage with support that they receive related to their use of social media.	- Explore where the focus on MWB sits within the: a) Curriculum b) School policies c) Strategic improvement plan d) School ethos and core values -Implement a baseline assessment to generate risk assessment of social media use and MWB. - Use findings to plan related actions that are facilitated through prioritising funding and allocated time for collaborative work. - Implement staff training and parent workshops into the schedule for each academic year - Prioritise the development and education of MWB into the school's curriculum and policies

Below, Figure 8, is a partial example of an assessment tool that could be used as a starting point to assess CYP's use of Instagram/social media and the impact that it has had or may be having on their MWB. It is structured using the BPS framework. Outcomes of this diagnostic assessment would create a baseline for the pupil in terms of the support that they require. Additionally, data outcomes from all pupils following the administration of this assessment could be combined to create a risk assessment. The risk assessment would offer a contextual profile of the school's needs for training, funding and collaboration with key stakeholders.

<i>A rating of between 0-10 can be given to each statement. 0 indicating 'not at all', whilst 10 would indicate 'always'.</i>		
0	5	10
		
Not at all	Sometimes	Always
Biological factor considerations		
i.e., My sleep is affected by my use of Instagram/social media...		
Psychological factor considerations		
i.e., I feel bad about myself when I make comparisons towards others		
Social factor considerations		
i.e., I think I am missing out on activities that other people are posting about		

Figure 8 Assessment tool for Instagram/social media use and MWB impacts

There are several considerations within school settings that would be likely to have a positive impact on supporting CYP to use Instagram and social media and protect

their MWB. Firstly, school leaders must acknowledge the interconnections between a child's biological, psychological and social development. An initial consideration would be to ensure that this goal is presented in the schools' policies, ethos or values and documentation related to succession and action planning such as the school development plan (SDP). Continued professional development for all staff must also be implemented. This training must link to supporting staff to understand the dominant social media applications and their developments and the curriculum content and guidance related to social media use and MWB. Additionally, and just as importantly, it would be beneficial to implement some CPD sessions that are related to developing an understanding of the principles of the BPS model and its use as a lens to explore use vs. impact in the context of exploring the impact of Instagram/social media use on the MWB of CYP.

Within the curriculum, statutory guidance along with knowledge and understanding of the elements described above would be an important factor for pupils to engage with, to support them to effectively engage with this topic. Surface-level, tick-box teaching must be avoided by offering more time and resources to this area. Keeping up with developments in policy so that practise is informed is also important.

6.6 Limitations

6.6.1 Time span of data collection

The limitations of my study were that the data collection time span was only six weeks. To gain a progressive understanding of the impact of Instagram use on the MWB of CYP, it would be useful to track a group of CYP as part of a longitudinal study. Another aspect that might be beneficial would be to track suggested changes

that individuals have suggested and identify whether they had made any changes to their use of Instagram.

6.6.2 Sample size

As the sample group consisted of a smaller number of participants, generalisations were avoided. The small sample size prevents the wider generalisation of findings, as these are qualitative insights of a small group of people, from one context, in one moment in time. Lincoln and Guba (1985) maintain the importance of a researcher recognising the competence of their research; this can be achieved by them reviewing four criteria linked to reviewing the trustworthiness of the research. These criteria are credibility, dependability, confirmability and transferability. In the context of my study, these aspects have been considered and there is an acknowledgement that transferability can be applied to other contexts.

6.7 Implications for future research

The findings, and limitations of this research provide the basis on which further research could be carried out. These will be discussed in turn below.

6.7.1 Applying an intersectional lens

The sample group within my study was a diverse group for such a small sample size. However, this was not an aspect that was explored due to the focus of my study. Intersectionality in educational research can help inform effective policies and practices that incorporate representation of all pupils (Evans-Winters and Esposito,

2024). A consideration for larger-scale research related to the topic that I focused on would be to apply an intersectional lens to the data being analysed, whereby there is a consideration of other social dimensions; this has been identified as a means of shaping more effective policies and interventions linked to CYP's MWB (Varsik and Gorochovskij, 2023). Exploring demographic variables, beyond the age of participants, such as gender, ethnicity and socioeconomic status, would be important to explore.

6.7.2 Scale of study: length and range of participants

A longitudinal study could be conducted that explores participants' change of use of Instagram over time and what factors influence this. Studying the views of parents, guardians, carers and schools in relation to CYP's use of social media could support identifying whether there are any training needs amongst the participants and whether these correlate with CYP's use. In connection to this, exploring parent use may provide some valuable findings.

6.7.3 Other social media applications

As social media continues to develop, it has been recognised that other social media applications are also being used regularly by CYP (Ofcom, 2024). TikTok and Snapchat are equally as prominent in terms of use. Research exploring the features and impact of the use of other social media applications and the correlations between CYP's MWB is another recommendation. Recent literature identifies the prominence of social media having a negative impact on MWB. However, there is a gap in research focused on individual social media platforms and looking at causal effects linked to usage (Schønning *et al.*, 2020).

6.7.4 Applying other methodological approaches

Whilst continuing to utilise the BPS model as a theoretical framework, future studies might benefit from mixed methods approaches. Quantitative measures could complement qualitative self-reporting data, which would provide richer data for analysis. Core examples would include digital tracking such as automated visual analysis (Peng, Lock and Salah, 2024) that can track and analyse images and videos through social media use, utilising computer algorithms to identify central information about use and impact. Merging this approach with theoretical frameworks could support the development of research in the context of social media use and impact (Peng, Lock and Salah, 2024). Implemented physiological indicator measures can offer data that quantifies social responses such as stress in real time (Combrink, 2025). An example of this would be Ecological Momentary Assessment as a tool for capturing real-time digital experiences rather than being dependent exclusively on retrospective, qualitative accounts (Politte-Corn, Dickey, and Abitante, 2024). This approach would provide more dynamic insights into how Instagram use changes over time and in various social contexts, and provide further evidence for the BPS model and associated theories.

6.7.5 Applying the theoretical framework to different contexts

The BPS model has been identified as a valuable framework to apply to support the development of research-informed practice in schools by utilising a school psychology perspective (Conoley, Powers and Gutkin, 2020; Kranzler *et al.*, 2020). I propose that the BPS model is applied to explore MWB of CYP in a range of other contexts, as it can offer a holistic insight into support that can be offered to CYP. In relation to CYP's use of social media and their MWB, exploring the experiences of

CYP who have neurodiverse needs may be beneficial. Other heterogeneous groups would be useful to explore with a focus on aspects such as their economic status, ethnic background and the status of their caregivers. Topics that are not linked to my study, but are of interest, relate to various contexts that CYP are currently present in. In the school context, I am interested in exploring pupils' experiences of the transition between Reception and Year 1 and from Year 6 to secondary school from a BPS lens, and with a focus on their MWB.

From a much broader perspective, I am interested in exploring, through a BPS lens, the experiences of CYP who have been displaced due to international conflicts. I believe that research that offers an insight into the implications of such events on CYP's MWB will give them a voice that is currently disregarded. Ironically, a driver for me to conduct future research on this topic stems from the exposure to the recent world events through posts published on Instagram by various journalists and civilians.

I suggest several recommended areas to explore in future research related to CYP and social media that could inform policy, legislation and practice:

- a) The stereotypes that exist amongst social media representations;
- b) Social media influencers and how content that they post steers CYP to have ambitions to become influencers;
- c) An exploration of use vs. impact of TikTok/Snapchat/Facebook.

6.8 Concluding points

This research was intended to provide original findings and to innovate an aspect of educational research that is still developing. As the years have passed, awareness of mental health and CYP's use of social media are both aspects that are sparking interest in current research (Karim *et al.*, 2020; Sun and Zhang, 2021; Parry *et al.*, 2022; Valkenburg, 2022).

In this study, it was found that the participants were experiencing a combination of biological, psychological and social effects towards their MWB through their use of Instagram. For some, their sleep is being reduced by their overuse of Instagram. Addictive behaviours related to Instagram use are acknowledged and have been linked to impacting on poor sleep, self-esteem and an inability to engage with more meaningful activities. Psychological effects that the participants are experiencing include engaging with passive use whereby they make unhealthy comparisons between themselves and others; in some cases, this is resulting in the development negative self-body image views. Exposure to harmful content and experiences of or linked to bullying were also evident in my study. On a social level, the participants are losing time from participating in real life socialising, meaningful activities and studying; they are also viewing other Instagram users' content and experiencing FoMO.

The findings of my study suggest that using the BPS model in educational settings could be a helpful approach to explore influences that Instagram use is having on CYP's MWB. Support can be implemented to address existing MWB challenges and help to prevent their escalation. These positive changes can only take place if there

is a recognition of the direct interplay between biological, psychological and social factors that coexist to influence a young person's MWB. Schools, parents, guardians, carers and CYP must acknowledge this and proactively engage with supportive strategies to address related challenges. Schools must do this by acknowledging the links between social media use and MWB in policies and curriculum. Parents, guardians, and carers must maintain a proactive stance in engaging with their children's use of social media and keep up to date with information related to social media. They must also engage with the school and work with them to support their children in their use of social media and management of their MWB. CYP must be supported to be reflective of their Instagram/social media use and be given opportunities to effectively engage with learning around their use. Supportive materials that focus on applying a holistic lens, through the utilisation of a BPS framework, to explore CYP's social media use and their MWB could inform positive change in policy and practice. An emphasis must be placed on stakeholder involvement, practitioner subject knowledge, curriculum implementation and tracking the development of CYP's MWB.

This topic sits within an ever-evolving context that requires consistent engagement and attention. Recent developments around social media use for CYP suggest the tide is changing in terms of how much CYP will be exposed to. Recent age restrictions on social media applications, including Instagram, in Australia (Kaye and Menon, 2024) and a ban of TikTok in the USA (Durkee, 2024), highlight how this is an area that continues to be explored regarding the management of the MWB of CYP.

I believe that this research should inform discussions around supporting CYP to stay safe as they continue to delve into the online world. Management of usage and control of exposure to unwanted content is complex in the context of social media. CYP are taken into a world that has endless possibilities – some of which are positive and some negative and potentially dangerous. It is our duty as educators, parents, guardians, carers and members of society to support CYP to navigate a world where such a phenomenon dominates; to do this, we must interrogate it from all angles.

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APPENDICES

Appendix 1- Recruitment

Appendix 2- Questionnaire

Appendix 3- Interview

Appendix 4- Focus group

Appendix 5- Reflective journal

Appendix 6- Data analysis

Appendix 7- CYP, social media and MWB

Appendix 8- Supporting CYP with social media use

Appendix 1- Recruitment

Study Information sheet

Research project Information sheet



Who is doing this research?

My name is Mrs Kamran, and I am a research student at the University of Birmingham and am currently studying a Doctorate in Education (EdD). In addition to my role as a researcher, I am an Assistant Head Teacher in a school in Birmingham. I have an interest in supporting young people in developing their potential in education through effective learning but also by ensuring that they are managing their MWB positively. Should you have any questions about the study, parents, guardians, and carers can contact me on: [REDACTED]

What is the study about?

This study is the main study for my thesis project. It will help me to develop my knowledge of my study interest and will support achieving my study aims. I am exploring how Instagram effects young people's MWB and want to gain insights from young people in order to obtain a true reflection of the impact that it might be having.

What will happen during the study?

The study is made up of four stages:

Stage 1: The questionnaire

The questionnaire took place on _____

Stage 2: The initial Focus group and interview

From the completed questionnaires, a group of 8 pupils will be selected to take part in the subsequent focus groups and interviews. These pupils will be selected if they are regular users of Instagram. Another reason for choosing the identified pupils will be based on ensuring that there is a diverse representation of ethnicity and gender in the focus group.

The initial focus group is due to take place on _____. On the same day, pupils will be given a journal to complete for the week ahead based on their Instagram use. The first set of interviews will take place on _____.

Stage 3: The mid-point focus group and interview and reflective journals continued

The same pupils from stage 2 will be invited to participate in stage 3 and 4. The mid-point focus group is due to take place on _____. The content of the focus group will be linked to the responses from stage 2 and journal entries. Responses that are given during the focus group that require further exploration will be explored further in mid-point interviews. Interviews will take place on _____.

Stage 4: The final focus group and interviews.

The final focus groups and interviews is due to take place on _____ and _____. The content of the focus group will be linked to the _____.

responses from stage 3 and journal entries. Responses that are given during the focus group that require further exploration will be explored further in final interviews. Interviews will take place on the afternoon of the same day. The participants will be asked to complete a final journal entry on the day to add to data collection.

Storage of the data

All data will be stored securely on a university server. Questionnaires will have names removed (making them anonymous) and they will be scanned in readiness for storage. Focus groups and interviews will be sound recorded and transcribed following each session and will then be stored. The reflective journals will only include a first initial, so participant identity will remain anonymous; these will be scanned and stored securely.

What happens now?

Parents, guardians, and carers: Please read this information sheet and discuss this study with your child. If you are both happy for your child to participate, then please complete the consent form attached. It is completely your choice if you do not want your child to participate and if this is the case, please specify this on the consent form. Completing the consent form means that you are acknowledging consent to your child's participation in each stage of the research. Please remember, should you wish to withdraw your child from the research, you have the right to do so. **Please return your consent form by _____ 2022.**

Pupils: Please speak to your parent about this study and decide about whether you would like to participate. Please then complete and return the form of assent. The option to not participate is on this form. Completing the consent form means that you are acknowledging assent to your participation in each stage of the research. **Please return your consent form by _____** If you change your mind about participating at any time, you have the right to withdraw. As a thank you from me for your participation, you will receive an Amazon voucher.

What happens next? Once all data has been collected, I will wait until 17 days (_____) have passed before beginning analysis of the data. I will provide a short summary of my findings for the school, participants and parents, guardians, and carers of participants. All information described in this summary report will ensure anonymity of participants but will offer an insight into the key findings. I will also hold an assembly with the pupils to run through findings.

Power point slides used for presentation to participants



UNIVERSITY OF
BIRMINGHAM

Doctorate in
Education
(EdD)



**A study of the
implications of
Instagram use on the
mental wellbeing of
young people**

Canis Kamran

☐ Mother/wife/sister/daughter/friend

☐ Educator

☐ Researcher

Study overview

- Main study for my thesis project.
- Aims to develop my knowledge of my research interest and will support achieving my research aims.
- Explores how Instagram effects young people's mental wellbeing
- Seeks to gain insights from young people in order to obtain a true reflection of the impact that it might be having.

Why?

- Personal experiences that I have had with the use of Instagram. I'd like to explore whether these are common.
- Existing literature- there are dominant themes that I want to explore
- Gaps in existing literature- driven by quantitative data, non-specific social media examples, identified need to explore further

The focus groups

- Groups of up to 8
- I will offer prompts for discussion but these will mainly be led by you
- All discussion points will be linked to your use of Instagram

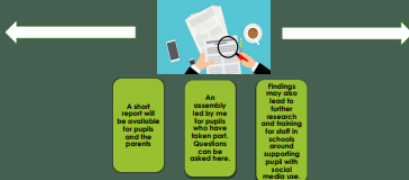
Journals

- You will complete these as the study progresses
- Will include reflections on your use of Instagram

Interviews

- One-to-one with myself
- Questions that you will be asked will be linked to what you may have discussed in the focus group or recorded in the journal

What will happen with the research findings?



What next.....

If you wish to participate, and your parents are happy for you to, you both need sign the consent forms as soon as possible and hand them in

The research collection. This starts on _____

Each of you receive an Amazon voucher as a thank you from me! ☺

THANKYOU

I look forward to meeting you soon!

Parent of participant consent form



Dear Parents, guardians, and carers/Carers,

Please find information regarding the study I am carrying out attached. Please have a look at this and discuss it with your child. This consent form is linked to your child participating in Stage 2 onwards.

Please complete and return this form by _____.

Please inform _____ if you do not wish for your child to participate in the data collection process. The first set of focus groups, interviews and journal entries will begin on _____

Name of parent: _____

Name of child: _____

Date: _____

I wish for my child to take part in Mrs Kamran's research starting on
Monday _____ ☐

I do not wish for my child to take part in Mrs Kamran's research. ☐

After data collection, should you wish to withdraw your child following participation, you have until _____ to contact me via email on my email address:

_____.

Kind Regards,

Mrs Kamran.

Researcher at the University of Birmingham

Participant consent form



Dear Pupil,

Please have a look at the information sheet attached for full information about the study. This consent form is about Stage 2 onwards of the study.

Please complete and return this form by_____.

Kind Regards,

Mrs Kamran.

Researcher at the University of Birmingham

Name: _____

Date: _____

I **wish to** take part in Mrs Kamran's research starting on
__**Monday**_____

☐

I **do not wish to** take part in Mrs Kamran's research.

☐

Should you assent to participate in this study, you can withdraw at any time until up until _____ You are also able to withdraw prior to each stage of the research.

Appendix 2- Questionnaire

Participant questionnaire

1) Do you have an Instagram account?	
2) If yes , for how long have you had it?	
3) If you answered yes to Question 1 , How many hours a day on average do you use Instagram?	
4) What do you think the purpose of Instagram is for its users?	
5) If you answered yes to Question 1 , What is the main purpose for your use of Instagram? (If more than one, please list these)	
6) Do you think that Instagram is a positive social media platform? If yes, why? If no, why?	
7) If you answered yes to Question 1 , Do you see yourself keeping your Instagram account in the next 3 years?	
8) If you answered yes to Question 1 , How does using Instagram make you feel? Why?	

Appendix 3- Interview

Context:

Interviews will be carried out with the same participants the focus group. The interview schedule can only vaguely be planned as questions might differ based on responses from the focus group. The key focus for the interview will be to develop a deeper understanding of the participant's experiences of Instagram and its links to wellbeing. I anticipate that those chosen for the interviews will have demonstrated either an experience and/or information about their own experiences. Interviews at mid-point and at the final stage will be planned in between each stage and will utilise findings from journal entries and also responses from the interviews and focus groups.

Initial interview schedule:

The following discussion prompts will be used during the interview.

Reflection on focus group

- 'Tell me more about what you said during the focus group when prompt 1/2/3/4 was being discussed.'

Prompts used to delve deeper into experiences

- '.....what do you think the impact of that is on your MWB?'

- '.....how do you think Instagram might have had an impact there?'

Q1: Reflection on focus group answers

Q2: How would you describe yourself in terms of your character and most predominant mood (Positive, negative, confident, anxious etc) Do you think using Instagram can have an effect on your mood?

Q3: What features of Instagram do you use? How do you feel when you use them?

Q4: What would be different about your life if you didn't have Instagram?

Q5: Does Instagram have an impact on your daily routines?

Q6: Do you think that you are in control of your use of Instagram and how it impacts on your MWB?

Q7: What advice would you give to a new user of Instagram?

Q8: Would you like to make any changes about how you use Instagram? If so, what are they and why?

Context:

Interviews will be carried out with the same participants from the focus groups. The interview schedule can only vaguely be planned as questions might differ based on responses from the focus group. The key focus for the interview will be to develop a deeper understanding of the participant's experiences of Instagram and its links to wellbeing. I anticipate that those chosen for the interviews will have demonstrated either an experience and/or information about their own experiences.

Interviews will be planned in between each stage and will utilise findings from journal entries and also responses from the interviews and focus groups.

Interview 2 schedule:

The following discussion prompts will be used during the interview.

Reflection on focus group

-‘Tell me more about what you said during the focus group when prompt 1/2/3/4 was being discussed.’

Reflection on journal entry

-‘Tell me more about what you reflected on in you journal on.....’

-‘Has completing the journal made you more aware about anything?’

Prompts used to delve deeper into experiences

Q1: What do you think the purpose of Instagram is?

Q2. What impact is it having on you?

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

Q5. Do you think that this feature has an impact on the way that you think or feel?

Q6. Do you think that your profile is a true depiction of yourself and your life?

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

Context:

Interviews will be carried out with the same participants from the focus groups. The interview schedule can only vaguely be planned as questions might differ based on responses from the focus group. The key focus for the interview will be to develop a deeper understanding of the participant's experiences of Instagram and its links to wellbeing. I anticipate that those chosen for the interviews will have demonstrated either an experience and/or information about their own experiences. Interviews will be planned in between each stage and will utilise findings from journal entries and also responses from the interviews and focus groups.

Interview 3 schedule:

The following discussion prompts will be used during the interview.

Reflection on journal entry

-‘Tell me more about what you reflected on in you journal on.....’

Prompts used to delve deeper into experiences

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

Q.2 Has anything had an impact on your MWB?

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Q4. What support do you receive for positive MWB?

Q5. Does Instagram/social media support you with you MWB?

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Q.7 Rate yourself on the below statements

a). *On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree*

b) *At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree*

c) *I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree*

d) *I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree*

e) *I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree*

Q8. Does your use of Instagram or social media impact on any of the above?

Q9. Will you change the way you use Instagram/social media from now on?

Q10. Has it stopped you from doing anything?

Appendix 4- Focus group

Context:

Two sets of pupils will be participating in this initial focus group and there will be two subsequent focus groups. They will have been selected based on the following criteria: 1) They have given consent to participate 2) They are regular users of Instagram 3) They contribute towards a diverse group.

Note: The topics of discussion for subsequent focus groups will be planned based on responses from the interviews and focus groups before and entries into journals.

Plan of action:

As the researcher, I will begin with the following statement:

‘Hi pupils and welcome to the focus group today where we will be discussing the Instagram and the links that it may or may not have to MWB. In this session, I will be listening and observing and you will be having a discussion. I have some prompts that I would like you to work through to support you with your discussions. You can begin by saying whether you feel the statement is true or false and then discuss your reasoning with the group.’

The following statements will then be handed to one member of the group to read out in order to initiate each discussion:

Instagram is more of a positive platform than a negative one

I use Instagram productively

Instagram makes me feel good about myself

Instagram makes me feel bad about myself

Instagram has a direct link to MWB

Instagram has had an impact on my own MWB

Instagram needs clearer guidelines of how to use it effectively

Context:

15 pupils (group of 7 and 8) will be participating in this second focus group and there will be two subsequent focus groups. They will have been selected based on the following criteria: 1) They have given consent to participate 2) They are regular users of Instagram 3) They contribute towards a diverse group.

Note: The topics of discussion for subsequent focus groups will be planned based on responses from the interviews and focus groups before and entries into journals.

Plan of action:

As the researcher, I will begin with the following statement:

'Hi pupils- thank you for joining the second focus group. As you know, the focus of this research is to reflect on the use of Instagram and its impact on MWB. Today's session will focus on Instagram features. You will be thinking about whether you use the feature and then discuss what you think the positive or negative aspects of each are.

The following features will then be listed and handed to one member of the group to read out in order to initiate each discussion:

Reels

Stories

Photos

Filters

Instant messaging

Lives

Final question to discuss: Where do you receive support from to use these features safely?

Context:

15 pupils (group of 7 and 8) will participate in this final focus group. They will have been selected based on the following criteria: 1) They have given consent to participate 2) They are regular users of Instagram 3) They contribute towards a diverse group.

Note: The topics of discussion for subsequent focus groups will be planned based on responses from the interviews and focus groups before and entries into journals.

Plan of action:

As the researcher, I will begin with the following statement:

'Hi pupils- thank you for joining for the final focus group. As you know, the focus of this research is to reflect on the use of Instagram and its impact on MWB. Today's session will focus on MWB and your final thoughts on Instagram with some links to social media in general.

-What is MWB?

-What support do you get for positive MWB?

-Does Instagram and other social media applications support you with positive MWB?

-Do you use it/them to support you with positive MWB?

-Have you changed how much or how you have used it since Covid?

-Which of the following statements do you agree with most?

Instagram/ Social media is used.....

*To pass time to improve my mood to distract me from school pressures
others*

-What does social media/Instagram add to your life? Take away from your life?

Appendix 5- Reflective journal

Reflective journal example

(1) Reflective journal: Instagram use

Name: _____



UNIVERSITY OF
BIRMINGHAM

Date:	Usage time:	Functions used:	Reflections: How did this make you feel?	How did you manage these feelings?	How do you feel about how you will use Instagram next time?
<u>Monday 14th November</u>					
<u>Tuesday 15th November</u>					
<u>Wednesday 16th November</u>					

Appendix 6- Data analysis

Field notes-reflections during the data collection phase

Focus group 1

Description: I arrived at the school early to begin research. I was told that some sports sessions were happening so timings may need to change. Pupils were not organised to start. When the first focus group had started, timings felt rushed. The environment that was allocated for the focus group to take place was a shared area and noise levels were quite high. One of the pupils in focus group 1 was giggling during the session which became distracting for myself and the others. At the end of the sessions, the participants were asked to select a slot for their interviews the next day.

Feelings: Frustration-as this was something I felt had been organised and planned. Worried that the pupils would not engage as the session felt a little rushed. Frustrated at the one individual behaving inappropriately and having an impact on the discussions that were being had. Worried about the sound of the recordings being overridden by the background sound. I was apprehensive about whether the pupils would make it to the sessions on time and that the interviews would run smoothly.

Evaluation: My response to the initial frustration was to remain positive and focussed on the pupils that were present for the first session. In order to engage the pupils, I selected who appeared the most confident within the group to 'chair' the focus group by reading out the prompts. In both focus groups, this worked well as both individuals were both well known to the group and influenced how well the focus group discussion stayed on track. I asked the individual who was behaving in a silly way to stop and reminded him that this research was important. I placed my recording device closer to the participant's in the attempt to have clarity in their spoken language. I reminded pupils about their time slot.

Action plan: I will confirm the timings with the allocated staff member for next week and prepare to be flexible with participants in focus groups. My approach to starting the sessions would be to be more relaxed and attempt to have some time to have informal conversation with the pupils before the session started. I would not change my approach to the individual who was behaving inappropriately as I felt that this had been addressed. I spoke to the allocated person about there being potential for a new room but unfortunately this was not possible. Having listened to the recordings, I was confident that this would be managed effectively if I maintained awareness of the timings of transitions between lessons and breaks and ensured that I waited for the pupils to transition before starting sessions. I was able to speak with the pastoral lead for the year group to distinguish which teaching room each pupil would be based in during their interview slot which I could then ask for support from the previous interviewee to help me get them.

Interviews 1

Description: Unfortunately, on the morning of this day, I had a minor car accident which meant that I was running behind by 30 minutes and had missed my first two interview slots. When I arrived at the school, the allocated person was not present and there was a further delay as the person at the front desk was unsure about whether I should receive a red or a yellow pass since I had only provided my DBS number and not paper proof of it. I was given a yellow pass initially which meant that I was unable to be left alone with the pupils; this also meant that multiple staff came and hovered around me during the first few interview sessions.

Once I started interviews, they ran relatively smoothly with the support of the participants collecting the next interviewee and bringing them to the location I was based in. As some of the interviews were faster than anticipated, I was able to ask the two participants that I had missed if they were able to complete their interviews with me.

During the break period, I remained in the location that I was based in. Some pupils spent their break there including one of the participants. This enabled me to engage in informal discussions with them.

The pupils were extremely open about their Instagram experiences during interviews and explained in detail what they felt about it in general.

Feelings: Further frustration arose based on the DBS issue that had occurred. I was also determined to get through each interview and ensure that the process continued to remain on track. I was very appreciative and impressed by the participants' support in helping to ensure that subsequent participants were located and sat with me.

Evaluation: I felt that the pupils' support and my determination to stay focussed and on track led to the morning remaining on track with timings. I was initially sceptical about how the transitions between participants would work and was unsure about whether timings would be adhered to.

Action plan:

I will prepare questions for focus group 2 and interview 2 where the focus is around the functions of Instagram. I will also continue with method of organising pupils for interviews.

Focus group 2

Description: I was now familiar with who all the participants were and was able to oversee gathering them with the support of other participants. It was mentioned that two of the participants from the first focus group were at a sports event. One of the

pupils informed me that he wanted to withdraw from the study because his parents, guardians, and carers did not want him to participate. The pupils discussed the functions of Instagram as planned. It became apparent that they mostly use Instagram as spectators with functions such as live videos and reels. The pupils also disclosed that they had some important assessments in the final two weeks of term so this would include the time I would next be in for the third set of focus group and interviews.

Feelings: I was frustrated about the pupils not being present as these sessions had been planned. I was also concerned about the individual and his withdrawal as I wondered whether this might affect the other pupils' views towards participating and potentially encourage them to withdraw.

Evaluation: I reflected on the need for the researcher to be flexible when collecting data within a context such as a school. The flexibility would include recognises that the priorities of the pupils and school would not always align with the researcher and that the researcher is required to be flexible.

Action plan: I would continue as planned but with the priority to be flexible as priority.

Interviews 2

Description: The running of the day went in line with the schedule where all 15 participants were interviewed at the anticipated time. This time around, they mainly came to me without any prompting from their peers.

During the interviews, what became apparent was that some of the participants were using other social media applications more than Instagram. The two that were mentioned as being used more than Instagram were Snapchat and Tik Tok.

Feelings: I could not help but have some doubts towards the relevancy of my choice of social media app for my study collection. However, did also reflect on the fact that Instagram was a prime social media application at the time of me selecting my study focus.

I was very pleased with the participants attending their interviews on time and without me having to organise for them to be collected.

Evaluation: It is important to recognise how research is continually evolving.

Action plan: Some of the final reflections will consider the other two platforms, Tik Tok and Snapchat since the participants have noted that they use these social media apps more.

Focus group 3

Description: The pupils have just had a week of assessments which they had been discussing with me. The feelings towards these assessments were a mixture of worry and exhaustion. There were some pupils who felt confident about achieving good scores in some of their assessments, but they were also visibly tired after lots of preparation building up to them. Answers to some of the prompts and questions today were vague and some pupils participated less.

Feelings: I felt that there was a sense that the pupils were no longer able to be as focussed on the structure of the school day based on a combination of being tired but also because they may have felt that post-assessments were a time allocated to 'switch off' before the holidays.

Evaluation: I was concerned that the pupils may not be as committed to participate in the interviews the following day and that their focus may not be evident during the focus group sessions.

Action plan: I will continue to delve deeper into the impact on individuals and their perceptions of Instagram. Some of today's prompts/questions will be repeated tomorrow but will give the opportunity to gain an individual direct response.

Interviews 3

Description: All pupils attended their interviews. Most of them were visibly tired and discussed how they were when I asked about their assessments and how they were feelings. Some of the pupils admitting to not being able to complete their journals as they were not able to allocate time due to the amount of revision that they had to do. Each interview ended with me wishing the participant well wishes and discussing a topic that was linked to the individual interests of that participant. There were two instances where two of the girls discussed their confidence levels and made a direct link to the impact that their use of social media was having on this.

Feelings: I felt the presence of familiarity between myself and each participant in these final interviews. Although I had only worked with each person five times prior to these sessions, I had learnt a substantial amount of information about their personalities, lives and future goals. I was sad to say goodbye to them. I was particularly emotional about the discussions had with the two girls mentioned. There was a sense of reflection on the original motive behind the study and their experiences linking to my own worries about the impact that Instagram use might have on individuals that are important to me.

Evaluation: I reflected on the importance of the researcher building a rapport with the participants. This had been done very quickly during this process.

Reflections after the data collection phase

Key challenges that were identified during the data collection included having the opportunity to collect the data accurately and in a suitable environment. The space that had been organised for me to collect data was in a communal area that was in a corridor between the classrooms of most of the participants. The location of this meant that it was easy to reach the participants however, this space came with a more dominant challenge. Occasionally, the space was used as a space for other group sessions with staff members and it was also a walk through for pupils to go through between lessons. This meant that the levels of noise were unpredictable and difficult to manage- this would sometimes result in disruption towards the data collection sessions because of background noise and general disruption causing elements of audio recordings to be unclear. Moreover, participants would sometimes become distracted or self-conscious to discuss their thoughts on topics due to an interruption of a pupil passing by.

These disruptions were usually only periodic and for short spaces of time. Staff working at the school were aware of what I was doing and refrained from working close to the area that I based myself. A key reflection based on this challenge was the level of difficulty involved in organising research collection to coincide with the usual events of the participants' lives. There was unfortunately no alternative location due to all teaching rooms being used for lessons. As a result, I had concerns around the quality of the recordings but managed this by putting up reminder signs in the area we were working in to remind passers-by to maintain a quiet volume.

Example of initial coding

Data	Codes
Canis: Ok. Jenny, thank you for coming to sit with me and have your interview. Erm, linked to Instagram and MWB. Erm, I'm gonna start off by asking you a couple of questions about your questionnaire, but also a couple of questions about the focus group yesterday. Then we're gonna move into some specific questions for this interview, ok? So in your erm, question that you asked. You talked a little bit about. We'll move on from the questionnaire. Let's just talk about yesterday's focus group then. So you talked a little bit about the, about photoshopped pictures and how that can sometimes, you used the words mess with you, like it can have an impact on your wellbeing. Can you talk to me a little bit more about that. Jenny: Yeah, it's like and like filters as well. It's like this idea that, you can be perfect. Like I've had, I like use Snapchat filters and some on Instagram. Canis: Yep Jenny: But they completely change your shape. The face, the shape of your face. And it's like, oh, make you look pretty and it does, but it like changes your face. And it's like, so you can't make what I already am pretty because you have to change it and so that kind of just. It just makes you feel a bit bad and then you see people with that kind of face in real life. You're like, oh, and it's, I don't know it. It doesn't get you jealous. It just makes you feel bad about yourself. Canis: Yeah. Jenny: Yeah, Canis: Yeah, right. Ok, thank you. Err and you also talked a little bit about the political side of things and how that, that doesn't exist as much in In Instagram, erm do you think that's positive?	Filtered images change image significantly Lowens self-esteem as causes her to reflect on why the filter is needed.

Jenny: Positive? Yes, because I think Instagram is just a nice place to relax. I don't think you need to be political and like if you wanted to be political, you could go on like other social medias or read the news. Canis: Yeah. Jenny: There's, like, definitely ways to be political on social, like on Instagram, but. It's like less than other, other places. Canis: Thank you. And then you also talked about how erm, people need support with actually understanding the functions a little bit more. Erm. Can you tell me abit more about that. Jenny: Yeah, like when I first got Instagram I was really confused about how anything worked and nobody was like helping me. And you felt like kind of embarrassed to ask. So you just have to work it out. And like, work it out through what people are posting like, to finish a message you like the message repeatedly. Canis: Yep. Jenny: And I didn't know that. And so I learned that, from other people. But it, like, was ages after I got Instagram Canis: Ok, yeh, yeh. Jenny: And I realised Canis: You also put in your questionnaire that erm, it, it can enhance your emotion. So if you feel sad it adds to that sadness. If you feel happy, it adds to that. Can you talk to me a little bit more about that? Jenny: Yeah, like I might go on Instagram to me really. When I'm really happy and like it makes me happier because I see like funny videos, or, like even sad videos, but I just get	Place of relaxation. Absence of political debates helps with this. Identifies how people need educating on how to use Self-taught as user Enhances emotions whether positive or negative Humorous/happy videos enhance happiness

past those when I'm really sad. It makes me like ten times worse because it like, it realizes I'm sad because of what the things I'm liking and takes me to even like sadder things. And it makes me sadder.

Canis:

Ok. It's really good that you're aware of that, isn't it?

Jenny:

Yeh.

Canis:

Ok. So, I'm gonna ask you a question now that that's, that's one that makes you think a little bit about yourself. So how would you describe yourself in terms of your most predominant kind of characteristics? So you know, in terms of what is your most predominant mood, would you say you're quite a positive person, quite a negative person? Confident, anxious? Those are just some examples.

Jenny:

I think I, I can be quite a bit like a, a pessimist a lot of the time.

Canis:

Ok.

Jenny:

Sometimes optimistic, but a lot of the time I kind of just don't like, I'll be kind of more honest to myself. Like, yeah, that's probably not going to happen.

Canis:

Ok.

Jenny:

And then when I allow myself to get really happy, I get. Like overly.

Canis:

Ok.

Jenny:

Optimisitic.

Jenny:

So kind of one extreme to the other. So do you think using Instagram can have an effect on your mood?

Sad videos/feeds increases sadness

Canis: Yes Jenny: You talked a little bit about it, when you said about the sadness and the happiness being heightened. Jenny: I think, it would only have an effect on my mood if I'm already feeling that mood. Canis: Ok. Jenny: But if I'm just kind of neutral, I'll stay neutral. Canis: Ok, erm, what features of Instagram do you use and how do you feel when you use them? Jenny: I, I tend to use reels which is more the tick tock part of it. Canis: Yeah. Jenny: I, I go through reels a lot and I kind of just feel like numb because it's mindless. But I do post, but it's on a more private account. Canis: Ok. Jenny: So my, my account's private already, but I have a second account that's got, like, very few people on it. Canis: Ok. Jenny: And I feel confident to post on that. Canis: Ok. Jenny: But I don't post on my main account.	Instagram can enhance negative moods Main use is reels Feeling of 'numbness' through constant scrolling. Links to slot machine use. Describes as 'mindless' Private account is used to post images. Only confident to post on it.

Canis: Ok. And when you post, how do you feel about that? Jenny: I feel good because I know that the people I'm posting to, so there's about seven people on it. Canis: Yeah. Jenny: I know the people I'm posting to will be really positive. Canis: Yes, that's good. Jenny: You know, they disagree because they care about me. Canis: That's really good. Erm. What would? What would you? What would be different about your life if you didn't have Instagram? Jenny: I'd probably be a lot less connected and like aware, less aware of the world. Canis: Ok. Jenny: And different things that are going on. Because like or even during lockdown, when, like, the Black Lives Matter protests were happening, I didn't hear much about it on the news, like 'cause I was watching the news a lot, but I heard about loads of things that were happening. Loads of videos on social media and Instagram. Canis: Yeah. Jenny: Like it helped me stay more, like aware Canis: Yeah Jenny:	Absence of Instagram would result in feeling less connected with current new

Of what's happening more. Canis: Ok, brilliant. Does it have an impact? Does Instagram have an impact on your daily routines? Jenny: Err. It used to. Canis: Yeah. Jenny: I used to wake up in the morning and like, help me wake up, I used to go scroll through Instagram. Canis: Ok. Jenny: I don't have time to do that anymore, so I don't. Canis: Was that more last year? Jenny: Yeah. Jenny: Ok. Jenny: A lot last year, yeah. No, it it does. I spent a lot of time on Instagram. Canis: Yeah. Jenny: But no, not really. I mean, not in the morning, but definitely after school, I'll spend a lot of time, like just scrolling through Instagram. Canis: It's, so it's quite a time consuming part of your day? Jenny: Yes.	Used to support waking up. Coping strategy. Time spent scrolling with no focus on time or content

Yeah, at least that's how I feel about it. Canis: Yeah. Jenny: Like if you like something bad, they'll like see it. Canis: Yeah. Jenny: And then have you on some sort of like, oh, this person thinks this. Canis: Ok sorry, I'm gonna sneeze. *Sneezes* Jenny: Oh, bless you. Canis: Ok, final question. Thank you so much. Would you like to make any changes about how you use Instagram? If so, what are they and why? Jenny: Changes? Canis: So any changes to the way that you use it, so you, you might think I'd like to use it in a different way to the way using it now and this is the reason why. Jenny: No, I don't think so. Canis: Ok. Jen, thank you so much for your time. I'm gonna stop that now.	No changes to how she uses it

Initial theme generating notes: Stage 1

Focus group 1- Group 1

Key observations

The participants were holding back and appeared a little awkward in this session. Was this because they were uncomfortable in front of their peers?

Levels of productivity

3 said it links to productivity and business. Freya uses it for jewellery business and barber business. Uses it to promote items and get paid. Darnish uses it for news.

How it makes them feel

- Ellie discussed how it is a cause of eating disorders
- Wayne uses it as motivation – sees fitness photos and feels motivated by them.
- Darnish-Mental motivations- see others wants to learn like them
- Laytan- motivates him to want to cook
- Ali discusses how there can be bullying. Referenced a boy that posted videos of drug taking etc. He was then attacked and this was made viral.
- Freya talks about being motivated by what is presented.

Impact on mental health

- Emma discussed how during Covid it had a negative impact
- Omar uses it for motivation
- Wayne- mix of positive and negative – e.g. unkind comments
- Freya- emotions are mirrored to what you see on it

Views on guidelines that are needed

- Darnish feels more needs doing because people are getting injured or hurting themselves because of what they see online or because of what happens. Feels Instagram isn't doing enough.
- David feels that things need to be taken down.
- Ali feels that people are getting hurt and posting it which encourages others to do it.
- Freya says guidelines should be reinforced. Before someone posts, they should have a reminder.

Focus group 1- Group 2

More positive than negative

Generally the group felt it was more positive

- Riyad said that it depends who you follow so this influences it
- Jenny said it is less political
- Tim said it's more a way of expressing yourself
- Riyad said that political people do not use it

-Preston discussed how it can be used to find people to motivate them

Productivity use

All said no

-Tim referred how you can use it to scroll for hours

-Preston described how you can post things to motivate and it sometimes gives you things that it teaches you. But mostly it's mindless.

How it makes them feel

-Tim said this is mixed. Model pictures might make you compare yourself and feel bad

-Jenny says that funny pics can make you laugh but that people post photos that are clearly photo shopped and they say they're not and this messes with you.

-Feels people can get influenced- by either feeling bad or feeling they want to improve.

-Anna feels it has no impact on her.

Does it make them feel bad about themselves?

-Preston says it can sometimes make him feel bad when he sees how much he's used it when he could be revising.

-Riyad says that people only post the good stuff and this could make other people feel bad by comparing themselves

-Tim talks about comparing themselves to people's lives and feeling that theirs are not as good.

Links to MWB

-Preston referred to resources that it provides. He also discussed how 'perfect lives' can make you feel that you're not good enough.

-Jenny says that she's come across content that she used to help her and then read in the comments that it was fake. This then made her feel worse.

Impact on their MWB

They all felt it hadn't.

-Preston doesn't feel like it's important enough to affect him. He feels that if it does have an impact on someone's mental health, it's gone too far.

-Riyad feels that if you overuse it, it can.

-Tim says that it can sometimes affect what you eat how you feel about yourself when you see fitness based content.

-Anna says it depends on mindset- she says that some can look at something and feel it is motivating.

-Riyad- says that it depends on how well educated on how you use it. Referenced learning about how social media can be fake and that this can impact on the way we deal with it. Referenced learning about this in school.

-Preston referred to them as the first generation to have 'innovative technology' and how they have a 'computer in their pocket' and are 'pioneers.' That they need guidance on how to use it otherwise they will end up being lazy on it. Feels that their generation is becoming lazy and relying on it. Said they need more guidance on how to be more independent.

-Tim says that older generations might struggle to control it. Feels they need more guidance.

-Riyad says guidelines are challenging for the company as people have social media for very different uses.

- Jenny refers to trends that are pressurising people to repost content otherwise they are racist etc. She says that there should be guidance on things like this.
- Riyad talks about how there should be guidance from school, family etc to ensure that people 'settle' into using a platform.

Interview 1

Ali

General reflection

- Discusses how he has a lot of followers so growing businesses pay him to promote their stuff. Gave an example of a dessert shop paying him money to promote their food. He hadn't tried it but they paid him.
- Referenced how people would do anything for followers. Talked about a girl having her news leaked by someone with a fake account. He said that lots of people post stuff and get unnecessary attention that then causes them to get hurt. Says that there was once a guy who started to record himself and then got jumped.

Personality description

- Positive person
- Instagram use can affect his mood. People hate on him and he doesn't even know them.

Features used

- Stories- promote items and for people know what he is doing
- Does this because of boredom and to get feedback

Difference in life if he didn't have it

- Use to be quiet. Changed his life as it has boosted his confidence and motivated him to do more. 10,000 followers is a target. Feels his confidence wouldn't be the same.

Impact on daily routines

- Uses it for 1-3 hours.
- Uses it when he is bored and has nothing to do.
- Only way to contact friends
- positive impact

Level of control on MWB?

- No because people he doesn't know, post negative stuff and hate on him.

Advice to new user

- Don't attract attention that you don't want.
- Refers to friend that he had and how he acted hard and then got attention.

What changes would you make?

Not really

Jenny

General reflection

Filters- an idea that you can be perfect. The filters completely change the shape of your face. Makes you look pretty. Can't make what I already am but has to change it. Makes you feel bad about yourself.

Instagram is a place to relax – no need to be political. Can use the news or other social media for this.

When she first got it, didn't know how to use it. Learnt by just using it as felt embarrassed to ask people to ask.

-discussed how emotions can be enhanced. Instagram can make her feel ten times worse when she's sad. She said that it's 'aware of when she's sad' because she likes sad things and this can then make her feel worse.

Personality description

-Thinks she's more of a pessimist. Sometimes an optimist. Is more realistic about things/

-Instagram can have an effect on her mood. She says it happens when she feels a certain way but if she's neutral, it doesn't affect her.

Features used

-Reels. Feels numb because it's mindless.

-Has second account that she posts on. 7 people on this. Feels good as people will be positive on what she posts.

Difference in life if he didn't have it

-would be less connected and less aware of the world.

-during lockdown was updated on things like Black lives matter.

Impact on daily routines

-Used to as used to wake up in the morning and scrolling used to help her wake up. Now doesn't have time.

-Does spend a lot of time on it

-After school uses it for long periods of time.

Level of control on MWB?

-Not controlled of how long she spends on it. Has a numbness when using it and just keeps watching videos.

-Has control generally when realises she is sad and stops using it.

Advice to new user-

-If they're a child. Keep their account private.

-Don't like things. If they're bad, be careful as this could be public.

What changes would you make?

-No.

Preston

General reflection

- Uses it for a calming effect after a long day at school. Feels it's not the best way but it switches your mind off. Knows that there are other strategies but uses this one.
- Feels bad when he has used it for so long. Two three hours used and makes him think about homework he could have done. Makes him feel he needs to be more productive.
- Feels that there is a lot of fitness motivation. Also general mental support.

Personality description

- Quite confident and positive person. Gets passionate about things that he believes in.
- Feels Instagram can have an effect. If he uses it a lot, feels grumpy. If parents, guardians, and carers ask him to do something he'll get annoyed and want to be on his phone.

Features used

- Reels- scroll through. Sometimes post pictures on story.
- When you have friends saying things look cool, makes him feel happy. When he's scrolling through reels, his mind turns off. Goes into a state off everything is gone other than his phone.

Difference in life if he didn't have it

- he feels he'd be more productive.

Impact on daily routines

- Yes. He wastes time on it. When he should be doing stuff but will be on his phone. Feels it's addictive but just happens. Feels he spends even more time on Snapchat. It gets in the way of his routines sometimes.

Level of control on MWB?

- Yes, but chooses not to. Sometimes just uses and annoys his parents.

Advice to new user

- Be careful about what you're looking at as it affects what you see. Reels can include things that you don't want to see.
- Try to limit your time because it doesn't help you.

What changes would you make?

- To stop using it as much. Time wasting- feels our generation wastes time doing not very productive with things on it.

Riyad

General reflection

-There can be different people on it and if people see these posts, depends on a person's mindset. If they always look at someone and feel bad about themselves, they will always feel negative. But they may use it for motivation.

Personality description

-Positive and confident. Used to be shy and quiet. After growing up, feels meeting people helps him to get a bigger picture of the world.
-Feels that the people you follow affects your mood. Feels motivated by who he follows.

Features used

-Goes on to look at famous people
-To message people
-When scrolling, motivates him to take the path that they take- follows a lot of entrepreneurs.

Difference in life if he didn't have it

-Feels that Instagram has been dominated more by Tik Tok

Impact on daily routines

-No doesn't as uses it when he feels like it.

Level of control on MWB?

-Yes- sister used to help him use it initially.

Advice to new user

Have someone supervise and support you if you're younger.

What changes would you make?

Not much that can be changed.

Omar

General reflection

-Barber inspiration is something he gets-like patterns to use on haircuts
-Feels unrealistic images can have an impact towards others.

Personality description

-Feels he is quite social and has been trying to be more social.
-Mainly uses Instagram for business.

Features used

-Reels- believes he gets more engagement when he uses them from the viewers. Feels like he gets a good viewing and that the business is growing.
-Stories – as above

-Messaging

Difference in life if he didn't have it

- Nothing would change as there other ways to market.
- Feels Instagram helps the business overall.

Impact on daily routines

- Posts before and afters
- posts give aways.

Level of control on MWB?

- Yes. Thinks you can control it. You can scroll, report or block if you have something disturbing.

Advice to new user

- Use it productively. If your screen time is high, make sure you use it productively.

What changes would you make?

- Doesn't use it the most. Uses Snapchat and Tik Tok more.
- Would change the quality of his posts in order to get more engagement.

Laytan

General reflection

- Uses it for cooking. Follows people who do this.
- Can share funny/happy things and your friends can say something happy.

Personality description

- Quite shy. Sometimes positive and sometimes negative.

Features used

- Funny thing- makes him feel good
- Something that shocks him makes him not feel good

Difference in life if he didn't have it

- Stories. Feels good when he does this.
- Has many other social media apps. Likes Instagram because it has lots of guidelines and it is the most common app for international. Something would be missing if he didn't have it.

Impact on daily routines

- Not big change. Sometimes uses it and sometimes doesn't.

Level of control on MWB?

- Yes – because you can receive some positive things. If you receive some negative, then it would affect you too.

Advice to new user

-Use it efficiently. Know why you are using it and have a purpose.

What changes would you make?

-No big changes.

Freya**General reflection**

-Discussed how she has two accounts. One personal for friends, family and influencers. Second is just for business. Doesn't follow but posts pictures of jewellery business.

Personality description

-Quite social. Is there for people if they're down. Brings energy to people and likes to make people laugh.

-Doesn't change who she is. She won't let it. Feels there's lots of negative things but doesn't let it change her.

Features used

-Uses reels to watch people that she follows and see what they've posted.

-Uses feed – as the algorithm shares things that have been seen in the past. See a lot of jewellery related and a lot of adverts.

-Business ones inspire her to grow her business.

-Other account – feels in the moment. Is up to date with what everyone is doing.

Difference in life if he didn't have it

-Wouldn't have a business. Wouldn't be as sociable as she is. When you see other creators, you want to mirror them. Feels would have limited hobbies.

Impact on daily routines

-No because she doesn't use it too much. Feels there's other things she can do like revision.

Level of control on MWB?

-Feels she is in control and feels that this is all based on your feed. If you like motivational stuff, this comes up in your feed. Equally, negative makes you feel negative.

Advice to new user

Be careful of what you view as it might have an impact.

What changes would you make?

-Nothing for the jewellery account.

-For personal account- broaden her range of who she watches and listens to. Get to know different people.

Darnish

General reflection

- Says people use filters for things like changing skin if they have acne etc. This can make other people feel like they wish they look a certain way.
- Says that Instagram supports to find out what is trending. Ie when Rishi Sunak became PM.

Personality description

- Describes himself as clever. Positive.
- Maybe- can make you want to be like other people and following the way they are.

Features used

- Usually use the homepage- scroll and likes posts. Doesn't post. Mainly stuff linked to sports and news. The homepage shows him things of this topics. Makes him feel like he knows more about it. Makes him sometimes question whether things are true.
- Also uses it to look at public figures and explore what their life is like.

Difference in life if he didn't have it

- Not much. Uses other social media apps too. Feels that there is more being blocked now so you can control it.

Impact on daily routines

- Not really. Uses it when he wakes up or when he's a bit bored. Fan of racing and watches that weekly.

Level of control on MWB?

- Yeh because he can choose when to go on it.

Advice to new user

- Find what you're into. Don't look at posts and try to be like them.
- Known for hateful comments- just log out if you feel affected by it. They are just random people.

What changes would you make?

- Use it better for a variety of things. Build a community of people that like the same thing you like. Ie racing.

David

General reflection

- Discusses how positive feedback can make you feel happier about yourself. Gives example 'oh you went there....you look good.'

-When people give good feedback, this can affect your mental health positively. Feels if people hate, they're wasting their time on you.

Personality description

-Positive person. Very optimistic.

-Maybe yeh. Feels like if you use it too much, you don't talk to many people. Stops you from being sociable.

Features used

-Take photos- with no filters and posts them. Happy when does this.

-Watches reels. Feelings depend on what he watches. Some things can affect but generally joyful.

Difference in life if he didn't have it

-Doesn't think it would have an impact.

Impact on daily routines

-Gets up in the morning, has breakfast and then lays in bed and goes on Instagram.

Level of control on MWB?

-Yes has control. Tries not to use it too much. Does other things like football.

Advice to new user

-Don't get too attached and sit and watch the screen too much. If you see something that you shouldn't, report it.

What changes would you make?

-Doesn't think he would change anything. Doesn't do anything bad. Feels happy with how he uses it.

Tim

General reflection

-Doesn't always use it too much. Says mum overuses it. When you scroll through your screen, you lose track of time. You're a 'slave to your screen.'

- Some people aren't confident about their bodies, if they see others more confident, it could affect them negatively. It could motivate them. Depends on how they project it on themselves.

Personality description

-Very energetic. Not the best at focusing- struggles in lessons. Friends say he is kind and funny-'class clown.' Enjoys physical and doing adventurous activities.

-Doesn't think it has a negative impact. Sees video that says 'do a mile a day' and this pushes him to do it.

-Never had an experience where Instagram has affected him in a bad way.

Features used

Message feature.

- reels
- Feed to catch up and look at stories
- Feels not left out as allows him to catch up on what everyone is doing.

Difference in life if he didn't have it

- Not really. Mainly uses it to catch up. May have missed out on opportunities like games, or football matches.

Impact on daily routines

- It could if he spends too long on it. He doesn't use it too much. Uses it after he has done something more productive. Says he limits it to 30 mins/1 hour.

Level of control on MWB?

- Has learnt from a young age on how to socialise on social media and what is good and what is bad. Has had phone since he was quite young age. Learnt that you shouldn't let things affect you if you see them and you should just 'let yourself be.'

Advice to new user

- Don't blame it on yourself. If you see someone with lots of money, you can't blame it on yourself for being broke. They may have been born into a rich family. See you for yourself and be proud of what you have done yourself.

What changes would you make?

- Happy with how he uses it- feels its not too time consuming. If you want to see some positive news, this will help you through the day and make you happier.

Anna

General reflection

- Feels that when she sees someone doing good, it pushes her to do good. Feels other people do the opposite.

Personality description

- In the middle- depends on who she is.

Features used

- If she's using Instagram- she'll be more antiscocial.
- Uses it to message people and keep up to date with what they're doing.
- Feels normal.

Difference in life if he didn't have it

- Not that much- uses other networks that could be replacements.
- If didn't have any, feels she'd be bored

Impact on daily routines

- Doesn't much but can sometimes get distracted.

Level of control on MWB?

-Feels she is in control. Has no time restrictions. Feels it doesn't affect her wellbeing.

Advice to new user

-Don't follow bad people. Don't lie about your identity or go towards strangers. Don't go on it too long. Have restrictions.

What changes would you make?

-Could use it more positively to try and find out new things. Like information on my education.

Nehar**General reflection**

-Did not contribute to yesterday. Realises people have different views on Instagram and feel that they have different opinions.

Personality description

-Thinks she's very funny and doesn't talk too much.

Features used

-Depends on what you see. If you're a happy person but see bad things it can make you feel down.

Can sometimes happen to her when she's in a good mood and she sees bad things.

Difference in life if he didn't have it

-Mostly watches people's posts and feels calm- it's something that she can go on when she feels down. Doesn't post anything as this makes her feel uncomfortable.

-Feels like she'd feel outside of the world if she didn't have it. It makes her feel included.

Impact on daily routines

-Sometimes if she's feeling very bored, she'll scroll for hours.

Level of control on MWB?

-No. You never know what you're going to see. Feels there's always going to be something that hurts your mental health.

-Managing this by limiting her use.

Advice to new user

-Only do what you're comfortable with and only post what you're comfortable with. Follow good people.

-If someone tells you to do something, go to someone first.

What changes would you make?

-No. Is happy with how she uses it.

Michelle

General reflection

- has started to use it more recently. Now uses it more because everyone uses it.
- Feels it's a bit of a waste of time.

Personality description

- Introvert. Generally positive- thinks of the good side of things.
- Instagram can affect traits in character- People can send you mean stuff or do mean things.

Features used

- Doesn't use filters. Says some people get addicted to filters. She just posts scenic pictures. Likes sharing them because she thinks they look nice. Her friends see them and thinks they look nice.
- When scrolling, feels it's good to see celebrities' lives but sometimes makes you feel their lives are great and gives you pressure to post something of your own life. Feels it is something to do when you're bored. Something to do when you have free time.

Difference in life if he didn't have it

- Would have a lot more time- revising. Would use time more wisely.

Impact on daily routines

- Not really. Doesn't use it too often.

Level of control on MWB?

- Does feel like she uses it too much and needs a restriction. Does this with other apps too such as Tik Tok. Sometimes, she gets home and has homework. Goes on apps until 11.00 and then has to do homework and sleeps at 1.00am. Social media in general affects things0 spend half your time on it for no reason. Opens Tik Tok and then closes it and it's been two hours- thought it was ten minutes.

Advice to new user

- Don't get addicted- monitor your time. If you're a young person, put timers somewhere to make sure you don't go over it. If you need to do something, do that first and then spend your time after doing that.

What changes would you make?

- Would use it less. Would set time limit. Has done this before but then used the password to get rid of the time limit. Will ask mum to set limit.

Wayne

General reflection

- For him it mentally and physically motivates him. Knows people that when they've seen fitness posts and it has negatively impacted them mentally because they feel they should look like that.

-Feels some people try to manage cyber bullying- there are people that stand up for others to stop it.

Personality description

Feels he is optimistic and positive.

-Feels Instagram doesn't impact on him. Feels what he interprets doesn't affect him personally.

Features used

-Humorous and motivational purposes.

-Doesn't post himself-doesn't see a need for this.

-Watches funny content and looks at content.

-When messaging, feels more connected with people around. Can connect with people you can't see.

-Scrolling- mindless as you can't focus on one thing. But feels it brings a sense of happiness.

Difference in life if he didn't have it

-Would be communicating with people less. Wouldn't be able to find things to have a laugh as easily.

Impact on daily routines

-Mainly no but there's some times where time is over spent. Can lose track of time. At the end of the day could be scrolling and all of a sudden, it's two hours later.

Level of control on MWB?

-Mainly yes.

Advice to new user

-To look for what they're interested in. If you post daily life, be wary of what you post and be safe.

What changes would you make?

-No changes. Just use it in the way that I use it.

Emma

General reflection

-Says that there are lots of filters and ways to edit without it being obvious. People can edit their body- smaller waists, bigger breasts, clearer skin- 'looks perfect.' As a viewer, you see the images but not the filtering. It triggered her and caused her to develop an eating disorder during lockdown. Restricted food. Was impacted by influencers. Feels that the way they share content can be harmful.

-Had counselling through Forward thinking and this supported her to be okay.

Personality description

-Introverted. Other people say she's caring and kind. Hardworking and clever.

-If she sees what others are doing such as fundraising etc can increase your empathy.
Mostly viewing physical things. Seeing something someone has said can. Believes everyone hides behind a screen.

Features used

- Chooses who to follow but feed can sometimes show random accounts that Instagram suggests. You can take things off your feed which is good.
- Watches reels. For down time.
- Feels fine, if she has everything done. If not, feels like she's wasting time.
- Funny content makes her life.

Difference in life if he didn't have it

-Wouldn't be aware of what people are talking about. Feels SM plays a big part in what people talk about. Used to have Tik Tok but deleted it. Mainly for communication. If she didn't have Snapchat then she'd not be in touch with friends as it's her main messaging method.

Impact on daily routines

-Sometimes can be addictive. She has to turn off her phone in order to not get distracted by it.

Level of control on MWB?

- Feels she is in control of what you choose to view.
- reels are difficult to control
- Doesn't think you can control of because of exposure.

Advice to new user

-Put your account to private to avoid random people. Be careful who you follow and it's okay to unfollow. Post things that make you feel good.

What changes would you make?

-Feels okay with how she uses it. Feels the app needs to change it. Mainly uses it for reels. Sometimes the images that are shown are a bit damaging and can make you sometimes feel a certain way. She doesn't see that because she chooses not to follow them people.

Initial themes:

- Time use- uses a lot of time and this is difficult to control
- Exposure to unexpected/harmful content is difficult to manage
- Effective way to communicate with peers
- supports to keep in touch with popular topics
- Cyberbullying exists
- management of use is important
- mind set when viewing content is important

Initial theme generating notes: Stage 2

Prompts for focus group:

Do you or have you used it?

What do think its purpose is?

Is it positive or negative for MWB?

Focus group 2- Group 1

Lives

-Ali used to use it in year 7. The others didn't. Omar uses it but not Instagram.

-Ali says it allows people to interact with you. They discussed how it's there to share a message of.

-Person that posts: Pressure to post to retain fans otherwise may lose them (Darnish). People may not like what is posted and 'hate' (Ali)

-People viewing : Negative impact- watching lavish lifestyles –makes them wish they had it (Wayne)

Reels

-All use it to watch

-Ali has created some and so has Omar. Omar feels they bring more engagement to the posts.

-Emma says that they are mainly used for humour. Wayne says they are for entertainment. Omar describes how it's mainly used for entertainment.

-Impact: Positive impact on viewer can improve mood (Ali). Can be negative because you may get addicted and watch it for 3-4hours (David). Agrees with David- long period of use affects MWB (Omar).

Stories

-All use them

-Purpose; Share an aspect of their life ie holiday (Omar). To give a highlight of your day (Ali). All said that they just choose the best parts of their day and only the positive bits. You wouldn't want to post anything negative because people would wonder why (Wayne). You can respond to other people's post to share something with others (Ali).

-Positive and negative. Negative- people might wonder why if you post something boring (Darnish). Sharing of fake news can be negative (Darnish). Can use to spread awareness of things, campaigns, fundraisers- help followers to understand topics (Emma).

Photos

-All use them apart from Ellie. Mainly post of other things (Wayne). Use to update people about where you are etc (Wayne). Ali uses it for business purposes ie for a giveaway to 'increase fanbase'.

People can post for themselves so that they can create memories of things that have done (Wayne). It shows how much you have evolved (David).

-All feel it has positive aspects. They discussed how the images are only positive. It can be negative because it can be deemed negative (Omar). Discusses how something can be posted that goes against community guidelines and is restricted content (Omar).

Filters

-Nobody uses them. They said that they have use the humorous ones.

-Purpose. Discussed how these are used to make you look better or change the surrounding, There are also fun filters.

-Feel they are positive and negative. Positive used in a funny way. Negative if someone doesn't think that they are pretty enough (Wayne). If you are reliant on filters, You're not fully comfortable with yourself and insecurity levels may go up (Omar).

Instant messaging

-All use this and have since they started using Instagram.

-Purpose- Can respond to queries as part of business. Can message friends etc (Omar). Can be used for collaborating (Omar). Can use to communicate with friends (Wayne).

-Mainly positive views. Could be negative- cyberbullying (Omar). People are more comfortable behind the screen then in real life so this can build up levels of social insecurity (Omar). Using messaging too much can affect the real life socialising as you have nothing left to say (David).

Focus group 2- Group 2

Lives

-The group haven't used this. Feels 'it's kind of cringey' because people may not watch it (Jenny). Not very entertaining –just random talking (Tim). Waste of time-don't learn about anything (Riyad). Sometimes people might want to share information (Preston).

-Positive- No opportunity to be fake or filter lives (Riyad). Makeup tutorials etc can help people learn stuff (Tim).

Filters

-The group do not use them other than changing the colour of images and vibrancy.

-Uses the humorous ones (Jenny). Main purpose to make photos more vibrant (Riyad). You can't tell what people really look like because of the amount of filters that they use (Preston). It can hide your insecurities (Freya).

-Negative- Using a filter can be addictive and shows you don't like what you really look like (Tim) May make you question what you look like and wish you looked like what you look like with the filter (Freya).

-Positive- funny ones make you laugh (Jenny) Vibrant ones (Tim)

Reels

-All view them but don't create them. Freya does on Tik Tok.

-Fun way to waste ten minutes of your day (Tim)

-Tik tok but on Instagram (Riyad)

-Purpose- Unknown (Tim). 'Weird videos' (Tim). People can get money (Preston). Sponsored stuff (Preston)

-Positive- Stuff can be funny and help you relax (Tim). Negative – People show what they have and make you feel you should have it (Tim). Tires person who looks at it (Riyad).

Instant messaging

-All use it

-Made reference to using it to make friendships and also to contact to form relationships

-Preston said that links to inappropriate sites are referenced

-Jenny said that sometimes people message fake and accounts asking for models etc

-Tim discussed how sometimes people are inappropriate and abuse it. Some people don't know how to manage it.

-Could be negative because of inappropriate people (Tim)

-Positive- can keep in touch with friends (Preston)

Stories

-All use them- sometimes to say 'happy birthday' (Preston). Michelle uses it to post scenic pictures.

-Boring (Preston). So many celebrities post too much- every detail of their lives (all).
Branding overused (Jenny)

-Purpose- to annoy people (Tim) To show people what you've seen but it won't be on your account forever (Riyad).

-Sometimes people just use them to show off (Preston).

-Positive- can be used for expressing (Tim)

-Negative- people don't actually view them if there are too many (Preston).

Photos

-Some use them on their private accounts. Michelle posts pics of friends on private accounts.

-Purpose- better than stories as seems more real (Preston). Doesn't post images because feels they don't go (Freya). Laytan posts a lot to share memories.

-Impact. Can make you feel left out if you see an image of friends and you're not it (Tim).
Discussed FoMO. Discussed how if you struggle with your mental health then this can happen (Tim).

Interview 2-Riyad

Q1: What do you think the purpose of Instagram is?

-Messenger app where you can post pictures of your life.

Q2. What impact is it having on you?

-Motivational. See images and strive to get better.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Used to be messaging. But now- scrolling through reels and videos for entertainment. Daily- 30-40 mins. Reduced because of tests.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-He would be able to stop but thinks others may find this challenging.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Depends on videos he sees. If he sees a funny video, it makes him happy or smile. Not a big impact.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Not really as doesn't post. Only posts holidays.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Not really. You can easily block the person and not talk to them.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Independently used it.

Interview 2- Laytan

General reflections (journal): used to socialise via messaging. Made him feel happy. Used for ten minutes each time. Recognises that this is long enough to use the app for.

Q1: What do you think the purpose of Instagram is?

-Many different ways. Watch things and message. Positive. Good app.

Q2. What impact is it having on you?

-Funny and productive.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Reels. Sometimes looks at posts and likes. Uses reels to watch many things. Learns new knowledge.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-He would use other media apps. If fully had to stop would find it a bit difficult.

Q5. Do you think that this feature has an impact on the way that you think or feel?

Positive mostly. Watches in English and Chinese.

Q6. Do you think that your profile is a true depiction of yourself and your life?

Just takes pictures of beautiful things. Feels he is not handsome enough to post himself.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Not had any experience. Realised some accounts are fake. Just blocks the account.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Just himself. Didn't know that he could make it privately initially. Class mate told him to make it private.

Interview 2- Ali

General reflections (journal)- Used for stories, posting and DMs. Stopped using it when saw something negative

Q1: What do you think the purpose of Instagram is?

-Has business account and personal account.

- It's a social platform where you can engage with others, post and message people.

Q2. What impact is it having on you?

-A positive one. Helped him to overcome shyness.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Stories

-Messaging. Mostly friends

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-No-would find it hard to stop using it.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Neutral- doesn't feel differently.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Yes

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Haven't experienced it. Know people who have. Thinks it's not that common.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Yes. Has helped himself. Never had any guidelines.

Interview 2- Anna

General reflections (Journal): Finds it quite boring. Finds herself scrolling through. Feels she's become more aware of how she doesn't need it.

Q1: What do you think the purpose of Instagram is?

-Social media used to catch up with people's lives mainly.

Q2. What impact is it having on you?

-Not much- makes her bored.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Used to message but now just views stories.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-Yes.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-No feelings- just boredom.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Not posting- people can't see her. Just her name.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Not experienced. Hears about other people experiencing.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Only guidance from parents, guardians, and carers was don't talk to strangers.

Interview 2 - Preston

General reflections (journal): Messaging/reels. Made him feel calm and happy. Not changed how he feels. Can come across some reels that are a bit abnormal.

Q1: What do you think the purpose of Instagram is?

-Social network platform- lots of features, like post life. Look at reels and relax. Connect with people.

Q2. What impact is it having on you?

-Not much. Doesn't change the way he is. Mainly time of life used.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Reels

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-Wouldn't change anything- would be okay. But would have to physically take the phone as he'd forget.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Calm, relaxed.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Doesn't post much but not full true image of self. Wouldn't feel comfortable sharing something like crying- would have a fear of judgement.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Not experienced. Thinks it can happen. Doesn't think it's a prominent thing.

Q8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Parents, guardians, and carers have always said not to use it too much. Functions have been taught by self.

Interview 2 –Jenny

General reflections (journal): 1-2 hours daily use. Using reels, posting stories and looking at stories. Mixed feelings. Reflected on how long she uses Instagram for. Use is 'numb' on accident'. Will close the app and then open it again straight away.

Q1: What do you think the purpose of Instagram is?

Social media platform where you can share media and posts and keep up to date with friends.

Q2. What impact is it having on you?

-time consuming.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Reels. Easy- just scroll. Forget you're doing it.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-If it was taken away. Wouldn't choose to stop but wouldn't have withdrawal. Feels would forget and naturally open it.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Not how she feels. Opens her mind up to other peoples' thinking.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Has one private for everyone and one just for friends. Private one- has minimal content. Friend one has lots of pics with friends- shares highs. Memories that she wants to remember.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Happened to her on Snapchat but not on Insta. Discusses how Snapchat shows if someone screenshots but Insta doesn't. Feels this isn't common but does exist.

Q8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Self taught. Parents, guardians, and carers are okay with it and know that she'd tell them if something was going on.

Interview 2-Omar

General reflections (journal): Uses Insta for short bursts. Uses Tik Tok, Snapchat for longer periods of times. Main use is enquiries linked to business and promoting business. Reflected on how he uses the app repetitively. Doesn't use personal account much.

Q1: What do you think the purpose of Instagram is?

-Any social media platform that you post yourself and your own person story.

Q2. What impact is it having on you?

-Doesn't impact him that much. Just using to respond mainly.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

Posting reels- business purpose.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-Yes- would use other methods for marketing that he would use. Would replace it with another app to continue the promotions.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-No- just to show how he cuts hair.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-just has bio- doesn't have any posts. Has quotes that he lives by and bring good morale.

-Business account- opening hours, shop tours and best haircut reviews.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Yeh. Back in primary school- Messages don't get filtered or monitored. Started using Instagram at aged 8-9.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Nan introduced him to social media accounts at 8. Nobody supported him to use the accounts.

Interview 2 Tim

General reflections (Journal): Made him more aware of him trying to find out what his friends are doing. Has made him use it less in the attempt to focus more on himself. Tried to do things independently.

Q1: What do you think the purpose of Instagram is?

-A platform where you can share what you're doing. A lot of people post-holiday photos, cool xmas decs etc. Can message people and meet people with the same interests as you.

Q2. What impact is it having on you?

-Positive impact. Not giving anything negative. Has the setting turned on where there is a limitation on who can message him. Good way to meet people. If you struggle socially, it's supportive.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Stories and reels, feeds. Finding out about what friends are doing.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

Yes. See the people in real life so can catch up. May miss out on opportunities- social events if he didn't have it.

Q5. Do you think that this feature has an impact on the way that you think or feel?

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Two pictures- one of him and friends and one of football field. Not a lot of info about him.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Heard about friends getting picked on but not him. People stop this as you get older- mature and realise it's not something to do. Has helped his friends when they've experienced something like this.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-Friend told him how to use it. Friend taught him to use setting on DM. Says there is an Instagram community that he likes.

Interview 2- Michelle

General reflections: Reflected on how she thought that she was using Instagram. Thought she was using Instagram for longer than she was. Uses Instagram to help with boredom. Says she uses it when she has stuff to do and constantly checks for notifications.

Q1: What do you think the purpose of Instagram is?

-post about your life, keep up to date with friends. Not as used as much as Tik Tok. Feels apps like them impact more negatively. Apps like that make you scroll through pretty person or someone doing something more cool and makes you wonder why you're not doing it. Screen time for Tik Tok is 6 hours a day.

Q2. What impact is it having on you?

-Used to kill time instead of doing something you need to do. Find yourself looking at someone's profile and wanting to post pics like them. Find yourself doing the same.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Scrolling through feeds and stories/pictures. Just open it to see what friends are doing. Doesn't click on the people that post lots every day.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-Would feel a clear difference. If someone said she couldn't make a clear difference.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Comparing herself to others.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Not really. Not the reality. Takes a picture- has a massive spot, can remove it and then post. Uses a different filter app and then posts via Instagram. Feels she has to do this because otherwise she'll get judged.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Been added to group chats where people say stuff. Can affect you negatively. Seen other people being bullied.

Q8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-No. Just downloaded the app. Friends just told her she could post and then she just used it. Mum doesn't really care about how much she uses phone.

Interview 2- Freya

General reflections (journal): Made her realise that it is not very productive. Feels other apps are more productive. Thinks Instagram is dying down and being replaced by other apps.

Q1: What do you think the purpose of Instagram is?

-Personal diary. Create memories to look back on over time. Not something to use it every day.

Q2. What impact is it having on you?

-Positive one. Doesn't over use. Has study priorities that are most dominant. Is able to manage how much she uses it.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Scrolls through feeds in order to keep up to date with current info.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-No. If she didn't use this feature- Instagram wouldn't be of use to her. 'There's no end to the scrolling so why should I stop?'

Q5. Do you think that this feature has an impact on the way that you think or feel?

Makes her feel connected to the world around her. Does feel that she's wasting her day and could be doing something else.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Just a picture of me. Allows people to think different things. Business one is just strictly jewellery.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

--Judging is a common issue because people are advertising their lives. If people don't like what they post, it will have a negative impact. Feels people can't come out and speak about it.

Q8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

-No one gave guidance. Instagram itself which is very vague. Discussed age limit but says no one listens to that. Instagram provided with help. Only initial guidelines but nothing else.

Interview 2- David

Didn't bring journal in. General reflections (journal): Made him reflect on how long he's been spending on Instagram (too much). Made him realise it makes him feel calm.

Q1: What do you think the purpose of Instagram is?

-Somewhere where you share photos, watch videos. A lot of advertisements.

Q2. What impact is it having on you?

-Doesn't have much. A positive impact.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Viewing reels. Get bored and just start watching stuff.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-Thinks he could stop it easily. If someone saw him getting addicted, he'd be able to stop.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Makes him happy.

Q6. Do you think that your profile is a true depiction of yourself and your life?

-Yes. It shares some info about him. Has 6 posts.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

-Heard about some people getting bullied- does happen. Never experienced it himself.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

- Yes his Mum. Mum taught him how to use it regularly and safely. Taught him how to be careful and to report anything that he saw if he thought it wasn't appropriate.

Interview 2- Nehar

General reflections (journal): Time of use has change. School has impacted on how much she uses it as things have become more busy. Can make her feel quite bored. Realised that Instagram is boring.

Q1: What do you think the purpose of Instagram is?

Just a way to see how everyone is doing, your friends and check up on famous people.

Q2. What impact is it having on you?

-No impact really. Can let her see someone if she wants to.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

-Scrolls through feed. Easy to do.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

-It wouldn't be easy but she'd try. She says when she scrolls, she can see people, but if she had to stop it- she'd have to go on personal pages.

Q5. Do you think that this feature has an impact on the way that you think or feel?

-Yeh it can sometimes bring your mood down because you're constantly scrolling. It gets really boring after you keep scrolling.

Q6. Do you think that your profile is a true depiction of yourself and your life?

No. Doesn't say anything about her.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Hasn't experienced it. Believes it can happen.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

No. No one knew she had it. Just showed herself how to use it.

Interview 2- Wayne

General reflections (journal): Made him think about how he uses it and how it is making me feel. Used for reels and motivation and fitness. Seen some racial and misogynistic comments. Made him consider how long he'd like to use Instagram.

Q1: What do you think the purpose of Instagram is?

A mainly positive social media app. You can view videos and pictures of your interest and message people.

Q2. What impact is it having on you?

Not much. Get upset seeing sad things but mainly positively.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

Reels. Wants to relax and have a laugh.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

Would not find it easy. As spends a lot of time.

Q5. Do you think that this feature has an impact on the way that you think or feel?

Think- no. Makes him more aware that there's funny people. Feel- happy and joyful.

Q6. Do you think that your profile is a true depiction of yourself and your life?

No. Don't post anything.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Doesn't think it's common. Hasn't experienced it.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

Yeh- people with the same interests. Peers support him now. Parents, guardians, and carers gave guidance on when he first used it.

Interview 2- Emma

General reflections (journal): reflected on what she has been exposed to and management of it- made her more cautious. Referenced suicide video being posted. Spoke to parents, guardians, and carers about it. Felt emptiness.

Q1: What do you think the purpose of Instagram is?

A platform to socialise with friends of people that you follow. Has different functions. Live videos etc. A way of seeing how people are living their lives.

Q2. What impact is it having on you?

Used to impact on her a lot- images linked to expectations. Filters have an impact.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

Watching reels and stories. Reels –a way to focus on humour and take mind of school.
Stories- used to fill periods of boredom.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

Yeh. Doesn't need it. Not a priority. Just goes on it.

Q5. Do you think that this feature has an impact on the way that you think or feel?

Has humorous side but can have a negative impact.

Q6. Do you think that your profile is a true depiction of yourself and your life?

Don't post- just username and profile picture. Discusses how account could show a untrue version as you're free to be who you want to be.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Not on group chat on Insta. There is a possibility with comments etc. Group chats can be created and are not regulated so things can be said by people. Has experienced other people taking negatively about others.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

When she first got it, Mum guided her by telling her to be careful. Now uses it fully independently. Would support specifically on content that she was exposed to.

Interview 2 -Darnish

General reflections (journal) Made him think more about it then he usually would and how it makes him feel.

Q1: What do you think the purpose of Instagram is?

It's a social media website/app. People can share what they're doing and how they're being entertained.

Q2. What impact is it having on you?

Not much- if bored it is a last resort.

Q3. What is your most predominant feature that you use? Why do you use it and up to how long for in one use?

Viewing posts via the feed. Combination of photos and videos. Likes them.

Q4. Do you think that this feature is easy to stop using? Would you be able to stop using that feature easily?

No wouldn't be able to. This is the main feature of it.

Q5. Do you think that this feature has an impact on the way that you think or feel?

Sort of. If you like a post- shows you like it. If you like it, you see more of what your like.

Q6. Do you think that your profile is a true depiction of yourself and your life?

Sort of. Nothing personal. Picture of buildings.

Q7. Do you think that cyber negative/bullying is a common issue? Have you experienced it?

Yes very common. Have experienced it in some form but not on Instagram. Referred to feature where words can be blocked. Feels it will escalate as people's mental health has got worse.

Q.8. Are you supported to use Instagram in a way that supports positive MWB? Who by?

No support- just used to see other people use it. Family member was using it so he made an account. Independent user. 3 years.

Initial themes:

- Instagram is a place for looking into and observing other peoples' lives
- Can be time consuming
- Used to support/manage mood
- Reels is commonly used
- Would find it difficult to stop using
- Not used for personal sharing – mainly to view others
- All witnessed or experienced bullying on Instagram
- Most are independent in the way that they use it

Initial theme generating notes: Stage 3

Focus group 3 Group 1

-What is MWB?

How well your MWB is (Omar). How you think about things (Darnish). Your emotions and how you choose to deal with them (Freya).

-What support do you get for positive MWB?

Parents check in (Darnish) Support services (Emma) Do stuff to make you happy (physical activities) Freya Watch funny things on social media (Laytan).

-Does Instagram and other social media applications support you with positive MWB?

Try to by filtering words that you don't want to see (Darnish) Can search creators that you like watching (Freya). Can watch certain people that make you happy (Omar) But sometimes bad things can come up and it's not in your control (Omar).

-Do you use it/them to support you with positive MWB?

No generally. Don't use it as a whole as there's a lot of negatively (Freya). Ghosting when feeling down (Ali)

-Have you changed how much or how you have used it since Covid?

Use it much more as have much more free time (Wayne). Had a lot of freedom to do it and was part of that world (Emma). Group feel they've changed their usage because of school pressures. Year 9 was less important compared to this year (Ali)

-Which of the following statements do you agree with most?

Instagram/ Social media is used.....

***To pass time to improve my mood to distract me from school pressures
others***

Pass time – time just flies when your on it(David) Easy to entertain as time goes past quickly (Omar). Other – use for messages (Wayne) To improve your mood (Darnish). For enjoyment (freya).

-What does social media/Instagram add to your life? Take away from your life

Adds awareness of the world- what is happening. Takes away time (Emma). Time (Wayne). Adds making new friends and improve your social life but can make you antisocial (Omar). Takes away productivity- use a lot of time that could be used to work etc (Darnish). Adds excitement to your life, is informative- gives you the news (Ali). Makes you feel more included- get to know what everyone is doing and have topics to discuss in real life (Freya).

Focus group 3 Group 2

-What is MWB?

You have health-physical health and then it's how well you cope with your emotions mentally (Riyad). It's the state you have in your mind- have phases of bad and good. Connects to MWB (Preston).

-What support do you get for positive MWB?

Not much- nothing (group). People to talk to – family members. Can discuss and get advice or comfort to support them (Tim). Most people don't have that option- depends on how social you are with people. Siblings are at uni and parents, guardians, and carers aren't active on SM so if it's a bad day, it's just a bad day (Riyad). There are some things on social media but people can bully on it (Preston). Can talk to Mum- she would try to give solutions but don't really want that- just want them to listen (Jenny). Refers to phrase 'it is what it is' helps if you can contain your emotions (Riyad).

-Does Instagram and other social media applications support you with positive MWB?

Not actively- people posting might try but organisations aren't (Jenny). Organisations are focussed on money (Preston). There isn't much to help- everyone has different situations (Riyad). Snapchat is really bad, bullying can be done easily as disappears in 24 hours (Preston). When you go on social media, it makes you 'blank' so you can't address emotions (Riyad).

-Do you use it/them to support you with positive MWB?

Just go on it at start/end of day to help mind go blank (Preston). Mainly for entertainment- just a waste of time for entertainment (Riyad). Sometimes think, 'why am I doing this?' Feel addicted- go on phone and then go back on it 2 minutes later (Preston). Doesn't help but just suppresses it to go 'numb' (Jenny).

-Have you changed how much or how you have used it since Covid?

Lots of platforms have sprung up high and was used more during Covid time. Fading away a bit (Riyad). Didn't have as much SM- used Spotify a lot (Jenny). Got more addicted during Covid – was a means of socialising and connecting (Riyad)

-Which of the following statements do you agree with most?

Instagram/ Social media is used.....

***To pass time to improve my mood to distract me from school pressures
others***

A and C (Preston) To pass time (Michelle) C- makes it worse. I'll go on it and realise I've done no work and then think other people are ahead of me (Riyad). When you have homework, use it and then it's been three hours later, and you still have homework (Michelle). Think it's a waste time, but still use it. If you don't go on it, you get behind if there's a trend- you don't want to be that at school (Riyad). Or if somethings going around on

Snapchat- it's embarrassing if you don't know (Michelle). You can get made fun out if you don't know (Preston) Feel like it's essential to have it at secondary school (Preston). It's a 'warfare'- not just about phones but is about social media a lot. But when mean stuff is said in school, teachers find out but can be hidden more on SM. Can be dangerous for younger pupils (Tim). Feel he wouldn't be the same person as he is now if he didn't have SM (Preston). Doesn't change your mood (Michelle). You think it's going to help you relax (Preston) Sometimes you can feel it's boring, but you don't stop (Michelle).

-What does social media/Instagram add to your life? Take away from your life

Takes away time (all). Just go on to look at one thing, scroll down and look at more and more (Tim). Can add to your life eg recipes (Tim). Can also lose people you know because of arguments online (Tim). Feels it builds your character and personality- negatively or positively. Can make you more social but it can make you more afraid of the world (Riyad). Can make you more social online but more antisocial online (Preston). Can be isolating if you don't have it (Jenny) especially based on the transition from y6 to y7. Group were in Covid from Feb – year 7 until Summer and then also a majority of Y8. There would have been nothing to do then if they didn't have it (Michelle). Family were busy working and so social media was all we had (Jenny). When Covid hit, played a lot of games and then used to speak with friends (Riyad). Would never have played that much because of Covid (Riyad). People say they don't like school but it gives good structure but we'd be just on our phones (Preston). In social life, you stay in contact on line but could be with a group of people physically and then you're just on your phones (Michelle).

Freya

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

Your emotions and how you deal with them. I do something like talk to other people or go out and buy something. MH is in the middle as have just moved school. 6/10. Trying to communicate more with people in person and aim is to move forward with speaking to people online.

Q.2 Has anything had an impact on your MWB?

Switching schools during crucial study time- studying and making friends.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Was harder to talk to people. Makes you think- are people the same as they're online? Came back after a year. People matured but couldn't really see how they'd changed.

Q4. What support do you receive for positive MWB?

From church members. Grown up in the church. Especially with the youth that are her age.

Q5. Does Instagram/social media support you with you MWB?

Not Instagram- it's just an ongoing thing to see what everyone is doing. The messaging and communicating helps but not watching content. Socialising makes you feel happy.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

-Parents, guardians, and carers- use SM but not as much as she does. See SM as a negative thing linked to what news portrays it (Grooming, young people not going out). Doesn't agree with them and thinks positives should be shared.

Thinks school shares the same views. Thinks teachers find SM as an obstacle- if an argument happened on SM- teacher would ask to stop using them. Partly agrees but thinks that focus is important.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree

b) At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree

c) I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree

d) I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

Impacts in a positive way. Seen things that other people have done and makes you want to do them. When you go on SM, when you see people with a lot- makes me compare and makes you feel you're not that good. Life is regular and will not change. Shifts you back to reality. This could be positive and negative. On bad day can make you feel empty. On a good day, can make you aspire.

Q9. Will you change the way you use Instagram/social media from now on?

Will reach out to people more – people with the same experiences as me. Develop business.

Q10. Stopping you from doing anything?

Was always reachable and responding straight away. Since exam period, brought back to reality. Have stopped using phone as much and have connected with the real world. Being bought by different people. Real people are the only real thing.

Riyad

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

It's like you have your physical appearance. It is how healthy your brain is. If you do mental workouts, you'll have better mental health. Is affected by what's around you. Feel mine is positive- have positive outlook.

Q.2 Has anything had an impact on your MWB?

Tests- pressure both sisters are doctors and lawyers. Pressure pushes him to get higher grades.

Want to revise more. Sometimes don't feel motivated. Call sisters but they can be busy. Work to get the target.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Hit puberty when Covid hit. Impacted on our use of SM.

Q4. What support do you receive for positive MWB?

Not really much- check myself. Sometimes call my friends. Daily talk to friends- study together and talk about other things. It's difficult for adults as they went through other things and didn't have technology. Easier to talk to a friend- adults don't always have the understanding.

Q5. Does Instagram/social media support you with you MWB?

Not really- it can make it a bit better. Suppresses a bad day by putting you away from a scenario.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers are older – different time in terms of technology. Think it's a waste of time. Think it's a drug- same effect. Changes mood. Agrees to a certain level.

School doesn't have a strong view- don't mind as long as you don't use it in a bad way. Don't have lessons to help with

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree Agree **Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree **Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

Sometimes if I see someone doing really well –aged 14/15 business-wise. Could impact negatively but could motivate.

Don't like having a negative view- if I do feel it, would try to help myself.

Friends would agree that I can be on the funny side.

Get complicated by peers because can finish stuff faster.

Came from Italy, not speaking English but now doing better than a lot of others.

Q9. Will you change the way you use Instagram/social media from now on?

Before this, didn't take into account. Now more aware of how it impacts me. Might use it differently/

Q10- Stopping you from doing anything?

Block me from being productive or going out and talk to friends in real life. Might cause people to be antisocial or really awkward in real life.

Put screen time on phone to ensure that I wasn't using it too much.

Preston

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

It's the state of your mental health. You can have good and bad. All to do with the brain. Mine is quite good. Quite extroverted. Not coolest in school. Do well in school. Can get anxiety sometimes. Speak to parents, guardians, and carers when it happens.

Q.2 Has anything had an impact on your MWB?

Social media definitely. Have looked at images of others and think 'I don't look that good.' Made me more aware of my mental health. School has- had difficulties making friends.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Positive impact. Both parents, guardians, and carers are teachers and they had time off together. Would spend time together.

Q4. What support do you receive for positive MWB?

Definitely receive support from parents, guardians, and carers.

Q5. Does Instagram/social media support you with you MWB?

Not really- don't use it for that reason. Sometimes has an impact.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Don't know about school. They have a school Instagram account so may support.

Dad has no social media so thinks it's silly-agree with him but still use it. Mum has it and uses it. Both are always worried about me getting addicted. I agree.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree **Agree Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree **Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree **Disagree Strongly Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

B- sometimes, you see people out there, think they're better than me etc. See 9 year olds playing and think aah I'm not that good. Sometimes take inspiration from them.

Q9. Will you change the way you use Instagram/social media from now on?

Will try to by reducing time and using it more productively. In the next year, school gets more serious. Will need to use it less. Study has made me reflect on how I use it.

Q.10- Stopping me from doing anything

No- know people who are very addicted. Don't use it that much that it affects me.

Laytan

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

-What you're thinking about- being positive or negative.

-Bit negative but this sometimes becomes motivation. Use Instagram to message friends and socialise and watch funny things

Q.2 Has anything had an impact on your MWB?

Study- language is a challenge. Still trying to improve.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Limited my activities. Wearing masks etc. Not huge effect.

Q4. What support do you receive for positive MWB?

Manage myself- do something that I like.

Q5. Does Instagram/social media support you with you MWB?

Yeh- if I watch something, or socialising.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- it's ok- not controlled. If I want to use, then use. I control myself and then they trust me. Not use until homework is finished.

School- I think positive – they use Instagram to share views.

Q.7 Rate yourself on the below statements

a) On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree **Agree Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree Agree **Disagree Strongly Disagree**

d) I am able to do things as well as most other people. **Strongly Agree Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree **Agree Disagree Strongly Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

When I feel proud, I share things.

Q9. Will you change the way you use Instagram/social media from now on?

No.

Q.10- stopping you from doing anything?

No.

Ali

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

A state of your mental health and how you can make it better. My mental health is good.

Q.2 Has anything had an impact on your MWB?

-When grandad died. Just happened and family support helped.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

No. Used more social media.

Q4. What support do you receive for positive MWB?

Friends and family. If I'm down- they talk to me.

Q5. Does Instagram/social media support you with you MWB?

No-doesn't make a difference.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- Don't like me using my phone and social media- think I'm not ready for it. Mainly mum as is concerned about the people on it.

School- did not share.

Q.7. Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree **Agree Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree **Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

No.

Q9. Will you change the way you use Instagram/social media from now on?

No- don't see how I would change it. Not doing anything bad so don't want to change it.
Might try to be a bit more creative.

Q.10-Stopping you from doing anything?

No.

Darnish

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

How well your mental state of mind is and if it's deteriorating. I think mine is okay.

Q.2 Has anything had an impact on your MWB?

Not recently.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Staying inside- not being active. When it calmed down, was able to speak to friends etc and attend sports clubs.

Q4. What support do you receive for positive MWB?

Don't need it but comes from family and friends if needed.

Q5. Does Instagram/social media support you with you MWB?

Sort of- if bored look at posts and get entertained.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- mum doesn't use much, dad uses SM still (facebook). They don't mind as see it's the future. Disagree with the fact there are negative sides to it and do exist.

School-They share information about the school. Want to keep you safe on social media.

Q 7. Rate yourself on the below statements

a). *On the whole, I am satisfied with myself.* **Strongly Agree** Agree Disagree **Strongly Disagree**

b) *At times I think I am no good at all.* **Strongly Agree** Agree **Disagree** **Strongly Disagree**

c) *I feel that I have a number of good qualities.* **Strongly Agree** **Agree** Disagree **Strongly Disagree**

d) *I am able to do things as well as most other people.* **Strongly Agree** Agree **Disagree** **Strongly Disagree**

e) *I feel I do not have much to be proud of.* **Strongly Agree** Agree Disagree **Strongly Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

When I go on insta, see some people doing some next level sports skills. Makes me feel 'I can't do that.

Q9. Will you change the way you use Instagram/social media from now on?

The way I react to posts and be more conscious.

Q10. Stopping you from doing anything

Sort of- have recently needed to focus on revision but then go on SM instead.

Jenny

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

Like your physical health but your head instead. How you see yourself. Mental health is currently good. Has had times where she has had negative thoughts. – Friends have supported.

Q.2 Has anything had an impact on your MWB?

Covid- massive impact on mental health. Effect of it stayed with her. The isolation mainly.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Isolation- parents, guardians, and carers both work and brother was starting GCSEs so all were busy. Only communication was email which wasn't great. Got phone at end of Y8. Got real phone in Y9 (beginning).

Q4. What support do you receive for positive MWB?

Do drama club- helps improve my mental health indirectly. Doing clubs helps my mental health. Gives me a healthy way to get out of my head and do something that I enjoy.

Q5. Does Instagram/social media support you with you MWB?

Not the companies or the posts. Not enough support linked to MH.

Not the general use of it.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers are open to SM. Dad is a computer contractor so understands the use of it. Both use SM (Facebook). Just discuss if there is an issue. Dad is anti –Tik Tok- doesn't agree as similar. A lot of trust.

School- Not anti SM but use their Insta for their own gain. Don't think anyone would listen if the school tried to support with SM. School seem separate to SM life- teachers in charge don't understand it.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree

b) At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree

c) I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree

d) I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

No.

Q9. Will you change the way you use Instagram/social media from now on?

Will try to set a timer. Spent 3 hours last week when supposed to be revising. Happened last week when had a lot of homework.

Q.10- stopping you from doing anything

Stopping me from studying and doing something productive. Will use app to do some work.

Omar

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

I think my MWB is a mid-point. Not extremely happy or sad. How you feel and what your mental state. Sometimes life is high and sometimes low. Currently neutral.

Q.2 Has anything had an impact on your MWB?

Not really- nothing recently.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Definitely- before Covid was very active did rugby, martial arts etc. Gained a lot of weight. Have been able to go back now.

Q4. What support do you receive for positive MWB?

Cutting hair is a passion and builds up my motivation. Talking to people I like is also good.

Q5. Does Instagram/social media support you with you MWB?

When using, MW is okay because can control what I see.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- Don't really care as long as I'm using it responsibly. Been using for six years.

School- just want us to follow the rules. Probably have covered in school but don't pay attention.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree *Disagree* Strongly Disagree

Can always improve on things

b) At times I think I am no good at all. Strongly Agree *Agree* Disagree Strongly Disagree

Body dysmorphia gets really bad.

c) I feel that I have a number of good qualities. Strongly Agree *Agree* Disagree Strongly Disagree

d) I am able to do things as well as most other people. Strongly Agree *Agree* Disagree Strongly Disagree

In certain aspects that I'm good at, I'm better but some things not.

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

Social media – If I'm on Tik Tok and see some massive guy- it would bring down my mental health but could motivate me.

Q9. Will you change the way you use Instagram/social media from now on?

Trying to limit my feed to no b so bad on my mental health. Doing this by watching information videos so this comes up.

Q.10- Stopping your from doing anything?

On Tik Tok for too long which wastes time. Just control how much I use it.

Tim

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

I think MW is how you overall function in life and how you process things. Can be affected by a lot of things- positive and negative. How your life is going- what impact people are having on you.

My mental health is good. Have a lot of positive feedback and it's helpful. The negative sides- people being not nice- have learnt to not focus on this.

Q.2 Has anything had an impact on your MWB?

Parents, guardians, and carers splitting up. For a whole year, I was wibbly wobbly. (Y5- 9 years old). Have realised and come to see positives- get two Christmases etc. Hard to move between houses and can be further away from activities- can miss out. Friends really helped.

Massive impact on social media- when parents split- got phone and then was given the opportunity to speak to others.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Yeh. It was quite impacted with Covid because didn't have as much contact with others. Parents, guardians, and carers are both keyworkers (doctors), had to come into school. Only 5 in school. Came in, did work and then just messed around.

Q4. What support do you receive for positive MWB?

Parents help me a lot. They can notice when I'm a bit off or a bit wibbly wobbly. They can take that and help me. Friends are also really nice and notice when I'm a bit off. They help with kindness. Also social media- computers and devices is a step away from reality can take you away. Good as kids can have a break away from things.

Q5. Does Instagram/social media support you with you MWB?

See above.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents- Use social media. Mum is a big Instagrammer. Uses it before she goes to bed- Wants 5 minutes scrolling and then it's been 30 minutes. Because she's a doctor, her sleep patterns are weird. Dad also uses it- does music so uses technology and social media a lot. They think it's good. Do think it's a waste of time if you're just scrolling. I've learnt to not be on it too much because it takes your life away.

School- the school has an Insta account. Post wellbeing stuff. Posted pic of me playing a piano. They also post when they have PE events and when they have new clubs. Use it as a slight advertisement to show off the school- it works. Not keen on you using it in school. Get a red stamp if you use it in school. Understands, but thinks it should be minimised. At lunchtime, it should be allowed. Think this might make people antisocial but could bring people together.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree Agree **Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly **Agree Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree **Disagree Strongly Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

Instagram has pushed me to do other things. It can give you tips like if you want to get healthy.

Q9. Will you change the way you use Instagram/social media from now on?

From the beginning, I don't use it too much. People take stuff like this and hear other views, they might have an impact and discuss.

Q 10. Stopping you from doing anything?

No. Doesn't have that much of an impact on my life. Has taught me to interact online and new things.

David

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

It is your mental health and how you are in your mental state. My mental health is pretty good. Don't get angry- happy and positive person.

Q.2 Has anything had an impact on your MWB?

Don't know- not sure.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Since Covid, stayed home a lot. Don't go out as much. Starting to try to change this.

Q4. What support do you receive for positive MWB?

Parents, guardians, and carers talk to me about if I'm okay. Friends check up on me.

Q5. Does Instagram/social media support you with you MWB?

Doesn't play a big role. A little bit. If I'm feeling down, might go on Instagram to watch something.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- Mum thinks it's a fun and interactive. Dad doesn't have it- thinks it's to show off. Not good from my dad's side. Mum tells me to be careful.

School- not sure. They don't share their views

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree Agree **Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree **Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree **Strongly Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

Yeh a bit. I'm proud of sharing my nationality and post it on my Instagram. Share locations, food and where I've been. Helps me with memories.

Q9. Will you change the way you use Instagram/social media from now on?

Yeh- I'm going to try and use it less- have a limit on it. Have used it quite a lot.

Q.10- Stopping you from doing anything?

No- socialise normally. Don't quite go out often. Won't go out because watching videos etc.

Michelle

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

MW is how you are as a person and how you feel about certain things and how you act towards things and your take on things. If you have a negative MWB, you might look at things negatively.

My own- depends. If you're with people then it's fine. Sometimes when I'm alone- get thoughts. Sometimes go onto social media to distract.

Q.2 Has anything had an impact on your MWB?

Yeh- Issues with people.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

Yeh- Because you were always with your family and can't speak to anyone else. If parents, guardians, and carers aren't sociable, they didn't talk to me. Only child- no siblings.

Q4. What support do you receive for positive MWB?

None- sometimes have talks in school asking us to reach out. Don't think anyone reaches out. They don't have solutions- it's embarrassing.

No- just be by myself. Not want to talk to people- be stroppy. People think I'm mean but it's because I'm not happy. Don't want to talk to people as feel like they think I'm attention seeking.

Used to run- don't do it anymore. Got expensive. Covid impacted on clubs etc because of prices rising.

Q5. Does Instagram/social media support you with you MWB?

No- I think it makes it worse. If you're in a sad mood and you go on Instagram and look at a sad quote. You then want to watch more. It's not helping but you just want to watch more.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- don't care. Haven't asked them.

School- think social media is used in a bad way for cyber bullying. Have talks etc about it but don't think they address it.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree

Looks wise- strongly disagree. Don't like myself.

b) At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree

c) I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree

d) I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

Yeh- one day think you look fine. Then see someone on Tik Tok and then think I look ugly and then don't want to go out.

Q9. Will you change the way you use Instagram/social media from now on?

Maybe- I do like reading. Sometimes, when you're upset, you can read and then it takes you into worlds away from real life.

Q.10- Stopping you from doing anything?

Sometimes- Homework. Sit there, know I've got homework. Will be 11.00pm and just carry on scrolling. Then end up doing homework at 1.00 in the morning. Don't understand it and am tired. Then go to bed at 3.00 and then have struggled to concentrate. Have tried to stop this and have even turned my phone off. Aim to do homework earlier.

Nehar

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

Mine is okay. It's when you feel something and if you're okay.

Q.2 Has anything had an impact on your MWB?

Not really.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

I sleep more.

Q4. What support do you receive for positive MWB?

Nothing to be honest.

Q5. Does Instagram/social media support you with you MWB?

No.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- don't really care about social media. Don't think it has any impact. I agree.

School just thinks people get bullied on there. It can happen.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree

b) At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree

c) I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree

d) I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

No.

Q9. Will you change the way you use Instagram/social media from now on?

Maybe if I get older, I might start posting.

Q.1 Stopping you from doing anything?

Stay on for too long. Mostly just put my phone away.

Anna

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

How you feel inside. My MWB is good. I'm just positive.

Q.2 Has anything had an impact on your MWB?

Probably- can't think of anything.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Wish I could have gone out more- but didn't impact on my MWB.

Q4. What support do you receive for positive MWB?

Parents tell me to be positive and if I'm sad they try to not make me.

School tries but it doesn't work- not hands on. Assemblies etc but no one listens.

Q5. Does Instagram/social media support you with you MWB?

No.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents - Don't really want me to use it. Don't agree because it doesn't affect me. They have it and it contradicts.

School – mainly say that you should be safe and I agree.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree Agree **Disagree Strongly Disagree**

c) I feel that I have a number of good qualities. Strongly Agree **Agree Disagree Strongly Disagree**

d) I am able to do things as well as most other people. Strongly Agree **Agree Disagree Strongly Disagree**

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly **Disagree**

Q8. Does your use of Instagram or social media impact on any of the above?

If you look at people, they show the best and you think you can't do things as well as them.

Q9. Will you change the way you use Instagram/social media from now on?

Probably not. Use Tik Tok a lot- always bored so it entertains me.

Q10. Stopping you from doing anything?

Stops me from doing chores and talking to people. Delays it but I'll do it later.

Wayne

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

How you are emotionally doing and how you are coping in your head. I'm in a positive state of mind. Bit tired mentally because of tests but overall positive.

Q.2 Has anything had an impact on your MWB?

Tests- been constant. Revising and made me more tired and can't do things as well.

Q3. Do you feel like your MWB has been impacted on by Covid? What's changed?

Positively- no school was excited and happy.

After a while- started to get more lonely. Couldn't speak to friends etc. Started to be negative and upset.

Q4. What support do you receive for positive MWB?

Family/friends.

Q5. Does Instagram/social media support you with your MWB?

Funny content- improves my mood. When I'm feeling down to cheer myself up.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

Parents, guardians, and carers- don't use it themselves. Say it's silly –they are much older. Somewhat agree.

School- say It's nice to use but only safely.

Q.7. Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree **Agree Disagree Strongly Disagree**

b) At times I think I am no good at all. Strongly Agree Agree **Disagree Strongly Disagree**

*c) I feel that I have a number of good qualities. Strongly Agree **Agree** Disagree
Strongly Disagree*

*d) I am able to do things as well as most other people. Strongly Agree **Agree** Disagree
Strongly Disagree*

*e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree **Strongly
Disagree***

Q8. Does your use of Instagram or social media impact on any of the above?

No

Q9. Will you change the way you use Instagram/social media from now on?

Probably not.

Q10. Stopping you from doing anything?

Used to- used to use it more when I was in a relationship. Now no.

Emma

Q1. Can you tell me what you think MWB is? How would you describe your MWB?

MWB is how you feel mentally. Your mental state is either positive negative emotions. My own has definitely improved since Covid. Other ways of improving.

Q.2 Has anything had an impact on your MWB?

Covid- not being able to interact face to face and only virtually. Felt isolated in a way. School is the most social time.

More time on social media spent more time viewing things that I'm not used to.

Covid was when I started using social media.

Had counselling and support from forward thinking.

Since lockdown- anxiety has increased a lot.

Q3.Do you feel like your MWB has been impacted on by Covid? What's changed?

See above.

Q4. What support do you receive for positive MWB?

-Formal sources- Forward thinking and counselling.

Q5. Does Instagram/social media support you with you MWB?

-Not the case- more detrimental. Outweighed by negatives. Seems like it's more on look and how you view your body and how others view it.

Q6. Tell me more about your parents, guardians, and carers/ school's views on Instagram/social media? Do you agree with these views?

-Parents, guardians, and carers- Mum uses it for business. Dad just downloaded it. Both think it's a timewasting app. The messaging app allows you to socialise.

-School- aware that it impacts on mental health. Very easy for people to say something behind a screen. Aware that everyone has it.

Q.7 Rate yourself on the below statements

a). On the whole, I am satisfied with myself. Strongly Agree Agree Disagree Strongly Disagree

Recognise that I'm hardworking. Am a kind person. Disagree because of image. Since lockdown- didn't have any self-esteem but now manage it more.

b) At times I think I am no good at all. Strongly Agree Agree Disagree Strongly Disagree

if don't perform as well- am hard on myself.

c) I feel that I have a number of good qualities. Strongly Agree Agree Disagree Strongly Disagree

Lots of people have said that I'm kind and caring.

d) I am able to do things as well as most other people. Strongly Agree Agree Disagree Strongly Disagree

depends on the thing

e) I feel I do not have much to be proud of. Strongly Agree Agree Disagree Strongly Disagree

Q8. Does your use of Instagram or social media impact on any of the above?

A and D

A- Looks exposure to looks etc

D- You see these lives on Instagram- to live that life,

Q9. Will you change the way you use Instagram/social media from now on?

Will try to spend less time on it. More negative than positive. Mental health is quite vulnerable at this age. Would try to talk to someone if something got out of hand.

Q.10- stopping you from doing anything?

-Way of winding down. Stopping me from going out and is a big distraction. Have started putting in limits and giving my phone to my parents, guardians, and carers.

Initial themes:

- Link MWB to emotional and mental state. Little mention of physical state.
- Covid has had negative impact on MWB and making comparisons
- Limited human interaction and engagement with sports and outdoor activities had negative affect during Covid
- Friends, family or self-support for MWB. Limited support from school
- Instagram either does not help with MWB or acts a distraction to support MWB
- Believe parents, guardians, and carers see Instagram and SM as negative
- Unsure of school views but generally believe them to be negative
- Generally positive in terms of levels of self esteem
- Instagram has negative impact by causing them to make comparisons based on life achievements/body image
- Aim to use it for less time
- Instagram use takes time away from studying, socialising and meaningful activities.

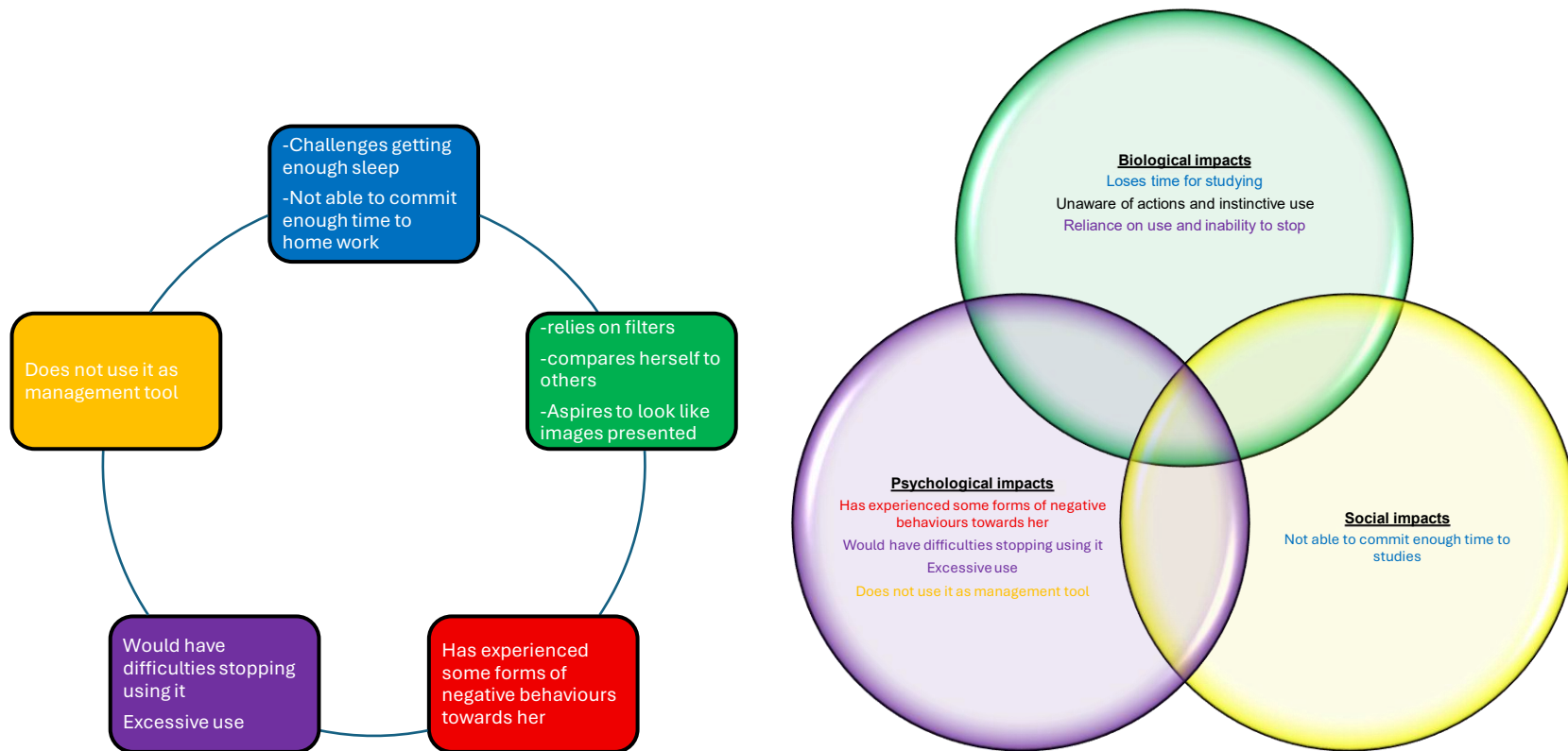
Interplay of BPS effects linked to central themes

Central theme	Linked aspects	B/P S	Anna	Emma	Nehar	Wayne	Michelle	David	Tim	Omar	Jenny	Darnish	Ali	Laytan	Preston	Riyad	Freya
Instagram as a 'Time thief'	Time taken away from studying	S		X		X	X		X		X	X			X	X	
	Time taken away from sleep	B					X										
	Time taken away from physically socialising	S						X	X								
	Time taken away from 'switching off' and participating in meaningful activities	S	X				X	X			X				X		X
The Instagram user taking on the role of 'the spectator'	Spectating with a sense of FoMO	S							X								X
	Spectating leading to making comparisons between self and others (lifestyle and body image)	P		X	X	X	X	X	X	X	X	X			X		
	Spectating as a means of gaining motivation and inspiration	P	X			X			X	X		X		X	X	X	X
Addiction	Unaware of actions and instinctive use	B		X			X				X				X		
	Reliance on use and inability to stop	B		X		X	X				X	X	X				

Central theme	Linked aspects	B/P/S	Anna	Emma	Nehar	Wayne	Michelle	David	Tim	Omar	Jenny	Darnish	Ali	Laytan	Preston	Riyad	Freya
Harmful content linked to bullying, body image and explicit in nature	Content linked to graphic images and content	P		X						X		X			X		X
	Content linked to users expressing negative emotions	P			X	X		X	X		X			X			X
	Harmful content linked to unrealistic body images	P		X			X			X							
	Experiences of bullying or witnessing bullying towards others	P		X	X					X	X	X	X				
Instagram being used to manage MWB	Masking emotions	P	X	X		X	X	X				X	X		X	X	X
	Means of distraction	P	X	X		X	X	X		X	X	X	X	X	X	X	
	Uplifting and humorous content	P		X		X		X		X				X		X	
	Means of connecting in the social world but disconnecting in reality	S	X		X			X		X	X		X				

Key of representations for central themes	
Time: Instagram as a 'time thief'	
Self-confidence and Identity: The Instagram user taking on the role of 'the spectator'	
Exposure to unknown content: Harmful content linked to bullying, body image and explicit in nature	
Addiction: Instagram encouraging addictive behaviours	
Self-management tool: Instagram being used to manage MWB	

The BPS factors for Michelle are presented here as an example of how the factors were discussed by one participant. Thematic analysis is carried out at the group level, and therefore I have not completed this for all participants.



Interview Transcripts

Ali

Anna

Darnish

David

Emma

Freya

Jenny

Laytan

Michelle

Nehar

Omar

Preston

Riyad

Tim

Wayne

Ali

Interview 1

Canis:

OK. Ali, thank you for coming to have this interview with me today. Erm, so we're going to get started by just reflecting on yesterday's focus group and I'm going to ask you a couple of questions about that and then I'm going to ask you some questions to do with yourself specifically, OK. And so yesterday you talked a little bit about how you use Instagram for business purposes and for promotions. Can you tell me a little bit about that please?

Ali:

So basically because I have a lot of followers on it, like people like they usually like, you know like growing businesses and starting off.

Canis:

Yeh

Ali:

Like they're trying to get like more attention. Like some people, they just pay like five pounds, like through PayPal and I promote this stuff.

Canis:

OK, So what kind of things have you promoted?

Ali:

I've promoted, I remember the latest one was like a business. It's a dessert business.

Canis:

Ohh, yeah.

Ali:

Some lady was doing it?

Canis:

Have you tried it? Had you tried it? No, ok.

Ali:

Nah, just like I don't even know that in real life. They just message me. I give him my PayPal or something. Pay me. I just put their stuff on my story.

Canis:

Right, so you don't. So you not genuinely have tried it. You just you just.

Ali:

Nah, nah no.

Canis:

OK, OK. And then erm. You talked a little bit about how erm. It sometimes shows, it's a. It's a good way to show your show how you're feeling and things like that. Can tell me more about that?

Ali:

I don't think I said.

Canis:

No, you didn't actually. Sorry that was another child. I've got confused there. Erm, you talked a little bit about how it also shows erm, some negative things to do with people that are publicized. Apologies for talking about the last one.

Ali:

Yeh yeh that's alright.

Canis::

Erm, yeh so can you tell me a little bit more about that?

Ali:

So, like personally I'd say Instagram. It's not really a place for teenage. I'm gonna be honest yeh, since year 7 like until like you should be allowed to use it since I think they need to up the age limit to like sixteen or something. Because I remember back in year seven ennit, like people back in year seven, I remember like people would do anything for followers and stuff. And like and I knew a girl from my school and it. Like bare people like contacted her on Instagram and then like, I don't know how it happened and she was in my class.

Canis:

Mm-hmm.

Ali:

Her news got leaked. Everywhere, like all over the school.

Canis:

OK.

Ali:

And it was just over Instagram cause someone made a fake account pretending. To be like the hardest boy in our year or something and they like tricked her. And it leaked everywhere.

Canis:

Ok.

Ali:

And like she didn't even all that that it was a fake account. So she put it, like, keep it private and stuff ennit. That, like every single boy in the whole year saw it, and like this happens to so much people on Instagram like. Even like people that post stuff in it like cigarettes and stuff, like smoking.

Canis:

Mmmhmm

Ali:

And that attracts people like they think like other people think that they're acting bad and then like they just get unnecessary attention and they're like it causes stuff innit. Like fights and stuff.

Canis:

Does it cause after effects, that last for a long time as well. Do you think?

Ali:
100%.

Canis:
Yeh

Ali:
So for example I, I knew a guy. In my old school just before I came here. And like erm, just so he every day, he used to skip school. Put it on Tick Tock Instagram smoking a spliff, this and that

Canis:
Mmhmm

Ali:
And then that people start hating on him like. They go, ah well you're in year nine, you're doing this that. You think you're sick. The guy just had a lot of confidence. Like people start getting on to him. Then one day after school, everyone jumped him, took his phone, made him record that stuff like. It is what it is.

Canis:
Yeh. Oh dear. Ok, erm erm. How would you describe yourself in terms of your, in terms of your character? So ,what's your most predominant character trait would you say, for example, you're quite a positive person, negative person, confident, anxious?

Ali:
Negative, er I mean positive positive.

Canis:
Ok.

Ali:
I don't do that stuff ennit.

Canis:
Ok. And do you think when you're using Instagram, do you think using Instagram can have an effect on your mood?

Ali:
Yeah 100%

Canis:
Can you tell me more?

Ali:
Like people like just start be hating for no reason, like I didn't even know the people and they just like start hating on me like ah you're this and that. Like bruv I don't even know your name.

Canis:
Yeah.

Ali:

Like it's like, start commenting on stuff. Doesn't mean like just. This doesn't like just really affect me to be honest, just like it changed my mood, but like it won't really affect me.

Canis:

OK, erm. What features of Instagram? What features of Instagram do you use and how do you feel when you use them?

Ali:

What feature do you use? Features would be like sometimes I'll post off stuff. Stories, mostly stories that people know I'm up to and stuff and like, like I said promote peoples stuff.

Canis:

Ok. And when you use those stories, the story feature, how do you feel when you use it? What's your kind of motive behind it?

Ali:

Just to let people know, I'm doing like just boredom ennit and like, just like when I'm bored, just like post something

Canis:

Ok

Ali:

And then like see the feedback on it.

Canis:

OK.

Ali:

And then like err. That's it, pretty much.

Canis:

OK. And erm, what would be different about your life if, if you didn't have Instagram?

Ali:

If I'm being honest. Like I wouldn't be who I am today.

Canis:

Really?

Ali:

Yeah

Canis:

Ok

Ali:

Instagram yeah, like before I had Instagram yeah, I used to be that quiet kid in the class

Canis:

Ok

Ali:

And I had no confidence to be honest, like no confidence in my classes. I never used to speak or anything. When I had Instagram, yeah. And then like. boosted my confidence when I started like posting stuff. And like when I find out people like my stuff, it just like motivated me to do more. And I think personally, ten thousand followers is a milestone for me, it's like.

Canis:

Is that your target?

Ali:

Yeah.

Canis:

OK.

Ali:

Like and I'm close to it, I think I'm at five thousand right now.

Canis:

OK, so where do you think you'd be if you didn't have it in terms of your character and personAli:ty?

Ali:

My confidence wouldn't be the same, I think.

Canis:

Ok, ok. Does it have an impact on your daily routines?

Ali:

Impact, in your negative or a positive view or just like.

Canis:

Any, anything. So you know your routine, how you have your daily routine. Does Instagram have an impact on it?

Ali:

Err.

Canis:

Because I noticed that you've said you use it for one to two hours, one to three hours sorry.

Ali:

Ah yeah. Err.

Canis:

What does it?

Ali:

It does actually.

Canis:

It does OK.

Ali:

Like err. Just like when I'm bored and I've got nothing else to do innit. I just go on Instagram and and talk to people. Cus like. So anyway, I talk to my friends and stuff and from my old school.

Canis:

Ok.

Ali:

I don't have their numbers or anything

Canis:

Ok.

Ali:

Everyone just uses Instagram to talk. People use Snapchat, but I don't like Snapchat. That's not my thing.

Canis:

So would you say it has a positive impact on your daily routine?

Ali:

Yeah.

Canis:

Ok. And do you think that you're in control of your use of Instagram and how it impacts on your MWB?

Ali:

I know because I could be posting positive stuff doing my own thing. People still hate

Canis:

Mmhmm

Ali:

Just people still hate for no reason and like, I can't really do anything about it and like. People like, thing that annoys me ennit. People like, I won't even know them, they won't know me. Start hating for no reason. Ah, you post this. Ah, you're promoting this.

Canis:

Yeah.

Ali:

Allow that. And I'm like a positive person overall. I don't like post none of that road man gangster stuff.

Canis:

Yeh

Ali:

Just keep it clean and stuff.

Canis:

Yeah.

Ali:

People still hate. It just, it ruins my day sometimes ennit. And not, not a lot.

Canis:

Ok. It can sometimes? What would? What advice would you give to a new user of Instagram?

Ali:

A new user of Instagram? Don't, don't attract attention you don't you don't want because, like. Like, I remember back in year seven, my friend. Cus, because he used to act like a road man. Like I don't know. I don't know if it, if it really happens to other people but like I think it does like like.

Canis:

Mmhmm

Ali:

Like especially where we grew up, Sparkhill ennit.

Canis:

Ok.

Ali:

Those areas, people just don't like, like people that act hard. And like everyones just got a competition. Who's harder? Who's this? Who's that?

Canis:

Yeah.

Ali:

And then like, most, most times like they add you to a group chat. You got like ten raodmans from what area? I don't even know. You get pressured by them, asking you say sorry and this and that. Just don't, you just don't wanna attract negative attention to you.

Canis:

So you advise people to be careful of things like that. And if, would you make any changes about how you use Instagram? If so, what are they and why? This is my final question.

Ali:

How I, how I would like?

Canis:

Yeah, if you. So would you like to make any changes about how you use Instagram? And if so, what are they? And why?

Ali:

Do you mean like how Instagram should be like? How they can make it better?

Canis:

Erm, no just how you use it yourself?

Ali:

How I use it?

Canis:

So its stays the same, but the way, you use it? Would you like to make any changes on the way you use it?

Ali:
Not really.

Canis:
No. OK.

Ali:
I'm fine. How are you, Sir?

Canis:
OK. Thank you so much.

Ali

Interview 2

Canis:

OK. Thank you, Ali, for joining me for your second interview. Just having a look at your journal, erm thank you for completing that for this time round. I can see that erm you've you've used it for things like looking at stories. Hosting DM's. Erm, so those your main kind of uses of it. So mainly stories posting. And looking at stories, is that what you do?

Ali:

No, post, post stories.

Canis:

You post stories. OK, so mainly you're posting stories and then you're DM'ing people. Is that kind of the main functions that you're using it for? And I can see that you, erm, you you've kind of changed what you were doing when you saw something negative. It says here you stopped using it when you saw something negative. Erm, and and you may, when you did something like post a picture, it made you feel quite positive. Why did that, make you feel quite motivated and positive?

Ali:

Ohh, you know like, it's 'cause it was not like my picture, but it was about my business

Canis:

Ahh k.

Ali:

And then like I got a lot of good feedback on it.

Canis:

Ok, ok. So you're generally using it for, for business, aren't you? That's kind of your main purpose for Instagram, would you say?

Ali:

And I've got. I've got a business card and I've got another personal card. Like like normally I just use it to just like have a look through what people are doing and like

Canis:

Yep

Ali:

Let people know then like.

Canis:

OK. Ok, Ok, lovely. So if you were to tell a person who'd never, ever come across Instagram before in their life. What it was. What would you. What would you say?

Ali:

What Instagram is?

Canis:

Yeh what is it?

Ali:

Instagram is a social platform where you can engage with other people. You can post stories which are statuses about and how you say status?.

Canis:

Statuses, yeah.

Ali:

Statuses. Posts. Err then you can message other people.

Canis:

OK. Yep. And umm. What does Instagram have based? What impact does it have on you, Instagram?

Ali:

A positive one.

Canis:

Ok, yeah. And you talked to me last week about last time, about how you were very shy. You used to be very shy. Is that kind of what you, when you. When you're saying about positive is that what you're talking about as well? yeah.

Ali:

Yeah

Canis:

Yeah. Erm. What's the most dominant feature? Looking at your journal, I can see that you do. Stories is that kind of the main one that you use or is it DM's? Which one do you use the most?

Ali:

The most messaging.

Canis:

Messaging?

Ali:

DMs.

Canis:

Ok. Erm. And why do you use it? Who's who you messaging?

Ali:

Switch off, friends. Sometimes family

Canis:

Ok. Do you use that for the longest period of time there and as well when you're using it? No? The stories takes up more time. Ok. Mhmm. And does it make you feel or think differently when you're doing those DMs when you're using the DM feature?

Ali:

No

Canis:

No, just quite neutral. OK. If I was to look at your. Ohh and do you, would you have to stop using that feature if somebody said to you? Stop using that now? No more DMing. What

would, what would that feel like to you? Or do you think you'd be able to do that? No, you wouldn't. So you'd just not be able to stop?

Ali:
No

Canis:
Ok

Ali:
I can stop like, it's hard end it.

Canis:
Ok. Ok. And if you. If I was to look at your Instagram profile now and see Ali's profile, is it a true reflection of you? Your profile? So, does it show if somebody was to look at yours? Is it a true reflection of your life? Does it show us? Anybody who sees your profile, your life? Would you say?

Ali:
Yeah.

Canis:
Yeah, Ok, ok. Erm, so we've talked a little bit about things like online negativity and bullying by Instagram. Do you think that's quite a common issue and have you ever experienced it?

Ali:
I haven't experienced it.

Canis:
Ok.

Ali:
I know people. Yeah and like I've come across it, but haven't experienced it.

Canis:
Ok. Do you think it's common then? Or not common not?

Ali:
Not common

Canis:
Ok. And in terms of Instagram, this is my final question now. Are you supported to use it in a positive way for your? Like and you know like I'm thinking back to when you first started using it?

Ali:
Well, when I first started using it, it was.

Canis:
So who, who. Are you supported to use Instagram in that, in a positive way for your mental health?

Ali:
Yeah

Canis:
Yeah, how? Who does it? Who, who? Who helps you to make sure that you use it well, or positively? Or is it more yourself?

Ali:
Ourselves

Canis:
Ok. And when you first started using it, did anybody say, oh, you need to make sure you be careful with this? Or use it in this way? No? You just kind of, learnt it as you went along. Ok. Thank you so much. I'm going to stop that.

Ali

Interview 3

Canis:

OK, Ali, thank you for joining me for your third interview. And final interview where we're gonna be thinking about Instagram, but also social media in general. And we're gonna be thinking about MWB. So the first thing I'm gonna ask you to tell me again, I know we've talked a little bit about this in the focus group. So some of the first questions will be linked to the Focus group yesterday. Can you tell me what you think MWB is? And how would you describe your MWB?

Ali:

I think MWB, I think MWB is a state, mmhmm, is a state of your mental health at the moment. And like how you can make it better and stuff.

Canis:

Mmhhmm

Ali:

I'd say my moment my mental health, well being is good.

Canis:

Ok.

Canis:

OK, good. So you quite neutral, would you say, OK?

Ali:

Neutral

Canis:

Has anything had an impact on your MWB?

Ali:

Mmmm, like from social media?

Canis:

Anything.

Ali:

Yeah, some stuff. Like when my granddad died and some stuff.

Canis:

Ok.

Ali:

That had an impact on my mental health.

Canis:

Did you manage? How did you manage that?

Ali:

Just. That I don't know. It just happened.

Canis:
Yeah. Is , family support that helped you?

Ali:
Yeah

Canis:
Ok. Should move to the next. Question. Yeah, OK. Do you feel like your MWB has been impacted by COVID and what's changed?

Ali:
Mmm, no.

Canis:
Ok. So we were you. Quite steady in the same. Do you, did did you feel like you were the same as you were before that all happened? That whole phase.

Ali:
Yeah.

Canis:
Ok.

Canis:
Did you change your routines or anything, or was it Quite similar for you during Covid?

Ali:
COVID ah yeah, in COVID. I did change my routine.

Canis:
.

Ali:
Ohh because, like I didn't have school and I was like home a lot. I used more social media.

Canis:
Ok.

Ali:
More, more uses of my phone basically. That's pretty much it.

Canis:
OK, what support do you receive for positive MWB?.

Ali:
What do you mean?

Canis:
So what? What do you have around you, whether it's people or it's something that you do, to help you?

Ali:
Oh friends

Canis:
Ok

Ali:
Friends and family.

Canis:
Ok. And how do they support you?

Ali:
Like if I'm down or anything. Talk to me and stuff.

Canis:
OK.

Ali:
Yeah.

Canis:
And does Instagram or social media support you with your MWB?

Ali:
No.

Canis:
No?

Ali:
It doesn't make a difference.

Canis:
Ok. Is it just something that you do when? Without it having that impact then?

Ali:
Yeah.

Canis:
Ok.

Canis:
Tell me more about your parents, guardians, and carers and the schools views on Instagram and social media? And whether you agree with them.

Ali:
Mmhhmm. My parents, guardians, and carers, my parents, guardians, and carers, they they don't even like me, like using my phone and stuff ennit like. And like social media, they go like I'm not ready for it. I think I am because I haven't come across anything yet. My dad's is supportive. Like my dads fine with it of it. Because it encourages to be more social. Moms like, err she just, she just, she just doesn't care. And she's like, she don't want me to use social media a lot basically.

Canis:
Ok.

Ali:

She goes. There's like, all sorts of people on there. Have a negative influence on you. But then, that influence will only be impacted on you if you let it impact on you. So if you don't listen to the people, then like you won't really have an impact on you.

Canis:

So do you agree with that view that your parents, guardians, and carers have?

Ali:

Yeah a bit. A bit, like sometimes you can have a negative impression. Sometimes it can't. It depends on the person really.

Canis:

Yeah. And you know how you?

Ali:

Anywhere you go, you're gonna have negative influences.

Canis:

Yeah

Ali:

Then you just gotta learn to not like. Just not take that from the negative people.

Canis:

Ok, you said about your dad, umm and you said you haven't come across anything. Do you mean anything negative or anything?

Ali:

Ohh we I mean like negative like. I haven't come across it like, personally and like.

Canis:

Something towards itself?

Ali:

Yeah, towards myself. I know people like I've seen stories.

Canis:

Yeah

Ali:

See about people. I know what's come across them, mostly come across, yeah.

Canis:

Because I remember you describing on our first focus groups about somebody's negative experience. Do you remember?

Ali:

Yeah

Canis:

But then that was more. Something you've witnessed but not felt, it's had an impact on you or anything like that

Ali:

Yeh

Canis:

Ok. Er, can you rate yourself on these statements now? So I want you to tell me whether you strongly agree, agree, disagree or strongly disagree. OK. On the whole, I am satisfied with myself?

Ali:

Agree

Canis:

OK. At times I think I'm no good at all?

Ali:

Agree.

Canis:

OK, I feel that I have a number of good qualities?

Ali:

Agree.

Canis:

Ok. Ok I am able to do things as well as most other people?

Ali:

Agree

Canis:

Ok, Ok. I feel I do not have much to be proud of?

Ali:

Disagree

Canis:

Ok, so does your use of Instagram or social media impact on any of these above?

Ali:

Err no.

Canis:

No, no. OK. So they've just come from your own personal experiences, would you say?

Ali:

Mmhmm.

Canis:

OK, will you change the way you use Instagram or social media from now on?

Ali:

From now on? No, because I don't see why I would change. It I haven't like. Because I, what I'm doing right now

Canis:

Mmhmm

Ali:

And what I was doing last year and last month it was same thing.

Canis:

Ok

Ali:

And like not doing anything bad.

Canis:

Ok

Ali:

I'd want to change it.

Canis:

Ok

Ali:

Probably be a bit ,bit more creative on Instagram and stuff.

Canis:

Ok.

Ali:

You can just use it for like posting and stuff.

Ali:

Yeah, OK.

Canis:

OK. And then my final question is your use of social media stopping you from doing anything? What are you doing about it?

Ali:

Wait, what was the question?

Canis:

So is your use of social media stopping you from doing anything? And are you doin. What are you doing about? It is it stopping you? From doing anything?

Ali:

No

Canis:

No? Ok.

Ali:

Doesn't stop me from doing anything.

Canis:

Ok, alright

Ali:

If I wanna do it, I'll do it.

Canis:

OK. All right. OK. Thank you so much. I'm going to stop the recording.

Anna

Interview 1

Canis:

Let's get started. Thank you, Anna, for joining me today. Umm, we're just going to talk a little bit about how you, um reflected yesterday in the focus group. Erm, on how certain things don't make you feel good or bad when you use Instagram, so you, you were talking quite a bit about how you're quite neutral. Can you tell me a little bit more about that?

Anna:

I think, when I see someone doing good then it just pushes me like to try to do good as well.

Canis:

Yeah

Anna:

But I think the other people, when they see someone doing good instead they take it as they're not doing good enough and they put themselves down instead.

Canis:

Ok.

Anna:

I just think I have a different mindset than them.

Canis:

OK, brilliant. Can I ask you now to reflect on your character and your personality. What would you describe yourself? How would you describe yourself? So would you say your a, err you know, quite a an introvert, an extrovert, positive person, negative person? How, how would you describe yourself?

Anna:

I'm kind of set back when I'm in the middle, depends on who I'm with and where I am.

Canis:

Ok, yep. And do you think that your use of Instagram when you're using Instagram can have an impact on your character traits?

Anna:

Umm, yeah, probably from using Instagram. I'm not going to be talking with people as much. I'll be a bit more anti-social.

Canis:

Ok, Ok. And um, what features of Instagram do you use and how do you feel when you use them?

Anna:

I use it to message people and keep up to date with what people are doing. And it just makes me feel normal, I guess

Canis:

OK, quite neutral?

Anna:

Yeah

Canis:

So you use it for scrolling and for messaging?

Anna:

Yeh

Canis:

OK, what would be different about your life if you didn't have Instagram?

Anna:

Not that much. I have other apps to use.

Canis:

Ok. Which ones do you?

Anna:

Use for like TikTok can help you keep up to date with people. Snapchat you can message people. Its basically the same.

Canis:

Ok, so you've got a replacement for it? So it wouldn't be, ok? What about if you didn't have any of them?

Anna:

I would probably be very bored.

Canis:

Ok.

Anna:

I don't know what I would do.

Canis:

Ok. And does it have an impact on your daily routines using Instagram?

Anna:

Umm, I don't use it that much, so it doesn't affect my routines that much. But sometimes if I get distracted, I might not be doing things that I meant to be doing.

Canis:

OK, so it can take some of your, it can distract you sometimes?

Anna:

Yeah

Canis:

Ok, umm, do you think that you're in control umm of your use of Instagram and how it impacts on your mental well being?

Anna:

I'm in control. My parents, guardians, and carers don't set like any timing restrictions or anything, so I can go on it pretty much whenever. My wellbeing. It doesn't really affect my wellbeing. It's neutral as well.

Canis:

Ok, ok. What advice would you give to a new user of Instagram?

Anna:

Don't go like following bad people follow people you know morally and don't lie about your identity or go to strangers.

Canis:

OK. So just. Yeah, that's good advice, yeh. Anything else?

Anna:

Mmm, don't go on it too long.

Canis:

Yeh

Anna:

Have restrictions.

Canis:

Ok. And then my final question is, would you like to make any changes about how you use Instagram? If so, what are they and why?

Anna:

Umm, I could probably use it more positively. Like trying to find out new things or something.

Canis:

OK, so you probably try to use it in a more what what? Like give me an example?

Anna:

Like following my educational.

Canis:

Ok, Ok. So For more information on purposes. Brilliant, right, I'm going to thank you and stop the recording.

Anna

Interview 2

Canis:

Ok, ok. So thank you for joining me for your second interview and thank you for taking part in the focus group yesterday. Umm, we've had a little look at your journal and I can see that one of the things you're mainly using it for is for viewing stories. Umm and also for messaging. Umm, you don't generally feel quite, very engaged with Instagram. I can see the words bored, not very interesting. So is that a general kind of feeling that you have about it? When you're using it these days, would you say?

Anna:

Yeah, there's nothing interesting for me to do on it.

Canis:

Ok.

Anna:

Yeah, apart from viewing stories and I, I don't even look at them properly. I just scroll through them.

Canis:

Ok. So it just kind of feels a bit like you're not using your time well when you use it? Would you say?

Anna:

Yeah.

Canis:

Ok. Umm and and you know, by completing this journal, has that made you more aware of anything? Like to reflect on anything?

Anna:

Mmm, I was more aware that I don't need Instagram that much, if I got rid of it, it wouldn't affect me.

Canis:

Ah ok, ok, that's very interesting. So if somebody was introduced to Instagram, they had no idea what it was. They didn't know they just knew it was a social network, or they didn't even know the social media application. How would you introduce it? How would you introduce it? What would you say it?

Anna:

Umm, social media is used to like catch up with people's lives really.

Canis:

Yeah.

Anna:

And just view what people are doing.

Canis:

Ok. And you've, you've already kind of started talking about this a little bit. What does the impact of your use of Instagram have on you then?

Anna:

It doesn't impact me that much. It just makes me bored.

Canis:

Ok, Ok. And what's the feature that you use most then to? Is it just mainly viewing stories?

Anna:

Yeah

Canis:

Ok.

Anna:

I used to message more, but not now.

Canis:

Ok. And would you say that that's the main thing you use whenever you go onto Instagram?

Speaker

Yeh

Canis:

Yeah, ok. Do you think it's a feature that's you've already told me really? But just to ask you again, do you think it's a feature that's easy to stop using?

Anna:

.

Canis:

Yeah, Ok. And you'd be able to stop using it easily?

Anna:

Yeh

Canis:

Does it have an impact on the way you think or feel. Or is it mainly the boredom that it causes?

Anna:

I don't feel anything really. Apart from being bored and when I'm using it, I'm not thinking about anything apart from Instagram.

Canis:

Ok, ok. Erm, do you think that your profile, so your Instagram profile is a true depiction of yourself?

Anna:

Mmm, kind of, since I don't post anything on there, people can't tell what I'm like.

Canis:

OK

Anna:
But they. It's not like I'm lying either.

Canis:
Has it got pictures of yourself or no?

Anna:
No.

Canis:
No, ok.

Anna:
But you can just see my name. That's pretty much it.

Canis:
Ok. Umm, do you think that we've talked a little bit about this in focus groups, negative negativity, cyber bullying and things like that. Do you think that's a common issue via Instagram? And have you ever experienced anything of that nature?

Anna:
Mmm, I've never experienced anything like that, but people always say they experience it, so maybe for other people, but not for me or any of my friends.

Canis:
Ok and. Are you supported to use Instagram in a way that helps your mental health, stay positive? Or were you ever kind of, given guidance on it?

Anna:
No, the only guidance I really got was like, don't talk to strangers and stuff.

Canis:
Ok.

Anna:
That was pretty much it.

Canis:
Who's that by?

Anna:
My parents, guardians, and carers

Canis:
Ok.

Anna:
That's it really.

Canis:
So they know you use it and that that was the only kind of guidance they have given you.

Anna:
Mmhmm

Canis:

Ok, yep, lovely. I think that's it. That's the end of our questions. I'm just going to stop the record.

Anna

Interview 3

Canis:

Ok. Thank you, Anna, for joining me for your final interview as part of this research project. So we're going to start by talking about some of the questions that we talked about in the focus group, but it'll give you the chance to give your, umm your views on them and then umm we will talk a little bit about Instagram and social media in general. Ok? So the first thing is, can you describe what you think MWB is and how would you describe your own MWB?

Anna:

Mmm, I think MWB is just how you feel inside.

Canis:

Yeah

Anna:

My mental, MWB is Good.

Canis:

Ok. Why is it good, do you think?

Anna:

Mmm. I don't know. I'm just positive.

Canis:

Ok. Ok. Ummm, has, has anything had an impact on your MWB?

Anna:

Mmm, probably, but I can't think of anything. Nothing really impacts you that much.

Canis:

Ok, Ok. So do you feel that your MWB was impacted by Covid? And if so, what in anyway?

Anna:

I, I in Covid I wish I could have went out more.

Canis:

Ok

Anna:

But it didn't like affect my wellbeing I

Canis:

Ok.

Anna:

I was still fine.

Canis:

Ok. So you didn't think it had any impact at all?

Anna:
No

Canis:
Ok. Erm, what support do you receive to be, to have positive MWB?

Anna:
My parents, guardians, and carers obviously tell me like. Be positive and so.

Canis:
Ok.

Anna:
And if I'm sad, they'll try and make me not sad.

Canis:
Ok, that's good.

Anna:
Yeah

Canis:
That's good. Anything else? Excuse me? Anything else?

Anna:
Mmm, school tries, but I don't really think it works.

Canis:
Ok.

Anna:
They try to make people happy, but they're not as hands on, that doesn't work.

Canis:
Ok, ok. Can you tell me a bit more about that? What do you mean?

Anna:
I tried to like some reasons why it should be positive and things, but I don't think anyone listens really and I don't think it helps anyone

Canis:
Ok, so it just feels like it's abit lacking being personal too.

Anna:
Yeah

Canis:
Ok. Ok. Erm, do you think social media or Instagram supports you in your MWB?

Anna:
No, I don't see any posts or anything to support my mental.

Canis:
Ok. So tell me about your parents, guardians, and carers, views and schools views on Instagram and social media and whether you agree with these views.

Anna:

My parents, guardians, and carers think, they don't really want me to use social media for. I don't agree because it doesn't affect me really.

Canis:

Ok. Yeah.

Anna:

It's just for keeping up to date with people and talking to people.

Canis:

Yeah.

Anna:

School. Umm, School doesn't say anything apart from to be safe on social media and stuff.

Canis:

Yeah.

Anna:

I agree. Obviously you should be safe on social media.

Canis:

OK, so do you agree with your parents, guardians, and carers views as well?

Anna:

No.

Canis:

Ok. Why not?

Anna:

Because they're like, even though they have social media, they don't want me to have it so. It kind of contradicts.

Canis:

Ok. And why do you think they? Why, why do you think that's ok that they have it and you don't? Well, you do. But do you think that's ok?

Anna:

Umm kind of, they're older but I'm still. I'm not like a child, for. It's not that much of a difference.

Canis:

Ok. I'm going to look at some statements with you now, OK? And I'm going to ask you to rate yourself, strongly agree, agree, disagree or strongly disagree. Ok. Got some statements here for you. Umm, on the whole, I'm satisfied with myself.

Anna:

Mmm, agree.

Canis:

Ok, at times I think. I'm no good at all.

Anna:

Disagree.

Canis:
I feel that I have a number of good qualities?

Anna:
Agree

Canis:
I am able to do things as well as most other people?

Anna:
Agree.

Canis:
Ok, I feel I do not have much to be proud of?

Anna:
Mmm, disagree

Canis:
Ok, so did, does your use of Instagram and social media have an impact on your answers there?

Anna:
Mmm, well. It doesn't really affect me that much, but if you look at other people then you might say you're not, you can't do as well as them because they, they kind of just show the best things they can do.

Canis:
Do you do that?

Anna:
No

Canis:
Ok. But you think that can happen with people with that one? Ok. Anything else?

Anna:
No.

Canis:
Ok. So will you change the way you use Instagram or social media from now on?

Anna:
Mmm. Probably not.

Canis:
Ok. You've been quite consistent throughout that you're quite controlled and you don't feel like it has an impact on you?

Anna:
Instagram doesn't. Some of the social medias I use too much, but I probably won't stop.

Canis:
Which ones?

Anna:
TikTok.

Canis:
Ok, ok, you didn't use those too much.

Anna:
Yeh mainly TikTok.

Canis:
Ok.

Anna:
But I probably won't stop.

Canis:
Ok, why not?

Anna:
Well, I'm always bored, so it just entertains me.

Canis:
OK, so my next question and final question is, is your use of social media or Instagram stopping you from doing anything? And what are you doing about it if it is?

Anna:
Mmm, it stops me from like maybe if I need to do chores, or talking to people and stop but I'm not going to do anything about it.

Canis:
Ok. Do you not think there's a need to do anything about it?

Anna:
No, it just delays me abit, but I'll do it later, so sits still fine.

Canis:
Ok, ok, alright. Well, thank you so much. I wanna stop the recording.

Darnish

Interview 1

Canis:

OK. Thank you, Darnish, for joining me for this interview. We're gonna just talk a little bit about yesterday and your errr some of the, some of the comments that you made. So you talked about filters and err, how they sometimes make people look a certain way and not what they genuinely look like. Can you tell me a little bit more about that?

Darnish:

Yeah, basically like maybe people use filters just because like on some people they may have like uh, no acne or like spots on them. And then maybe they see other pictures as well of people who don't have that and they have like lovely clean faces and they might think, oh, I want a face like that. But then they realize they can use filters

Canis:

Yeah

Darnish:

So then they use filters. But some people use it a bit too much.

Canis:

Ok.

Darnish:

And then again, that also makes other people think, why can't I look like them? But they may not know that they're not, that they're using a filter.

Canis:

Yeh, yeh. Ok. Erm and you also said that erm, it's a good way to for you to keep an eye on the news and what's around you. Can you tell me a little bit more about that is it, is it your main source of keeping an eye on the news?

Darnish:

Err, Instagram not really. But like let's say if I'm out and about because I can't literally use my phone and turn on my TV when I'm out. And usually when I have my phone, Instagram is like one of the bit, places like where you can have. It and. You can usually see what's like trending as well on Instagram. So let's say if errr, like when we became Prime Minister. The scramble is one of the ways that I found out about it.

Canis:

Ok

Darnish:

Because people were tweeting.

Canis:

Ok.

Darnish:

Sorry, people are posting about it.

Canis:
Yeah. Ok.

Darnish:
And I was just like, I knew more about it.

Canis:
Ok, fair enough. Lovely. So now tell me a little bit about yourself as a character, as a character. So what are your most dominant moods and characters? Erm, what's your most dominant character traits? So for example, are you quite an extrovert, introvert? Are you quite a positive person, negative person, would you say? Or you know, what would you describe yourself as?

Darnish:
Well, I did very well in primary school, so I'd say I'm a bit clever

Canis:
Yeah.

Darnish:
And also like err. Like yeah, I tend to be kind of positive as well because if you're negative and all that, there's no way you're gonna get around the world like.

Canis:
Ok.

Darnish:
Like seeing stuff.

Canis:
Ok and do you think that using Instagram can have an effect on those traits of your character?

Darnish:
Maybe because then you see, again, you see other people acting how they are. Maybe that might not be the real them, but that wants you. That makes you want to become them so then they might start acting a bit weird for then, you should especially like if you know someone, let's say for example you had a long time friend and obviously they getting older as you are.

Canis:
Yeh

Darnish:
And they start using Instagram more. They start seeing these people more these role models and some people call it. Mmhm. And then they start acting like them. Yeah, they might either be moody, they might just be like being a bit more open with things, maybe so yeah.

Canis:
Ok, thank you. What features of Instagram? Do you use and? How do you feel when? You use them.

Darnish:
Err, I usually use just like the home bit, where you just like scroll down and just like posts. I don't. I'm not really type, the one to like post pictures and all that, cause I'm just you know,

there to just view stuff. And err, usually what I'm viewing is either about racing or just sports or news and erm. Usually because I view all that as well, I think Instagram that collects that as well. So now they just show me all that as well.

Canis:
Ok.

Darnish:
When I'm, whenever I'm on my homepage so.

Canis:
And how did it make you feel? When you have all of that?

Darnish:
Sorry

Canis:
How do you feel when you're using, when you're looking at those, those features? Those.

Darnish:
Oh, like I feel like I know a bit more, but then some of them. Whenever I look at like some news bits, I'm wondering, is that true or not? So that's why, like, I'm not always on Instagram and believing it instantly. Maybe if I'm, like, really interested in it, I might go on, on, on Twitter or Google

Canis:
Ok

Darnish:
On other social media platforms, just to check if it's actually legit.

Canis:
Ok. Yes. Ok.

Darnish:
And if the other people are saying it aswell.

Canis:
Brilliant. Thank you. Is that would you say that's the only feature that you use then you actually just scroll through and look at. Look at information like posts?

Darnish:
That, and errr also like looking at err, other like content creators or they like people who do stuff. I don't know. Err like. How do you say? A add a lot of people, like Lewis Hamilton so and all these people, seeing what they're up.

Canis:
Ok. Yeah.

Darnish:
To and all that.

Canis:
Ok.

Darnish:

And like, yeah, how their life is.

Canis:

Ok, brilliant. Ok. Erm, what would be different in your life if you didn't have Instagram?

Darnish:

Not much really. I mean, like there's other social media websites as well, like Twitter, Facebook, Google. I mean, not many people use Facebook account here but erm. With Instagram, like it's a, our forces are widely used. Like place to go on. But then again, like it's not very favoured by much people

Canis:

Yeah

Darnish:

Because you know it causes that violence and all that.

Canis:

Yeah

Darnish:

But, or you might see stuff that you might not want to see. But now I think they've started like acting a bit more on it because like they've given you options where you can, like, blacklist words so meaning like, you can just block it.

Canis:

Ahh ok.

Darnish:

So let's say if you had like, some mean words, someone like calling you fat or something. I mean, you can literally just type in the word fat and then Instagram will try and block every single message that has the word fat.

Canis:

Ok, Ok.

Darnish:

So then you don't see it, but then again that doesn't really stop anything, because then people can send it to you. In other ways, not just trying to type any sort of.

Canis:

And would it be visible to others still, even though you can't see it?

Darnish:

Yeah, some people don't know about it.

Canis:

Yeh, ok. Erm. Does Instagram have an impact on your daily routines?

Darnish:

Not really. We usually, when I wake up or when I'm a bit bored. Sometimes I just go Instagram to see what's happening as well and err. Err, 'cause usually like I'm a big fan of racing as well, and that usually happens every Friday or something. So whenever it's like Friday afternoon or something, I always, I'm always just like looking at the time.

Canis:

Ok. Yeah, Ok. Erm , what advice would you give? Oh, no. Do you think that you're in control of your use of Instagram and how it impacts on your MWB?

Darnish:

Err, yeah, because then basically I could just choose when to go on it.

Canis:

Ok, so you manage it well, do you feel?

Darnish:

Yeah

Canis:

What advice would you give to a new user of Instagram?

Darnish:

Err, if you're new user, just like find what you're into or know what you're into and try and find some on Instagram. And don't look at other posts and think or why can't I be them or something. Just be yourself. Like, nobody's asking you to be there. Nobody's forcing you to be that person. They're just like that because, you know, they just look like that and they're meant to. Like, so pose a position on society, especially in Instagram as well. So yeah.

Canis:

Ok. Erm. What advice would you give to a new user?

Darnish:

Well, errr. Again, like what you're into. So let's say you're into photography or something. You could easily just, like, take a picture. Like right now it's raining and you can see like the clouds and trees easily, you could just take a picture of that and post on Instagram. Or I don't know maybe add some filters or something if you want. Then you can just post on Instagram and with a title and err yeah.

Canis:

So you'd, you'd kind of advise them? On using it. In a way to kind of display nice artistic photos of sceneries like use it in.

Darnish:

Yeah, over. You're into.

Canis:

That way? Ok.

Darnish:

Like, if you're into biking as well, you can post a video of yourself biking or skateboarding, or whatever.

Canis:

Would you advise anybody not to do certain things on Instagram? Or to be cautious of anything?

Darnish:

Yeah, like Instagram. It's known for like being a, a very sort of like you see a lot of hateful comments as well and not many things are being done with it. Except for like blacklisting words and all that. But if you see that like, just block the person or just ignore them, because honestly, they're just saying that, they're behind the screen, just texting now.

Canis:

Yeah, yeah.

Darnish:

And if you, if you, if you feel like that damaged by it, just like log out of Instagram just like take a break, walk outside, just do something like. Instagram isn't just gonna be there, it's just some random person that's trying to make your day better.

Canis:

Yeh. So and my final question is, would you like to make any changes about the way you use Instagram? If so, what are they and why?

Darnish:

Err. Sort of like the way I use it. Maybe it'd be a bit better umm, if you get like a more sort of variety of stuff, things you'd enjoy and you get, like sort of, hmm, community like that that's into what you're into as well. Like if you have a community that's with racing and all that. You could have little groups that you can join like. You know like public ones that err, are like, you know, don't show any hate or anything,

Canis:

Mmhmm, yeh.

Darnish:

Just like, you know, talk about what you're passionate about.

Canis:

Yeah. Ok. Thank you so much. I'm going to stop this recording now.

Darnish

Interview 2

Canis:

Thank you, Darnish, for joining me for your second interview. Erm, where we're gonna be talking about Instagram now. The first thing I want to reflect on is in terms of completing your journal, has it made you more aware of anything to do with your Instagram usage?

Darnish:

So, so, obvious like because I didn't really think like how I'm going to use Instagram, or why do I use Instagram? I usually just go on it and just like use it. But if I now that I used it, I was like, oh, Ok, like, how does it make me feel when I just find what it does?

How do you manage feelings? How do you use Instagram next time Like it just makes me think more about Instagram than I usually would

Canis:

Ok. Yeah.

Darnish:

Or maybe someone who use, usually uses Instagram normally, usually would as well .

Canis:

Yeah, Ok. And if you were to meet somebody that didn't have a clue what Instagram was and you were introducing it to them, what would you introduce. How would you introduce it?

Darnish:

I'll just introduce it like it's a, a social media website or like just an app where people can share what they're up to. Or what they're doing, or what they find entertaining or how you can be entertained. It's just one of those apps as well make it find out.

Canis:

What impact is it having on you?

Darnish:

Not much of an impact, like if I'm bored or something and I don't have much to do. Maybe Instagram is just just one of my last resorts, so I'd probably go to just.

Canis:

Ok.

Darnish:

Seeing what people are like up to

Canis:

Yeah. What the? What's the most predominant feature that you use?

Darnish:

Err, probably the feature for me, as in like liking a post or something and just viewing posts.

Canis:

Ok. You like, live? Not live feeds and feeds, so scrolling few feeds?

Darnish:
Yeah, yeah.

Canis:
And that is it. Is that combination of photos and videos then?

Darnish:
Ok

Darnish:
And liking them? Ok, why do you use that feature?

Darnish:
Hmm, I use the feature just because like when I look at Instagram I'd rather just give like a heart to see or you know, like I like them, like a picture or video. So, I like it.

Canis:
Ok. Erm. If somebody said to you that you need to stop using that feature today. How would you feel?

Darnish:
Err

Canis:
And would you be able to?

Darnish:
No, I would not be able to and it would be a bit weird, but that that's not the main feature of this time as well. So it'd be a abit weird.

Canis:
Ok. And you don't and you don't think you'd be able to stop?

Darnish:
No

Canis:
Ok. Can you tell me why?

Darnish:
Err. Just because, like whenever I'm viewing Instagram. It's nice to like, like pictures. So other people who sent that video, know someone likes it, or this person likes it. And if it's a friend to post, like each other.

Canis:
Ok. Do you think this feature your? Your use of it has an impact on the way you think or feel?

Darnish:
Err. Sort of because like if you know you like the post that shows you like it, you're not just like and then if you don't like the post, you just ignore it, it doesn't like matter to you

Canis:
Yeah.

Darnish:

And also what Instagram do as well if you just like a post it starts show more of it.

Canis:
Right

Spear 2
So then that's why, like you get to see more of what you like.

Canis:
Ok, if I was to talk about if, if, if you were to talk about your profile, sorry, your Instagram profile. Do you think it's a true depiction of yourself and your life?

Darnish:
Sort of, like I don't really have anything like descriptive of it. It's just like a random picture of just like buildings and the space. Nah, I just say like I'm just a person who just being an Instagram.

Canis:
Ok, so it tells us that. You're a human?

Darnish:
Yeah, yeah.

Canis:
Yeah, Ok, but not much else?

Darnish::
Yeh

Canis:
Ok. Erm, do you think that cyber negativity or bullying on Instagram? Do you think that's a common issue and have you experienced it?

Darnish:
Yeh its very prominent. I, I won't say I haven't experienced, experienced it in some form. But in Instagram. But like, in Instagram, most people will probably experience it because it's well known for having like a toxic environment.

Canis:
Yeh

Darnish:
And that's why they've introduced like features like. In Instagram you can like block words or emojis or whatever. Like if somebody calls you an idiot or something you could just block the word idiot.

Canis:
Ok

Darnish:
And then just.

Darnish:
Ok.

Canis:
Do you think that's enough?

Darnish:
For now, yeah, but soon it's going to escalate. Cus people, especially nowadays like their mental health, isn't as strong as they think it is, so yeah.

Canis:
Yeah, yeah. OK. And do you think thinking back to the way you like you started using Instagram, the way you using it now, do you think you're being supported to use it positively for your wellbeing like your mental health? Erm, were you supported when you first started using it in terms of how you'd use it, tell me about that?

Darnish:
Err, sorry can you repeat the question?

Canis:
So I, sorry, it wasn't very clear the way I said it.

Darnish:
Nah, its ok.

Canis:
Are you supported to use Instagram in a way that supports positive MWB for yourself? And who has done that, if anything?

Darnish:
I don't really know. But like maybe people out there like trying to spread the positive message as well and they do that via Instagram.

Canis:
But more so, the the use so you know when you first start using it. Did anybody give you guidance on it? On how to use it.

Darnish:
Oh, no, no, no. It's just one of those things I see, like a lot of people using it, like at one point my cousin used to use it a lot

Canis:
Ok

Darnish:
And I was like, oh, what's this app?

Canis:
Ok.

Darnish:
And she's like, oh, it's Instagram. And she just told me you like pictures or see what people picture and all that. And yeah, then I got into it, then I made an Instagram accout then like you know. At first it was all what people were upto it looked all positive and you can see they're had a good time, so yeah.

Canis:

Ok. And then since then, you've just been quite independent in the way that you use it? And not had in guidance? It's very, ok.

Darnish:

Yeah, yeah. Now I just view pictures.

Canis:

How long have you used it since?

Darnish:

I'd say, well, I've known of the app I've interacted for about 6 years maybe now.

Canis:

Oh ok.

Darnish:

With like my cousins and all that but my personal account I've had for about three years now.

Canis:

Ok, Ok. Thank you. Much I wanna stop the recording now.

Darnish

Interview 3

Canis:

Thankyou Darnish, for joining me today for your final interview. Err. And we're gonna be focusing on MWB today, but also thinking about Instagram and also looking a little bit at other social media. Just to kind of because that's something that's come up as, the, the group talked about using other social media quite a bit as well. So, the first thing I want you to do is reflect again and some of the first questions are linked to the focus group. Erm, can you tell me what you think MWB is and how you would describe your own MWB?

Darnish:

So that, I think MWB is like how well your mental state of mind is and if it's ok or if it's like deteriorating in some way. And like my MWB I think it's alright. It's like I'm doing well. I'm not like depressed or anything.

Canis:

Yes, ok, brilliant.. Has anything had an impact on your MWB?

Darnish:

Erm, not really. Not as much in recent times, but I'd say like 2020 Covid definitely like, just staying inside for like long amounts of time and not doing much. It like, gets boring.

Canis:

Ok. Yeah.

Darnish:

It gets boring, you want to be active and go out and do stuff.

Canis:

Ok. Thank you. Erm, do you feel like your MWB has? Well, actually this one you've just answered. So Covid, when it was Covid, that you felt that that was the main thing that impacted it.

Darnish:

Yeah

Canis:

So then when, when it kind of eased off is that when, it started to feel more, more positive again?

Darnish:

Yeah, like, yeah, because you were like, you know, talking to your friends in person. You were, like, going out places. You could do more stuff like if you were going to a club and you couldn't do it.

Canis:

Yeh

Darnish:

You go to a club now because Covies calmed down.

Canis:

Yeah, yeah. Ok.

Darnish:
So yeah because since things have calmed down.

Canis:
And what support do you receive for your for positive MWB?

Darnish:
Err. I feel like I don't really, like need support.

Canis:
Ok

Darnish:
But if I do need support like you know it's there.

Canis:
Ok.

Darnish:
And there and usually.

Canis:
Ok. Where is it from? Where? Does that come from then?

Darnish:
I'd say like maybe, probably from my family.

Canis:
Yeah

Darnish:
The most time. It's like, you know, if they think I'm looking down to something, they'll say 'oh what's the matter?' Or something.

Canis:
Ok, so family friends as well?

Darnish:
Yeah.

Canis:
Umm. And does Instagram or social media support you, with your MWB?

Darnish:
Err. Sort of yeah. Like if I'm feeling a bit bored or something, then I could just scroll down, looking upwards and like finding like funny posts or interesting posts. But I would say like, actually not going to say because it might be a next question.

Canis:
But no, it's ok.

Darnish:

I was going to say like, if it might affect your wellbeing if you like. As you know, if you get hated for comments or something.

Canis:

Yeah, yeah.

Darnish:

Then it might affect your being.

Canis:

Yeah, ok. And has that happened to you?

Darnish:

No, no. 'Cause like yeah.

Canis:

No. Ok. Erm, tell me more about your parents, guardians, and carers and the school's views on Instagram and social media and whether you agree with them?

Darnish:

Wait, what?

Canis:

So what are the school's views? And your parents, guardians, and carers views on social media and Instagram? And do you agree with them?

Darnish:

Where my parents, guardians, and carers was like. Well, my mum doesn't really use like that much. She, she obviously looks on the news and all that. Yeah, but yeah, and errr my dad used it sometimes, just like, you know, he's for some reason he's he still uses Facebook from 2022.

Canis:

Ok, I use Facebook still.

Darnish:

Oh but yeah.

Canis:

Laughs

Darnish:

And err thingy, they don't really mind, they just say obviously, like they say this generation is gonna like, you know become more advanced soon. So yeah.

Canis:

So they they generally see as quite a positive thing then? Ok.

Darnish:

Yeah, they, they can also see that the negatives sides of it as well like how it might effects on our kids as well in our generation. But yeah.

Canis:

So do you have discussions about that sometimes?

Darnish:
Sometimes, yeah.

Canis:
And do you agree with their views?

Darnish:
Yeah, yes and no.

Canis:
Yeah. Ok, what's the? No.

Darnish:
The no is like, in some ways like the you have like the positive side of Instagram and then you have the negative side of Instagram and people like tend to fall on the negative side.

Canis:
Ok.

Darnish:
But yeah, if you like, dig deeper in Instagram you can see the positive side and obvious side.

Canis:
Yeah, ok. What about the school?

Darnish:
The school? Err, they, they have an Instagram account as well. So and mostly whenever I'm just looking on there, they were showing like off their like accomplishments

Canis:
Mmhmm.

Darnish:
Or what they've done. And that's like yeh because like let's say you want to apply in the school in the future. Then you can go on Instagram. Then you can see what they're up to or what they've been doing. And say ok, this looks like a good school to enter. So yeh.

Canis:
But do you have? Do they have a view on the use of social media and Instagram?

Darnish:
I think so. Maybe they. Obviously they want you to be like safe and all that.

Canis:
Ok.

Darnish:
So that's probably their main priority. When it comes to social media and Instagram.

Canis:
Have you have they shared that with you? Do you feel like there's been some discussion on that when? You've been here at school, Ok?

Darnish:

Yeah, there was like, yeah, maybe it could happen abit more, but there was some, yeah.

Canis:

Ok. Some, some work on it. Ok. I want you to now rate yourself on the below statements. Ok, so it's strongly agree, agree, disagree or strongly disagree. So on the whole I am satisfied with myself?

Darnish:

Strongly agree.

Canis:

Ok. At times, I think I'm no good at all?

Darnish:

Err, is that Is the way? So do you say agree if you?

Canis:

If you if you agree with this at times, I think I'm no good at all?

Darnish:

Oh no, that's I. Disagree.

Canis:

Disagree. I feel that I have a number of good qualities?

Darnish:

Agree

Canis:

Ok. I'm able to do things as well as most other people?

Darnish:

Disagree

Canis:

Ok, I feel I do not have much to be proud of?

Darnish:

Strongly disagree.

Canis:

So does your use of Instagram or social media impact on any of the above statements?

Darnish:

Err, I'd say where is. I'm able to do things as well as other people, like maybe when you go on Instagram and you could see someone doing some like you know, like next crazy stunt or whatever

Canis:

Mmhmm.

Darnish:

And you could probably think, oh, I can't do that.

Canis:
Yeah, yeah.

Darnish:
So yeah, it depends probably like in the skill level as well.

Canis:
And do you feel that sometimes that happens with yourself?

Darnish:
Sometimes it's like 'cause I play cricket as well. So like I see some guy hitting some like next six and it's going over the pitch. And like oh maybe I could do that, but then you just keep hitting like fours.

Canis:
Ok.

Darnish:
So it's like on the pitch still you're not hitting out the pitch so.

Canis:
Yeah. OK.

Darnish:
And its like oh I can't do that.

Canis:
Ok. Will you change the way you use Instagram or social media from now on?

Darnish:
Well, yeah, 'cause like I never used to think about like this deeply.

Canis:
Really

Darnish:
But now I can just go on there and see, like, ohh. Err, you know, this is what Instagram could do to you, something like that.

Canis:
Mhhmm.

Darnish:
So yeh.

Canis:
So what will you change then?

Darnish:
Err, probably the way I like react to posts and all that, like I'd probably say like a positive comment. Or because you can also get like troll account on there.

Canis:
Yeah.

Darnish:

Just trying to ruin your day. Something so you should just like block them. Don't Engage with them.

Canis:

Yeah.

Darnish:

Just, you know, block them on spot. And just like, be aware. Of what you're doing and.

Canis:

Did you use to find? You'd sometimes engage them with those situations.

Darnish:

Err. Yeh, sort of like. Usually you get like you, you have to think that this this thing on Instagram where you can, like, get requests from someone if they want to message you.

Canis:

Mmmhmm.

Darnish:

And sometimes you just get these trollers like . 'Hey, you can buy this'. Or 'You can work for us and you can get this.' I'll just block that.

Canis:

Ok. Yeah.

Darnish:

You know, I'm not interested. It's just like, you know trying to promote this stuff and trying to scam me, so yeah.

Canis:

Yeah, yeah. OK. And then my final question, is your use of social media or Instagram stopping you from doing anything, and what are you doing about it if it is?

Darnish:

Sort of like let's say. Like, because I had exams this week and last week, maybe like Oh you know, like what can I do to just to pass my time? So, then you can look at Instagram because I use Instagram mainly for like looking at news, or what's happening around the world. So you could just go on that. Then you look at the time is like. Oh no, I've just wasted an hour just going down and then

Canis:

Ok. Yes.

Darnish:

And like probably lost out on a lot of like productivity on your local revision time.

Canis:

Yeah.

Darnish:

So yeah, that that comes into power and yeah.

Canis:

So what are you doing about that?

Darnish:

Err, probably like limiting myself because I have this thing where like usually in the weekends. Which is weird because you have a lot of time on the weekends, but I don't really use Instagram as much. Cus like you know I try to limit myself instead of just going on Instagram all the time being like addicted and not and so yeah.

Canis:

Yeah, that's good thinking though because you have more time. So you could naturally use it more then couldn't you, but you're trying to avoid it then. So you use that time for other things? Ok, that's the end of my questions. So I'm gonna stop the interview and stop the.

David

Interview 1

Canis:

Ok. Thank you, David, for joining me today for this interview. I'm just gonna reflect a little bit on yesterday and what you were talking about, so. You discussed how it sometimes feels quite good when you get feedback on Instagram.

David:

Yeah

Canis:

Can you tell me a little? Bit about that.

David:

Because usually it's like quite positive feedback and makes you like feel positive about yourself and.

Canis:

Ok.

David:

Yeah, it just makes you a bit more happier.

Canis:

Yeh.

David:

And.

Canis:

What kind of feedback do you get?

David:

Well, like. Or you went there. Oh, you look good or something.

Canis:

Ok. Yeah.

David:

Yeah, along those.

Canis:

Ok. And then you also said that you erm it, it also supports mental health, you thought you think that it's quite a good erm, platform for supporting with mental health. Can you tell me a little bit more about that?

David:

It relates to my answer, yes.

Canis:

Ok. Yeah.

David:
So about people giving good feedback.

Canis:
Ok.

David:
Yeah, it's rarely that people give bad feedback, but yeah.

Canis:
Do you think that's just specifically for yourself, or do you think that bad feedback does exist quite commonly with other people?

David:
Yeah, it exists with other people as well, but me personally, I just like ignore it 'cause. If people hate like, they, they are wasting their time on you, so it's their fault.

Canis:
Yeah, yeah, yeah. And it's their issue is in it as well. Ok, now I want you to tell me a little bit about yourself. So, you know your character and your main traits as a person, what would you describe them as? So, for example, are you quite a confident person or quite introverted? Would you say you're quite a negative or positive person? How would you describe yourself?

David:
I'm a quite a positive person. Yeah, I'm very optimistic.

Canis:
Ok. Yeah. Do you think using Instagram can affect those traits in your character?

David:
Yeah, I think I don't know. I feel like you use Instagram too much, I feel like you just. You don't talk to many people.

Canis:
Ok.

David:
Yeh.

Canis:
So you don't end up. When you use it too much you don't speak to enough people? Or?

David:
Yeah, 'cause like I get, like, stuff on.

Canis:
Oh like physically speak to people.

David:
Yeah, physically to people.

Canis:
Ok. Ok. And so it could potentially stop you from being as sociable. Ok, what features of Instagram do you use and how do you feel when you use them?

David:
What do you mean by that?

David:
So do you use, erm photo posting do you use reels, chat. And if you do photos, do you use filters? What, what? What bits of it? Do you use?

David:
I yeah, I take photo but no filters.

Canis:
Ok. So you post a lot of photos, yeah. Anything else?

David:
Err, usually I just watch reels on there

Canis:
Ok

David:
And yeah, just enjoy myself.

Canis:
Ok. ok, so when you post photos generally, what's the feeling that like what? How do you feel when you're doing that?

David:
Mmmm. Generally glad, like happy, yeah.

Canis:
Ok. And what about when you watching reels?

David:
Ooh.

Canis:
Is it a combination of feelings depending on what you're watching?

David:
Yeah, it depends on what I watch. But usually, it's really joyful.

Canis:
Yeah?

David:
Just like just a few things on there, that it shouldn't be there, but yeah.

Canis:
Ok, that's good. Erm, what would be different about your life if you didn't have Instagram?

David:
Ooh. That is hard.

Canis:

Yeah, I mean, it might be that there's nothing, or it might be that you don't think it would have it. But it depends what your thoughts are.

David:

I don't think it would have an impact on me.

Canis:

Yeah.

David:

Yeah.

Canis:

Be the same?

David:

Yeah, it would be the same.

Canis:

Erm, does Instagram have an impact on your daily routine?

David:

Mmm. I do get off in the morning. I have my breakfast and then I lay down in bed and then I just go on Instagram.

Canis:

Do you?

David:

Yes, scroll through. But after I get ready.

Canis:

Ok, so you have that slot. Is it daily?

David:

Yeah, sometimes it is.

Canis:

Yeah. Ok. Do you think that you're in control of how you, of your use of Instagram and how it impacts on your MWB?

David:

Yeah, I do have control of it, so I don't. I try not to use it that much.

Canis:

Ok.

David:

When I get home. I try to focus on other things, err do homework and other stuff because I usually play football as well, so it distracts me.

Canis:

Ok, that's good. That's good. Erm, what advice would you give to a new user of Instagram?

David:
Don't get too attached to it.

Canis:
Yeh.

David:
Like, don't stay on the screen too much and. And what else? Be careful what you watch from there and if you do just report i.t

Canis:
Yeh

David:
Or something.

Canis:
Ok. And then if, would you like to make any changes about how you use Instagram? If so, what are they and why? That's my final question.

David:
Any changes?

Canis:
Yeah

David:
I don't know. In my use of Instagram?.

Canis:
Yeah.

David:
I don't think I would change anything. Because I, I yeah, don't really do anything bad on there.

Canis:
Ok. So you're happy with the way you use it? Ok.

David:
Yeah, I'm happy with the way I use it.

Canis:
Thank you so much. I'm going to stop this recording.

David

Interview 2

Canis:

David, thank you for joining me for your second interview about Instagram. I know you haven't brought your journal in, but you're going to bring it in next time. But from doing your journal, what did you have any kind of reflections or did it make you more aware of anything?

David:

Yeah, it did make me kind of more, aware of things, like how much time I've been spending on Instagram and. How I feel after using Instagram.

Canis:

Ok. Ok. And what was the general thing? Have you recognised that you're spending more time than you thought?

David:

Yeah.

Canis:

Ok.

David:

What's that?

Canis:

And what was the main kind of feelings that? Dominated your use.

David:

Errr

Canis:

Does it make you feel generally good or not so good?

David:

I would say calm.

Canis:

Ok.

David:

Yeah

Canis:

And did you think that, that's what it had as a purpose before? Or you weren't sure?

David:

And I, I wasn't sure.

Canis:

Oh ok, ok. So if you were to introduce Instagram to somebody who has no idea what it is, they'd never come across it. How would you introduce Instagram?

David:
Like help with them like?

Canis:
So say if somebody said what is Instagram David? What would you say?

David:
Oh it's somewhere where you share photos. You also view things

Canis:
Yeah

David:
You watch videos on it, like reels and there's a lot of like advertisement of stuff that you watch, yeah.

Canis:
Ok. Yeah, brilliant. Umm, what impact does Instagram have on you?

David:
Or just.

Canis:
Does it have an impact even?

David:
But yeah, I don't think it actually has an impact.

Canis:
Ok. Yeah. You've talked about the word calm so potentially quite a positive impact?

David:
Yeah

Canis:
Ok. What's the feature? When you were doing your journal, which one were you using most? Which function were you using? Were you doing umm.

David:
Reels

Canis:
Reels? And was it viewing reels or making reels?

David:
Viewing reels, I don't make any.

Canis:
You don't make any. Right ok. Ok, so why do you do that? Why do you view reels? What's the reason behind it?

David:
I get bored and then I just start watching something.

Canis:

Ok

David:
Yeah.

Canis:
Ok, ok. And erm would you be able to stop it? If somebody said to you today no more watching reels, cut it out from your daily life? Do you think you could just stop it easily?

David:
I reckon I could.

Canis:
Ok, why?

David:
Oh cus, I feel like I can get rid like of many things. Like if someone told me to stop doing it, like they saw us getting, like addicted to it

Canis:
Yeah.

David:
I can actually stop.

Canis:
Yeah, ok. So you need a, would you think you need a reason for it though to stop, or you just would be able to stop anyway?

David:
I think the reason they would probably say that is because if I watched too much.

Canis:
Yeh.

David:
Then yeah.

Canis:
And Erm, do you think using viewing reels has any impact on the way you think or feel? Other than you've talked about being calm.

David:
Mmm, I think it makes me like joyful

Canis:
Ok, yeh.

David:
Because of comedy and yeah.

Canis:
OK, so it gives you humour makes you cheer up sometimes. If I was to talk to you about your actual Instagram profile. So have you got a Instagram profile?

David:

Mmhhm.

Canis:

Is that a good? Is it a true depiction of you in your life? So does it show who you are?

David:

Err, yeah.

Canis:

David:

I would say so. It says a little bit of myself.

Canis:

So do you post quite a bit on your own as well then?

David:

I think I only have like 6 posts.

Canis:

Oh ok

David:

Like yeah.

Canis:

OK. But that gives somebody who never seen it before an, like an image of you, a depiction of you.

David:

Yeah

Canis:

Ok. Do you think that cyber bullying or negativity towards other people is a common, common issue in Instagram and have you ever experienced anything of that nature?

David:

Err, I've heard like some people getting cyber bullied on Instagram.

Canis:

Ok.

David:

So I would say it's a common thing.

Canis:

Ok. Yeah.

David:

It's not that common, but yeah, it tends to happen.

Canis:

Ok.

David:

But no, I've never experienced any.

Canis:

Never experienced it. And then my final question is when you started using Instagram, did you have any support in terms of how to keep, manage it to make sure your mental health was protected, was positive? Has anybody ever supported you in how you use it?

David:

Use it. Yeah, yeah, my mum.

Canis:

Ok how's tell me how?

David:

Errr. Like she obviously taught me how to use it

Canis:

Ok

David:

Correctly and safely and.

Canis:

Yeah.

David:

Taught me about cyber bullying.

Canis:

Ok.

David:

Although school taught it. But yeah,

Canis:

Ok that's good.

David:

She wanted to make sure I learned it and to be careful and yeah.

Canis:

Yeah, yeh.

David:

Like if I see anything, yeah, to report it or something to show her.

Canis:

Yeah, ok. So you feel quite confident that you're you're using it in a positive way?

David:

Yeah.

Canis:

Thank you. I'm gonna stop the recording now.

David

Interview 3

Canis:

Ok, David, thank you for joining me for your final interview. Erm, as part of this research project. Now the first couple of questions that I'm going to ask, you are going to be linked to the focus group yesterday.

David:

Alright

Canis:

So some of the questions are going to be slightly repetitive, but they'll be giving your opinions, your views more than the group's views. Um and then I'm going to ask you some other questions that are linked. And we'll be thinking about Instagram, but also social media, but also we'll be thinking about MWB. So to begin, can you tell me what you think MWB is and how you would describe your MWB?

David:

Ok. Wellbeing is like. Your mental health and how you are. Like, how you are in not a physical way, but like in a mental way, in a mental state.

Canis:

Yeah, yeah.

David:

And my mental health is pretty good.

Canis:

Ok.

David:

Right now.

Canis:

And what makes it pretty good?

David:

Errr. Well, I feel it's about like my kind of personality, but I don't get angry really. And I'm quite a happy and positive person.

Canis:

Yeh

David:

And yeh.

Canis:

That's good. Ok. Has. Has anything had an impact on your MWB?

David:
Mmm, anything? I don't know Miss.

Canis:
Not sure. Ok, erm. Do you feel like your MWB has been impacted by Covid? So if so, what? What changed?

David:
Yeah, I think like, since Covid 'cause I stayed in home quite a lot. I tend to stay home like quite a bit now as well, so I don't go out as much, yeah.

Canis:
Ahh. Ok, so it's changed the way you do things a little bit?

David:
Yeah.

Canis:
Do you feel like, that's a posi, that's a good thing? Or not so good.

David:
Not so good.

Canis:
Ok

David:
Yeah, but. I'm starting to go out more often.

Canis:
So you're making a

David:
A change.

Canis:
You're trying to make a change, OK? And and what support do you receive for positive MWB?

David:
My parents, guardians, and carers taught it to me. That's why I'm doing good at school here.

Canis:
Yeah, ok. That's good. Does that help?

David:
It does help.

Canis:
Brilliant. Umm, anything else? Or just mainly parents, guardians, and carers.

David:
Errr. I think a few friends like.

Canis:
Yeah, yeah.

David:
Check up on me.

Canis:
That's good. Does Instagram and social media support you with your MWB?

David:
Ooh. It doesn't play a big role. But I think a little bit.

Canis:
Ok.

David:
Yeah, like if I'm feeling down like one day I might go on Instagram, watch some reels some funny videos. Yeah.

Canis:
Ok, so sometimes you use it as a bit of a try to pick you up kind of thing. Erm, tell me more about what your parents, guardians, and carers and the school's views are on Instagram and social media, and do you agree with these views?

Canis:
Oh, errr, I think my parents, guardians, and carers views on Instagram. Well, my mum's err, is fun and interactive. Up and my dad. He doesn't have it, like he thinks it's err, I don't know. But like to show off.

Canis:
OK, yeah.

David:
Or something like that maybe?

Canis:
Yeah.

David:
I think, I don't know what the school view is to be honest.

Canis:
What do you think about your parents, guardians, and carers views?

David:
Err, not really good for my that side.

Canis:
Ok.

David:
Well from my home side too?

Canis:

Yeah

David:

She tells me to be careful with the app as well too, when I get older.

Canis:

Ok. And then school, you were saying you're not sure about what schools views are. Why do you think you're not sure about them?

David:

I just. I don't.

Canis:

They don't share.

David:

Yeah, they don't share their views.

Canis:

Ok. Ok, erm so I've got a few statements here. Now I want you to rate yourself on them by saying strongly agree, agree, disagree or strongly disagree. Ok, so the first one is, on the whole, I'm satisfied with myself?

David:

I'll say agree.

Canis:

Agree. Ok, erm, at times I think I'm no good at all?

David:

Err, I'll say disagree.

Canis:

Ok, I feel that I have a number of good qualities?

David:

I'll say agree.

Canis:

Agree. I am able to do things as well as most other people?

David:

I mean with this. Say that, like is there.

Canis:

I can, the neutral?

David:

In the middle?

Canis:

Ok.

Canis:

Erm, I feel like I do not have much to be proud of.

David:
Strongly disagree.

Canis:
Ok, brilliant. So does your use of Instagram or social media impact on any of the above?

David:
Ooh

Canis:
Has that created those, those choices, has it supported, making those choices?

David:
Umm. Yeah, I think so. I bet, yeah.

Canis:
Do you want to tell me a little bit about one of them for example? Or if there's one that stands out?

David:
Ummm, I'm proud of err. Or is it? Like sharing my nationality and all that.

Canis:
Oh ok, yeh.

David:
And I post that on my Instagram and all that.

Canis:
So do you share kind of the locations and things like that?

David:
Yeah

Canis:
And the, what like what do you share with the culture then?

David:
Yes.

Canis:
Food and things like that as well? Or?

David:
Yeah I post some stuff sometimes.

Canis:
Ok

David:
Like sometimes what food I have sometimes. And I post like where I've been and that.

Canis:
So that helps you to like develop that pride towards the place. Ok, brilliant.

David:

And it helps me memorize as well.

Canis:

Give you memories as well. Lovely. Would you change. Will you change the way you use Instagram or social media from now on.

David:

Oh yes. I'ma try to use it less now.

Canis:

Ok. Yeah.

David:

Try to have a limit on it. Yeah, almost.

Canis:

What, why? Why do you think you need to do that? Or what's made you feel like that?

David:

Feel like that I use that lot quite. A lot.

Canis:

So you've, yeah ok.

David:

And I realise ,I.

Canis:

So it's kind of helped you by reflecting, on how much you use it. Ok.

David:

Yeh

Canis:

Ok. Is your use of social media erm, or Instagram stopping you from doing anything? And what are you doing about it, if it is? Is it stopping you from doing anything social media and Instagram?

David:

Mmm, no, I sure, I socialise normally. Well, I don't, I don't quite go out often. I think. I think that's one of the things that, yeah, so like if I'm entertained a lot, then I can't be bothered to go out with my friends then yeah.

Canis:

So sometimes does that fill that time then?

David:

Yeah.

Canis:

Ok.

David:

So, I won't go out 'cause I'm watching videos and stuff.

Canis:

Ok. So are you gonna do anything about it?

David:

Yeah

Canis:

Yeah

David:

Yeah, if they ask me to go. I'll just go home.

Canis:

Ok. So you're going to try to stop that as more fill it with that. Ok, thank you so much. I'm going to stop the recording now.

Emma

Interview 1

Canis:

Ok. Thank you very much Emma, for joining me for today's interview. Ok, I've got a couple of questions to ask you about your questionnaire and then your, your contributions to the focus group yesterday. And then I've got some specific questions for you. So, in your erm questionnaire, you talked a little bit about how there's, there can be some damaging effects of Instagram, where you're viewing images at, that are edited. And you also talked about that in your, in the focus group yesterday and the links that they have to body image. Can you tell me a little bit More about that please.

Emma:

So, so of course, like Instagram, it's there's lots of filters and ways of editing without people actually knowing that you've edited it.

Canis:

Yeah.

Emma:

And and obviously like, things like obviously, many people edit their body.

Canis:

Sorry, carry on Emma.

Emma:

So, they edit specifically the body, so like smaller waists.

Canis:

Yeah.

Emma:

Bigger breasts.

Canis:

Yeah.

Emma:

Erm. Clearer skin. So, it's all like, looks perfect.

Canis:

Yeah.

Emma:

Really in reality it isn't. erm, but you as the viewer seeing that, you, you don't really take into account what the editing is, you just see the image as it is.

Canis:

Yeah.

Emma:

And we're seeing. Ohh, they're like that. So why am I not like that?

Canis:

Yeah.

Emma:

And for me, erm, it's sort of triggered me into a spiral. I did develop an eating disorder .

Canis:

Ok, ok.

Emma:

During lockdown. It's all fine now, don't worry

Canis:

Ok, ok.

Emma:

Erm, but during lockdown, I did start to restrict and stopped eating because of what I'd seen,.

Canis:

Ok.

Emma:

Erm. And mainly I think influences like. I know their platform is to obviously inspire others.

Canis:

Yeah.

Emma:

Or to, I guess, sell products and stuff, but the way that they do it is.

Canis:

Yeah.

Emma:

Quite damaging to young kids.

Canis:

Yeah.

Emma:

Because they're seeing these images and perceiving it as real.

Canis:

Yeah. So yeah. Thank you.

Emma:

Its ok. Its ok.

Canis:

Thank you for sharing that with me, so openly as well. And you said that it's all I know. So it's. How have you managed that, that?

Emma:

Umm, I got counselling with it.

Canis:
Ok, yeah.

Emma:
Umm, through forward Birmingham, yeah.

Canis:
Ok, brilliant. And that supported yourself now so?

Emma:
Umm, I do struggle a bit but mainly, I'm ok with eating now.

Canis:
Ok.
Emma:
So its not.

Canis:
Brilliant. And do you get support at school, as well?

Emma:
Umm. Not necessarily. Like I think they're aware of it. But they.

Canis:
So if you needed it, you know it's there?

Emma:
But they wouldn't have done anything.

Canis:
Ok. Thank you so much for sharing that.

Emma:
Its ok.

Canis:
And being open and so honest. Umm, can you tell me a little bit about yourself, in terms of your character? So how would you describe yourself? Optimistic? Somebody who is also quite an introvert? Or an extrovert? What would you describe yourself as?

Emma:
Introverted.

Canis:
Ok. I

Emma:
'm very much introverted.

Canis:
Yeah, yeah.

Emma:
I would say, from what I've heard from other people, quite caring,

Canis:
Ahh, yeah.

Emma:
Kind ,considerate.

Canis:
I definitely get that from you, yeah.

Emma:
Erm. I guess. And quite hard working.

Canis:
Hard working.

Emma:
Wanting to have like a, a good work ethic..

Canis:
Yeah, yeah.

Emma:
Yeah, I thought you wanted me to say something.

Canis:
So do you think using Instagram kind of have an impact on those traits of yourself?

Emma:
Mmm, that's a good question. I think. Erm, I think if you see what other people are doing .
So, say like activism or like promoting change.

Canis:
Yeah.

Emma:
To do with things, erm, or like fundraising and stuff. I think those sort of come into your, like, empathetic, like.

Canis:
Yeah, yeah.

Emma:
Your empathy.

Canis:
Yeah.

Emma:
I think sort of. But mostly I think it's viewing like physical things, then your personality,.

Canis:
Ok.

Emma:

In a way, I mean something's, can affect it. Umm maybe like if you see something, someone said. Because everyone hides behind a screen.

Canis:

Yeah, yeah.

Emma:

And it's like, they're free to do whatever they want.

Canis:

Yes, yeah. So kind of a mixture.

Emma:

Mix of the two.

Canis:

Ok, what features of Instagram do you use? How do you feel when you use them?

Emma:

Erm, mostly because you can choose who to follow, err but sometimes on your feed you'll get like random people's accounts.

Canis:

Yeah.

Emma:

That Instagram has suggested for you.

Canis:

Yeah.

Emma:

So you can like their images. That's what I do. But umm.

Canis:

Yeah.

Emma:

Sometimes, you can actually report. Not report but like, you can take off your feedi and stuff.

Canis:

Yeah.

Emma:

Which is good.

Canis:

Yeah.

Emma:

And then I just use it to watch reels sometimes.

Canis:

Yes. Ok, yeah. So lots of scrolling.

Emma:

Yeah, pretty much just for downtime, I guess, but yeah.

Canis:

Ok. How do you feel when you're doing that scrolling? How does it make you feel generally?

Emma:

Erm, I think if I've got everything done before that it makes me feel fine. But if I haven't then it makes me feel like I'm wasting time with it.

Canis:

Yeah, yeah.

Emma:

But err, it's sort of a way, like there's some really something funny and like videos that do pop up.

Canis:

Yeah.

Emma:

Which I do laugh at.

Canis:

Yeah.

Emma:

But yeah, overall that's like.

Canis:

That's good. Erm, and what would be different about your life if you didn't have Instagram?

Emma:

Hmm, I think I wouldn't be aware of what other people were talking about. Because very much social media plays a big part in what people talk about, in a way. Erm and because I don't have TikTok.

Canis:

Yeh. You do have it?

Emma:

I don't, I don't have it.

Canis:

Oh ok.

Emma:

I did have it. But I decided to delete it because it wasn't very, very nice.

Canis:

Oh ok.

Emma:

But err, what people talk about sometimes I've got no clue .

Canis:
Ok.

Emma:
What they're on about because I'm. But I mean, I wouldn't miss it that much. I think the only reason I have it. I don't know why I have it, its just communication, I guess, but.

Canis:
So wouldn't massively have a change for you?

Emma:
No. I think if I didn't have like, so like Snapchat then it would.

Canis:
Ok

Emma:
Because I that's my main messaging.

Canis:
Ok. Yeah.

Emma:
But yeah.

Canis:
Ok. And then does Instagram have an impact on your daily routines?

Emma:
In like a negative positive or positive way?

Canis:
Or either, yeah. Does it? Does it make? Does it change your daily routines, in any way?

Emma:
I think sometimes. If err, if you pick up your phone and you go on to it, you get, you can get very addicted.

Canis:
Yeah

Emma:
Very quickly like. I mean it's. You have to, I I personally have to turn off my phone.

Canis:
Yeah.

Emma:
And put it somewhere else, in order to not, like, get distracted by it.

Canis:
Yeah.

Emma:

Erm. Well, I wouldn't say everyday life, but yeah.

Canis:

Ok. Erm, do you think that you're in control of your use of Instagram? And how it impacts your MWB?

Emma:

I think the use of it, you are in control . Erm, as in what you choose to like.

Canis:

Yeah.

Emma:

What you choose to view as in images. On reels, less so because it's like, you just scroll and you just see what Instagram is feeding you. Erm, I think from a mental health aspect, it's very much looking at images that you erm, might not want to see. Sometimes you can't control them.

Canis:

Yeah.

Emma:

Because as the others said they come from the feed. And I dunno, like mental health, I don't think you can control it on Instagram.

Canis:

Ok, because of how much your exposed to?

Emma:

Yeah, I mean different exposures.

Canis:

Ok, yeah, what advice would you give to a new user of Instagram?

Emma:

Ooh. Erm. I think. Obviously you put your account to private.

Canis:

Ok. Yeah, yeah.

Emma:

That's, that's one. Well, unless you don't want to but personally I would. Cus you don't want random people to just follow. But err, I guess, be careful who you choose to follow.

Canis:

Yeah.

Emma:

And it's ok if you want to unfollow them.

Canis:

Yeah.

Emma:

Because of what they're, they're showing and stuff. Umm, and I guess post things that make you feel good and stuff.

Canis:
Yeah.

Emma:
Yeah, and it's like.

Canis:
So, it makes you focus on the positives.

Emma:
Yeah.

Canis:
When. Even when you're doing stuff. Ok. Final question, Emma it's getting a bit loud over here. Erm. Erm, Is what would you like to make? Would you like to make any changes about how you use Instagram? If so, what are they and why?

Emma:
I think for me.,I'm ok with how I use it.

Canis:
Oh ok.

Emma:
I think the app .

Canis:
Yeah.

Emma:
Does definitely need to change.

Canis:
Yeah.

Emma:
The people who make the app. Erm, but for me personally, if I'm honest, music is for reels.

Canis:
Yeah.

Emma:
I don't really do anything else.

Canis:
So you're ok with it for yourself specifically.

Emma:
Yeah.

Canis:
That's good.

Emma:

I mean sometimes you, like, because you can freely even search up an account.

Canis:

Yeah.

Emma:

Or like, umm. And sometimes the images they do show are a bit damaging.

Canis:

Ok.

Emma:

And as I said like, make you build up insecurities that you didn't have before.

Canis:

Yeah.

Emma:

But mostly I don't really see, that 'cause I don't choose to follow those people. So yeah.

Canis:

Yeah. Ok. Thank you so much, Emma

Emma:

That's ok, that's ok.

Canis:

I'm just going to stop the recording now.

Emma

Interview 2

Canis:

Ok, Emma, thank you for joining me for your second interview where we're gonna be discussing Instagram. Now, whilst, I've just been looking at err your journal. Can you tell me whether you've had any reflections or to made you think about anything having done, having completed a journal?

Emma:

Umm, I think the exposure to things. Like at one point I got exposed to something that was not very nice on it.

Canis:

Ok.

Emma:

I don't know. Should I go into detail with it or not?

Canis:

Yeah, you can. Yeah, that's fine.

Emma:

Err.

Canis:

You don't have to though, if you don't want to do.

Emma:

I dunno if you've. Did you hear about the suicide recently?

Canis:

Oh ok.

Emma:

And yeah, people posting videos about it.

Canis:

Ok.

Emma:

And I sort of saw, the person committing suicide.

Canis:

Ok. Ok. Is that somebody?

Emma:

No, it was in.

Canis:

Ok.

Emma:

Not someone you know, but like another person

Canis:

Ok. Ohh so, so there was videos being posted of that?

Emma:

Yes.

Canis:

Ok. Oh. How did you manage that?

Emma:

I mean, I spoke to my parents, guardians, and carers about it.

Canis:

Yeah.

Emma:

Because, they knew about it because my sister's friend saw it.

Canis:

Ok.

Emma:

Umm, and it's quite shocking to be honest

Canis:

Yeah, yeah.

Emma:

That people would even video that and share it.

Canis:

Yeah, of course. Do you feel ok about what? Like have you?

Emma:

I talked to my mom about it.

Canis:

Yeah.

Emma:

At first I was just a bit like, I don't know how to feel, it's like emptiness.

Canis:

Yeah, yeah.

Emma:

I mean, you don't really know, like awkward.

Canis:

Do you know umm? Something like that as well. I know we're recording at the moment. So, somebody used the technique of like, reflecting on gratitude, for their situation.

Emma:
Yeah.

Canis:
To support them. And I thought that was quite useful because that's a very big thing that you've been exposed to there.

Emma:
Yeah.

Canis:
Like that's, that's not a small thing. Umm, so and I can see that you've said it made you feel sympathetic to the family as well.

Emma:
Mmhmm.

Canis:
Yeah, and just for the purpose of, kind of, making sure you're ok.

Emma:
Yeah, yeah, no, I'm ok, don't worry.

Canis:
Just you've got people around you.

Emma:
Mmhmm.

Canis:
And so that's good. That's good. So that was not long ago, was it as well?

Emma:
Mmhmm.

Canis:
Ok, so it made you kind of reflect on things that you've been exposed to. Is that what one of the main reflections were?

Emma:
Yeah, I think also like management of like. I don't know because I can't really control if I, see it or not in a way. Because people have decided to post it.

Canis:
Yeah.

Emma:
So it's like, I automatically see it.

Canis:
Yeah, yeah.

Emma:
Yeah.

Canis:
So I guess it may reflect, reflect on the fact that it's so easy to be exposed to certain things?

Emma:
Yeah.

Canis:
Erm, which potentially made you a bit more cautious about using it?

Emma:
Yeah, definitely.

Canis:
Ok.

Canis:
Umm. And I'm not sure how that that is managed by Instagram. I'm not sure, if that's even.

Emma:
I think they, do have a policy which has graphic, content or something like that. I'm not sure but something like that.

Canis:
Did that come up for this post?

Emma:
I think, I'm not sure.

Canis:
Ok.

Emma:
Sorry I can't remember.

Canis:
No, no, it's ok.

Emma:
It might have, but then again it might have been my decision to view it, so, not very good.

Canis:
It's ok. Yeah, of course. And sometimes it's that curiosity aspect as well, isn't it? Of just, kind of.

Emma:
Yeah,

Canis:
Ok, so if somebody was sat in front of me now and they had not, no clue whatsoever about Instagram.

Emma:
Mmhmm.

Canis:
They didn't know what it was. They'd never heard of it. How would you introduce it to them?

Emma:
Umm. It's definitely a platform to socialize with.

Canis:
Yeah.

Emma:
Friends or people that you follow? Umm, it has different like, functions. So, reels obviously to view videos. Umm. Live, live streaming so you can be view people you follow, in their everyday life. And, and just it's mainly to see how other people are doing.

Canis:
Yeah

Emma:
Yeah, it's like a way of showing how they're living their lives or how you're living your life.

Canis:
Ok.

Emma:
And stuff.

Canis:
Thank you. That's very detailed and good explanation. Umm, what impact is Instagram having on you?

Emma:
Umm. I think it did used to affect me a lot. In regards to viewing images, so edited images.

Canis:
Yeah.

Emma:
I think it's less because I don't expose myself to that anymore. Like I don't follow those people. And I mostly just spend time on reels.

Canis:
Ok. Yeah.

Emma:
So, I don't really look at photos anymore. But umm, and definitely filters and editing are definitely impacting.

Canis:
Yeah, ok. What, what kind of reels do you watch? What is it just a mix of things?

Emma:
Because you can't really control, you just get a feed.

Canis:
Ok.

Emma:
Based on your algorithm, but mostly common like comedic ones, yeah.

Canis:
Ok. Ok and erm. In terms of the most predominant feature you've talked about it being mainly watching stories or watching reels. Why, why do you do that? Why do you use that feature?

Emma:
I think for reals it's more like, a way to just, take my mind off school and focus on something else that's. Funny or makes me like, for enjoyment, I guess

Canis:
Ok.

Emma:
Could also share those reels.

Canis:
All right. Ok. Yeah.

Emma:
With like others. And I guess, for stories, it's not like if I'm bored.

Canis:
Ok.

Emma:
That's the honest answer.

Canis:
Just to kind of, fill the boredom.

Emma:
Yeah.

Canis:
And , erm, you've used it. You use it for, I can see like for periods of about thirty five, forty five minutes. Roughly kind of that's kind of time scale we're looking at for, your use. Erm, if somebody said to you that you need to stop using, the reel feature, or the story feature. So maybe I think the reels is probably the most dominant. Someone said to you from stay onwards, no more reels, you need to stop it. Do you think you'd be able to stop using that feature easily?

Emma:
Yeah, because I don't exactly need it?

Canis:

Yeah.

Emma:

It's not a priority thing. It's just something that's there, so I just go on it.

Canis:

Ok.

Emma:

It's not like, oh I have to watch this and stuff.

Canis:

Ok.

Emma:

It's more like a, it's there so why not?

Canis:

So it's just an additional feature to your day?

Emma:

Yeah.

Canis:

Do you think using the reels has an impact on the way you think or feel? I think you've almost already answered that.

Emma:

Yeah.

Canis:

Because you say it's got the, the humorous side to it, but then you've had a couple of incidents where there's been some that have not been so.

Emma:

Yeah

Canis:

Like positive as well. Erm, do you want to add to that, in any way?

Emma:

No. That's basically it.

Canis:

Ok. Erm. Do you think that your profile and Instagram is a true depiction of yourself?

Emma:

Like my account? Umm, I don't really post.

Canis:

Ok.

Emma:

So my account is literally just my username and profile picture.

Canis:
Ok. Yes.

Emma:
But, I guess in a way. Like your account can definitely, not be who you are like, 'cause then because you're behind the screen.

Canis:
Yeah, yeah.

Emma:
You're very much free to do whatever you want. Umm and not show your true self in a way.

Canis:
Yeah.

Emma:
Because you have the ability to hide, so.

Canis:
Yeah.

Emma:
Other than me, I guess, yeah.

Canis:
It's not really?

Emma:
It's just a profile picture, umm and my followers and that's really it.

Canis:
Ok, ok. And when you think about the topic of cyber bullying or negativity towards others.

Emma:
Mmmhmm.

Canis:
On Instagram, do you think it's a common issue on Instagram? And have you ever experienced it?

Emma:
I think on Instagram. I'm not. I'm not on a group chat on Instagram, I'm on group chats on Snapchat friends. So, I think there is a possibility people can be. 'Cause like comments and stuff

Canis:
Yeah.

Emma:
And commenting on posts, umm, definitely allows people to put mean comments.

Canis:

Yeah.

Emma:

And group chats, you can create. Which obviously no one's regulating, so.

Canis:

Yeah.

Emma:

So you obviously have the freedom to.

Canis:

Yeah, yeah. So the lack of kind of monitoring can maybe encourage it to happen.

Emma:

I think that's with all social media.

Canis:

Yeah.

Emma:

Like group chats. You create it and then you're free to say whatever you want, so.

Canis:

Have you experienced anything of that nature?

Emma:

Sort of, as in. Other people on the group chat talking negatively about other people. And I don't really agree it.

Canis:

Ok.

Emma:

But I've tried to voice it. But it hasn't really gone very well.

Canis:

Ok, ok.

Emma:

Yeah.

Canis:

Ok. Thank you. And then my final question. Umm, do you feel that you were supported to use Instagram in a way that supports positive mental health and MWB? So think about when you first started using it. Even now in terms of how you're being supported to use it. Is there any support there? Or is it, has it been quite independent?

Emma:

I think when I first got it. 'Cause I, my mom said I could get it when I was thirteen, but actually no twelve. But I ended up getting it when I was, thirteen, fourteen.

Canis:

Ok.

Emma:

I'm not sure. Umm. But she did guide me, in saying that I should be very careful and if anything appeared that I should tell her.

Canis:
Yeah.

Emma:
Umm, I think it's definitely changed now. Umm, like it's more independent, like your usage is your decision.

Canis:
Yes, yeah.

Emma:
As to what you use and stuff and what you see. Your in sort of control.

Canis:
Yes.

Emma:
But the beginning it was very much my mum. Because I think, I'm not sure if she can see my account

Canis:
Ok.

Emma:
I'm not sure what she might not. I'm not sure.

Canis:
Would she track? Would she support you specifically or kind of just give you make? Like, make sure you keep an eye on it and use it in a safe way?

Emma:
Err, probably for me specifically and what I see.

Canis:
Ok. Oh ok.

Emma:
And if its not for the wrong things.

Canis:
Ok. Thank you so much.

Emma:
It's ok.

Canis:
I'm going to stop the recording.

Emma

Interview 3

Canis:

Thank you for joining me for your final interview. Umm, we're gonna get started by talking about err, MWB and a couple of questions that were focused on in the focus group. But you'll give your.

Emma:

Yeah, that's fine.

Canis:

Your personal feedback on them and then we'll have a think about some other aspects. So firstly, can you tell me what you think MWB is and how you would describe your own MWB?

Emma:

For me, ohh. Mental well being iis how you feel, I guess mentally.

Canis:

Yeah, yeah.

Emma:

And, so like, your mental health is the state of if it's good, bad.

Canis:

Yeah, yeah.

Emma:

Like negative emotions.

Canis:

Yeah.

Emma:

Positive emotions. Err, for me, I thinks definitely improved.

Canis:

Yeah.

Emma:

Since lockdown. Umm and I guess there's means of improving it so getting support and reaching out, which helps a lot .

Canis:

Yeah. Still there, Don't worry. Ok. Has anything had an impact on your MWB? So you talked a little bit about Covid and things like that, so.

Emma:

Umm, I think Covid not being able to, interact with others, like you have to interact virtually, rather than face to face,

Canis:

Yeah.

Emma:

In real life. I think that, massively impact me because I couldn't talk to anyone

Canis:

Yeah.

Emma:

Umm and it felt isolated in a way.

Canis:

Yeah.

Emma:

Because I didn't have many like, I couldn't contact, like just go to someone's house, or go to school and stuff. Because school for me plays a massive part of my life.

Canis:

Yeah.

Emma:

I mean for everyone it probably does.

Canis:

Yeah, you spend the most time here.

Emma:

But it's also social aspect as well I think.

Canis:

Yeah

Emma:

Umm I think that definitely declined my mental.

Canis:

Ok.

Emma:

'Cause more time on social media.

Canis:

Yeah.

Emma:

Meant more time viewing things that I wasn't used to, that I wasn't exposed to

Canis:

Yeah

Emma:

Before. Umm and then that spiralled.

Canis:

Ok. Yeah. Yeah. And was that kind of when you started using social media more? Covid time?

Emma:

Yeah. Yeah, 'cause before I would just have WhatsApp.

Emma:

Yeah.

Emma:

Umm. I hadn't had Instagram. I think I downloaded Instagram during lockdown.

Canis:

Ok.

Emma:

Umm, Snapchat I had, but I didn't use it as much.

Canis:

Yeah.

Emma:

Like, I do now.

Canis:

And, you know, you said you're good now. What kind of things did help? Was it talking to people or was it getting some support?

Spekaer 2

Yeah. Err. Forward thinking Birmingham really helped.

Canis:

Yeah. Oh, yes, yes. Yeah.

Emma:

I had counselling for that, sessions.

Canis:

Yeah, brilliant.

Emma:

Online, though, unfortunately.

Canis:

Yeah.

Emma:

But, umm, they helped us believe with strategies for coping and definitely anxiety.

Canis:

Ok.

Emma:

Umm, I think since lock down, my anxiety is like quite, has increased quite a lot.

Canis:

Yeah.

Emma:

Because obviously less time interacting with people, more time at home, so yeah.

Canis:

Yeah, yeah. Ok. Yeah. Erm, so you've talked a little bit about what support you receive for positive MWB. And erm, I guess in your in your case in terms of Instagram and social media supporting with your MWB.

Emma:

Mmhmm.

Canis:

Should we pause? Let's pause. Ok. So in terms of social media and Instagram supporting with your MWB, would you say that, that's not the case in? Yeah?

Emma:

Not the case. I think it's more detrimental.

Canis:

Ok.

Emma:

I mean there are positive aspects of it.

Canis:

Yeah.

Emma:

But it's more like, if you see the positives and negatives, the negatives outweigh the positives.

Canis:

Yeah, yeah.

Emma:

In that way. I think I know, I don't know if it impacts boys the same, but from what I've seen especially for girls. Its more on looks.

Canis:

Yeah.

Emma:

Umm. And how you view your body and you're scared that other people, how they view your bodies.

Canis:

Yeah,

Emma:

And stuff like.

Canis:

Yeah. So tell me about your parents, guardians, and carers and schools views on Instagram and social media? And whether you agree with these views.

Emma:

Umm, so my parents, guardians, and carers, I mean, they're not against it, 'cause my mom uses it as a platform for advertising, 'cause she's, she does her own business.

Canis:

Oh ok.

Emma:

But I mean my dad's recently downloaded it. He doesn't really use it much, but they, they probably view it as wasting time.

Canis:

Ok.

Emma:

Umm. Not really helpful to mental health.

Canis:

Yeah.

Emma:

Or life.

Canis:

Yeah. Do you agree?

Emma:

I think. Because it's also a messaging platform, I think that's what it originally was, but it's also developed into other aspects are like posting and stuff.

Canis:

Yeah.

Emma:

But I think the messaging aspects helpful. Cus it enables you to socialize.

Canis:

Ok.

Emma:

But I guess reels, again, they're funny, but sort of, waste your life. Like you can spend hours on it and you don't even realise.

Canis:

Yeah.

Emma:

Umm and then also.

Canis:

And then school views?

Emma:

Oh school. Sorry. Not unsure. I think schools are aware that Instagram and social media in general does impact people's mental, massively.

Canis:

Yeah.

Emma:

'Cause it's been like instances, where I'm like, upset about things.

Canis:

Yeah.

Emma:

And what people have said. And I mean it's very easy for people to say things. Because they're behind a screen and it just spread forever.

Canis:

Yeah.

Emma:

Yeah, like very quickly, but umm, I think they're aware that everyone. Well, most people do use social media, and it does have both positive and negative perhaps.

Canis:

Yeah. Ok. Right. We're going to look at some statements now. Umm and you're going to rate yourself on whether you strongly agree, agree, disagree or strongly disagree. Ok. So on the whole, I'm satisfied with myself?

Emma:

Err, In what way like?

Canis:

So it could be anything, it could just be the overall, you as an overall person, could be image, it could be ability?

Emma:

I think both agree and disagree. Like as in. Erm. *Alarm sounds* Oh.

Canis:

Well, let's pause. OK. So we just had to pause the recording there because of the sound. So we'll go back to erm, the statement. So on the whole, I'm satisfied with myself. So you asked me about whether what that meant. Was it, erm, specifically something. And I think you were saying you'd agree and disagree with that one. Do you want to elaborate on that?

Emma:

Err.

Canis:

You don't have to if you don't want to.

Emma:

And that I think for me, umm I agree with that. I guess, I do recognize myself that I'm hard working.

Canis:

Yeah.

Emma:

I don't know how to say this without being like, not being humble.

Canis:

Ok.

Emma:

But like, I guess, I'm sort of like a kind person.

Canis:

Yeah.

Emma:

Who can look out for this. I like my personality.

Canis:

Yeah.

Emma:

I mean, there's always things I can do to improve myself. Umm, that's with everyone. I think the disagree bit, I think maybe image like, looks like sometimes I'm a bit. But I've definitely, since lock down, I did not have any self esteem.

Canis:

Ok.

Emma:

Low and not confident a lot.

Canis:

Yeah, yeah.

Emma:

Umm but the support I think definitely. I still struggle with it, but it's less intense if that makes sense?

Canis:

Ok.

Emma:

Yeah I can deal with it. I can move on from it in a way.

Canis:

Ok, brilliant. Thank you. So the next one is, at times I am good. At times I think I'm not good at all?

Emma:

Agree. Umm, I think for me, I know this is this is like kind of a bit. But I mean if, for academics, I'm quite a perfectionist.

Canis:

Ok, good.

Emma:

So, I mean with that aspect with academics, I think if I don't perform as well as I thought, I sort of negatively.

Canis:

Ok.

Emma:

But on the whole. I think. I am well. Like I am working through it.

Canis:

Ok.

Emma:

Like it's not. It's not like that big of a deal. And it's sort of blown out proportion on me, but yeah.

Canis:

Ok. Thank you. The next one is I feel that I have a number of good qualities?

Emma:

Umm, I don't. I don't have to say it without sounding like.

Canis:

You, you don't need to worry about how you sound. You're being very open and honest.

Emma:

For instance, strongly agree.

Canis:

Ok. Yeah.

Emma:

I've had a lot of people tell me that I'm fine, fun, caring.

Canis:

Yes. Yeah.

Emma:

Umm. That I say sorry a lot.

Canis:

Ok.

Emma:

So it's kind of my trait.

Canis:

Ahh

Emma:

Then I mean it's not always a good trait, but yeah.

Canis:
But it's a kind phrase, isn't it as well?
Emma:
Yeah. I think.

Canis:
Ok. Thank you. Um, I am able to do things as well, as most other people?

Emma:
Hmm. I think, not sure because everyone can do different things, like someone will be some better at something else that I'm not as good as.

Canis:
Yeah. Yeah.

Emma:
So I would say disagree.

Canis:
Ok.

Emma:
And agree because it's like I may be better at something else, but they could be better.

Canis:
Ok. Yeah. Ok. And then the final one. I feel I do not have much to be proud of

Emma:
I'd say strongly disagree.

Canis:
Good.

Emma:
Because I mean I'm here.

Canis:
Yeah.

Emma:
Umm. And I, yeah, I guess I have a family.

Canis:
Yeah.

Emma:
I have loving friends. I get an education.

Canis:
Yeah.

Emma:
I get to talk to you.

Canis:

Ahh, bless you

Emma:

Umm, I think lots of opportunities and lots of opportunities.

Canis:

That's lovely way to think about it. And so true, I think as well. Ok, so does your use of Instagram or social media impact on any of the above answers that you gave?

Emma:

Umm I think. The, umm A B and D.

Canis:

Ok.

Emma:

I think for A, definitely looks.

Canis:

Yeah.

Emma:

Umm, Instagram exposure.

Canis:

Yeah.

Emma:

To images, definitely impacts us. Umm, actually, no, I think only A and D, sorry.

Canis:

Ok.

Emma:

For D I think. Umm, I think on Instagram you see different like people's lives.

Canis:

Yeah.

Canis:

Like, different ways that you live with them. And it's like they're able to do these things because they've got the money, they've got the materials.

Canis:

Yeah.

Emma:

I can't really at the moment as a child.

Canis:

Yeah, yeah.

Emma:

But like, sometimes you see people travelling, umm, they haven't really got a fixed job.

Canis:

Yes.

Emma:

But like to live that sort of, its, yeah, envies.

Canis:

Understandable. Ok.

Emma:

Yeah, I think those two are the main ones.

Canis:

The main ones. So will you change the way you use Instagram or social media, from now on?

Emma:

I think I'll definitely try and spend less time on it. Umm, I've realised that. It's for me, more negative than positive and, and although it has like messaging areas and I guess the real aspect.

Canis:

Yeah.

Emma:

Hmm. It's like, how do I put like? Mental health it's quite vulnerable.

Canis:

Yeah.

Emma:

At this age, it's very much like one thing can trigger another thing, and another

Canis:

Yes, yeah.

Emma:

You'll get into the spiral. Umm, so I think I'd definitely, if I did see something, I'd definitely talk to someone about it.

Canis:

Yeah.

Emma:

Before it got any worse.

Canis:

Yeah.

Emma:

But definitely try and reduce the amount of time I spend on it.

Canis:

Ok, brilliant. And then my final question, which I've written up here. Is, is your use of social media or Instagram stopping you from doing anything? If so, what are you doing about it?

Emma:

I think for me it's stopping me from. Because it's sort of like a way to, like wind down from like, school and stuff. But I think it's sort of stopping me from, how do I, you know, it did stop me from self confident. Like going out, talking to people. I mean also Covid as well, but.

Canis:

Yeah.

Emma:

I think now. I think sometimes it stops me from. It does, it is a distraction.

Canis:

Ok.

Emma:

Like, very big distraction, overall.

Emma:

Ok. And are you doing anything about it to change that?

Canis:

Umm, I did start putting in a minute,so you can put the limits on them.

Canis:

Yeah.

Emma:

Or I guess, umm give my phone to my parents, guardians, and carers.

Canis:

Yes.

Emma:

So then once I've done my work, I can have it back after.

Canis:

Yeah

Emma:

So that's me putting like. What's the word? Regulations. Something like that.

Canis:

Yeah, yeah.

Emma:

Yeah.

Canis:

Ok. So like managing it and controlling it.

Emma:

Yeah.

Canis:

Ok. Thank you so much.

Emma:
That's alright.

Canis:
I'm going to stop the recording now.

Freya

Interview 1

Canis:

OK. Thank you, Freya, for joining me today to discuss Instagram and that impact that it has on your mental health. I'm going to just talk about yesterday a little bit, first because you talked a little bit about how you've got two accounts.

Freya:

Yeah

Canis:

You've got one that you used for watching people and that one that you use for your jewellery business.

Freya:

Yeah

Canis:

Can you tell me a little bit? About those two accounts and how they work then.

Freya:

Ok, so the first account is just a personal account and I used to follow my friends or my family. And any influencers that I like obviously relate to and I just like their videos, like their posts to see what's up. Well, and then the other account, I don't really follow anyone else on.

Canis:

Ok

Freya:

It's mainly just for my business and I just post pictures of my jewellery and stuff like that. Post it on my story.

Canis:

Ok.

Freya:

And anyone else that's related to erm jewellery, I DM or message, so we can sort of collaborate sometime.

Canis:

And so is. So what's your? Your business is, do you make the jewellery?

Freya:

Yeah, I meant the jewellery.

Canis:

Oh right! Ok, that sounds amazing.

Freya:

Like for example, I made this bracelet.

Canis:

Oh, wow! Ok, have to show you my bracelet in a bit. I've got quite a nice one on aswell. Erm, so you make jewellery and then you sell it on your, on your Instagram account. Ok, brilliant. That sounds really lovely.

Freya:

Ooh, that's nice.

Canis:

Thank you.

Freya:

Erm, ok. So, talk to me a little bit about, your, your character, your your kind of dominant features of your character. So, for example, are you quite confident person or are you quite shy and timid? Are you quite a positive person, or would you say you're quite negative? What would you describe yourself as?

Freya:

I'm quite social, so like, I like to talk to a lot of people, and if you're feeling. And if you're feeling down, I'm just there.

Canis:

Ahh that's lovely

Freya:

I'll just bring the energy and I'm just funny and I'm just like, yeah, I just like to talk to people. And just make them laugh.

Canis:

Lovely

Freya:

That's just my nature.

Canis:

That's your nature. So do you think Instagram has an effect on that? Those characteristics that You have?

Freya:

No, not really. It doesn't really is. It doesn't really. It doesn't really change who I am at.

Canis:

Ok.

Freya:

At least I don't let it change who I am.

Canis:

Ok.

Freya:

'Cause there's many like, negative aspects of Instagram as well as positive.

Canis:

Yeah.

Freya:
And as long as you know who you are,.

Canis:
Yeah

Freya:
Then you won't let social media affect it.

Canis:
That sounds very wise. Brilliant, What features of Instagram do you use? And how do you feel when you use them? So, you can probably have two different things that you do on the two.

Freya:
Ohh yeah, so for the first one is, erm, I use I use Instagram the Instagram reel feature.

Canis:
Ok.

Freya:
So watch the people I follow.

Canis:
Yep.

Freya:
And see what they they're posting. And then I just use my feed, 'cause that's obviously what you've liked.

Canis:
Ok

Freya:
And what you've followed and you get like a, there's an algorithm tailored to you. So you get to see similar stuff that you have seen in the past.

Canis:
Ok.

Freya:
And then the other account is jewellery, so you see jewellery related stuff. You see advert a lot, a lot of adverts.

Canis:
Ok

Freya:
And yeah.

Canis:
Ok and how does it make you feel when you use those different features?

Freya:

When I, when I use the business one, it makes me aspire to be like other businesses.

Canis:

Ok

Freya:

Because there's lots of outreach and engagement. And when you see like, like to buy other.

Canis:

Yeah.

Freya:

You see that your friends or like people you know have liked it.

Canis:

Ahhh

Freya:

Then obviously they like that product. So now you're. Because you have a business as well, you're gonna wanna tailor to them as well.

Canis:

Ok.

Freya:

So like. Frame your business around what people like.

Canis:

Yeah.

Freya:

Seeing what they have liked. And then the other account. Erm, what was the question, sorry?

Canis:

Then the other one, when you're using the features of the. So you look at reels and things like that?

Freya:

Ohh yeh yeh yeh. The other one I just look at reels and peoples posts.

Canis:

And how do you feel when you look at those?

Freya:

Ohh, I don't. How do I feel? I feel. I feel in the moment.

Canis:

Ok.

Freya:

Because I'm up to date with everything and everyone. What everyone's doing, so I'm not lost, or just out of date.

Canis:

Brilliant.

Freya:
Yeah.

Canis:
Ok. What would be different about your life if you didn't have Instagram?

Freya:
Ohh then I wouldn't have a business.

Canis:
Ok.

Freya:
I wouldn't be engaging with other people like me.

Canis:
Ok.

Freya:
And like, I just wouldn't. I wouldn't be as sociable as I am, if I didn't have Instagram.

Canis:
Ok.

Freya:
Because when you see other other creators and people like that post relatable things, then you're gonna wanna sort of mirror what they're doing.

Canis:
Yeah.

Freya:
So, with that, Instagram is sort of like what is, what are my hobbies like? Where do I find new hobbies, if I don't have Instagram?

Canis:
Yeah. Ok, thank you. Erm, does Instagram have an impact on your daily routines?

Freya:
No, because I don't use it as much on. No, because I don't use it as much because there's other stuff to do, rather than just dedicate your life to Instagram. Like there's revision.

Canis:
Ok

Freya:
There's hobbies I do outside of school as well.

Canis:
Ok. Yeah.

Freya:

So for Instagram it's sort of like, something I would probably use at the end of every day to just check up and see what's up.

Canis:

Ok, brilliant. And Erm, do you think you're in control of your use of Instagram and how it impacts on your mental health or mental health?

Freya:

Yeah, for me, I am in control of it.

Canis:

Yeah.

Freya:

And it's, it's all dedicated to your feed, 'cause whatever you see on your feed is sort of gonna shape how you feel throughout. The rest of the day.

Canis:

Yeah.

Freya:

So, if you see something bad or something negative, then you're not necessarily gonna feel good for the rest of the day. But whereas if you're liking good things, you're liking motivational quotes.

Canis:

Yeah.

Freya:

Then you sort of. You can repost that on your story and then it will get you set for the day.

Canis:

Brilliant and then I've got two more questions. What advice would you give to a new user of Instagram?

Freya:

Just be careful what you subscribe to and be careful what you like. 'Cause if, even the slightest thing that you do like that you think is not erm important to you as a person, you may be seeing a lot, a lot of it. And then it will start impacting you negatively. Just be careful, be careful of what you view and stuff like that.

Canis:

Ok. Thank you. And then my final question is, would you like to make any changes about the way you use Instagram and if so, what are they and why?

Freya:

Oh. Can I have a little think about it first.

Canis:

Yeah you can have a little think, of course.

Freya:

For the jewellery account, I don't think I wanna change anything.

Canis:

Yeah.

Freya:
Because it's sort of like tailored to just businesses.

Canis:
Ok.

Freya:
And nothing else.

Canis:
Ok.

Freya:
But I think from my account. Ooh, probably like broaden my range of people who I watch.

Canis:
Ok.

Freya:
And people who I listen to and probably try. Like get to know different people than just stick to, than sticking to what I already, people who are already talked to.

Canis:
So expand the people that you speak to you?

Freya:
Yeah

Canis:
Ok. Brilliant. Thank you so much for your time.

Freya

Interview Two

Canis:

Right, Freya. Thank you very much for joining me for your second interview. I'm gonna start by asking you about your journal. And whilst you've. Now how now that you've completed it, has it made you more aware of anything?

Freya:

Yeah, it's made me aware of how much I use Instagram. And that it's not really a necessity in life.

Canis:

Ok.

Freya:

Unless you're using it for business. It's made me realize that it's not really much of value.

Canis:

Ok

Freya:

Unless you're trying to be productive, or gain information with it.

Canis:

Ok.

Freya:

It's just not everything.

Canis:

Ok. And is that because that's something to do with social media in general or is it because it's you feel that there's other social media apps? That, have got a place more prominently.

Freya:

Yeah, there's other. There's other apps that you can do more with and. And have more better features with than Instagram and that's why I feel like Instagram is dying Oort.

Canis:

Ok.

Freya:

And how people are using it as much. Because even though that even though they add new different features, nobody's going to be really focused on it, they're going to be focused on the apps that they actually use and how they are getting better.

Canis:

Ok. If you were to describe Instagram to somebody who has not ever heard of it. Don't, doesn't know what it is. What would you describe it as?

Freya:

I would say it's for. It's like a personal diary, memory. You can keep your memories or memories and then, you look back at them at special occasions and special times. It's not something to use every day. It's something to just use. As a like speciality.

Canis:

Mmmhmm.

Freya:

Yeah.

Canis:

Ok. Thank you. Erm. What impact does it have on you then, Instagram?

Freya:

It has. It has a positive one, just because I manage the time that I use on it. Usually throughout the day, I'm busy with hobbies and revision and especially being in year ten. I don't really have time to be using social media like I would.

Canis:

Yeah.

Freya:

That's why for like Instagram, it's not really needed. And the impact that it has on me, it has a good one just because. Erm, I can like. What's that word when you like, your time, your time aware you're aware of time?

Canis:

Ok. Manage it?

Freya:

It yeah, my time management, I feel like.

Canis:

That's good.

Freya:

I have that and that's why. I don't use Instagram like that.

Canis:

That's good. Erm, so your most prominent feature is that you scroll. Erm, why do you choose to scroll?

Freya:

I choose to scroll, just good because it's a mixture of everything that's like in day and up to date. It doesn't show anything old. And if it does show something old, it's something that you haven't yet seen.

Canis:

Ok.

Freya:

So it's always fresh and it's always. And it keeps you going.

Canis:

Yeah, Ok. And if somebody was to say to you, erm. I want you to stop using scrolling from now on. Do you think you'd be able to stop?

Freya:

No, I wouldn't be able to stop because I wouldn't know. I don't really look at particular peoples Instagrams or search particular people. It's just whatever comes up on my feed that I'm now looking at.

Canis:

Ok.

Freya:

So if they remove that feature, I don't think Instagram would be of use to me anyway, yeah.

Canis:

OK, so would you find it difficult to stop?

Freya:

Yeah, I think I would find it difficult and it's not just Instagram that would find it difficult. It's any app, 'cause erm the scrolling feature it just keeps going on and on and on. There's no end to the scrolling

Canis:

Yeah.

Freya:

It's like you are trying to beat the system.

Canis:

And do you think it using scrolling has any impact on the way you think or feel?

Freya:

Erm. It makes me feel more interacted with the people around me and with everything that's going on. But, erm there's an element of it that does make me feel a bit useless.

Canis:

Ok.

Freya:

Like I could be doing something else, than just scrolling.

Canis:

Yeah.

Freya:

Because if when you're scrolling, you're like wasting your, you're wasting your day essentially.

Canis:

Yeah.

Freya:

When like you know, there's something that needs to be got and done. But you haven't done it and you're thinking, oh, I was scrolling. Should have been doing that and.

Canis:
Yeah, yeah.

Freya:
Like yeah, for useless kind of.

Canis:
Ok. Erm, if I was to ask you about your profile, so you've got your own profile on Instagram?

Freya:
Mmmhmmm.

Canis:
Do you think it's a true depiction of yourself and your life?

Freya:
Well, I have my profile. It's just a picture of me and I don't really have any posts on there.

Canis:
Ok.

Freya:
So it's just like showcasing like it doesn't really showcase who I am. But it's like it allows people to like, erm. Think of, think different things.

Canis:
Ok.

Freya:
So, like, I don't really have a personality on Instagram. It's just whatever you think from my profile pictures.

Canis:
Ok. Yeah. Ok.

Freya:
That's all you get.

Canis:
Thank you.

Freya:
And then the business one is just like strictly for jewellery.

Canis:
Yeah.

Freya:
Nothing to that. Like, you can't think something of a jewellery business.

Canis:
Yeah. Other than the product itself, yeah?

Freya:

Yeah, yeah. And the product and the comments and the reviews, it's just my business.

Canis:

Yeah, ok. If I was to ask you about cyber bullying or kind of negativity towards others on Instagram, do you think that's a common issue and have you ever experienced any of it?

Freya:

I do think judging on Instagram is a common issue, umm, just because people are advertising their lives and posting. They may post what they think is, what they feel comfortable with. But if somebody doesn't like it, or somebody finds it weird or cringey

Canis:

Mmhmm

Freya:

And they express that through a comment, that's obviously going to have a negative impact on you? And you're not going to want to share other experiences? That you do experience in life anymore. So yeah, the whole, the whole erm some bullying thing I do feel like it is an issue. And it does impact a lot of people and I do feel like people can't come out and speak about cyber bullying on the Internet much because nobody really like. Nobody really sees it as something that's major.

Canis:

Ok.

Freya:

But if you actually look at what people are saying, it is a major deal.

Canis:

Ok. Thank you. And then my final question, have you been supported to use Instagram in a way that supports you positively with your MWB. Since you've started using it or even now? And who does that?

Freya:

If someone's helped me use Instagram?

Canis:

Yeah. So when you started it, when you started your having Instagram, did anybody kind of give you some guidance on how to use it, erm. To make sure that it was, it was positive for your mental health?

Freya:

Ohh no, no one gave me any guidance. Apart from Instagram itself.

Canis:

Ok.

Freya:

Which was very very vague. It's just like when you get the account, obviously everybody knows that there's like a, age limit. It's like it's like 13 plus. Everyone knows there's an age limit, but nobody really listens to that.

Canis:
Yeah

Freya:
And I feel like for Instagram like, it used to be like, more in depth with the verification and stuff. And, erm it only, Instagram provided me with help nobody else did.

Canis:
Ok.

Freya:
And I was really young too.

Canis:
Ok. Ok. How old were you when you OK?

Freya:
When I started Instagram, I was twelve. So and the only thing Instagram gives you is like the Community guidelines that you should follow at the start.

Canis:
Yeah.

Freya:
And then after that it's just like they don't help you, you're there to explore.

Canis:
Yeah.

Freya:
Throughout the thing.

Canis:
Yeah, thank you. I'm going to stop the recording now.

Freya

Interview 3

Canis:

Freya. Thank you so much for joining me for your third and final interview, erm that we'll be discussing. We'll, where we'll be discussing Instagram. So, umm, what I'm gonna do is just ask you a couple of questions, if that's ok? Er, so my first one is, erm can you tell me what you think MWB is? And I know we spoke a little bit about it yesterday. So once you've told me that, how would you describe your MWB?

Freya:

Oh, I think MWB is like your emotions and how well you deal with them. And how I deal with my mental emotions is if I'm feeling sad, I'll do something to take my mind away from it. Whether it's like, communicate with somebody like, that's not on my phone, like, talk to somebody in person in person, or just like, go out the house and just buy things for myself or just do stuff to make me feel happy

Canis:

Ok.

Freya:

And that's how I cope with it.

Canis:

Ok. And how would you describe your, your MWB currently?

Freya:

It's currently, it's in the middle

Canis:

Ok.

Freya:

Because obviously I moved schools. So then I couldn't really communicate with anybody on social media

Canis:

Yeh.

Freya:

Because they can't relate to me because they're still at separate schools. Ok, so I would say it's in the middle. And also I did move school, so this school is obviously. It's better than my old school and I've been just trying to make friends in person.

Canis:

Yeah.

Freya:

Rather than on social media, so sort of like

Canis:

In the middle?

Freya:

Out of 10 as sort of like a6, yeah.

Canis:

Ok, ok. And are you aiming for higher than six?

Freya:

Six. Yeah. I'm aiming for higher than a six. I wanna be able to communicate more with people in person and online.

Canis:

Ok

Freya:

Than rather just have in person.

Canis:

Yeah.

Freya:

So when you go home, you just kind of feel lonely, d'you know what I mean?

Canis:

Yeah, so. So do you feel like it's heading in the right direction?

Freya:

Yeah it is.

Canis:

And I can see that from people that have got to know you. That they seem to enjoy your company. So that's really good. It's moving forward positively. Erm, so I think you've already kind of discussed this a little bit. Has anything had an impact on your MWB? Would you.

Freya:

Oh yeah, my school, the change in my schools, because obviously I'm old school, I was really comfortable. And then I switched here at a difficult like exam period. So obviously as well as catching up, I've had to make friends. So it I really had to put my like multitasking skills to the test, so yeah.

Canis:

Yeah, yeah. So studying and making sure you socialise and started settling in.

Freya:

Yeah.

Canis:

Erm, do you think your, your MWB has been impacted on by Covid? And what has changed since?

Freya:

Yeah, I think in Covid it, everything was online based. So, I think it was harder to talk to people. Because it's just like nobody's really like, in the real world anymore. Like, it makes you like figure out are people what they say they are online because I don't know if you saw, but we were online for like a whole, I think a year were we online for a year.

Canis:
Yeah, yeah.

Freya:
And we went back in. In reality, everyone changed. Everyone was different.

Canis:
Yeah.

Freya:
So I think if you'd, you'd have seen the change. Like if you'd see the change of person then you would be more comfortable, so yeah.

Canis:
So everyone kind of almost just matured, or grew?

Freya:
Yeah, everyone, yeah, everyone matured. But because everything was online, you were you wouldn't be able to see that.

Canis:
Yeah, of course, yeah.

Freya:
So it just left the element of surprise.

Canis:
Ok, ok. Erm. And, and what do you receive for yourself personally for positive MWB because I know we discussed it broadly as group. But for yourself specifically, what do you what? What support do you receive? So who from? Or you know?

Freya:
Oh, I get support from everyone that goes to my church.

Canis:
Ok.

Freya:
Because, like, we're all like a family there.

Canis:
Yeah.

Freya:
And like, even though that maybe troubles like that happen in school or outside or outside of school, everyone in my church has been there for me. I've literally grown up in the church and everyone's been there for me. Like I can hang out and I can be worry free with the people that go there. Especially with the youth that are my age, like we relate to some of the stuff.

Canis:
Yeah

Freya:
Really well. And like they just know my issues and stuff like that.

Canis:

That's brilliant. It's brilliant, that you go that. Erm. Do you think Instagram or social media supports you with MWB? So I know again we've talked about a little bit, but it's more specifically you.

Freya:

Oh, I don't think Instagram supports me with my MWB, because there's a lot of. There's, it's just, it's just an ongoing thing where you just go on there to see what everybody else is doing. It's not really for you, but for social media. What benefits me is that for the messaging and the communication, rather than the watching videos and the entertainment, because when you're watching videos, you're just passing time and you're just bored.

Canis:

Ok.

Freya:

But when you're communicating with people like from me, you communicate for business.

Canis:

Yeah.

Freya:

Like so benefit to me as well as benefiting you.

Canis:

Yeah.

Freya:

And as you talk to friends, you talk to people, you just, you just socialise really. And like, it makes you feel happy. And it obviously makes the other the receiving end feel happy too.

Canis:

Ok, brilliant. Thank you. Tell me more about your parents, guardians, and carers and the school's views on Instagram and social media. And tell me about them. And then tell me whether you agree with them or not?

Freya:

Oh my parents, guardians, and carers, they don't. They use social media, but not as much as I do, and I don't think they see social media as a positive light.

Canis:

Ok.

Freya:

Because like there's been, I feel like the news has portrayed social media as a bad thing as well. Like kids always on their phones, not really like wanting to go outside especially different things in the news where somebody has been like groomed on social media. Erm, cyber bullying on social media.

Canis:

Yeah.

Freya:

They don't really see social media as a good thing because of how the news portrays it. And obviously me as a youth, I don't agree with them. Yeah, but then again, it's like you can see where they're coming from

Canis:

Ok.

Freya:

And you can see that these things do happen on social media. But if the news did focus on the good aspects, then maybe my parents, guardians, and carers views would change.

Canis:

Ok. Ok, thank you and. What about the schools views? Do they have a view that you think, they share with you?

Freya:

I think they sort of share the same view as my parents, guardians, and carers feel because they don't really see social media. Like you're in school to learn at the end of the day and social media, if you look at it as an obstacle for teachers as well.

Canis:

Yeah.

Freya:

Because even though you may come to school to learn and to do stuff, there's always different issues that different people face online, for example. Like let's say you're coming to school, but then you've argued with someone the day before on social media. Then teacher would say, 'ohh don't use social media' and stuff like that. So, it's sort of a barrier and I feel like the school's views on social media is, are more negative .

Canis:

Ok. And do you, do you want, do you agree with an element of them or?

Freya:

I do agree with a little bit, but not much

Canis:

Ok.

Freya:

Because if you're, errr like straight minded like me, then your one goal. Your one goal while you're in school is to study and to get good grades.

Canis:

Yeah.

Freya:

But obviously other people, other people's minds can deflect from it.

Canis:

Yeah.

Freya:

That's why that's the only bit that I agree with the teachers.

Canis:

Ok. Thank you so much. Ok, rate yourself on the below statement. On the whole I'm satisfied, satisfied with myself. So this is a little bit of a kind of a mental. Health, self assessment. So on the whole, I'm satisfied with myself. Do you strongly agree, agree, disagree or strongly disagree?

Freya:

Agree.

Canis:

Ok, at times I think I'm no good at all. Strongly agree, agree, disagree or strongly disagree?

Freya:

Erm, agree

Canis:

Ok, I feel that I have a number of good qualities? Strongly agree, agree, disagree, or strongly disagree?

Freya:

Strongly agree.

Canis:

Ok. I am able to do things as well as most other people? Strongly agree, agree, disagree or strongly disagree?

Freya:

Disagree.

Canis:

Ok. And I feel I do not have much to be proud of? Strongly agree, agree, disagree, strongly disagree.

Freya:

Disagree.

Canis:

Ok. Brilliant. Thank you. That was just a bit of a quick self-assessment that links to a model that's been used previously, so I thought I'd ask each of the interviewees about that.

Freya:

Mmhmm.

Canis:

So do, do. Does your use of social media or Instagram impact on any of the above?

Freya:

Hmmm.

Canis:

How you how you kind of rated yourself there.

Freya:

I feel like it impacts the. I feel I have a number of good qualities. I feel like impacts that in a positive way.

Canis:

Ok.

Freya:

'Cause there's different ways, that like social media has taught you new things and has made you learn new things. Like if you see somebody doing something else. Or for example, I remember in lock down, I saw a video of where this guy was doing a backflip in his home. And it made me want to learn that too.

Canis:

Ohh, did you get to?

Freya:

No, I failed. But I mean, it just has a positive impact because you get to learn new things. Yeah, and. What else? On the whole, uh ooh, no. Ohh I feel I did not have much to be proud of. I put I think I put agree for that one. And I feel like it's just 'cause when you go on social media and you see everybody doing different things and their lifestyles. It just makes you consider that. What if you were born like them, like with your life? Would your life be different? So I feel like that's sort of like, a negative impact.

Canis:

So it gives you that real strong, comparing kind of.

Freya:

Yeah, yeh it gives me, it, it sort of shifts me back to reality like you're not that good. Like, let's just understand that there's people out there that are better you and no matter how you try because of how hard you're, because of how your life is at the moment, it's very regular. And it's not going to change. So it just sort of shifts you back into reality. Like, oh yeah.

Canis:

Do you think that's a positive? Or do you think it sometimes?

Freya:

It can be. It can be both positive and negative because you might be having, it depends on the day you're having. Because if you might be having a bad day and then you see someone, someone's life looking so good and so glamorous and then it sort of just makes you feel like, empty inside.

Canis:

Ok.

Freya:

And then it could be a positive because then you can aspire.

Canis:

Yeah.

Canis:

Yeah, to have that bigger and better goals.

Freya:

Ok, brilliant. And then? Will you change the way you use social media or Instagram from now on?

Freya:
Yeah.

Canis:
Having participated in this study as well.

Freya:
Yeah, I think I'm gonna reach out to people more. That could obviously relate, like around my age could obviously relate to what I'm going through.

Canis:
Ok

Freya:
And obviously if for my business as well, I think I'm just, I'm gonna to change like make it more diverse.

Canis:
Ok.

Canis:
Because it's not just because some people may not be as fortunate as I am. Or some people may be more fortunate. I just want to make everybody on the same level on the same page.

Freya:
Ah, brilliant. That sounds really, really lovely.

Canis:
Yep.

Freya:
That sounds amazing.

Canis:
And then I've got a final question, erm. Is your use of social media stopping you from doing anything? If so, what are you doing about it?

Freya:
Oh yeah, it does. For example, before, before exam period, I was going on my phone a lot, losing social media, scrolling on TikTok, messaging people, being that person that and if you wanted to talk to me, like you would get a reply within the first two minutes. But now, obviously erm, because of the exam period, it still brought me back to reality.

Canis:
Yeah.

Freya:
Like it's just like, oh, you have to study. Now, like it's year ten, you have to knock her down, 'cause after this it's year eleven, and then you're on your own.

Canis:
Yeah

Freya:

You're not gonna be with the friends you communicate with every single day-to-day. So it just sort of brought me back to reality and what I've done about it, is obviously stopped using, stop using my phone as much. And connecting with people outside in the real world 'cause at the end of the day, people in the real world is all you're gonna have. 'Cause online its just like it's just a facade

Canis:

Yep.

Freya:

Because it could just end any day. Nobody knows 'cause these days it's being bought by different, different people. Especially Twitter. Twitter is changing, especially Snapchat as well. Different photos you don't know.

Canis:

Yep.

Freya:

You don't know what's real anymore. The only thing you know, what's real is what you see with your own two eyes, in the real world.

Canis:

Really, really insightful. Deep thinking for a morning, especially. Thank you so much, freedom. Thank you for participating. I'm gonna stop the recording.

Jenny

Interview 1

Canis:

Ok. Jenny, thank you for coming to sit with me and have your interview. Erm, linked to Instagram and MWB. Erm, I'm gonna start off by asking you a couple of questions about your questionnaire, but also a couple of questions about the focus group yesterday. Then we're gonna move into some specific questions for this interview, ok? So in your erm, question that you asked. You talked a little bit about. We'll move on from the questionnaire. Let's just talk about yesterday's focus group then. So you talked a little bit about the, about photoshopped pictures and how that can sometimes, you used the words mess with you, like it can have an impact on your wellbeing. Can you talk to me a little bit more about that.

Jenny:

Yeah, it's like and like filters as well. It's like this idea that, you can be perfect. Like I've had, I like use Snapchat filters and some on Instagram.

Canis:

Yep

Jenny:

But they completely change your shape. The face, the shape of your face.

And it's like, oh, make you look pretty and it does, but it like changes your face. And it's like, so you can't make what I already am pretty because you have to change it and so that kind of just. It just makes you feel a bit bad and then you see people with that kind of face in real life. You're like, oh, and it's, I don't know it. It doesn't get you jealous. It just makes you feel bad about yourself.

Canis:

Yeah.

Jenny:

Yeah,

Canis:

Yeah, right. Ok, thank you. Err and you also talked a little bit about the political side of things and how that, that doesn't exist as much in In Instagram, erm do you think that's positive?

Jenny:

Positive? Yes, because I think Instagram is just a nice place to relax. I don't think you need to be political and like if you wanted to be political, you could go on like other social medias or read the news.

Canis:

Yeah.

Jenny:

There's, like, definitely ways to be political on social, like on Instagram, but. It's like less than other, other places.

Canis:

Thank you. And then you also talked about how erm, people need support with actually understanding the functions a little bit more. Erm. Can you tell me a bit more about that.

Jenny:

Yeah, like when I first got Instagram I was really confused about how anything worked and nobody was like helping me. And you felt like kind of embarrassed to ask. So you just have to work it out. And like, work it out through what people are posting like, to finish a message you like the message repeatedly.

Canis:

Yep.

Jenny:

And I didn't know that. And so I learned that, from other people. But it, like, was ages after I got Instagram

Canis:

Ok, yeh, yeh.

Jenny:

And I realised

Canis:

You also put in your questionnaire that erm, it, it can enhance your emotion. So if you feel sad it adds to that sadness. If you feel happy, it adds to that. Can you talk to me a little bit more about that?

Jenny:

Yeah, like I might go on Instagram to me really. When I'm really happy and like it makes me happier because I see like funny videos, or, like even sad videos, but I just get past those when I'm really sad. It makes me like ten times worse because it like, it realizes I'm sad because of what the things I'm liking and takes me to even like sadder things. And it makes me sadder.

Canis:

Ok. It's really good that you're aware of that, isn't it?

Jenny:

Yeh.

Canis:

Ok. So, I'm gonna ask you a question now that that's, that's one that makes you think a little bit about yourself. So how would you describe yourself in terms of your most predominant kind of characteristics? So, you know, in terms of what is your most predominant mood, would you say you're quite a positive person, quite a negative person? Confident, anxious? Those are just some examples.

Jenny:

I think I, I can be quite a bit like a, a pessimist a lot of the time.

Canis:

Ok.

Jenny:

Sometimes optimistic, but a lot of the time I kind of just don't like, I'll be kind of more honest to myself. Like, yeah, that's probably not going to happen.

Canis:

Ok.

Jenny:

And then when I allow myself to get really happy, I get. Like overly.

Canis:

Ok.

Jenny:

Optimisitic.

Canis:

So kind of one extreme to the other. So do you think using Instagram can have an effect on your mood?

Jenny:

Yes

Canis:

You talked a little bit about it, when you said about the sadness and the happiness being heightened.

Jenny:

I think, it would only have an effect on my mood if I'm already feeling that mood.

Canis:

Ok.

Jenny:

But if I'm just kind of neutral, I'll stay neutral.

Canis:

Ok, erm, what features of Instagram do you use and how do you feel when you use them?

Jenny:

I, I tend to use reels which is more the tick tock part of it.

Canis:

Yeah.

Jenny:

I, I go through reels a lot and I kind of just feel like numb because it's mindless. But I do post, but it's on a more private account.

Canis:

Ok.

Jenny:

So my, my account's private already, but I have a second account that's got, like, very few people on it.

Canis:

Ok.

Jenny:

And I feel confident to post on that.

Canis:

Ok.

Jenny:

But I don't post on my main account.

Canis:

Ok. And when you post, how do you feel about that?

Jenny:

I feel good because I know that the people I'm posting to, so there's about seven people on it.

Canis:

Yeah.

Jenny:

I know the people I'm posting to will be really positive.

Canis:

Yes, that's good.

Jenny:

You know, they disagree because they care about me.

Canis:

That's really good. Erm. What would, what would be different about your life if you didn't have Instagram?

Jenny:

I'd probably be a lot less connected and like aware, less aware of the world.

Canis:

Ok.

Jenny:

And different things that are going on. Because like or even during lockdown, when, like, the Black Lives Matter protests were happening, I didn't hear much about it on the news, like 'cause I was watching the news a lot, but I heard about loads of things that were happening. Loads of videos on social media and Instagram.

Canis:

Yeah.

Jenny:

Like it helped me stay more, like aware

Canis:

Yeah

Jenny:

Of what's happening more.

Canis:

Ok, brilliant. Does it have an impact? Does Instagram have an impact on your daily routines?

Jenny:

Err. It used to.

Canis:

Yeah.

Jenny:

I used to wake up in the morning and like, help me wake up, I used to go scroll through Instagram.

Canis:

Ok.

Jenny:

I don't have time to do that anymore, so I don't.

Canis:

Was that more last year?

Jenny:

Yeah.

Jenny:

Ok.

Jenny:

A lot last year, yeah. No, it it does. I spend a lot of time on Instagram.

Canis:

Yeah.

Jenny:

But no, not really. I mean, not in the morning, but definitely after school, I'll spend a lot of time, like just scrolling through Instagram.

Canis:

It's, so it's quite a time-consuming part of your day?

Jenny:

Yes.

Canis:

Ok. Erm, do you think that, you're in control of your use of Instagram and how it impacts your MWB?

Jenny:

Not how, how, like how long I spend on it. I think sometimes I get into kind of this like, numbness and I just lose track of all time.

Canis:
Ok.

Jenny:
Even though the videos are really short, if you just keep going through them, they really add up.

Canis:
Yeah.

Jenny:
What was the other part?

Canis:
Erm. How it impacts your MWB.

Jenny:
I think, yes. For the most part, because I realise I'm getting really sad and they just stop

Canis:
Ok.

Jenny:
Or if I can or I'll just keep going. But at a stage I will stop.

Canis:
Ok. Thank you. Erm, what advice would you give to a new user of Instagram?

Jenny:
Mmmm. Maybe like as long, especially if their child keeps their account in private and because they can track what you like and what you don't like. So if it's something wrong or you don't believe in it fully, maybe don't like it like. If that ends up being a bad thing. They'll, they'll, like, come back.

Canis:
Yeah.

Jenny:
Yeah, at least that's how I feel about it.

Canis:
Yeah.

Jenny:
Like if you like something bad, they'll like see it.

Canis:
Yeah.

Jenny:
And then have you on some sort of like, oh, this person thinks this.

Canis:

Ok, final question. Thank you so much. Would you like to make any changes about how you use Instagram? If so, what are they and why?

Jenny:

Changes?

Canis:

So, any changes to the way that you use it, so you, you might think I'd like to use it in a different way to the way using it now and this is the reason why.

Jenny:

No, I don't think so.

Canis:

Ok. Jen, thank you so much for your time. I'm gonna stop that now.

Jenny

Interview 2

Canis:

Ok. Jenny, thank you so much for joining me for your second interview. Err, where we're going to be talking about Instagram. And I've had a little look at your, err, journal so far and you have. Thank you so much for the detail you've put in your timing. So you're you're kind of using it for an hour, to two hours, I'd say daily, is the average, isn't it?

Jenny:

Yeah.

Canis:

Yeah. And your functions that you're using are posting stories, reels and I think it's, is it looking at stories?

Jenny:

Yes

Canis:

Ok. In terms of kind of the general feelings that you've got, you have a bit of a mix throughout, don't you really?

Jenny:

Yeah.

Canis:

So, so from doing this, from completing the journal, has it made you more aware about anything or giving you some reflections?

Jenny:

I think like, how long I spend, without realising it because there was one of the days where I had, like no time to do anything. Like I got my homework done, but I had like maybe an hour to myself because I had loads of things going on.

Canis:

Yeah

And I spent like, nearly three hours on it. And I was like, I don't know where I got the time to do that

Canis:

Yeah, yeah. And when you say, when you, when you go to use Instagram. Erm, what do you? What's your normal intent before starting to use it? Do you see it as something that's time for yourself, or is it?

Jenny:

It's kind of I think it's just like, it's either, it's like, numb, like I don't even realise I'm opening it.

Canis:

Ok.

Jenny:

Or I accident or not accidentally? I guess I just do it to past time.

Canis:

Ok.

Jenny:

It's like, yeah, either I do it on accident. Like I'll close the app and then I'll reopen it straight away. And I'm like, why do I do that?

Canis:

Ok, so it's quite. Good reflections you're having on new use of it though isn't it?

Jenny:

Yeah

Canis:

Ok. And if somebody, erm, if you met somebody that had no clue what Instagram was had, like, no knowledge of it, didn't know what it was. How would you introduce it?

Jenny:

I'd probably be. Like it's a social media platform where you can share, like posts and photos and you can like, keep up to date with friends from different places, yeah.

Canis:

Ok. Yeah. And what impact is it having on you? As something that's in your life?

Jenny:

I think it's just time consuming

Canis:

Ok.

Jenny:

And not like always in a bad way, but a lot of the time in a bad way.

Canis:

OK. And what out of, the the features that? You've listed that you. Which one do you use the most?

Jenny:

Reels.

Canis:

Ok, erm, if somebody said to you. Erm. So, so you use, you use reels quite a lot. Erm, why, why do you choose to use reels quite a lot?

Jenny:

I think because it's just like easy. You don't have to read anything normally.

Canis:

Yeah.

Jenny:

You just like scroll and it plays music and.

Canis:

Ok.

Jenny:

Yeah, you just forget you're doing it.

Canis:

Ok and if somebody said to you, erm, from tomorrow or from today even, no more reels, you're not, you're not. You've got to stop. Do you think you'd be able to stop using it easily, that feature?

Jenny:

I think if it was taken away, I'd be ok with it.

Canis:

Yeah, I wouldn't do it. I wouldn't choose to stop.

Canis:

Ok.

Jenny:

But like, I wouldn't like have withdrawal. Or anything like.

Canis:

No, but you might forget. Do you think you forget if the phone was still with you?

Jenny:

What do you mean?

Canis:

So somebody said, right, your challenge from now on is to stop using that feature, or err, you know just that's your challenge. Erm, you may. Do you think you might forget at certain point in the day and just open up your Instagram?

Jenny:

Yes

Canis:

Ok. Erm. Do you think? That using reels has any impact on you in terms of how you feel?

Jenny:

I didn't think on how I feel.

Canis:

Ok. About how you think?

Jenny:

I think it like opens me up so like you. Might see people's points of views and be like, I never thought of that before.

Canis:

Yeah.

Jenny:

And it kind of opens you to that. But it doesn't really negatively affect me.

Canis:

Ok. Erm, if I was to ask you about your profile. So not your feed, but the profile on your Instagram. Would you say it's a too, true depiction of your life? And yourself?

Jenny:

Which account?

Canis:

Erm. What have you got? You've got, have you got two?.

Jenny:

I've got one that's private, but for everyone.

Canis:

Ok

Jenny:

It's private but just for my friends.

Canis:

Ok, so tell me about both of them then. In terms of whether they reflect yourself?

Jenny:

The one for everyone doesn't have many pictures of me on. That has like a couple of things I do, it's like very vague and sparse.

Canis:

Ok.

Jenny:

But the other one I have it's got like loads of pictures of me and my friends and it's a lot more of a reflection.

Canis:

Ok.

Jenny:

But more of the reflection of my highs in my life?

Canis:

Ok.

Jenny:

Not really the lows.

Canis:

OK, why do you choose to? Just put the highs.

Jenny:

I don't know because it's, it's kind of the memories I want to remember.

Canis:

Yeah.

Jenny:

Rather than the ones I kind of want to forget.

Canis:

Yeah. Yeah. Ok. Uhm, uh ooh. Twelve thirty, sir. Umm, ok and if you, if you think about erm, cyber bullying or anything like that erm, you know negative treatment towards others, do you think that's a common issue in Instagram and have you experienced anything of that nature?

Jenny:

I don't know if it's massive on Instagram, it's it's big on Snapchat and it's kind of vaguely happened to me on Snapchat, but not on Instagram.

Canis:

Ok. Can you tell me a little bit about the Snapchat situation?

Jenny:

That's because Snapchat it, like you can screenshot and it will tell you when people screenshot.

Canis:

Ok.

Jenny:

So, if you posted a picture and somebody screenshot it and you don't like that person, you can kind of like, like you don't know, but you can assume that they've done something.

Jenny:

Ok.

Canis:

And then with Snapchat messages, just, just delete themselves.

Canis:

Right.

Jenny:

And so you can't. You don't have any proof.

Canis:

Ok.

Jenny:

Without taking a screenshot, which they can see you've taken a screenshot which causes more.

Canis:

Yes, yeah, yeah. And Instagram doesn't that kind of erm, monitoring or, usage of if anyone screenshots or anything like that does it?

Jenny:

No.

Canis:

No. So do you think it's a common issue, things like negativity towards others and some form of bullying via Instagram? Or do you think it's just something that exists, but not very commonly?

Jenny:

Yeah, I think it just exists. But not, not very common.

Canis:

Ok. And if I was to ask you, whether you're supported to use Instagram in a way that supports you positively with your mental wellbeing. Or were you supported when you initially started using it, would you say yes or no?

Jenny:

Not really.

Canis:

Ok. So , erm, is it more self kind of taught that you've used it in a way that you feel works for you?

Jenny:

Yeah.

Canis:

Ok. And how do your parents, guardians, and carers feel about you using Instagram, are they?

Jenny:

They're fine with it. And I'd like to tell them, they know I'd tell them

Canis:

Yeah

Jenny:

If they said what's going on.

Canis:

Yeah. Ok. Thank you so much Jen. And just I wanna stop the recording now.

Jenny

Interview 3

Canis:

Welcome to your final interview, Jenny, and we're going to be talking about Instagram and social media. Erm and we're also gonna be talking about MWB now. Some of the questions I ask you are going to be a little bit erm, repetitive off yesterday's focus group, but I can, but this is the opportunity for you to give me your specific perspective on them.

Jenny:

Ok.

Canis:

And then as we move further into the interview. I'll ask you some other questions that are different to yesterday's. So the first one, I'd like to ask you is, can you tell me what you think MWB is and how would you describe your own MWB?

Jenny:

I think it's like. Umm. It's like your physical health.

Canis:

Mmhmm.

Jenny:

But with your your head instead.

Canis:

Mmhmm.

Jenny:

So it's like how you see the world, like the thought you have, things like that.

Canis:

Yeah.

Jenny:

I'd say for the most part. At the moment, my mental wellbeing's pretty good. But like, yeah, there's definitely been times where the thoughts in my head haven't been healthy.

Canis:

Ok?

Jenny:

Things like that.

Canis:

Did you not? How did you manage those, those times?

Jenny:

I feel like it, I kind of just suppressed them.

Canis:

Yeah.

Jenny:

And I mean, if they got really bad, I'd talk to my friend.

Canis:

Ok.

Jenny:

About them but I kind of just suppressed, suppressed them.

Canis:

Ok. Ok. Has anything happened just close that window because I can feel a bit draft coming in. Has anything had an impact on your mental wellbeing?

Jenny:

Has what?

Canis:

Has, has anything had an impact on your mental wellbeing?

Jenny:

I mean like 2020 like the Covid lockdown.

Canis:

Yeah

Jenny:

It had a massive impact on my mental health.

Canis:

Yeh

Jenny:

And that kind of like, the effect of that, like, kept stayed with me.

Canis:

Ok.

Jenny:

Until a good few years after it.

Canis:

Yeah.

Jenny:

And so now sometimes but. Yeah, yeah, it's just mainly Covid and like the isolation of everything.

Canis:

Yeah. Ok. And that leads me to the next question where I was, going to ask you whether your mentor, while being was affected by Covid. So was it mainly, kind of the isolation? A lot of things that affected you.

Jenny:

Yeah, well, because my parents, guardians, and carers both work like, full time. So they were kind of off the tables to talk to.

Canis:

Ok.

Jenny:

My brother was, like, starting his GCSES, so he was like, very busy. Like constantly.

Canis:

Yeah

Jenny:

So I couldn't talk to him. I had no kind of phone or anything. So the only real communication I had with anyone, was e-mail.

Canis:

Ok.

Jenny:

And that wasn't like, kind of wasn't the greatest

Canis:

Yeah, yeah.

Jenny:

That was kind of it and I was on my own, the rest of the time.

Canis:

So did you get your phone recently then?

Jenny:

I got my phone at the. The end of year, right, maybe.

Canis:

Ok.

Jenny:

And then that was a really basic phone and then got a real phone, maybe the beginning of the end. No, that doesn't sound right. Like Christmas time in year nine.

Jenny:

Ok.

Canis:

So, initially you didn't even have access to social media?

Jenny:

I did, but it was on my tablet.

Canis:

Oh, ok. Ok, perfect. So what support do you receive for positive mental well being?

Jenny:

I do a drama club.

Canis:
Ok.

Jenny:
And that's not directly impacting my mental health, but it, like helps improve the.

Canis:
Yeah.

Jenny:
Like in effect, like indirectly. Yeah, like doing clubs, I guess helps my mental health.

Canis:
So keep things of interest to you.

Jenny:
Yeah.

Canis:
Ok, brilliant. How, how do they help? Do they? What kind of effects do they have?

Jenny:
I guess, I guess it's like a healthy way to kind of get out of my head a bit.

Canis:
Ok.

Jenny:
So I get like take away from where I am in the moment

Canis:
Yeah.

Jenny:
And I just get to do something that I enjoy.

Canis:
Yeah, brilliant. Erm, do you think that, like, does Instagram, or social media support you with your MWB?

Jenny:
No, not the companies.

Canis:
Ok.

Jenny:
Like and not really the post side, like some people like try and be helpful and post things. But there's not enough of it, and like it'll only come up every like five days or something in your feed. And be like alright. And then it will go.

Canis:
Yeah.

Jenny:
But no, there's not really anything on Instagram.

Canis:
And even the general use of it or social media doesn't support your MWB?

Jenny:
No

Canis:
No. Ok. So tell me about your parents, guardians, and carers, because I think we touched upon this in one of the interviews. Your parents, guardians, and carers views on social media and Instagram and also, what you think the school's views are, on, on those and whether you agree with them.

Jenny:
I think my parents, guardians, and carers are quite open to social media. They don't. They know, my dad's a computer contractor, so he knows quite a lot about like computers and stuff.

Canis:
Mmmhmm.

Jenny:
So he understands the need for us to have it. But they don't. They, they use it, they have Facebook. And they kind of use Instagram. But I still find myself telling my mum stuff about Instagram. She had no idea about.

Canis:
Ok.

Jenny:
Umm, so they think that its just kind of like it's there.

Canis:
Yeah.

Jenny:
Use it.

Canis:
But if something happens, come tells us, tell us

Canis:
Yeah.

Jenny:
And we do. I don't know school.

Canis:
Do you? Do you? Agree with your parents, guardians, and carers views then are you happy with the way?

Jenny:

Yeah. I think for the most part. Like my dad being like anti Tik Tok, doesn't make sense to me because

Canis:

Oh ok.

Jenny:

It's literally the same thing.

Canis:

Yeah.

Jenny:

But I I'm not going to push it because it's not that important.

Canis:

Yeah, ok.

Jenny:

Yeah, I don't. I don't disagree with their views. I, I think there's a lot of trust.

Canis:

Yeah.

Jenny:

That I'll come and tell them if something's happening online.

Canis:

And then the schools you stated that, sorry?

Jenny:

The school, I don't know. I think the school kind of just leave it. They have, like an Instagram account so they're not anti it.

Canis:

Ok.

Jenny:

But they kind of use it for their own gains.

Canis:

Yeah. Do they share their views? Do you feel like they've, that you, you have an awareness of what the school's views are on Instagram and social media use?

Jenny:

No

Canis:

Yeah, ok. Would you, would, do you think that's something that would benefit?

Jenny:

I don't know. I don't think anyone would listen.

Canis:

Ok.

Jenny:
I think they'd probably say it in, like, form. They might have already.

Canis:
Yeah.

Jenny:
Said it in form sometime. And no one listened,

Canis:
Ok.

Jenny:
Because it's like the school. They're kind of separate. Separate to the kids and they don't understand it .

Canis:
Ok.

Jenny:
In the same way like some of the younger teachers might.

Canis:
Yeah

Jenny:
But the older teachers who are in charge wouldn't.

Canis:
Ok. Ok. So then it would make you not feel like connecting to it anyway? If they said it?

Jenny:
No.

Canis:
Ok. Right. I'm going to ask you now to rate yourself on some statements below. Erm. On the whole, I'm satisfied with myself? Do you strongly agree, agree, disagree or strongly disagree?

Jenny:
I think agree.

Canis:
Ok, at times I think I am no good at all? Strongly agree, agree, disagree or strongly disagree?

Jenny:
Agree

Canis:
Ok, I feel that I have a number of good qualities? Do you strongly agree? Agree, disagree or strongly?

Jenny:
I think I strongly agree.

Canis:

Ok, I am able to do things as well, as most other people? Do you strongly agree, disagree or strongly disagree? Or agree, sorry.

Jenny:
Agree.

Canis:
Ok, we did that didn't we, just now?

Jenny:
Yeah.

Canis:
I feel I do not have much to be proud of? Strongly agree, agree, disagree or strongly disagree?

Jenny:
Strongly disagree.

Canis:
Ok. So does your use of Instagram social media impact on any of the above statements.

Jenny:
No

Canis:
Ok. So that's just from experiences from real life?

Jenny:
Yeah.

Canis:
Ok. Will you change the way you use Instagram or social media from now on?

Jenny:
I think I'll try and start like setting a timer.

Canis:
OK.

Jenny:
Of like, how long I use it. Because it was one of the times last week I spent over three hours on it.

Canis:
Yeah.

Jenny:
And I was meant to be revising and I was just procrastinating.

Canis:
Yeah

Jenny:

So I think if I don't, I don't think I'd be able to do it all the time, but if when I'm using Instagram for a long period of time.

Canis:

Yeah

Jenny:

And I realize I'll be like, ok, I've said ten minutes time. That's all the rest is when I have on it.

Canis:

Ok. Yeah.

Jenny:

Because I know I wouldn't be able to stop myself. Like erm, like automatically opening it.

Canis:

Yeah

Jenny:

But if I can just if I know I was on it for ages. If I just set myself time to get off it, that might help.

Canis:

Ok. Brilliant. And then my final question, is your use of social media or Instagram stopping you from doing anything? And what are you doing about it?

Jenny:

I don't think it's stopping me doing anything that I care about, but it's probably stopping me from studying

Canis:

Ok

Jenny:

For school and possibly getting some of the grades I want.

Canis:

Yeah. Ok. So what are you doing about it?

Jenny:

Nothing at the moment.

Canis:

Well, you've already started talking about how you're going to limit your time.

Jenny:

Yeah.

Canis:

That's, that's proactive, isn't it?

Jenny:

That's something, I could, I could like, do it so if I open Instagram, I could open one of my revision apps.

Canis:

Yes.

Jenny:

There's like apps to do that.

Canis:

Ahhh.

Jenny:

So I can make it so if I tap Instagram, I have to do like questions first

Canis:

Oh wow.

Jenny:

And then I go on it.

Canis:

Oh, well, that's very good. On that. That's a good idea.

Jenny:

Yeah.

Canis:

Ok. I'm going to stop the interview there. Thanks so much.

Laytan

Interview 1

Canis:

Thank you. Thank you Laytan, for joining me today for your interview. Erm, yesterday, you talked a little bit about how Instagram makes you. Helps you with your cooking. Can you tell me about that? Do you use it a lot for that?

Laytan:

Sometimes, if I see some food like special, umm like many different country of the, the food, then I can cook it. I can learn it. Umm, then I, I do some practice like. Yeah. Followed follow the, the one who sent the cooking video himself.

Canis:

Yeah, ok, good. Ok, thank you. Umm and do you also. You said that umm, it makes you sometimes it makes you feel quite happy using it, as well on Instagram?

Laytan:

Yeah, definitely

Canis:

Yeah, yeah.

Laytan:

Because sometimes, umm you do some happy things.

Canis:

Yeah, yeah

Laytan:

And you can share with your friend.

Canis:

Ok

Laytan:

Then your friend can give you a nice comment.

Canis:

Ok

Laytan:

That will make me very happy or funny

Canis:

Yeh brilliant. So how would you describe yourself in terms of your character? Are you a happy person? Are you a, quite a positive person. Or are you quite negative? Are you confident or quite shy? What kind of character have you got?

Laytan:
I quite shy.
Laytan:
Yeah.

Laytan:
I'm not. I, sometimes I'm positive, sometimes I make to everyone.

Canis:
Ok. Do you think that Instagram can have an effect on your character and your mood?

Laytan:
Err. Yeah, sometimes. Yeah

Canis:
Tell me more.

Laytan:
Because have some funny short, they may feel like, not movie.

Canis:
Ok

Laytan:
Yeah, just something, I can see something.

Canis:
Ok. Yeah, yeah.

Laytan:
And that made me laugh.

Canis:
Ok, ok. And what features of Instagram do you use? And how do you feel when you use them? So do you use photos with filters? Do you use reels? Which features? Do you use on Instagram?

Laytan:
Err. I will use umm. I just, story and sometimes share something, yeah.

Canis:
Stories, yeah. How do you feel when you put your stories up?

Laytan:
Just like share about what I do and yeah, like umm, in holiday or some like if happy what I do and happy and.

Canis:
And do you feel good when you do that?

Laytan:
Yeah.

Canis:
Yeah, Ok. Umm. What would be different about your life, if you didn't have Instagram.

Laytan:

Mmm. Good question. Yeah, because have many different umm, media like Facebook.

Canis:

Ok.

Laytan:

Yeah. But why I like Instagram, because Instagram have a more clear guid guidelines and I can, most famous common app for international people use.

Canis:

Ok. Ah, ok, ok.

Laytan:

Yeah, so that's why.

Canis:

And so, so you, you you like you think it would be different if you didn't have it, but do have an impact on your life if you didn't have. It it's something missing?

Laytan:

Yeah, something missing.

Canis:

Ok. Umm. Does it have an impact on your daily routines?

Laytan:

Say again?

Canis:

Ok. Does Instagram have an impact on your routine? So you know every day, does it change the way your day is because of you using Instagram?

Laytan:

Umm, not very big change sometimes I'm not use Instagram

Canis:

Ok.

Laytan:

Sometimes I use.

Canis:

Ok.

Laytan:

But I just use mostly like watching something. Knowing something

Canis:

Ok. Ok. Do you think that you are in control of how it affects your mental wellbeing?

Laytan:

Mmm, yes.

Canis:
Yeah, yeah.

Laytan:
Because, yeah, you can receive some positive things.

Canis:
Yeah.

Laytan:
You can also receive negative thing.

Canis:
Yeh.

Laytan:
It's up to different people if you want to receive some depth, then you of course will affect your mental, yeh. But if you think if you watch like, what positive things, then the mind will be positive.

Canis:
Ok, brilliant. And umm, what advice would you give to a new user of Instagram?

Laytan:
New user? Maybe you're saying efficiency?

Canis:
Ok. Yep.

Laytan:
Then, umm, know what? Know what they, they actually use. What they and, and what is the main, main point. You know what? What is the main, why you use Instagram.

Canis:
Ok, so have a purpose behind it?

Laytan:
Yeh have a main purpose.

Canis:
Yeah.

Laytan:
Yep. Clear purpose.

Canis:
Would you like to make any changes about how you use it and if so, what are they and why?

Laytan:
Any changes?

Canis:
Yeah, any changes about how you use it?

Laytan:

Umm, maybe just not very big change. I think at the moment it's quite nice.

Canis:

Ok.

Laytan:

Yeah, not have any. Yeah, I don't know, like watching.

Canis:

No changes. Ok, thank. You very much Laytan, I'm going to stop the recording.

Laytan

Interview 2

Canis:

Ok. Thank you, Laytan. Welcome to your second interview where we're going to be discussing Instagram. Umm, I'm just looking back at your journal. And when I think, when I see, when I look back at the how it's making you feel, I can see that there's a lot of kind of positive feelings that you're getting from your use of Instagram, in the time that you've been using it for the past couple of weeks. And you've been doing some socialising, some watching videos. Umm, messaging and liking some posts. Where you've put socialising, can you tell me what that looks like? What features were using on Instagram?

Laytan:

Like message.

Canis:

Ok, yeah.

Laytan:

Yeah, and sometimes talk with my friends.

Canis:

Ok. Yeah messaging via messaging.

Laytan:

Yeah, messaging.

Canis:

Ohh yeah, lovely. And you, you said that in terms of how it made you feel. I've got the same feeling, so it just made you feel quite happy. You thought you just. Want to keep using it again? Yeah, you used it for 10 minutes each time. How did you manage to stop? Like what maybe did you set yourself a time limit of 10 minutes or?

Laytan:

No, I just sometimes I, I will. Open the app then, like I'm watching something when I.

Canis:

Yeah, yeh.

Laytan:

Then if I think, oh, it's enough. Then I will stop.

Canis:

Ok. So you kind of at the end of 10 minutes thought that's enough now after.

Laytan:

I would not, some specially manage the time then yeah.

Canis:

Oh, ok.

Laytan:

If I want to stop then stop. But I think maybe 10 minutes every day I will.

Canis:

Ok. And what normally makes you stop? Is it that there's another thing that you have to do? Or is it that you need to do some work?

Laytan:

Yeah, sometimes I, I sit too much. I need to walk.

Canis:

Ah, ok.

Laytan:

So I will put down my phone.

Canis:

Yeh ok, that's good.

Laytan:

Then maybe walk around first.

Canis:

Ok, good. Umm, so, I'm just going to tell you, talk a little bit about yourself now and some questions to do with Instagram, so. I've just got. Oh. Sorry- so what do you think? If you were to explain to somebody about Instagram as a social media application, what, what would you describe it as and what do you think the purpose of it is?

Laytan:

I would say, Instagram, it's a, it's a. How do you say? Yeah, you can use many different way. Yeah, message you can watch many things.

Canis:

Yeah.

Laytan:

It's a good app.

Canis:

Ok.

Laytan:

Make you, make you positive productive everyday.

Canis:

Ok. And umm, having done your journal, has that made you more aware of anything? Has it made you think about how you use it yourself?

Laytan:

Umm, aware?

Canis:

Has it made you think, oh, I use it. I didn't know I used it like this or anything?

Laytan:

No, I just watch yeh something like, normally.

Canis:

Ok. Umm, how does if you could describe in a couple of words how your Instagram makes you, how you using Instagram makes you feel, what would you describe?

Laytan:

Umm, yeah, like funny. You have sometimes.

Canis:

Yeah.

Laytan:

That I, I don't know, I can learn some new things. You have productive.

Canis:

Yeah, yeah, productive. Ok. And which of the features do you use the most? So yesterday we talked about those features, which one do you use the most?

Laytan:

The Instagram reels, yeah.

Canis:

The reels, ok.

Laytan:

Yeah, just reels them. Sometimes I will look at that, my friend post the new post. Then like them.

Canis:

Ok, which one do you use more?

Laytan:

I think, I think reels.

Canis:

And why do you choose to use that one the most?

Laytan:

Because I can watch many things.

Canis:

Ok.

Laytan:

Yeah

Canis:

And umm, when you use it, how do you feel?

Laytan:

I, I'm what I said.

Speaker

Ok.

Laytan:

I think I meant, some new, new knowledge.

Canis:

Ok. Yeah, yeah.

Laytan:

And my friend. It's quite yeh, yeh good. It's good for me, I think it's positive.

Canis:

If you have to stop using it. If somebody said today no more reels, do you think that would be easy, to stop?

Laytan:

I will use other, other media app to replace Instagram.

Canis:

Ok. What about if somebody said you can't use that kind of feature again?

Canis:

Ahh.

Canis:

Do you think it would be difficult?

Laytan:

Umm. A little bit, yes, maybe a little bit difficult.

Canis:

Ok. Yeah. Ok and. Umm, do you think that this future has? Has an impact on the way that you feel?

Laytan:

I think, errr.

Canis:

So do you think wheels make you feel a different way or? Think a different way by using them. You said it makes it's productive, so it helps you learn new knowledge. Does it generally make you feel quite positive then?

Laytan:

Yeah.

Canis:

Yeah

Laytan:

Yeah, most of the time because depends what I want to watch. If you want to watch some very sadness things then yeah.

Canis:

Ok. When you watch it, do you watch it in is, is it all the language of English or is it different languages?

Laytan:
Sometimes English, sometimes different language.

Canis:
OK, your home language even, as well?

Laytan:
Yeh, Chinese.

Canis:
Chinese. Ok, ok. Umm. If I was to look at your profile, your Instagram profile, do you think it's a true picture of you and your life?

Laytan:
My profile picture is not.

Canis:
Or your- so your Instagram profile?

Laytan:
The profile picture?

Canis:
And the whole thing, you know, like your account. If I was to scroll through, would it be a picture of you? Like, do you think that it shows your life?

Laytan:
No, I just take a- how do you say? I just to take a photo of other beautiful things.

Canis:
Ok.

Laytan:
Not not, my, my beautiful. I think I'm not. I'm not confident to, to put my photo in the profile.

Canis:
Ah, so you put more off things and pics of places?

Laytan:
Of places

Canis:
Ok, ok, ok. And is it places you visited or mainly where you go there and you see them?

Laytan:
Yeah.

Canis:
Yeah

Laytan:
This is some new things. Yeah, maybe I will take a beautiful photo.

Canis:
Yeah, yeah. Ok, and do you think that things like online bullying on Instagram is umm, a common issue and have you ever had any experience of that?

Laytan:

I not have any experience because I realise that some, some mistakes, some is, some is scam

Canis:

Ok.

Laytan:

Yeah, I know some, some accounts try to attempt to promote something.

Canis:

Yeah.

Laytan:

Then I just block the account.

Canis:

Ok. Ok.

Laytan:

The annoying thing.

Canis:

Ok. Ok. Thank you. Are you, are you supported to use Instagram by anybody? Does anybody help you to use it in a way that helps you be positive or is it yourself that manages that?

Laytan:

Just myself there.

Canis:

Juts yourself. And did anybody ever tell you how to use it well or anything like that? Or you just..

Laytan:

Yeah, umm before I don't know, Umm, umm, Instagram have privacy account and public accounts.

Canis:

Yeah, yeah.

Canis:

And I just. I just opened the account and I don't know its public account.

Canis:

Ok. Yeah, yeah.

Laytan:

Then I, I post something. It's not privacy.

Canis:

Ok

Laytan:

That my, my student, my classmate yeah, told me.

Canis:

Ahh ok

Laytan:

You can, said privacy account is better.

Canis:

Ok. Thank you so much Laytan. I'm going to stop the recording now.

Laytan

Interview 3

Canis:

OK, Laytan thank you for joining me for your third interview. Where we're going to be talking about Instagram. And we're also going to be reflecting a little bit on social media as well, in general. Umm, we're gonna be focusing on MWB specifically in this, in this interview as well. Ok. So, umm, can you tell me what you think, MWB is?

Laytan:

MWB is. Like umm, what you're thinking about like? Being positive or negative.

Canis:

Yeah.

Laytan:

Like wellbeing is, yeah, positive.

Canis:

Yeah, ok. And how would you describe your mental wellbeing?

Laytan:

Umm. It's not very positive. Yeah, bit negative.

Canis:

Ok.

Laytan:

Bit negative, umm, sometimes will become motivation

Canis:

Ok.

Laytan:

To do something else.

Canis:

Ok. So do you do things to help it? When it feels like it's become negative. What do you do to help?

Laytan:

Like, umm, maybe use Instagram to message my friend.

Canis:

Ok.

Laytan:

Like talking.

Canis:

Yeah. Connect with the people?

Laytan:

Yeh, socializing.

Canis:

Ok. Thank you.

Laytan:

Or something funny.

Canis:

Yeh, yeh. You said you like to watch some funny videos sometimes and things like that, don't you?

Laytan:

Mmhmm

Canis:

Yeah. And you also watch cooking videos, don't you?

Laytan:

Yeh.

Canis:

So that's good. Has anything had an impact on your mental wellbeing? So has anything challenged or changed your mental wellbeing?

Laytan:

Umm, maybe study. Yeah, because.

Canis:

Ok.

Laytan:

Language for math question.

Canis:

Yeah, yeah, yeah.

Laytan:

But yeah, I still try to improve. Yeah, I want to progress.

Canis:

Yeah. Ok. Erm, do you feel like your mental wellbeing has been impacted on since Covid and what has changed since Covid?

Laytan:

Oh, erm. Covid will make me erm, how to say? How to, its limit my activity Covid-19

Canis:

Ok

Laytan:

Yeah, because you should sometimes you should wear a mask outside.

Canis:

Ok. Yes. Yeah.

Laytan:

That make you feel a bit hot.

Canis:

Yeah, yeah.

Laytan:

Yeah, it's not very. Very huge effect.

Canis:

Ok

Laytan:

But yeah a little bit.

Canis:

Ok. What do what support do you receive for your positive mental wellbeing?

Laytan:

Mmhmm. Do something what I want. What I like to do.

Canis:

Ok.

Laytan:

What I enjoy.

Canis:

Ok. So do you mainly manage it yourself? Or are there other people that help you as well?

Laytan:

I will manage myself there.

Canis:

Ok, ok. And does Instagram or social media support you with your mental wellbeing? You've kind of already talked to me a little bit about it, but can you tell me a little bit more?

Laytan:

Umm yeah, I think so. Yeah, Instagram. You watch something. Yeah, like socialising, what I mentioned before.

Canis:

Ok, tell me more about what your parents, guardians, and carers and the school's views are on Instagram and social media? What do they, what their views are and the, on Instagram and stuff?

Laytan:

It's ok.

Canis:

Ok.

Laytan:
They not control of me. It's ok if you want.

Canis:
Ok.

Laytan:
Then you can use, if you don't want to stop that, stop

Canis:
Ok.

Laytan:
Free them, very freely.

Canis:
Ok. Ah, do you agree with that?

Laytan:
Yeah, I, I, I control myself.

Canis:
You're happy with that, ok?

Laytan:
Then they know. And yeah, they very trust me.

Canis:
How do you know what's good level to control and not control?

Laytan:
Umm, not use. When you maybe finish your homework, then you can use not use, not abuse it, right?

Canis:
Ok.

Laytan:
Yeah, not use at the night, midnight, just socialising, not sleeping.

Canis:
Yeah. Yes.

Laytan:
Then tomorrow will be very tired and then.

Canis:
Yeah, yeah. And what about the school's views?

Laytan:
School?

Canis:
School's views on Instagram- what does the school think about Instagram and social media?

Laytan:
I think positive.

Canis:
Oh ok.

Laytan:
Because schools use also Instagram to post share, any what the skills specialised.

Canis:
Ok. Yeah, Ok. Thank you. Umm, so now we've got a few statements that I want you to have a look at with me and I want you to tell me whether you think you strongly agree, agree, disagree or strongly disagree. They're about you. Ok? On the whole I am satisfied with myself. Do you strongly agree? Agree, disagree or strongly disagree?

Laytan:
Agree.

Canis:
Ok, at times I think I'm no good at all. Do you strongly agree, agree, disagree or strongly disagree?

Laytan:
Ummm, agree yeh.

Canis:
Ok, I feel that I have a number of good qualities. Do you strongly agree? Disagree or strongly disagree?

Laytan:
Mmm, disagree.

Canis:
Ok. I'm able to do things as well as most other people. Do you strongly agree, agree, disagree or strongly disagree?

Laytan:
Uhhmm. Strongly agree.

Canis:
Ok. And then the final one. I feel I do not have much to be proud of. Strongly agree, agree, disagree or strongly disagree?

Laytan:
Umm, agree.

Canis:
Ok, so with those statements that you've just talked about there, does your use of Instagram or social media have an impact on any of those?

Laytan:
Yeah.

Canis:
Ok, tell me which one.

Laytan:
Yeah, I will feel proud yes. If you feel proud, sometimes you will share something when your proud that.

Canis:
Ok. So that helps you to share it, Ok.

Laytan:
Yes, share it.

Canis:
Ok. And then will you change the way you use Instagram or social media from now on?

Laytan:
No.

Canis:
Ok, you're going to keep doing what you do. Is your use of social media or Instagram stopping you from doing anything?

Laytan:
No.

Canis:
No, because you're managing it, ok, brilliant. Laytan, that's the end of the. Interview I'm going to stop it there.

Michelle

Interview 1

Canis:

Michelle, thank you very much for errr joining me today for an interview about Instagram and the impact that it has on MWB. Umm, I, I know that yesterday we didn't. You didn't get to join in with the focus group because of it clashing with lunchtime, but that's ok. I've got a couple of questions to ask you about your questionnaire and then I'm going to get straight into our interview questions, ok?

Michelle:

Ok.

Canis:

Oh, the first one is that you said that you used, you've had it for about two years, but you didn't used to use Instagram. But you do now.

Michelle:

Yeah.

Canis:

So what? What changed where you started to use it.

Michelle:

Well, like, I never really used to use it because I just thought it was pointless and I never really used to go on it. But now everyone started using it.

Canis:

Ok.

Michelle:

So it just influences you to use it as well.

Canis:

Ok.

Michelle:

So because now other people are using it, then I start using it as well. So I can like stay in contact with people and stuff.

Canis:

Yeah, and are you glad you've done that?

Michelle:

I mean sort of, but I mean it's not really useful. It's a bit of a waste of time, but still.

Canis:

Ok. So tell me about your character and your personality. How would you describe yourself?

Michelle:

Err, that's a very ok.

Canis:
Put you off guard.

Michelle:
It's a tricky question.

Canis:
So, for example, you might be an introvert, an extrovert. You might be quite a positive person or might consider yourself quite a pessimistic person. How would you describe yourself?

Michelle:
That an introvert, I think to myself.

Canis:
Ok. And umm, how about in terms of like mindset, would you say quite positive?

Michelle:
Depends on the situation.

Canis:
Ok.

Michelle:
I mean. Yeah, I'm quite a positive person when it comes to things like I, like think of the good sides of things, brilliantly.

Canis:
So, in terms of your using Instagram, do you think that affects those traits in your character?

Michelle:
Sometimes, yeah, because a lot of people, like I know my friend knows people that will like send you mean messages on there.

Canis:
Ok.

Michelle:
Under accounts. And then you can just do that, and people can just see it. So, like, obviously that would affect your personality.

Canis:
Yeh.

Michelle:
But like, other than that, other things, not really 'cause. It's just you having fun so.

Canis:
Yeah. Yeah. Ok. What features of Instagram do you use and how do you feel when you use them?

Michelle:
Erm, I mean, I'm not the sole person to use filters.

Canis:
Ok.

Michelle:

Like some people say that they don't like Instagram because it gets them hooked on filters.

Canis:

Yeh

Michelle:

And they don't like to look at themselves without filters.

Canis:

Yeah.

Michelle:

Not as, I just. I don't post pictures of myself- I just post like scenic pictures.

Canis:

Ok.

Michelle:

And that's what me and all my friends do. So yeah, that's all we do.

Canis:

Ok, so. How do you feel when you post those pictures?

Michelle:

Err, I just like sharing them 'cause I know they're nice.

Canis:

Yeah.

Michelle:

And my friends see it and they like it. And then it's just like, I don't know, that's just this is what we do.

Canis:

Ok, nice. Ok and did you say you use it for scrolling as well through feeds of other people and things like that?

Michelle:

Yeah.

Canis:

How do you feel when you're doing that generally?

Michelle:

I mean, it's just good to see. I don't know like celebrities and stuff when you just see their lives.

Canis:

Yeah.

Michelle:

I mean sometimes like you think of their life looks great.

Canis:
Yeah.

Michelle:
And then you might think like, oh, I need to find something to post now. So it looks like I'm doing something interesting with my life. But at the same time, it's just, you just feel, I don't know, something to do when you're bored. Yeah, it's not like something I would that I need to do this today. It's just I have three times, so I might as well do it.

Canis:
Ok. Yeah. Ok.

Michelle:
That's all.

Canis:
Ok and umm. And what would be different about your life if you didn't have Instagram?

Michelle:
Umm. And I think I'd probably have a lot more time. I'd probably spend my time better.

Canis:
Ok.

Michelle:
Revising.

Canis:
Yeah.

Michelle:
Rather than- oh, yeah, let me just check Instagram and see if anyone's posted.

Canis:
Ok.

Michelle:
I'd probably be using my time more wisely.

Canis:
Yeah.

Michelle:
But other than that, I don't think it would really impact my life that much, if I deleted the app.

Canis:
Ok. And erm, does it have an impact on your daily routines?

Michelle:
I mean. Not really.

Canis:
No?

Michelle:

I don't use it that often for it to be like that impactful.

Canis:

Ok. And do you think you're in control of your use of Instagram and how it impacts on your mental well?

Michelle:

I mean sometimes like I feel like I do use it too much and I probably do need like a restriction.

Canis:

Ok

Michelle:

That's with many other apps though.

Canis:

Ok.

Michelle:

Like not just Instagram.

Canis:

Ok. Which other ones do you use?

Michelle:

Like TikTok.

Canis:

Ok

Michelle:

Especially TikTok.

Michelle:

Like, I'll get home.

Canis:

Yeah.

Michelle:

And I know that I have homework, but I'll decide to watch TikTok instead and then it will be like 11:00pm.

Canis:

Oh

Michelle:

So then I decide to start my homework.

Canis:

Yeah.

Michelle:

And then end up going to bed like one in the morning.

Canis:
Oh

Michelle:
And then I wake up at 6:00. So, like, sometimes social media in general, not so much Instagram.

Canis:
Yeah

Michelle:
Social media does affect it.

Yeah.

Michelle:
Cause you just spend half your time on there for no reason.

Canis:
Yeah. Do you think feel aware of it when you're doing it or does it kind of pass quite quickly the time?

Michelle:
Like I opened TikTok and I closed TikTok and it's been two hours!

Canis:
Yeah. But it doesn't feel like it?

Michelle:
No, it feels like it's just been like ten minutes of me sitting on my phone.

Canis:
It's quite dangerous, isn't it then?

Michelle:
It really is.

Canis:
Yeah, So, what advice would you give to a new user of Instagram?

Michelle:
Not to get addicted, like monitor your time. And if you're a young person like you can set time limits on this to make sure you don't.

Canis:
Yeah.

Michelle:
Go over it. And if you need to, like, do something, do that first.

Canis:
Yeah.

Michelle:

And then spend your free time after.

Canis:
Ok.

Michelle:
Doing stuff like social media. Because yeah, don't leave stuff till after.

Canis:
Yeah, it's very bad. Ok. Thank you. And then, what would you like to? This probably links quite well to what you've just been talking about. Would you like to make any changes about how you use Instagram? If so, what are they and why?

Michelle:
Well, yeah, probably use it less. I will probably set myself a time limit.

Canis:
Mmmhmm.

Michelle:
But then if I knew the password, I would enter the password to get rid of the time limit.

Canis:
laughs

Michelle:
But I've done that before.

Canis:
Yeah.

Michelle:
So probably ask my mum to set like a time limit, that would help.

Canis:
Ok.

Michelle:
Cus then I would be able to, like, do my homework in a single time.

Canis:
Yeah

Michelle:
And then do something like social media after.

Canis:
Ok, thank you so much. That was really, really useful. I'm gonna stop the recording.

Michelle

Interview 2

Canis:

Well, thank you for joining me for your second interview where we're going to be talking about Instagram. The first thing I wanted to ask you about is, you've completed your journal. So, thank you for doing that. Erm, by doing that, did that make you become more aware of anything or make you reflect on anything?

Michelle:

Well, it's actually the other way around to what I thought it would be, because I thought. I don't know if you noticed, but I was right in like half an hour and then crossed it out because then I realised it actually told me that I spent about. 4-5 minutes since there.

Canis:

Ahhh.

Michelle:

So, it's actually the opposite of what I thought it would be. I was spending less time than I thought.

Canis:

Ok, so why do you think you were thinking it was 30 minutes, did it feel like longer or?

Michelle:

I think it's because I was still bored.

Canis:

Ok.

Michelle:

While I was doing it.

Canis:

Yeah.

Michelle:

So it didn't really help. I mean it sort of did. But.

Canis:

Yeah.

Michelle:

I think the times just going slow.

Canis

Ok.

Michelle:

So it just felt like I was on it for ages 'cause I was getting bored of looking at it.

Canis:

Ok. And is that why you were using it, you were, like whenever you go on to Instagram, is it was it to help you with boredom?

Michelle:

Well, sometimes no, because I'll have tasks that I need to be getting on with.

Canis:

Yeah.

Michelle:

But then I'll just open Instagram for like no reason, and then I'll be like, oh, yeah, I have to revise and then I'll close Instagram. And then like, 5 seconds. I'll be like, I'll just check if I've got any notifications and open it again.

Canis:

Ok.

Michelle:

And I'm just constantly checking if I've got notifications.

Canis:

Yeh, ok. So, you kind of just naturally keep going back to it.

Michelle:

Yeah.

Canis:

Even though there is other things to do, but you sometimes might be using it as a bit of a replacement for.

Michelle:

Yeah.

Canis:

Things that you need to do potentially? Ok. Erm, so if you were to tell somebody who had no clue what Instagram was, what it is. How would you introduce it to them?

Michelle:

I would just say that it's an app where you can post about your life and keep up to date with what people are doing as well, and you can also message your friends. And I mean it's just a fun app really.

Canis:

Yeah, yeah.

Michelle:

But I wouldn't say it was like the most used one nowadays.

Canis:

Yeah, yeh.

Michelle:

Like, people use it less compared to like TikTok, but like TikTok's very big issue.

Canis:
Yeah. Yes.

Michelle:
Next time we do TikTok one.

Canis:
Ok, I'll have to come back to do TikTok then as well. So erm, so you don't think Instagram is something that is a worry or anything like that? It's more just, it's and it's less prominent now? Is that what you're saying?

Michelle:
Yeah, I'd say if this is about TikTok or like Snapchat, the, the things would be very different.

Canis:
Ok.

Michelle:
Different it would.

Canis:
Ok.

Michelle:
Be like 4 hours a day and then I feel like apps like that impacting more negatively than Instagram.

Canis:
Yeah, yeah.

Michelle:
It's like on TikTok when you open it up and this is going to sound really cringy, but if you see someone that's like really pretty.

Canis:
Yeah

Michelle:
And you compare yourself to them and then you're like, oh, that's a bit sad.

Canis:
Yeah

Michelle:
And then you're just, like, never mind and you just scroll past but like you've always got this thing in your mind. Like, why am I not like them?. Do you know what I mean?

Canis:
Yeah, yeah.

Michelle:
Or if you're seeing them doing something really cool.

Canis:
Yeah.

Michelle:
And then you're like, oh, and I'm just sitting at home for like, I need to be doing some more stuff from my life.

Canis:
Yes, yes.

Michelle:
But that's more like TikTok, not Instagram.

Canis:
Ok. And why is that is that? Is it more instant on TikTok, or is it just that it's become more popular as a thing to use?

Michelle:
Well, I mean on TikTok its just 15 seconds videos so you just scroll.

Canis:
Ok. Yeah.

Michelle:
Past and by the time you've finished, it's been like actually really long.

Canis:
Ok.

Michelle:
My screen time on TikTok. It's where it was like six hours a day.

Canis:
Wow. Is that still the case?

Michelle:
Yeah.

Canis:
My goodness.

Michelle:
It's really bad.

Canis:
Yeah, yeah.

Michelle:
My mum always says you're gonna just fail at life. If you're always on TikTok.

Canis:
Yeah.

Michelle:
Which is true, but it's addicting.

Canis:

Ok, ok. So it's very honest. So thank you for sharing that with me and I think. That's a good reflection even if it's not Instagram so much, but you're reflecting on your kind of social media use, which is also good. Erm, so what, what impact does Instagram have on you?

Michelle:

Well, I think yeah, it's just something that kills time.

Canis:

Yeah.

Michelle:

But yeah, sometimes you can get carried away.

Canis:

Yeah.

Michelle:

And be using it instead of doing things you actually need to do.

Canis:

Yeah.

Canis:

But other than that, it doesn't really have much of an impact.

Canis:

Ok, so you know how you say, like, you look at certain people sometimes. Does that happen with Instagram as well? Sometimes, where you'll see somebody and they'll pop up and you think ooh, just click on them.

Michelle:

I mean, yeah, sometimes like you find yourself looking at someone's profile and looking through all their pictures.

Canis:

Yeah.

Michelle:

And then you're like oh. Like, I feel like I need to be posting pictures like.

Canis:

Ok, yeh.

Michelle:

So, then you end up posting pictures like them

Canis:

Yeah.

Michelle:

Because you want your account to look like their account.

Canis:
Yes.

Michelle:
And then you're basically copying them.

Canis:
Yeah.

Michelle:
Just so your account looks like theirs.

Canis:
It's honest-thank you for that feedback. Erm, what's the main feature that you use? And I think it's just scrolling then?

Michelle:
Scrolling and posting, but I only post on account that's got like, about 10 followers.

Canis:
Ok.

Michelle:
And it's just my close friends.

Canis:
Ok.

Michelle:
So,,like, I have a main account but I don't post on there.

Canis:
Ok, so the general time that you're spending on it is scrolling through, err, feeds and stories and reels, is it all three or is it all reels?

Michelle:
Not that one. Not reels, so I don't use that one ever.

Canis:
Ok.

Michelle:
I just use. I just see my friends' stories and friends' pictures.

Canis:
Ok, ok. And erm, if, why do you, why do you choose to use that one? Is, what's the perk? When you're about to use it? What are you thinking?

Michelle:
Well, I don't know. I just open it up and then I'm like. Oh, let's see what my friends have done today.

Canis:

Yeah.

Michelle:

And I'll only click on the interesting ones. If I see like, this person that always posts, I'm not gonna click on their story.

Canis:

Ok.

Michelle:

I'll click on someone who goes out and has fun.

Canis:

Yeah.

Michelle:

So like, let's see what they're doing today.

Canis:

Yeah.

Michelle:

But if it's just someone that like, posts everything. I don't view their story.

Canis:

Ok.

Michelle:

Because I just can't be bothered.

Canis:

Ok. Do you predict? You already know, kind of what might be coming in those pictures? Is that next lesson?

Michelle:

Yeah.

Canis:

It will. We'll persevere. It might get a little bit loud, but we'll try. We'll try to keep going. I'll put it a bit closer to you 'cause I've got bit, quite a loud voice. Ok, erm, if, if somebody said to you from today onwards, you need to just stop using that feature of scrolling, you can't use it anymore, can't scroll to your friends. Would you be able to do that?

Michelle:

I don't think I would struggle without it. But I think. I would feel a clear difference.

Canis:

Ok.

Michelle:

If someone told me I wasn't allowed to do it, not knowing that I can.

Canis:

Yeah.

Michelle:
It would make it worse.

Canis:
Ok. Ok. And if I was to say to you, erm, that if I was to ask you what that feature has done to you in terms of how you think and feel. Has it had an impact on you?

Michelle:
I mean, just what I said before really.

Canis:
Yeah.

Michelle:
Like comparing yourself? Other than that, it's just. Something to do?

Canis:
Ok. Erm, if I was to ask you then about your profile, so I know you said you've got a private, personal one. And you've got one that's not as personal. Do you think that's a true depiction of your life? Your actual profile?

Michelle:
Probably.

Canis:
Because you've kind of, you've already talked a little bit about how sometimes you get the pressure, to put those pictures up that are linked to other things.

Michelle:
It's getting a bit loud

Canis:
It is getting a bit loud Keep going and then I'll, yeah.

Michelle:
Yeah, I feel like sometimes it's not the reality. Like when you like, filter some things. Like, say I take a picture and I have massive spot just remove it in the photo.

Canis:
Ok.

Michelle:
And then I post it

Canis:
Ok.

Michelle:
I don't want people to see.

Canis:
Yeah, yeah.

Michelle:
And then, I may look different in real life to how I look on the filters.

Canis:

Ok, so you do use. You do use filters sometimes? for that as well though?

Michelle:

Yeah, but it's not Instagram filters.

Canis:

Ok.

Michelle:

I'll go on an app.

Canis:

Ah, right. Ok.

Michelle:

And then you post on Instagram.

Canis:

Ok, so do you feel that you have to do that before you post pictures? Or is it just sometimes that you do that?

Michelle:

I mean, I just sort of feel like I have to do it.

Canis:

Ok.

Michelle:

Because, otherwise. I'll just.

Canis:

Ok.

Michelle:

I'll look bad. Sounds really bad.

Canis:

No, it doesn't. It doesn't. It's honest. It's honest. Ok, I've got two more questions. Do you think that things like cyber or kind of like cyber bullying? Or being negative towards others. Do you think that's a common issue via Instagram and have you experienced anything like that?

Michelle:

I mean, I've experienced being like added to group chats where people say things to you. And then, because of Instagram, you'll see it anyway. You don't have to respond. But you'll always see. So that affects you but.

Canis:

Yeah.

Michelle:

Other than that, I don't think. It's a massive issue and that, such as things like other apps.

Canis:
Ok.

Michelle:
But people do. I know this my friend, someone posted a picture of her. Loads of pictures of her crying and we were, like, making fun of her and stuff on Instagram.

Canis:
Yeah.

Michelle:
And people, they say things. And they say that someone else said it, like they impersonate people. So, that also. Like yeah, that's nice.

Canis:
So, there's some connections there sometimes in between social media apps as well.

Michelle:
Yeah.

Canis:
Ok umm, last one now, last question. Are you supported to use Instagram in a way that supports you positively with your mental health? And when you first started using it, were you supported in that way?

Michelle:
I don't understand.

Canis:
So, when you first started using Instagram, did anyone say 'right, this is how you need to use this, in order to keep you, like your mental health positive'. And, and have you had any support as you've been using it?

Michelle:
No, not really. I just downloaded the app, I, I didn't really know what it was.

Canis:
Yeah.

Michelle:
And then my friends were using it. And then they were just like, oh yeah, post your story like this, and I mean I'm a sort of like a techy person.

Canis:
Yeah.

Michelle:
Like I can just figure out how to do it. So I just like understood. No one really explained.

Canis:
Yeah, yeah.

Michelle:
It to me.

Canis:

Ok. And does anyone monitor it now? Whilst using it now? Or do you, just do it yourself?

Michelle:

I just do it myself. My mum doesn't really care about how much time I spend on my phone.

Canis:

Ok.

Michelle:

She says that if it impacts me. It's my fault. So.

Canis:

Yeah. Ok.

Michelle:

Yeah.

Canis:

So it's, the ownership on you.

Michelle:

Yeah.

Canis:

Yeah. Thank you so much Michelle. I'm gonna stop the recording.

Michelle

Interview 3

Canis:

Thank you for joining me for the final interview. Erm, of this research project. Now we're going to look today at Instagram, but also social media. So, we're not just gonna talk about Instagram. Eem, It will. You can touch on social media as well. And we're gonna think about MWB. In our last focus group, we talked a little bit about MWB, so some of these questions will be slightly repeated. But they'll give you the opportunity to talk about it from your perspective. Erm, rather than in that group setting where we were all kind of speaking together. So, the first question. Can you tell me what you think MWB is? And can you just, how would you describe your MWB?

Michelle:

I think MWB is how. It's like, how you are as a person and how you go, like how you I don't know. I don't how to put into words. It was. How you feel about certain things?

Canis:

Ok

Michelle:

And how you act towards things. And how, like, your take on things 'cause like, if you have like a negative MWB, you might look at things in a bad way.

Canis:

Yeah.

Michelle:

We might look at things in like a positive mindset.

Canis:

Ok.

Michelle:

If you have a more positive.

Canis:

Yeh.

Michelle:

MWB.

Canis:

Ok. So how would you describe your own, MWB.

Michelle:

Err, I don't know, but what do you mean?

Canis:

Do you think you're in a place of positivity?

Michelle:

Like mental health?

Canis:
Yeah

Michelle:
Depends. I mean this is a bit deep

Canis:
laughs

Michelle:
If you're like. If you're like with people.

Canis:
Yeah.

Michelle:
Then you're fine.

Canis:
Yeah, ok.

Michelle:
But sometimes when you're alone.

Canis:
Yeah.

Michelle:
You just get like, loads of thoughts. Does that make sense?

Canis:
Then, when you are alone and those, those come through. What? How do you manage it?

Michelle:
You just do nothing.

Canis:
Ok.

Michelle:
Actually, sometimes you just go on social media.

Canis:
Ok.

Michelle:
And like, it distracts you.

Canis:
Yeah.

Michelle:
But not necessarily, because sometimes it actually, impacts it more negatively because you have sad videos come up.

Canis:
Yeah.

Michelle:
Yeah, you get more sad.

Canis:
Oh ok.

Michelle:
Because you see a sad video. So sometimes it impacts it more negatively.

Canis:
Ok, ok.

Michelle:
It depends your mood.

Canis:
Yeh. Has anything, had specific, had an impact on your MWB?

Michelle:
I'd say yeah.

Canis:
Yeah, yeah.

Michelle:
Am I supposed to say what it was?

Canis:
You don't have to talk about it, if you don't want to.

Michelle:
I'm just like, issues with like, I don't know people.

Canis:
Ok.

Michelle:
Like say, I yeah.

Canis:
Ok. Yeah, that's fine. Erm, do you feel like your MWB was impacted by Covid, and if so, what? In what way?

Michelle:
Yeah

Canis:
What change?

Michelle:
Ok, because you were just always a good family and you don't have any, like, speak. You don't can't speak to anyone else.

Canis:
Yeah.

Michelle:
And. You, you just feel like sometimes you feel like you're trapped because.

Canis:
Yeah.

Michelle:
They have anywhere to go, yeah. You just always in your room in your house. And then, yeah, if your parents, guardians, and carers aren't like the most sociable people with you, they don't talk to you lots. You like. You have no one.

Canis:
Yeah.

Michelle:
I don't have the siblings too.

Canis:
Yeah, you were saying yesterday.

Michelle:
So you it's just you. You know what? I mean we got a dog used.

Canis:
Yeah.

Michelle:
We used to walk him.

Canis:
Yeah, you.

Michelle:
Still have to walk him in lock down but other than that you don't go out to get any exercise or to anywhere.

Canis:
And I guess there's only so many times you can walk the dog isn't there?

Michelle:
Yeah.

Canis:
Yeah. Ok. Thank you. So, what support do you receive for positive MWB?

Michelle:
None.

Canis:
Ok.

Michelle:

Like, not really. I mean, sometimes we'll have like talks in school. Well, they'll be like you can always reach out to us about this, like, blah blah blah.

Canis:

Yeah.

Michelle:

But I don't think anyone actually does reach out to the school.

Canis:

Why do you think they don't?

Michelle:

Because if you tell someone like what you're struggling with, I mean, and they might judge you, but they probably won't. But they probably won't have a solution.

Canis:

Yeah.

Michelle:

They'll just listen. And then, they, they might not have a solution for it. And then it's just bit embarrassing that you just told people what you're struggling with.

Canis:

Ok.

Michelle:

But it might just be my opinion.

Canis:

Yeah, well, that's what we're here for to hear yours.

Michelle:

True.

Canis:

So then if, if you don't have much support, what do you do then to, to, help yourself? Do you do something? Do you actively do something yourself, to help yourself out with your positive MWB? No. Ok.

Michelle:

No, just kind of.

Canis:

Go with.

Michelle:

I would say I don't do anything positively about it.

Canis:

Ok.

Michelle:

Like, Ill just be, like, like be stropopy. Like just be by myself.

Canis:

Yeah.

Michelle:

Not wanna speak to people, like have bad attitude towards people.

Canis:

Ok.

Michelle:

And then people will get mean at me because they think, that I'm being mean to them.

Canis:

Ok.

Michelle:

But like sometimes you know. I mean you just can't, like be happy to people because you're not happy there.

Canis:

Yeah, of course.

Michelle:

Yeah.

Canis:

So, do you think it's something you want to kind of move forward with? In terms of how you don't do anything yet to help yourself?

Michelle:

I don't know what I would do.

Canis:

Ok.

Michelle:

Like, I, I know there's options. 'Cause you can just speak to people but I don't, I don't.

Canis:

Ok.

Michelle:

I, I don't like speaking to people about problems.

Canis:

Ok. Yeah

Michelle:

I don't know why.

Canis:
Yeah.

Michelle:
I just I feel like if I would start to say something then I would feel like I would be attention seeking. Like I feel like, I can't carry on.

Canis:
Yeah.

Michelle:
So I, I just don't speak to people, and there's nothing really else.

Canis:
Ok, do do certain activities help you because somebody talked a little bit about kind of, how they have hobbies? And they help sometimes.

Michelle:
Kind of sometimes, What like sport?

Canis:
Yeah, or something of that nature.

Michelle:
But I used to do athletics and sometimes that would help because of, when you're running. 'Cause that would just be my thing. But erm.

Canis:
Yeah.

Michelle:
It's like all your problems just leave because you're focusing on the running. Yeah, well, I don't do it anymore.

Canis:
Oh ok
.

Michelle:
'Cause, it got expensive, so we don't do it anymore.

Canis:
Oh, ok

Michelle:
I mean, I could still go for runs.

Canis:
Yeah

Michelle:
Like around, but then I'm just like, if someone sees me that's going to be so embarrassing.

Canis:
Laughs

Michelle:

But like, yeah, I don't really do anything I used to. I used to do loads of clubs, but like, going back to the question about Covid, Covid stopped half of the clubs because they brought up the prices. And, and also then you couldn't go because.

Canis:

Yes

Michelle:

And were cancelled and stuff like that. So after that I don't do anything. Now school is the only thing I do.

Canis:

Ok. So.

Michelle:

It's mandatory.

Canis:

Yeah. So, I guess it's probably a good reflection that you've just had there and maybe something that you might want to.

Michelle:

Yeah, but I'm not very confident.

Canis:

Kind of.

Michelle:

If I sign up for a club, it will be very scary.

Canis:

Yeah.

Michelle:

If I if I don't know anyone there.

Canis:

Yeah. Ok.

Michelle:

I will not be able to do it.

Canis:

Think you can maybe ask some friends to join you. Maybe ask some friends to join you?

Michelle:

Maybe, but we don't really have the same sort of hobby as me and my friends.

Canis:

Yeah.

Michelle:

We're all very different.

Canis:

Ok, running is a good one I like running and especially when you got music in your ears and you kind of. Just go then, don't you?

Michelle:

Yeah, you disassociate from everything.

Canis:

Yeah.

Michelle:

And you're just running. Yeah, I do like that.

Canis:

That sounds like a potential option for you, even if it's something that you feel a bit paranoid about. You have to think about some options for it. Erm, so do you think erm, social media or Instagram supports you with your MWB?

Michelle:

No, and sometimes it just makes it worse. Like I said before, if you, if you're like in a sad mood and you go on Instagram.

Canis:

Yeah.

Michelle:

There's like a sad quote.

Canis:

Yeah.

Michelle:

You're like. 'Oh' and then for some reason I don't know what it is, but you have to look at more then.

Canis:

Ok.

Michelle:

You're like, I need to look at more so.

Canis:

Yeah.

Michelle:

And then it will be on TikTok. And a sad video will come up. That's relatable.

Canis:

Yeah.

Michelle:

And then you'll, you might even end up typing sad videos and then you just watch them and watch them and watch them.

Canis:
Yeah.

Michelle:
Even though it's not helping. But it just feels like it is.

Canis:
Oh wow, ok yeah.

Michelle:
But other than that, it doesn't help in a positive way to think.

Canis:
No. Ok, thank you. Tell me about your parents, guardians, and carers and the school's views on Instagram and social media and whether you agree with them?

Michelle:
Wait, could you say that again?

Canis:
Yeah, so tell me. Tell me more about your parents' views and the school views on Instagram, and social media and, and whether you agree with those view.

Michelle:
Well, the school. I think that. They think sometimes social media is used to like in a bad way.

Canis:
Ok.

Michelle:
Like bullying and stuff, which is where we have videos and talks and like cyber bullying, which I agree that it can happen, but sometimes I think that schools don't realise that it's not as easy to jus stop. Because they say, like, if you think, if you're bullying, think about it first. Is it nice if you're bullying someone? You're not gonna think first. Like, is it nice?

Canis:
Yeah

Michelle:
Because that's just you as a person. If you're going to do that and think schools, sometimes they undermine the problems and don't realise how badly it actually affects people.

Canis:
Ok.

Michelle:
And my parents don't really care. I don't know. I don't know what I would say about that.

Canis:
Ok. So have you asked them on their thoughts on it all? Have they.

Michelle:
On social media?

Canis:
Yeah.

Michelle:
No.

Canis:
Ok. Ok. Thank you. Erm, so we've got a couple of statements now and I want you to decide whether you strongly agree, disagree. Sorry, strongly agree, agree, disagree or strongly disagree. OK? So, you've got four options. Strongly agree, agree, disagree, or strongly disagree. So, the first one is on the whole I am satisfied with myself?

Michelle:
Can you elaborate on it?

Canis:
What each time you choose which one?

Michelle:
No, like what? What does it mean by I am satisfied by myself as a person, as well.

Canis:
Are you happy with yourself as a person?

Michelle:
What like, looks wise?

Canis:
Mmm. That's a good question. I haven't had anybody ask me to elaborate on that. So it could be. Either, could be looks could be personality, it could be a combination of both.

Michelle:
So, I strongly disagree.

Canis:
Ok.

Michelle:
That sounds really.

Canis:
No it doesn't sound anything, that's honest. Do you want to elaborate?

Michelle:
I don't know. I just sometimes, you know, like looks wise. I would say strongly disagree.

Canis:
Ok

Michelle:
And personality sometimes yeah, strongly disagree.

Canis:
Ok.

Michelle:
I don't really like myself. I think, it's not many positives about me, that sounds really attention seeking.

Canis:
It doesn't at all.

Michelle:
Yeah, it does.

Canis:
It does not at all. We'll carry on and then we'll, we'll summarise in a little bit. So at times I think I'm no good?

Michelle:
At all, I agree, not strongly agree.

Canis:
Ok, ok. I feel that I have a number of good qualities?

Michelle:
Disagree.

Canis:
Ok, I'm able to do things as well as most other people?

Michelle:
Agree.

Canis:
Ok, good. I feel I do not, I do not have much to be proud of?

Michelle:
Agree.

Canis:
Ok. Do you think your use of Instagram and social media impacts on those answers that you've just given?

Michelle:
Mmm, yeah.

Canis:
Ok.

Michelle:
Like the first one, am I satisfied with myself? He might feel like, oh, yeah, I'll, I like I look fine today. And then he sat on TikTok and this person and look in the mirror and suddenly you look really ugly.

Canis:
Ahh.

Michelle:

And then and then you're like, oh God, I'm not gonna go out anymore.

Canis:

Yeah.

Michelle:

I'm just going to stay inside.

Canis:

Yes. Yeah.

Michelle:

'Cause I look really bad.

Canis:

Yeah.

Michelle:

So yeah, social media like, you feel like you have to look like certain people that come up on your TikTok and stuff like that.

Canis:

Ok. Any others?

Michelle:

Erm, not necessarily. It's just, it's just, yeah, me as a person, it's it's not really social media. It just is me, you know. Do you know what I mean, it doesn't impact it. Sorry, I'm not very.

Canis:

No, you're doing really well. You're giving me lots of clarity and lots of honesty. So, thank you. Ok, that's brilliant. So let's go to the last. We've got two more questions. So will you change the way you use social media or Instagram from now on?

Michelle:

Umm, I mean maybe. Like, I do like reading.

Canis:

Mmhmm.

Michelle:

And sometimes it's like I'm upset I read. 'Cause like you, you like leave your life

Canis:

Yeah.

Michelle:

And focus on some characters life. So maybe I could like, do that more instead of, just going on social media.

Canis:

Yeah.

Michelle:
And just watching the same sorts of videos.

Canis:
Yeah.

Michelle:
And getting focused on that, I felt like that would impact me better.

Canis:
That sounds like a really good idea. I like reading as well. I just don't do enough of it.

Canis:
Yeah, same sometimes you don't have time as well.

Canis:
No, you don't. I've got a pile of books next to my bed, and there's about 3 that I really want to read, in the Christmas holidays. But let's see. That's ambitious. *Laughs*
Ok, so my final question is your use of social media, erm, and Instagram is stopping you from doing anything and what are you doing about it, if it is?

Michelle:
I mean sometimes it is yeah. Because I think I've said this many, many times in these interviews. But yeah, like homework. I genuinely do just sit there. And I know I've got homework, it will be right in front of me.

Canis:
Mmhmm.

Michelle:
And then I'll look at the time and it will be like 11:30pm and I know I've got the homework, but I still like I'm still on my phone.

Canis:
Yeah.

Michelle:
And I just. I can't bring myself to do it and I just have no energy. to do it. I just carry on scrolling through. But like I'm not the sort of person that wants the entry bar for school.

Canis:
Yeah.

Michelle:
So then I end up doing my homework at like one in the morning. And then, and then I sometimes don't understand it because obviously you're tired as well.

Canis:
Yeah, yeah.

Michelle:
So then you just want to go to bed. And then, I don't know, you end up sleeping at, like, 3:00am.

Canis:
Yeah.

Michelle:
And then waking up at six and then also then you don't have enough energy for like actually in school.

Canis:
Yeah.

Michelle:
Because you was staying up all night doing homework. So yeah. It's, it's very bad. Like I should just do it.

Canis:
It snowballs, doesn't it? It all kind of links together to the.

Michelle:
Then it leads to everything being bad.

Canis:
Mmhmm,.

Michelle:
But. Yeah, I feel like if I just. What I need to do is go straight home do my homework. Then go on my phone.

Canis:
Yeah.

Michelle:
It never works like that. I, I've tried it so many times.

Canis:
Ok.

Michelle:
I've even turned my phone off.

Canis:
Ok.

Michelle:
But, then you just think like maybe I want the notification?

Canis:
Yeah.

Michelle:
Maybe I did. Or maybe I got like this video, or maybe some texted me. And then you stopped doing homework and you open your phone. It's been 2 hours.

Canis:
Ok.

Michelle:
It always ends up like that.

Canis:
Yeah, yeah. So you're gonna, what you gonna do about it? Because you got the Christmas holidays.

Michelle:
Well, in the Christmas holidays. I, I was gonna say that like I should try get my homework done now.

Canis:
Ok.

Michelle:
So, on Christmas holidays, I don't have to do it. Yeah, or I don't leave it till like the day before we go back to school, which is what I usually do, every single time.

Canis:
Yeah, yeah.

Michelle:
So, I was thinking I should do it like. After school today.

Canis:
Yeah, that's a good idea.

Michelle:
Instead of like tomorrow and stuff like that. So I don't have to leave it.

Canis:
Ok. Brilliant. And then do you think you're gonna try to actively stop doing? What you do, what you've been doing the homework? And that side of things where you put that first? Before the before the homework? Because you're gonna try to do that more moving forward?

Michelle:
I'll try.

Canis:
Yeah

Michelle:
But I have, no promises that it's going to work.

Canis:
Ok, ok. Ok. Well, that's the end of my questions, so I'm going to stop the recording now.

Nehar

Interview 1

Canis:

OK. Thank you Nehar for joining me today for the interview, for your first interview, the first thing I want you, I want to ask you is, do you have anything to? Add or reflect do have you reflected on anything since yesterday's focus group?

Nehar:

Erm yeah, I realize that people have different views and like people learn and they feel like different ways to both. Well, like people posting that.

Canis:

OK. So there's different kind of opinions and perceptions viewpoints towards Instagram. OK, how would you describe yourself as a character, for example, positive, negative, an an er introvert or an extrovert? What would you describe yourself as?

Nehar:

Personally, I think I'm very funny, and I don't really talk that much.

Canis:

OK and So based on those characters that you've just characteristics, do you think using Instagram can sometimes have an effect on those characteristics?

Nehar:

I mean, it depends on what like you're seeing on the app. Like say is if that you're really happy person or not. But you see things bad persons that will like make you feel down. It's gonna like change how you like...what you do in real life as well.

Canis:

OK. And do you feel like that happens to you sometimes?

Nehar:

Yeah, like I might be in a good mood and then I see something I just like think is really negative.

Canis:

Yeah.

Nehar:

And then that has an impact.

Canis:

OK, So what features of Instagram do you use and how? Do you feel when you use them?

Nehar:

Erm I mostly just watch people's posts and that. And it just makes me feel like calm. Like there's something I can go to when I'm feeling down and that.

Canis:

So mainly you scroll you scroll, do you post videos? or pictures? Or.

Nehar:

No, I don't feel comfortable.

Canis:

OK, OK, so do you ever. You never post anything? It's more for your own purpose?

Nehar:

Just scroll

Canis:

OK, OK. And how does it make you feel? Quite calm, thank. You what would be different about your life if you didn't have Instagram?

Nehar:

Erm, I feel like. I would feel a bit outside from the world because I wouldn't know what's going.

Canis:

OK

Nehar:

Yeah. Just make me feel more included.

Canis:

OK, brilliant. Does Instagram have an impact on your daily routine? Or routines?

Nehar:

Sometimes if I'm feeling like very bored or something, I'll just go for hours, but usually I don't really go on it for that long and yeah.

Canis:

OK. Not really affects. Doesn't really affect them? And do you think that you're in control of your use of Instagram and how it impacts on your MWB?

Nehar:

Erm, No, because like. You never know what you're really going to see, so you can never really, even if you follow follow the good people, there's always gonna be something there that, like, is like, hurts your mental health or something.

Canis:

OK. And do you think you're managing it though for yourself?

Nehar:

Yeah

Canis:

OK, so how are you doing that?

Nehar:

I just limit where I go on on the app

Canis:

OK, what advice would you give to a new user of Instagram?

Nehar:

Erm well. You should only do like what you're comfortable with. And only post what you're comfortable with that and follow your good people. And I just just like if someone tells you to do something or something there just go to someone first than that.

Canis:

So check with others when you're using it? OK. Thank you. And my final question is, would you like to make any changes about how you use Instagram? If so, what are they and why?

Nehar:

Erm. No.

Canis:

So you're happy with the way you're using it?

Nehar:

Yeh

Canis:

OK, thank you so much Nehar I'm going to stop.

Nehar

Interview 2

Canis:

Okay Nehar thank you for joining me for your second interview erm to do where we're gonna be discussing Instagram. Now, when I thank you for also giving me your journal, your reflections on it. What I noticed from your journal is that you generally don't use Instagram a lot. Has that changed recently? Because from your questionnaire at the beginning of the study? I think you were quite a regular user. Has it changed more recently your use of Instagram?

Nehar:

Yeh

Canis:

Yeh. OK, what's influenced the time change the, the the usage change?

Nehar:

I realized someone very famous was on there, so I just wanted to let (inaudible)

Canis:

Say that again.

Nehar:

Sorry, I realized somebody famous was like on there. Someone to like check out (inaudible)

Canis:

Yeah, but you've reduced it now and what's made you reduce your time on Instagram? How has that been influenced? How did you why did you start losing it less?

Nehar:

Maybe just like school. Like I just can't be bothered.

Canis:

OK. So it's become more busy for you, your life? So, OK. And have I noticed that it generally makes you feel calm, but sometimes it can make you feel quite bored because you do a lot of scrolling. Is that correct?

Nehar:

Yeh

Canis:

OK. Have you had anything that you've reflected on from doing this journal? Has anything come up that you've thought are more aware of that now?

Nehar:

Yeah, that I've I realised that Instagram's kinda like. It's kind of like boring .

Canis:

OK. So you're just not as interested in it as you thought. OK, if you had to describe Instagram to somebody who has no idea what it is, how would you introduce it?

Nehar:

It's just really like a way to see how the world's going and like seeing your friends. And really, if you just want to like, see anyone famous as well. Like check out their page.

Canis:

OK and what impact does Instagram have on you?

Nehar:

Erm I don't really think has that much of an impact on me personally.

Canis:

OK

Nehar:

but. Like you know, maybe if I just wanted to see somebody. That, that, that be like to (inaudible)

Canis:

Right. OK, what so is your most dominant feature you scroll through feeds?

Nehar:

Yeh

Canis:

OK, why do you do that?

Nehar:

Mainly because it's just like easier for me. So then I have to like watch people stories and that.

Canis:

OK and if somebody said to you, you need to stop that from today. No more scrolling through Instagram feeds. Would you be able to stop using it easily?

Nehar:

I mean, it wouldn't be easy if? But I'd still try.

Canis:

OK. And why wouldn't it be easy?

Nehar:

Erm well, because like if when I'm scrolling, that's what I personally want to see. But like, if I can't do that, then I'll have to like actually go on people's accounts

Canis:

OK.

Nehar:

And that's just like. It's just, too long

Canis:

OK. So, you you if you had to stop that, you'd tried replacing it with something else that that, that access to people you'd try to do it in a different way?

Nehar:
Yeh

Canis:
OK. Do you think that scrolling has any impact on the way? That you think or feel?

Nehar:
Erm. Yeah, sometimes you can just get down because like I'm just constantly on my phone scrolling. So yeh.

Canis:
And what did. Why does it make you feel down?

Nehar:
Because it mainly just gets really boring after you just keep scrolling

Canis:
OK, so you you find it makes you feel quite bored

Nehar:
Yeh

Canis:
OK, if you were to think about your profile on Instagram, is it a true depiction of yourself and your life?

Nehar:
Erm no my profile isn't saying anything, much about me. Just I'm a person to be honest.

Canis:
OK. Just, just just states you're a human being?

Nehar:
Yeh

Canis:
OK. Do you think that cyber bullying or anything where people are negative towards each other? Do you think that's a common issue on Instagram and also have you experienced anything like that?

Nehar:
I haven't experienced myself experienced it myself. But it can happen because like sometimes as they were saying yesterday. People can like randomly text you. Next thing for me then like add me onto a group chat but it's not like bullying. It's mainly for fun. See like, yeah. Depends what side its on.

Canis:
OK. Are you supported to use Instagram in a way that supports you positively with your MWB? So when you first started using it, did anyone give you? Any kind of? Support in how to use it effectively and have you had anybody support you as you've used it?

Nehar:
As you've used it, you know when I first time I would it, nobody, even you had it. So I just, like kind of showed myself that

Canis:

OK. Thank you so much Nehar I'm going to stop the recording now.

Nehar

Interview Three

Canis:

Thank you for joining me. For your third and final interview, as part of this research project. Erm in today's interview, we're going to think about some of the questions that we focused on yesterday in the Focus group, but also we're going to talk about a few other things. The focus will be mental health, but also Instagram and social media. Today, OK. So can you tell me what you think MWB is and how you would describe your MWB?

Nehar:

OK. I think it's basically like how you feel about something. Oh, how like if you're okay.

Canis:

OK. Yeah, OK. And how would you describe yours?

Nehar:

I think mine is ok.

Canis:

OK. Has anything had an impact on your MWB?

Nehar:

No.

Canis:

OK. Do you feel like your MWB has been impacted on by COVID, COVID if so, what's changed?

Nehar:

I mean, I sleep now and that's.

Canis:

OK so that was the main thing during COVID time?

Nehar:

Yeh

Canis:

OK, what support do you receive? For positive MWB.

Nehar:

Nothing, to be honest.

Canis:

OK. Erm does Instagram or social media support your MWB?

Nehar:

No.

Canis:

It doesn't. So tell me about your parents and the school's views on Instagram and social media and whether you agree with them or not.

Nehar:
My parents don't really care.

Canis:
They don't care, OK? OK.

Nehar:
They don't. They don't think it has any impact as well. OK and anything.

Canis:
What do you think about that?

Nehar:
I agree.

Canis:
OK. And what about the school's views?

Nehar:
I think the school just thinks that that people get bullied and then.

Canis:
Do you agree?

Nehar:
Yeah, sometimes it can happen. OK, so OK.

Canis:
Rate yourself on below the below statements, so I want you to say disagree agree, strongly agree, agree, disagree or. We disagree. OK, so it's here, on the whole, I am satisfied with myself.

Nehar:
Erm agree

Canis:
Agree? OK.. At times I think I am no. Good at all.

Nehar:
I disagree

Canis:
Okay. I feel that. I have a number of good qualities.

Nehar:
Agree

Canis:
OK I am able to do things as well as most people. Most of the people

Nehar:
Agree

Canis:

I feel I do not have to be. I do. Not have much to. Be proud of.

Nehar:

Strongly disagree.

Canis:

OK, so does you use the use of Instagram or social media impact any of the above?

Nehar:

No.

Canis:

No, OK. And do you think you're gonna change the way that you use Instagram and social media from now on?

Nehar:

Maybe like if I get older like maybe I'm the (inaudible)

Canis:

You. You what? Sorry.

Nehar:

That maybe if I get older like post or something I'm not.

Canis:

Sure, you might stop posting. OK. But at the moment you don't? OK .And is your use of. Social media or Instagram stopping you from doing anything. If so, what are you? Doing about it.

Nehar:

Sometimes I like to feel too long and I think

Canis:

OK. And So what are you? Doing about that.

Nehar:

Just put my phone on me.

Canis:

OK, so you kind of conscious of it and trying to stop it from happening. OK. Thank you so much, Nehar. I'm going to start recording now.

Omar

Interview 1

Canis:

Ok, Omar, thank you so much for coming to erm, join me for this interview today. I'm gonna ask you a couple of questions about your, your feedback yesterday. And then I'm gonna get started straight away, onto the interview questions. Ok, so yesterday you talked a little bit about how you, you sometimes find Instagram quite motivating for yourself, when you see the barbers and things like that. So tell me a little bit more about that?

Omar:

Basically, when you see like erm things on your like, for you page, not for your page, like your feed that are unique. And like say like, a pattern, you've never seen before like so you're doing a type of things and you see like a pattern you've never done before. It makes you wanna like try new things. And err, just improve.

Canis:

Ok. And you talked a little bit about how sometimes there's unrealistic standards.

Omar:

Yeah

Canis:

Presented to you through models or you know, yeah.

Omar:

Yeah, like fitness models and things bring a like an unrealistic image towards people like and it can affect other people's mental health.

Canis:

Ok. And does that, do you think that has an impact on you? That side of thing?

Omar:

Not really. I don't really follow models.

Canis:

Ok.

Omar:

I think it has an impact towards others.

Canis:

Ok. Ok. Fair enough. Thank you. So now I'm gonna ask you a little bit about yourself. So, if you were to to reflect on yourself and describe yourself in terms of your most prominent character, characteristics and your kind of mood. What would you describe yourself as? So, just some examples might be quite a positive person, potentially quite a negative person, confident, anxious. What would you say is your most?

Omar:

I'm, I'm quite like I don't even know if I'm extroverted or introverted, but.

Canis:
Ok.

Omar:
Recently I've been trying to get out like my comfort zone and just trying to, be more social with people and just like, have a good like, social understanding.

Canis:
Ok. Do you think based on that being your characteristic, then. Instagram has an effect on your, on, on that that side of you?

Omar:
Umm, I mainly just use Instagram for like business, like related things like promoting and just like showing the content.

Canis:
Ok.

Omar:
So, I don't really use it for other things. Because if I'm talking to people I'm using like I Message or like, Snapchat.

Canis:
Ok.

Omar:
And those are like my main sources of like, communication.

Canis:
Ok. Ok, erm, what features of Instagram do you use then and how do you feel when you use them?

Omar:
I use reels as reels. I believe bring more engagement within viewers because viewers don't want to look like, at like a blank, just like a photo. And I think reels are more engaging and bring a, like a higher audience. Same with stories.

Canis:
How do you feel when you use those? And when you put them out there then?

Omar:
I feel like the. The views are decent and I think the business grows slightly from the Instagram promotions, but there are also ways you can err, expand your business.

Canis:
Ok, so you feel quite good about it. Quite positive? Ok. And do you use any other features? It just is just mainly reels.

Omar:
It's mainly just reels in stories and posts.

Canis:
Ok.

Omar:

And if I am, If I am messaging, I don't message often, but err, I think the messaging system is alright.

Canis:

Ok. Erm, what would be different about your life if you didn't have Instagram?

Omar:

Nothing, really would change because there's other ways to market like a leaf. Leaflets. Like friends sharing and like them sharing.

Canis:

Ok.

Omar:

And, but I think Instagram overall helps the business in general like if people want to contact us and ask about like enquiries. Like opening hours, appointments, prices, things like that, we just know how to respond.

Canis:

And what is the business that you have? Is it?

Omar:

Barbering business.

Canis:

Is it with your family?

Omar:

No, err It's just like.

Canis:

Is it like a mobile one?

Omar:

No, it's err located (says address)

Omar:

Ok.

Omar:

And it's just like a normal Kurdish barbershop.

Canis:

Oh right, ok. So you work there?

Omar:

Yeah, kind of.

Canis:

Erm, so, does it have an impact on your daily routines? Instagram.

Omar:

Umm, umm, I don't. Whenever, there's something like, say, like a before and after like I would normally post that. Or like, something like a giveaway, we did a, a recent giveaway 20% off your next service and Barber. That was, like. Those are like the reasons I use it.

Canis:

Ok, erm. Do you think you're in control of the use of Instagram and how it impacts any mental wellbeing?

Omar:

Yeah, I think you can control whatever, like impacts it might have. Like say if you have something disturbing on your feed, you can just you either just scroll, or report, block and it's quite easy to like uh, just avoid things in general.

Canis:

Ok. And what advice would you give to a new user of Instagram?

Omar:

Erm, use it productively. Don't use it like erm, say, like your screen time is like 4 hours or like, like decently high. Use it productively and use it for only things you need and spend your other time doing more like, productive stuff.

Canis:

Ok. And would you like to make any changes about how you use Instagram? If so, what are they and why?

Omar:

I don't use Instagram the most, but I'm.

Canis:

What do you use the most? Snapchat?

Omar:

Yeah, I'm mostly on Snapchat and TikTok. Umm.

Canis:

How would you change making changes, to how you use it?

Omar:

If I were to make any changes, I would just erm, I think the posts could be like higher quality and it'd be a better way to use it as it builds my engagement.

Canis:

Ok, brilliant. Thank you very much. I want to stop the recording.

Omar

Interview 2

Canis:

Ok, Omar, thank you so much for joining me for the second interview, your second interview and thank you for completing your your erm, journal as well. I was having a little look through, erm a little bit tricky to read your handwriting.

Omar:

Yeah, it's a bit all over the place.

Canis:

It's ok, but I think for me, what, what stood out was you do use it for short bursts of time, don't you?

Omar:

Yeah, I don't use it for like, a long time.

Canis:

Ok. Yeah and do you use other social media apps?

Omar:

Yeah, for longer.

Canis:

Ok, what? What other ones do you have?

Omar:

TikTok, Snapchat, Twitter, Reddit. Oh I dunno.

Canis:

Ok.

Omar:

Err, I don't really use Reddit

Omar:

Ok

Canis:

Or Twitter.

Omar:

I use Twitter to like, err, say, Snapchats down and like, everyone's having the issue, people tweet about it.

Canis:

Ohh just to find out that the?

Omar:

Yeah.

Canis:
Which do you use the most?

Omar:
Snapchat.

Canis:
Ok and then then Instagram is kind of would you say at the bottom of the.

Omar:
Probably like third.

Canis:
Ok.

Omar:
Snapchat and TikTok are my most used.

Canis:
Ok. That's number three. Ok. Erm, so use it for short periods of time. Erm, it's generally kind of linked to enquiries to do with your business. Is that the main thing?

Omar:
Yeah

Canis:
And responding to enquiries and then?

Omar:
Yeah. I don't really use it to like DM people.

Canis:
Ok. And promoting your business as well.

Omar:
Yeah.

Canis:
So, it's those kind of three things. Ok, from doing this, this reflective journal. Has that made you anymore? Has it made you more aware about anything to do with your Instagram use?

Omar:
Yeah, like it's made me realise I'm using it quite repetitively and like I'm using it for the same stuff, but occasionally I'm using it on my personal account to like message people.

Canis:
Ok.

Omar:
But that's not that often

Canis:
Ok.

Omar:

Because people either have my number or have my Snapchat, so I don't really use Instagram.

Canis:

Ok. So ok, so your personal account, you don't use a lot.

Omar:

Nah.

Canis:

Ok, so some of these questions, you might find that they may not fully apply then to you, But if they don't, that's fine.

Omar:

That's alright.

Canis:

If you were to tell somebody who never had Instagram before what it is.

Omar:

Yeah.

Canis:

How would you introduce it?

Omar:

Yeah, I would describe it as like just any social media platform, that like you just post yourself and. Like you can use it for other stuff as well as like, just posting yourself in your own like personal story. But like, that's how I described it as.

Canis:

Ok. Thank you. And what impact is it having on you?

Omar:

Err. What do you mean by like impact on me?

Canis:

As in, in terms of the intent of its use?

Omar:

Yeah.

Canis:

Compared to what you use it for. Does it have any impact on you in your life?

Omar:

I don't really use it that often. I just use it for like short periods of time, so it doesn't really like, impact me that much.

Canis:

Ok.

Omar:

I yeah, whenever I'm using it, I just feel like. I'm either responding to people or like posting a story or reel.

Canis:

Ok. And what's? So you've just told me they're the most dominant features, that you use are posting stories or watching reels or posting reels? Posting reels, ok. If so, those are the reason for you. Using them. Is it linked to your business mainly? And if somebody said to you, erm from today you need to stop using those features.

Omar:

Yeah.

Canis:

Would you be able to?

Omar:

Yeah

Canis:

Ok. Would you replace them with anything? Or would you just stop?

Omar:

Yeah, I would just stop. There's different methods of marketing. Like, I have a few friends that like do marketing, like fully. Like they could help me out, like with promotions and with queries you can do other things, like we have a what's called a telephone number, you can call us. All these other things like. Like you can. Like I don't own the Snapchat account the Barber does, and you can just message him. And.

Canis:

And and use that. So you'd probably you would probably also replace it with another social media app though, too?

Omar:

Yeah. Continue the promotions.

Canis:

Erm, do you think it has? Do you think using the reels has an impact on the way you think or feel?

Omar:

Err, I don't. It doesn't really impact anything. I'm just trying to use it to like promote, but that's about. That's mainly the only reason I use reels.

Canis:

Ok.

Omar:

And just to like show the haircuts.

Canis:

Yeah, ok. And erm, if I was to go onto your, your account, so I know you've got business one, you got your personal one as well you don't, so you don't use it a lot. So that might answer this question. Do you think your profile is a true depiction of your life and you?

Omar:
Err, my personal account just has my bio. I don't have any posts.

Canis:
Ok

Omar:
I've I've highlights but.

Canis:
Ok.

Omar:
What is on my highlights? Mmm, I don't know what's on my highlights.

Canis:
Ok.

Omar:
I think it's just like, I think I've quotes that I live by on there.

Canis:
Ok.

Omar:
Which is good because it's like it's quotes that are good to live by

Canis:
Ok

Omar:
And bring good, like good morale.

Canis:
Ok, ok.

Omar:
And on my, yeah, that's on my personal one. And then on the business one, I think we have opening hours a shop tour and like the, I think our best reviewed haircuts that we've done.

Canis:
Ok.

Omar:
And I think that, yeah.

Canis:
Ok.

Omar:
And then I think that's about it. So it has like, a decent depiction.

Canis:

Ok. And then if I, if you were to think about things like cyber bullying or negativity towards others via Instagram, do you think it's a common issue? And have you experienced anything of that nature?

Omar:

Yeah. Back in primary school, like errr. I was talking to this guy. I mean, I went to primary school with him, but like. With the, like Instagram messages still were like, they weren't, like they don't get filtered properly, like they don't get err, monitored.

Canis:

Yes.

Omar:

Like what people say and what people send.

Canis:

Yeah.

Omar:

So, it like, it kind of affected me in primary school.

Canis:

Ok. So, you had Instagram in primary school?

Omar:

Yeah

Canis:

What. When, when did you start?

Omar:

I dunno, wait like 2016 times. So six years ago, like fourteen minus six is eight.

Canis:

When you're 9, ok?

Omar:

Like eight or nine.

Canis:

Ok.

Omar:

Yeah. With parental supervision.

Canis:

Of course.

Omar:

Mhmm, definitely. I'm not lying here. I would never lie to you.

Canis:

Laughs Err, Ok. Do you and that links to the final question. Are you supported to use Instagram in a way that supports positive MWB? And were you when you first started using it, who by?

Omar:

Basically, my nan, err was it my nan? It was my birthday yeah, six years ago. 2016, March 7th, 2016. And I got my.

Canis:

March the 7th?

Omar:

Mmhmm.

Canis:

13 days before my daughter.

Omar:

March 20.

Canis:

Yeah.

Omar:

I got my phone. I was like, oh, yeah, let me get some social media. I got what's it called? Like, Snapchat, Instagram. I set up my iCloud.

Canis:

Ok.

Omar:

Like I was gassed, like I'm at Gmail also.

Canis:

Ok.

Omar:

It's called, you know, Musically?

Canis:

Yeah.

Omar:

I got. I think I got Musically back then I got some old musically from my sister. What else, though?

Canis:

So who supported you to make sure that it was safe the way you did it?

Omar:

No one

Canis:

No one. You just learnt it yourself?

Omar:
I've, I've always like, just taught things myself.

Canis:
Ok

Omar:
Like done things myself.

Canis:
Ok.

Omar:
I'm an independent man, what can I say.

Omar:
*Laughs * Thank you very much, erm, for that.

Omar

Interview 3

Canis:

Ok, Omar, thank you for joining me for interview number three. Your final interview where we're gonna be talking about social media, particularly Instagram, but also social media. We're also gonna be talking a little bit about MWB. Some of the questions that I asked you today are going to be linked to erm, the focus group we had yesterday, but they're gonna give me more of an insight from your perspective. Ok, so we'll get started. Erm, tell me again what you think MWB is and how you would describe your own MWB.

Omar:

I think my MWB, like it's not like bad at the moment. It's like, it's kind of like a mid-point. It's not like where I'm like extremely like, happy or like, extremely sad. It like at midpoint like. I'm not happy, but not sad. And I think MWB is just overall like, how you feel like and like, what your mental state is like.

Canis:

And why are you in the midpoint if you don't mind me asking?

Omar:

I don't know. Life like, life is just life. Sometimes life is like, really good.

Canis:

Yeah.

Omar:

Sometimes it's really bad and I'm not feeling like any of those. Like, really like high points or really low points. That's like. So I'm just living.

Canis:

Ok, quite neutral at the moment?

Omar:

Yeah.

Canis:

Ok. Erm, has anything had an impact on your MWB?

Omar:

Erm, not really. Recently, nothing has happened that much, so not really that big of an impact.

Canis:

Ok. Do you feel like your MWB has been impacted on, by Covid?

Omar:

By Covid, definitely.

Canis:

Ok.

Omar:
Before Covid. I was I was quite active, right?

Canis:
Mmhmm.

Omar:
And I played a lot of sports. I did rugby, err basketball, umm and did martial arts. Then Covid hit, stopped all of those. I gained weight. And then, so that really affected my mental health. But after Covid, I lost it all and it's going well now.

Canis:
That's good. I was, I'm glad to hear the ending that you were able to go back.

Omar:
Yeah

Canis:
And that's brilliant. Erm, what support do you receive, for positive MWB?

Omar:
Umm, support for positive?

Canis:
Mmhmm.

Omar:
Like support that I get, I can get to like bring up my wellbeing?

Canis:
So it might be that you do it yourself. You're proactive yourself, or it might be that it comes from places.

Omar:
Yeah, umm, I mean, I guess cutting hair is like kind of like a passion.

Canis:
Mmhmm.

Omar:
So, it kind of builds up my positive MWB.

Canis:
Ok.

Omar:
And just like talking to people, I like. You know, that's just what brings it up?

Canis:
Ok, yeah. Erm. Does Instagram or social media support you with your MWB?

Omar:
Mmm, I don't use Instagram that much. But wait is, was it Instagram or, or social media?

Canis:
And yeah, and all social media.

Omar:
Umm. To be fair, like if I'm using like Snapchat or like scrolling free TikTok and it's ,my MWB is alright because like, I can control what the things I do and like, whether it's good or bad.

Canis:
Ok. Ok. Umm. Tell me more about your parents' and the school's views on Instagram and social media and whether you agree with them? So your parents' views and the schools views on Instagram, and whether you agree with them.

Omar:
Umm. I don't really know, but my, my parents don't really care. Like, as long as I'm using it like, responsibly.

Canis:
Ok.

Omar:
Like I've been using social media since like, what, like year four? I think. Err, so what, five years ago? No, six years ago started but the school's views like, they're quite just like general they're kind of like close to the terms and services of like social medias. And it's just like follow the rules, I guess.

Canis:
Ok. Have they, have you had some discussions about that, or information about that from the school then?

Omar:
Ah, probably in like learning for life or like assemblies, but don't really pay attention.

Canis:
Ok, it's honest. *Laughs*

Omar:
Got to be honest, it's an interview.

Canis:
Ok. Err. Right, we're going to have a look at these statements now. These are linked to MWB. I want you to rate yourself on the below on the statements below. And you've got the choice of, strongly agree, agree, disagree, or strongly disagree. Ok?

Omar:
Yeah.

Canis:
So the first one is in the whole I am satisfied with myself?

Omar:
Disagree.

Canis:
Ok.

Omar:

I mean, I think I can improve. In like a lot of spots, like right now, umm my bench can be improved like uhh deadlift and all of that in gym. I can always get better at cutting hair, in doing better fades and you can always improve on yourself and you're never the best version of yourself .

Canis:

Mmmhmm.

Omar:

'Cause there's always going to be a point where you want to be better.

Canis:

But then do you have some level of satisfaction about what you're currently like?

Omar:

Umm, I think I'm ok, but like, obviously I'm not the best and just I'm just trying to get higher.

Canis:

Ok

Omar:

And build up like.

Canis:

Ok, yeah. At times I think I'm not good at all?

Omar:

Sometimes, yeah, umm. I agree with that. Like, you know, when you get like. Like body dysmorphia, right?

Canis:

Mmhmm.

Omar:

Especially when you go to gym. Body dysmorphia gets like really bad sometime.

Canis:

Ok

Omar:

And like you just think you're. Because like you compare yourself with like, so like Chris Bumstead, Ronnie Coleman. You compare yourself with people like that, like Alex Eubank and it just brings yourself down.

Canis:

Ok.

Omar:

Like your body down.

Canis:

Ok. How do you manage that?

Omar:
Err. Move on with my life.

Canis:
Ok.

Omar:
Go gym, get bigger.

Canis:
Ok.

Canis:
Erm, I feel that I have a number of good qualities?

Omar:
I think so, yeah. Erm, like I'm quite honest with people. Umm.

Canis:
I've noticed.

Omar:
I'm quite honest in this interview.

Canis:
I'm being sarcastic. *Laughs* Ok.

Omar:
Umm.

Canis:
So you feel that you've got some good qualities?

Omar:
Yeah.

Canis:
Ok, erm I'm able to do things as well as most other people?

Omar:
I mean different people have like, different people have like different aspects where they're better at.

Canis:
Mmhmm.

Omar:
Like you might have someone that's good at maths but bad at English. And someone that's good at English but bad at maths. So, like, in certain aspects I'm like, say good at like, say rugby or like cutting hair. I would say I'm better than most people, but umm, there's also things that I'm not so good at.

Canis:
Ok. And then I feel I do not have much to be proud of?

Omar:

I mean, there's always. There's a difference between like, being proud and like having umm, what's the word. Umm, like pride. I don't know how to explain ,like I don't want to have like too much pride and be like egotistical.

Canis:

An ego? Yeah.

Omar:

But umm, at the moment, I think I'm doing quite well for myself.

Canis:

Mmhmm, ok. So would you say, you agree with that one?

Omar:

Yeah.

Canis:

Ok. So, does your use of Instagram or social media impact on any of the above?

Omar:

Like these? Well, like to be fair, social media does. Like it depends. Say if I'm on TikTok and I see like, some massive guy yeh.

Canis:

Yeah.

Omar:

Like, like maybe on steroids or just like insanely strong.

Canis:

Yeah.

Omar:

It would probably bring down my mental, my mental health

Canis:

Ok.

Omar:

And like it, but in a sense it would also motivate me to get bigger and to get better. So, I think it has an impact on most of them to differ.

Omar:

Ok. And will you change the way that yo use Instagram and social media from now on?

Canis:

Well, I'm trying to limit my like feed to not be so like bad on my mental health and to like, make it so that my feed like my things. I get help with my mental health.

Canis:

Ok.

Omar:
And brings it up.

Canis:
Ok. How do you do that?

Omar:
Umm, just watching informational videos instead of just like mindlessly scrolling.

Canis:
Ok.

Omar:
Through your page and stuff.

Canis:
Ok. So then that more of that will come up rather than?

Omar:
Yeah.

Canis:
The mindless stuff. Ok. And then my final question is your use of social media or Instagram stopping you from doing anything? If so, what are you doing about it?

Omar:
Sometimes not all the time. Sometimes I'm on TikTok for too long, and I realize that that's gonna affect my studies. Its gonna affect like my mental health. Like, say you're on it too long. Brain begins to get lazy. Laziness is not good.

Canis:
Mmhmm. So what you doing about that?

Omar:
So if if I do that, I just don't do it

Canis:
Ok.

Omar:
Because this.

Canis:
Self-control.

Omar:
Self-control is very important.

Canis:
Ok. Do you find you, you're good at that?

Omar:
Sometimes, yeah.

Canis:

Ok. So you're working on that?

Omar:

Sort of like an eight out of ten, but like you could still get better.

Canis:

It's good rating.

Omar:

Yeah.

Canis:

Ok, brilliant. Well, that's the end of the question. So, I'm just gonna stop the recording.

Preston

Interview 1

Canis:

Thank you, Preston, for joining me for this interview today. I'm just going to ask you a question about your pupil questionnaire that you filled in. Erm and and you talk, talked a little bit, a bit about it being a calming effect, it giving you a calming effect. Instagram, can you tell me a little bit about that?

Preston:

Like, I guess after like a long day at school or something when you come home and it's like, it's not really the best way to calm down I'd say because like, you kinda just like turn off completely. Like your mind turns off, but it's just like it's so easy just to go on it and just scroll through it. And like, to not think about anything. It just gets your mind off things, but like, it's not the best way to do it definitely.

Canis:

Ok, so you've got that. You feel that, it's not the best way, but you do choose to use it still for that reason.

Preston:

Yeah, I, I say I'll stop doing it and then I'll just like get into it, I guess.

Canis:

Ok. Have you got other ideas of what would help you? Or is it because you haven't yet got those other strategies?

Preston:

No, I could, I could just. Yeah, there there's definitely other strategies.

Canis:

Ok. Ok. And you talked a little bit about. Erm, sometimes you feel quite bad when you've realised how long you've used it for.

Preston:

Yeah.

Canis:

Yeah.

Preston:

Sometimes I'll just look at, like, the time usage and I'll be like, wow, that's a lot of time.

Canis:

Yeah.

Preston:

Sometimes I'll just look at, like, the time usage and I'll be like, wow, that's a lot of time... I mean, it's probably not as much as some people get, but like, it still is. Like, when you look at how much time you're wasting like. Like, three or two hours a day where, where I should be like, doing homework or revising or something. It just gets me a bit. Like Oh yeah. I need to be a bit more productive

Canis:

Ok. Thank you. And then you said that there was some, some, you'd come across things erm, like mental health resources though that you felt were quite positive.

Preston:

Yeah

Canis:

That were on there.

Preston:

Like you'll have like a lot of people, like sometimes it's not directly about mental health, like, like sometimes you have people and they're like. A lot of right now is like going to the gym. A lot of boys are like on there like, if you start the gym and you're like, not super like ,in shape, we'll be there for you like.

Canis:

Yeah.

Preston:

If you've been rejected by someone that we'll, there'll be people there for you. But like, I guess that's a big one right now. But also sometimes you just get people who make videos like. If you need someone to talk to like, sometimes you get adverts like ChildLine and things on.

Canis:

Ok. Yeah brilliant. So, I'm just gonna ask you now about yourself. So what would you? How would you describe yourselves into, in your, yourself in terms of your most predominant characteristic or mood? So are you quite a positive person, would you say? Would you say you're confident? You can be quite anxious sometimes? Or negative? What would you say is? The most prominent?

Preston:

I'm like I'm quite confident.

Canis:

Ok.

Preston:

I'm quite a positive person, I mean. I I get passionate and things about things that I believe in.

Canis:

Ok.Yeah. So, when you do, you think Instagram can have enough when you're using it, it can have an effect on your most prominent mood.

Preston:

Yeah, probably.

Canis:

Ok.

Preston:

I mean, I just probably when I go on it. I'm just if I use it a lot I'll get more grumpy probably. I'll be like, like, my parents, guardians, and carers asked me to do something I'll be like, ahhhh, like I wanna be on my phone.

Canis:
Ok.

Preston:
Yeah.

Canis:
Yeah. And. Erm what features of it do you, of Instagram do you use and how do you feel when you use them ?

Preston:
Like, you mean like?

Canis:
So you know how we have, like, filters stories?

Preston:
Yeah, I mean. How do they make me feel?

Canis:
I mean, so which ones do you use?

Preston:
I normally just go on reels and scroll through reels.

Canis:
Ok, Ok. So you don't create them, but you look at the ones that exist already?

Preston:
But sometimes I post, I post a little bit.

Canis:
Ok.

Preston:
Sometimes put pictures on my story, but like.

Canis:
Ok.

Preston:
I mean, I guess when, when you have friends like, talking to you, when you posted something. Like, ohh that looks so cool! And you can talk to them about also about like, their cool things that they posted. I guess that makes me feel happy. Like, getting connected with my friends. But when I'm just scrolling through reels, I kind of just. My mind just turns off and I go into like, just the state of like. At my phone, everything else behind like around me is gone.

Canis:
Ok. Yeah. Understand. Erm, what would be different about your life? If you didn't have Instagram?

Preston:
I'd be a lot more productive

Canis:

Ok, you've, you've kind of already talked a little bit about that. Erm, does Instagram have an impact on your daily routines?

Preston:

Yeah, I, I definitely do waste time on it. Like, so times when I should be like, doing more productive things as I've said,.

Canis:

Yeah

Preston:

I'll be on my phone but. I feel like it's just very addicting, like when you get it, you think first that I won't use it that much. But like, after a time you just get stuck into it.

Canis:

Yeah.

Preston:

I mean, it's not like the most, it's not like the worst app because like I don't get. Too like, stuck into it like I probably spend more time on like Snapchat. But like, Instagram, it's just like, at the end of the day like you go on it and just.

Canis:

Ok.

Preston:

But like, yeah, sometimes it does get in the way of my routines, like I could have done other things than just what I did.

Canis:

Then use that. So do you think you're in control of how you, of your use of Instagram and how it impacts on your MWB?

Preston:

Yeah, I think I am. But sometimes I just choose not to. I'm just like, I'm too tired today. I'm done. I've had a long day. Sometimes I'll just let it like. I will like, in the middle of the day or like before school I won't. But like after school, when I'm really tired and things I will, I'll just go on it. And then, sometimes it annoys my parents, guardians, and carers abit.

Canis:

Ok and what would you? What advice would you give to a new user of Instagram?

Preston:

Erm. First, be careful what you're looking at, because what you're looking at affects what you see, so that may sound confusing. But like if you are. Erm. Yeah, because they on your view page and things which is like reels and stuff. Like be careful what you're looking at because that you can find, even though there are filters, there can be things that erm, you don't want to see. Also, to always erm, just erm, try and limit your time so you're not wasting your time on it every day because it doesn't contribute to helping yourself at all.

Canis:

Ok. Thank you. And then this is my final question. Would you like to make any changes about how you use Instagram? If so, what are they and why? What kind of stuff?

Preston:
Me personally?

Canis:
Yeah, yeah.

Preston:
I'd like to stop using it as much and I mean, erm. What else? I guess. Yeah, erm. With Instagram just, things I'd like to change. I'm just trying to think. I mean, it's a pretty good app. Like it can help you with lots of things, but like, I guess it is just about time wastage with our generation.

Canis:
Yeah.

Preston:
Like we do waste a lot of time.

Canis:
Yeah

Preston:
Just doing like, not very productive things on there.

Canis:
Yeah.

Preston:
But like, I mean I'm pretty content with the way I use it.

Canis:
Ok. Thank you so much, Preston. That was really, really great. I'm gonna stop the recording.

Preston

Interview 2

Canis:

Ok. Alright Preston, thank you for joining me for your interview. I'm going to start by just asking you, a little bit about your, erm, journal. So, you've, you've noted them that you use it mainly for reels and for texting, and you've said that you've generally, I think your main feelings that it's been making you feel as calm and happy throughout. Erm, did that change the way you felt you were going to use Instagram the next time round? Has it had any impact? Has that?

Preston:

Not really.

Canis:

Just, you just generally just keep using it and feeling that way?

Preston:

Yeah.

Canis:

When you look at reels, do you select which ones you're looking at or does it kind of.

Preston:

No, it just comes up.

Canis:

Ok. And do you find that they're generally quite, they're, they're linked to what you enjoy watching? So, you don't come across any that change the way you feel, it's usually quite consistent.

Preston:

Yeah, sometimes I see things that I guess, does make me feel a bit like ohh wow, that's had something, but like I'll usually just forget about it because.

Canis:

Ok.

Preston:

You go through so many.

Canis:

Yeah. Ok. Erm. Thank you. So if somebody didn't know at all what Instagram was, how would you introduce it to them? What would you say it is?

Preston:

A social networking platform like erm, which had lots of features to it. You can like post things about your life and stuff, but you can also just relax on there and look at reels and stuff. You can also like connect with erm new people

Canis:

Ok, Ok, so lots. Mainly positives. You'd, you'd explain that to them? Ok.

Preston:
Not many negative sides.

Canis:
Ok. And how does it. What impact does Instagram, Instagram have on your life? I know we've touched upon this before.

Preston:
Erm, I guess. How's it? Not really much. Hasn't really impacted my life. Like, I don't. I don't think I'm a changed person because of Instagram like. I guess. I don't know.

Canis:
Do you think mainly, it's the time side of things that it impacts on?

Preston:
Yeah.

Canis:
Because you do use it for a quite an amount of time, your day don't you as well?

Preston:
Yeah.

Canis:
And you, you use the reels and the, the direct messaging, the texting. If someone said to you, you need to stop using that feature today, from now on.

Preston:
Reels?

Canis:
Yeah. Which one do you use more?

Preston:
Reels.

Canis:
Ok, so someone said to you, no more reels now. Just leave it, stop that.

Preston:
What would I do?

Canis:
Would you be able to?

Preston:
I'd be like, ok.

Canis:
Ok. Wouldn't change anything for you?

Preston:
Not really.

Canis:
Ok, erm.

Preston:
But they have to physically me, like take it away because I'd still go on it, if like I'd, I'd probably forget after a bit. Well, like if physically have the like, say yeah.

Canis:
Yeah. So you kind of almost just naturally, it's like if you just naturally go on it at the end of the day or something like that. Is it normally the end of the day that you go on it then or?

Preston:
When you, when you sometimes when I wake up, I'll go on it quickly and then.

Canis:
Ah ok.

Preston:
A bit at the end.

Canis:
Ok. And erm, if I was to look at your profile, would you say your profile is a true depiction of your life and yourself?

Preston:
Erm. What do you mean like, my feed?

Canis:
Yeah.

Preston:
No.

Canis:
No. Ok, can you tell me more?

Preston:
Well, there would be a lot of celebrities and stuff.

Canis:
Oh, not, so not your feed your actual profile, your Instagram.

Preston:
Oh my profile.

Canis:
Yeah, yeah.

Preston:
No.

Canis:
Tell me more.

Preston:

I don't post much, but like only post good stuff.

Canis:

Ok.

Preston:

Like, I feel like that's what a lot of people do like just post the good parts, where having fun with friends.

Canis:

Yeah. Ok. Ok.

Preston:

And stuff. I mean I. Guess it does a bit but like not like the, like, the inner details.

Canis:

Yeah. Ok and why not?

Preston:

Because like, I wouldn't feel comfortable posting like something that shows when I'm like. I guess the fear of judgement from people like for posting like, something that's like you crying or something. I don't know.

Canis:

Or just, or something that you don't deem as negative.

Preston:

Yeah

Canis:

Ok, as positive, sorry. Do you think that things like cyber, or like cyber bullying or you know negative? Any kind of negative communication with others is a common issue on Instagram and have you experienced anything?

Preston:

No, I've not experienced anything but like, I, I think it can happen like, it definitely can, but I don't. I don't feel like it's a prominent thing. Like, I feel like it's a pretty good app for avoiding stuff like that.

Canis:

Ok, that's good. And then in terms of your, your use of Instagram and it's supporting your positive MWB, were you ever, have you been supported to use it in a certain way? Or were you ever supported to use it in a certain way, before you started using it? Or has it been all self-taught mainly?

Preston:

It's been all like, my parents, guardians, and carers have always told me and stuff, to like, try and not use it too much. And like always be conscious, yeah.

Canis:

Ok. And then has anybody ever kind of given you guidance on how to use it? To be positive though? In the sense of the functions and things like that? Or would that be more just by trying, trying it?

Preston:
It's just like trial and error

Canis:
Ok, perfect. Ok. Thank you. Right. I'm gonna stop recording.

Preston

Interview 3

Canis:

Preston let's get started with err, your third interview. So, what I want you to start with is tell me what you think MWB is? And describe your own MWB.

Preston:

I think MWB is the err, state of like, your mental health and like you can have a good MWB and like a bad MWB. There's not like a category like, because like there's not like, if you get 90% school you have bad well and. Yeah, it's, it's just like. I guess it's all to do with the brain and like. What was the other question?

Canis:

And how would you describe your mental MWB?

Preston:

My MWB is pretty good. I'm, I'm quite an extroverted person.

Canis:

Yeah.

Preston:

So, I get along with people well. I have quite a few friends.

Canis:

Yeah.

Preston:

And I mean I'm not like the coolest in the school or something but like.

Canis:

That's based on interpretation, isn't it though aswell? Yeah.

Preston:

Yeah. I mean I do well at school my mental well. So I do get a bit of anxiety sometimes.

Speaker

Ok

Preston:

But not like really bad, like. End of my life stuff.

Canis:

Yeah.

Preston:

I, but I do. I'm fine.

Canis:

Ok. How do you manage that? When you get that?

Preston:

I talk to my parents, guardians, and carers. Like my mum is, especially my mum. I just feel like I can talk to her about anything.

Canis:

Ah, that's amazing. That's good. So you've got those people that you can have, that can help you if you do feel like that. Brilliant. Umm, has anything had an impact on your mental well being?

Preston:

I feel like social media definitely has some time.

Canis:

Ok.

Preston:

I mean, like, I feel like sometimes I have looked at the image of others people and how they look. And thought I don't look that good or summit?

Canis:

Ok.

Preston:

But it's definitely made me more self aware about myself. Like like very private things about myself but like. What else has affected my mental well? I definitely think school has.

Canis:

Ok.

Preston:

School is. I mean, a lot of good things happen at school, but not always amazing. Like I struggled to make some friends in year seven, but it just takes time to settle in at school and then it's all good.

Canis:

Yeah. And you were saying that you that by the year 9, yesterday in the focus group.

Preston:

Year nine was where yeah.

Canis:

That, that was a quite a significant year?

Preston:

Yeah

Canis:

Ok. Do you feel that your MWB was impacted by Covid and what and what changed when Covid end?

Preston:

I think it had a positive impact. I my parents are both teachers, so they all had time off.

Canis:

Ok.

Preston:
So we were all off together.

Canis:
Yeah.

Preston:
Only even if you could, only we. Could go out once a day. Our parents would go out and we'd go all together.

Canis:
Yeah.

Preston:
It would just be nice.

Canis:
How lovely. That sounds like that sounds great.

Preston:
And I know that's, I, I do feel a bit bad that my lockdown was so good when some people had such horrible lockdowns. And I do feel love MP.

Canis:
Yeah, yeah, but that's good that you, you were able to have a positive one and. I think this links to what you've just talked about. So, what support do you receive for positive MWB?

Preston:
Like, I definitely received help from my parents, guardians, and carers and like. Erm, yeah, I think that's something up some siblings, but yeah.

Canis:
Yeah, yeah. Yeah, mainly parents, guardians, and carers. Does Instagram, social or social media support you with your MWB, do you feel?

Preston:
Not really. I mean, I don't really use it to, for stuff like that. I just, as I said before, I just use it as a time to cool down, so. I guess it does have an impact. Like sometimes I'll, you'll see stuff and you'll think, wow, I'd love to do something like that. And you realize, oh, that's never going to happen, but yeah.

Canis:
Generally, it's not there for that reason for you.

Preston:
Yeah.

Canis:
Ok, tell me about your parents, guardians, and carers and the school's views on Instagram or social media. And do you agree with these views?

Preston:

Umm, I don't know about my school. I don't know about school, how they feel about it. They have a school Instagram account, so I'm guessing they do support the use of it. But my dad doesn't have any social media, so he's kind of against it.

Canis:

Ok.

Preston:

He thinks it's silly, and I agree with him, but I still have it.

Canis:

Ok.

Preston:

I agree that it's probably waste my time.

Canis:

Yeah.

Preston:

And it's not very productive, but umm. My mum has Instagram.

Canis:

Ok.

Preston:

She uses it. But like, yeah, I guess the thing is, is they're always worrying, 'Ohh you getting addicted to that'

Canis:

Ok.

Preston:

'You need to get off your phone. Stop using it so much.' But that's basically, well I think yeah.

Canis:

Do you agree with?

Preston:

Yeah.

Canis:

Yeah. Ok. Umm. Rate yourself on these below statements. So there's a couple of, there's about five statements here and I want you to decide whether, you are, whether you strongly agree you agree, disagree.

Preston:

With what?

Canis:

Or strongly disagree with these statements. So here's the first one. On the whole, I am satisfied with myself?

Preston:
I agree with that.

Canis:
Ok, at times I think I am no good at all?

Preston:
I agree with that.

Canis:
I feel that I have a number of good qualities?

Preston:
Yeah, I feel like I do.

Canis:
Ok and and then, I'm able to do things as as good, as well as most of the people?

Preston:
Yeah, I agree.

Canis:
And then finally I feel I do not have much to be proud of?

Preston:
Mm, I don't know. I, I disagree. I I feel like I've stuff to be proud of.

Canis:
Ok brilliant. Erm, so with all of those statements there, did, do you think your use of Instagram or social media has impacted on any of the above statements?

Preston:
Yeah, probably like, erm. I mean. Sometimes you just see people out there and you can't really help, just thinking to yourself. Wow, they're so much better than me. Like I'm so bad. Like I play guitar and you see videos of these people.

Canis:
Yeah.

Preston:
Nine year olds playing like, brilliant pieces. And you just think oh. I'm not that good. I, I sometimes I think I go through phases where I'm just. I like. I'm like, oh, I'm not like, I'm worth nothing. Like I look bad and stuff.

Canis:
Compared to the?

Preston:
But then there's some, and then there's a lot of times where I'll be like, oh, feeling really good about myself and stuff.

Canis:
Yeah and do you sometimes take inspiration from those things as well?

Preston:
Like, from the stuff on Instagram?

Preston:
Yeah, sometimes.

Canis:
From those examples?

Preston:
Sometimes yeah.

Canis:
Ok, brilliant. Will you change the way you use Instagram or social media from now on?

Preston:
Oh that's a big question. I mean, uh, try to like.

Canis:
Yeah.

Preston:
I think reducing time and using it more productively is the best thing I can do for it, because I mean, I, I get good grades at school and things, but like, on the whole so far I don't know yet.

Canis:
Yeah.

Preston:
I guess in the next year it gets a bit more serious with school. And things so. I guess I'll have to stop using this and start utilising my time better for things like revision and things, so that will affect it. And also, this thing has helped me have an insight on and reflect on what I've been using it for and like. Maybe I can, I don't know how to say, use it better but.

Canis:
Ok. Yeah.

Preston:
Use it more productively.

Canis:
Yeah.

Preston:
But yeah, that's really all.

Canis:
Thank you and then my final question. Do you think your use of social media or Instagram is stopping you from doing anything? If it is, what are you doing about it?

Preston:
It's just. No, I don't think it's stopping me. I don't. Stopping me from doing anything? No, I don't think it is.

Canis:

Ok.

Preston:

Because I know people who are very addicted to it, like very addicted and erm. I don't use it that much that it affects me.

Canis:

Ok. Yeah, brilliant. Thank you so much, Preston. I'm going to stop the recording.

Riyad

Interview 1

Canis:

Ok, Riyad. Thank you very much for coming today. I'm gonna start by asking you just a little bit, about what you said yesterday. About how your Instagram use is, is always based on how you interpret things. You were talking a little bit about that.

Riyad:

Yeah.

Canis:

Weren't you? Can you just expand a bit on that?

Riyad:

So, I was thinking obviously on Instagram there is different people on there, that like, there can be cooking or fitness or stuff like that. And it depends if someone is following fitness, or they see fitness on for you page.

Canis:

Yeah.

Riyad:

Who they follow. It depends on really their mindset, 'cause if they always look at someone and feel bad about themselves.

Canis:

Yeah.

Riyad:

Then they're obviously gonna affect the wellbeing negatively.

Canis:

Yeah.

Riyad:

And if they think, if they look at the picture of someone in a fitness gen. Like genre, they're going to either think bad or they're going to change and try to look like them. Or the best version of themselves.

Canis:

So, become motivated potentially?

Riyad:

Yeah. So, like it's motivations.

Canis:

Ok. Yeah. Right. I wanna ask you a little bit about yourself now. So how would you describe yourself in terms of characters in terms of your character? What's your most prominent mood? Your most prominent characteristic, so you could be positive, negative. Quite an anxious person. Quite confident person. What would you describe yourself? I could have almost worked you out a little bit. But what would you say you're?

Riyad:

Yeah, probably like, more on like, the positive and like confident side because like, I used to like be quite shy and like, like quite quiet .

Canis:

Yeah.

Riyad:

But now like, after growing up.

Canis:

Yeah.

Riyad:

I like. I realised that if you meet new people you like, get a bigger like picture of what's around me.

Canis:

Yes, brilliant.

Riyad:

So yeah, confident.

Canis:

Would you say that Instagram can have an effect on your mood when you use it on this? These, most your traits?

Riyad:

Like, oh my traits. Erm. I feel like again who you follow. 'Cause like sometimes I follow people that like a video I saw recently said. Erm, like, speak to anyone and like, do whatever you want.

Canis:

Ok

Riyad:

Because you're never. You only live once and like you're never gonna have that chance again.

Canis:

Ok. Yeah.

Riyad:

So, like, it kind of affects me, but like not too much to the point like it.

Canis:

Ok.

Riyad:

Controls me.

Canis:

Ok. So, it's quite, so it's quite motivating.

Riyad:
Yeah. Its motivating.

Canis:
Ahh, brilliant, Ok. What features of Instagram do you use and how do you feel when you use them?

Riyad:
Mostly I go on Instagram just to look at like other people, were like famous people, I guess.

Canis:
Ok. Yep.

Riyad:
Or sometimes we text like, my mates. So yeah, I just use Instagram mainly to text and like look at people's lives. I guess.

Canis:
Ok.

Riyad:
You know, yeah.

Canis:
Ok. And how does it make you feel when you use, when you're looking scroll? So mainly scrolling then?

Riyad:
Yeah.

Canis:
And then messaging as well?

Riyad:
So, when I look through it, I like kind of 'cause I follow loads of like entrepreneurs.

Canis:
Ok.

Riyad:
So, it kind of also motivates me.

Canis:
Ok, yeah.

Riyad:
Like, to go into that path in life so.

Canis:
Ok. What would be different about your life if you didn't have Instagram?

Riyad:
Erm, to be honest, most part like we were talking yesterday. Me and my friends were like, 'cause we were talking about this.

Canis:
Yeah.

Riyad:
And we were like, Instagram is like, now TikTok is like ahead.

Canis:
Ok.

Riyad:
It's like most people use TikTok.

Canis:
Yeah.

Riyad:
To get their like entertainment.

Canis:
Ok.

Riyad:
And Instagram is like behind the scenes.

Canis:
Ok. Oh, is it? Ok.

Riyad:
So, like yeah, I feel like. Instagram doesn't really affect my life if I didn't have it.

Canis:
Ok

Riyad:
Because I use TikTok a lot.

Canis:
Ah, ok.

Riyad:
So, I asked loads of people around.

Canis:
Yeah, yeah.

Riyad:
Like, what I have to use and TikTok is like. Is more prominent?

Canis:
Ok.

Riyad:
So yeah.

Canis:

And does the Instagram have an impact on your daily routines?

Riyad:

Erm, no, because I, I probably go home like eat, shower

Canis:

Yeah.

Riyad:

And then probably study and like if I have some spare time and be like curious.

Canis:

Ok.

Riyad:

Just hop on the app and yeah.

Canis:

Ok. Do you think that you're in control of your use of Instagram and how it impacts on your MWB?

Riyad:

Erm, Yeah, I'm pretty like, controlled like I used to. So, like my sister also controlled me.

Canis:

Ok

Riyad:

From behind when I first got into it.

Canis:

Yeah, yeah.

Riyad:

But now I'm like older I can control it myself. So yeah.

Canis:

Brilliant. What advice would you give to a new user of Instagram?

Riyad:

Erm. If you, if they want the younger side probably like have someone supervising so.

Canis:

Yeah.

Riyad:

But not always behind them and looking at all this stuff.

Canis:

Yeah, yeah,

Riyad:

Like just telling them what's ok and what's not.

Canis:
Ok.

Riyad:
So, they learn. But on the older side, obviously they're more mature.

Canis:
Yeah.

Riyad:
Like they can understand for themselves.

Canis:
And my final question is, would you like to make any changes about how you use Instagram?
If so, what are they and why?

Riyad:
Erm, I don't. I feel like Instagram is like pretty well laid out.

Canis:
Ok.

Riyad:
There's not much you could change or just let.

Canis:
Yes, ok.

Riyad:
The bell's going so.

Canis:
I could hear the chairs shuffling in there then.

Riyad:
Yeah. So like I was saying like, there's not much you can change about Instagram and how we use it because it's kind of just there, you.

Canis:
Yeah.

Riyad:
There's nothing you can change, everything just already laid out.

Canis:
Yeah.

Riyad:
So yeah.

Canis:
Thank you. Thank you so much.

Riyad

Interview 2

Canis:

Ok. Thank you Riyad for joining me for your second interview. Erm, I know you're going to bring your journal to me for the next time I see you, so we won't go into that today. Erm and I just want to ask you a couple of questions today. So there's gonna be about nine questions.

Riyad:

Mmhmm.

Canis:

So the first question is what do you think? And I apologize if it's if it's something we've already talked about.

Riyad:

Yeah.

Canis:

But what do you think the purpose of Instagram is for anybody or everybody? If you were to erm, explain what it is and say what its purpose was, what would you say?

Riyad:

Erm. It's like, I guess it's, I guess a messenger app erm, like before it was like really to see posts. And like I don't think reels was like a popular thing and it was just scrolling through posts and like, messaging.

Canis:

Yeah.

Riyad:

That's why I mainly used it back then. So I, I'd say Instagram was like a messenger platform. And like somewhere we could upload like pictures of your life, I guess. Yeah, that's the gist of it.

Canis:

Ok. Thank you. Erm, you've talked about this a little bit in some of our focus groups and our interview as well. What, what, what impact does the use of Instagram have on you in general?

Riyad:

So for me, I guess type motivational.

Canis:

Ok.

Riyad:

So like I'd see people that are doing well in life and I'd like try and strive to get better.

Canis:

Yeah.

Riyad:
But then obviously as I said before, it all depends on a person.

Canis:
Yeah.

Riyad:
And how they view. So yeah, if they view it negatively.

Canis:
Yeah.

Riyad:
Then obviously it's going to impact their MWB badly.

Canis:
Yeah.

Riyad:
But yeah.

Canis:
Ok. And and for you, we talked about features yesterday as well. Which is your most dominant feature that you use on Instagram? And, and why do you use it?

Riyad:
So before I think it used to be in the messaging.

Canis:
Yeah.

Riyad:
But as time went on, well, I've moved to like reels

Canis:
Yeah

Riyad:
And just scrolling through videos so yeah.

Canis:
Ok.

Riyad:
So for just entertainment purposes now.

Canis:
Ok.

Riyad:
But yeah, I still occasionally use messaging for my friends and stuff like that.

Canis:
Yeah. And how long do you use it for generally in a day?

Riyad:

Generally, I'll use it about on average 'cause like now I got tests and like I'm studying more.

Canis:
Yeah.

Riyad:
Probably 30-40 minutes.

Canis:
Ok.

Riyad:
But not obviously in one chunk.

Canis:
Yeah. It's spread across the day?

Riyad:
Yeah, it might be longer, but spread across, yeah.

Canis:
And do you think it's an easy feature to stop using? So do you if you had to stop today, somebody said no more reels, just leave it. Erm, do you think you'd be able to stop using it?

Riyad:
I, I'd be able to stop, I reckon, but like I guess some people like, depend on that for their entertainment.

Canis:
Yeah.

Riyad:
Like their happiness and like, like I guess like they look forward to it in the day.

Canis:
Ok.

Riyad:
But yeah, I, I reckon I could stop it.

Canis:
Ok. Do you think. Erm, that it has it has any impact then on how you think or feel when you use it?

Riyad:
Erm. What do you mean by like?

Canis:
So, when you use, when you use it for that thirty minutes, I know it spread across the day. Does it change the way you think or feel in that day?

Riyad:
Erm. Depends on the videos I see, so sometimes I might just just look through it and just smile or like be happy about it

Canis:
Yeah.

Riyad:
Because like, there'll be funny videos.

Canis:
Ok.

Riyad:
But like, yeah, it wouldn't really impact my day in like ,a way that would make my whole day worse.

Canis:
Ok

Riyad:
Or my whole day better it will just.

Canis:
Do you go out your way to try and find things though? That would create that effect on you?

Riyad:
Err.

Canis:
Or is it more?

Riyad:
Not really, I'm just scrolling through.

Canis:
Ok.

Riyad:
And I see a funny video.

Canis:
Yeah.

Riyad:
I'll stay and watch.

Canis:
Ok. And erm, do you think that your profile on Instagram is a true depiction of yourself and your life?

Riyad:
Erm. I guess err, not really, because I don't really post. Everything I post is mainly my holidays and.

Canis:
Ok

.

Riyad:

I mean you post my holidays so like, I mean. I'm not on holiday 24/7 so it's not really a depiction of me, but yeah.

Canis:

Ok.

Riyad:

It's it's gonna like change.

Canis:

Ok. Two more. Do you think that cyber, erm, like bullying is, is a common issue? And have you experienced it?

Riyad:

Erm, not really, no.

Canis:

Ok.

Riyad:

So I don't think.

Canis:

Or like bullying via Instagram or negative.

Riyad:

I guess. Not really, no 'cause like you could easily just block the person.

Canis:

Ok.

Riyad:

Or just not talk to them.

Canis:

Yeah. Ok and then, are you, do you feel that you're supporting to use Instagram in a way that supports mental, positive MWB for yourself? Or do you feel like that's something you independently do?

Riyad:

No, I think, yeah, I just do it, not with Instagram, with other stuff. So, yeah, I just, I don't really depend on Instagram to affect my MWB. I could just do other stuff.

Canis:

And the way you use it, is it initiated by yourself or would you say that other people. Other people have given you guidance to the way? Based on the way you use it?

Riyad:

No, I've independently used it, yeah.

Canis:

Just in itself. Ok, thank you very much. I'm gonna stop the recording.

Riyad

Interview 3

Canis:

For joining me for your third interview where we're going to be discussing, discussing Instagram, but also social media today.

Riyad:

Mmhmm.

Canis:

So firstly, can you some of these questions are going to be linked to what we covered in the focus group. But I'm gonna ask specifically from your point of view.

Riyad:

Yeah.

Canis:

In a bit more detail, ok? So, can you tell me again what you think MWB is and describe how your MWB is?

Riyad:

Erm, I think MWB was like I, I compare it like how I describe it to myself as like obviously I have your physical appearance and how healthy you are and it's like how healthy your brain is.

Canis:

Mmhmm.

Riyad:

It's like if you work out, you'll be healthy body wise and if you do mental workout, then I guess. you have a better mental health.

Canis:

Yeah.

Riyad:

And it's affected by, like loads of factors around you like your life problems and other stuff. But yeah, I think like MWB is how healthy your brain is.

Canis:

Yeah.

Riyad:

And how you control your emotions.

Canis:

How would describe. Brilliant and how would you describe yours?

Riyad:

Umm, I feel like mine's pretty positive. I look at like the upsides of life, I guess, yeah.

Canis:

Yeah, brilliant. Umm, has anything had an impact on your MWB?

Riyad:

Umm.

Canis:

And you don't have to go into any detail which.

Riyad:

I guess.

Canis:

If you don't want to.

Riyad:

So I guess like tests.

Canis:

Ok, yeah.

Riyad:

Because I have a lot of pressure because my like sisters did really, really well.

Canis:

Ok.

Riyad:

Like, like into uni and like ones a doctor, ones a lawyer.

Canis:

Ahh, ok.

Riyad:

Obviously, I have to get to that standard. And so my parents think, erm, obviously it's easier.

Canis:

Yeah.

Riyad:

They think it's easy, you know, to get like, high grades.

Canis:

Right.

Riyad:

So, I have that pressure of tests. So, like, I guess it doesn't really affect me but like, kind of pushes me to get higher grades.

Canis:

Yeah.

Riyad:

But yeah, it's kind of like a pressure.

Canis:
Ok.

Riyad:
I guess, so yeah.

Canis:
Ok. Ok. Thank you. And erm, how do you how do you manage that pressure?

Riyad:
Erm, like, I wanna revise 'cause, I wanna revise more but like sometimes like, I don't feel motivated but I try to get a lot of work done.

Canis:
Yeah.

Riyad:
But obviously yeah, like sometimes I call my sisters to work with them.

Canis:
Ok.

Riyad:
It's like uni, but obviously they're busy all the time. So, I guess, yeah, I just work to get that, like done with.

Canis:
Yeah, yeah. And does it, do you find it's working for you?

Riyad:
I mean, yeah, I think I got pretty good grades compared to loads of other.

Canis:
Yeah, that's good. That's very good. Erm, do you think erm your MWB has been impacted by Covid? What, what changed when, when Covid took place?

Riyad:
With Covid, I feel like erm, it's kind of like because like, we hit puberty, everyone hit puberty during lockdown.

Canis:
Yeah.

Riyad:
Because we're from year seven to year nine and was like, from like 12 years old

Canis:
Yes

Riyad:
To 14.

Canis:
Yeah.

Riyad:
So that's like when we all started puberty. So, like we all grew, I guess emotionally wise, I guess we all got kind, of mature.

Canis:
Yeah.

Riyad:
And like I guess that could also impact the way we use social media. So, like a more productive way I guess, but like some people have had a negative impact. But yeah, I guess it's like, made me more mature.

Canis:
Ok.

Riyad:
Because I like to spend more time at home and obviously, yeah, puberty is a factor.

Canis:
Yeah, yeah.

Riyad:
So, I can't really say it was Covid or it was another factor, but yeah.

Canis:
Yeah, it was just a point in the life.

Riyad:
Yeah.

Canis:
Ok, thank you. Erm, what support do you receive for positive MWB yourself?

Riyad:
Erm, person like support? Not really much I guess.

Canis:
Ok.

Riyad:
It's kind of. Just on me to like check on myself.

Canis:
Yeah.

Riyad:
Or like, I guess like sometimes I call my friends.

Canis:
Yeah.

Riyad:

Like daily, I talk to my friends at home on a call because they come back, I come back and I would just study together.

Canis:

Yeah.

Riyad:

So, I mean, we don't really talk about like, feelings. But yeah, we talk about other stuff. Which, I guess, helps.

Canis:

Helps. Would you prefer there to be more support then?

Riyad:

Hmm, I just, it's kind of hard for like adults to help us to, 'cause like they've not went through the same thing obviously because this generation has got so much technology

Canis:

Yeah.

Riyad:

Advantages. So, like it's kind of hard to ask someone that's never dealt with your situation.

Canis:

Yeah.

Riyad:

To help you with the situation.

Canis:

Yeh, yeh.

Riyad:

So, like you don't even know, I mean, I guess if there was like a, your friend. Obviously, it's easier to talk to them.

Canis:

Yeah

Riyad:

Because they've probably either went through or they know what you mean. Like when it's come, when it comes to adults like, it's kind of in between.

Canis:

Ok, they don't always have this like the understandings, potentially because of experience?

Riyad:

Mmhmm.

Canis:

Ok, thank you. Erm, does Instagram or social media support you, with your MWB?

Riyad:

Erm, like there's the app try like do you mean like this is app try actively help or like just going on it.

Canis:

Do you feel like it helps you? Do you feel like it helps with your MWB?

Riyad:

Ohh, errr. I guess. In a way, yes, but not really like it affects me to a point like I, I can have a bad day and go on it.

Canis:

Ok,

Riyad:

And then I'll automatically have a good day.

Canis:

Ok.

Riyad:

I guess it can make it a bit better when they like.

Canis:

Yes.

Riyad:

Yes, we were talking about it kind of suppresses a bad day .

Canis:

Yeah.

Riyad:

And like, puts you away from that scenario. But yeah, I don't think it would actively change my mood.

Canis:

Ok.

Riyad:

That dramatically.

Canis:

Ok

Riyad:

Unless, I've seen something that's like, really, I guess, life changing.

Canis:

Yeah.

Riyad:

Which doesn't really happen everyday all.

Canis:

Ok. Tell me more about your parents' and the school's views on Instagram and social media? And whether you agree with them or not.

Riyad:

So my parents, obviously they're like old, old like.

Canis:

Ok

Riyad:

They're in their fifties now, so.

Canis:

Ok. That's not that old. Excuse me? *Laugh* Not that I'm 50, but that's still not that ok.

Riyad:

Yeah, it's not that old, but like technology wise, obviously they grew up in a very different time. They think I guess, it's kind of a waste of time, they say. Erm, I get what they mean 'cause like they see so many people on their phones.

Canis:

Yeah

Riyad:

Addicted to it. So yeah, they think it's kind of like an addiction sometimes my parents, guardians, and carers think, like, my dad thinks it's like, kind of a drug.

Canis:

Ok. Yeah.

Riyad:

So, it's like it's the same effect, that it's addicting and it kind of like a drug, changes your mood, I guess sometimes.

Canis:

Yeah. Do you agree with that?

Riyad:

In a way, yeah. But like. I guess it can be used harmfully or like positively.

Canis:

Yeah.

Riyad:

But obviously a drug, obviously you can't use it positively.

Canis:

Yeah.

Riyad:

I mean, you can. But yeah, it's not the same, risk. But yeah, school. I think err, school doesn't really have that much of a strong point.

Canis:
Ok.

Riyad:
They don't really mind what you use unless you use it in a bad way.

Canis:
Ok.

Riyad:
Obviously, they'll get involved, but they try and like. I guess we don't really have lessons to help.

Canis:
Ok.

Riyad:
With like technology.

Canis:
Ok.

Riyad:
I mean we have, err. We used to have wellbeing lessons.

Canis:
Yeah.

Riyad:
But it didn't help really, 'cause like it was just it was kind of like a lesson structure.

Canis:
Ok.

Riyad:
So, like no one really paid attention because obviously you don't want to learn about wellbeing.

Canis:
Yeah.

Riyad:
And loads of like instruction with loads of writing you want to have like an interactive session.

Canis:
Yes, OK.

Riyad:
So yeah. There's not. That's their point of view, I guess.

Canis:
Yeah.

Riyad:

Like yeah, they don't really have school doesn't really have a strong point. And parents, guardians, and carers, I guess they think it's more of an addiction.

Canis:

Yeah, ok.

Riyad:

So yeah.

Canis:

Ok. Thank you. Erm, now I'm going to do a little kind of assessment. This is linked to wellbeing and it's, it's a common thing that's been used. It's only four statements and I want you to decide whether you strongly agree, agree, disagree or strongly disagree. Ok? So rate yourself on these statements. So the first one is, on the whole I am satisfied with myself?

Riyad:

To be honest, when like, when I talk about myself, I guess I compared to other people. But I think, yeah, I'm. I'm in like agree and strongly agreed.

Canis:

Ok, brilliant.

Riyad:

That I'm satisfied because obviously I'm doing my school.

Canis:

Yeah.

Riyad:

I'm doing like well outside of school.

Canis:

Yeah.

Riyad:

So yeah, I guess sometimes, yeah. Sometimes I feel like, if I see someone that's doing like way better.

Canis:

Yeah.

Riyad:

But like on social media, you see like some kids that are like fifteen, fourteen or sixteen. They're like, doing really, really well.

Canis:

Yeah.

Riyad:

Like money wise?

Canis:

Yeah.

Riyad:

Because obviously some do bit, the business side.

Canis:

Yes.

Riyad:

Because obviously in social media allows you to like, get onto another platform and it's so easy to someone. For someone to take earn money.

Canis:

Mmhmm.

Riyad:

Even at a young age, like sometimes you can see younger people with like hundreds or thousands of pounds, just because they've got lucky, I guess.

Canis:

Yeah.

Riyad:

And have hit him like kind of a gold mine of like, the side of the economy. And like, obviously getting an arm and so, I guess I want to do that, but like my parents, guardians, and carers say like, focus on studies and then yes. Go towards that. But yeah, I think I'm on the stronger side. Parents are very wise. *Laughs*

Canis:

Ok. At times I think I'm no good at all? Strongly agree. Strongly disagree.

Riyad:

Yeah, strongly, I mean umm. No, I don't think that like, I don't really, really like having the negative, like be myself.

Canis:

Yeah.

Riyad:

'Cause obviously, that I feel like it doesn't really like help me.

Canis:

Yeah.

Riyad:

Or anyone else. So, if I ever do you feel that. I mean, which I don't. But I would like try and make myself more useful.

Canis:

Yeah

Riyad:

And like trying to do something to help others, which would then obviously help me with my emotions.

Canis:
Yeah.

Riyad:
But like I no, I I think I just agree with that.

Canis:
Ok. Thank you. And then at times, I feel that I have a a number of good qualities?

Riyad:
Err, yeah, I agree with that.

Canis:
Yeah.

Riyad:
I guess my friends would agree with that as well 'cause. I'm on the funny side with them and like, I'm like, I make most of the jokes so. But I could also be serious.

Canis:
Ok

Riyad:
If it came to like a scenario. But yeah.

Canis:
Ok, brilliant. And then two more- I am able to do things as well as most other people?

Riyad:
Yeah, like sometimes as well. I get err, complimented by like peers in class because obviously finished the work.

Canis:
Yeah.

Riyad:
Faster than everyone.

Canis:
Yeah.

Riyad:
And with teachers. Yeah, I think, yeah, I do stuff, well, most stuff. Yeah, but obviously not everything.

Canis:
Yeah.

Riyad:
Because I'm not good at everything.

Canis:
And then, this is the final one- I feel I do not have. I do not have much to be proud of? So, I think that kind of links to the one over there. Err, so what do you think about that one?

Riyad:

I think. Like, I disagree because obviously I came from like Italy, with no English.

Canis:

Yeah.

Riyad:

Nothing really to here. And I'm doing better than most English people.

Canis:

Yeah, yeah.

Riyad:

That like I've been here and spoken English.

Canis:

Yeah.

Riyad:

For a long time. But like, yeah, I feel like I've gone far. I couldn't speak English at all.

Canis:

Yes.

Riyad:

I went to like being like one of the top students in English.

Canis:

Yeh, brilliant.

Riyad:

Like, yeah.

Canis:

Ok, erm do you think that you used use of Instagram or social media impacts on any of those statements?

Riyad:

Erm, Like I said for the, that time, what was it? The one about money?

Canis:

Ok.

Riyad:

It's like, yeah, I guess it could impact you if you see people your age.

Canis:

Yeah

Riyad:

Doing, like, dramatically better than you life.

Canis:

Yeah, yeah.

Riyad:
So yeah, it could impact that negatively or like obviously

Canis:
Yeah.

Riyad:
It can motivate you to do that, or like motivate you to do school better, or whatever you're like, striving for.

Canis:
Ok. Will you change the way you use Instagram or social media from now on? Kind of linked to what we've been doing as well and just in general?

Riyad:
Before they suddenly, erm, taking into account how, what social media really like benefits me for, or like how it impacts me. So, I guess, now I'm more aware of like. I guess how it impacts me.

Canis:
Yeah.

Riyad:
So yeah, I, I might. I might use it differently, yeah.

Canis:
Ok. And final question is your use of social media err, or Instagram stopping you from doing anything and what you doing about it?

Riyad:
Stopping me from. I guess it could block you from like, being like productive.

Canis:
Mmhmm.

Riyad:
So obviously that's one. It goes to you block you from like doing other stuff, obviously.

Canis:
Yeah.

Riyad:
So, like, it links back to productivity.

Canis:
Yeah.

Riyad:
So, it could stop you from like doing well in other things, or like going out.

Canis:
Yeah.

Riyad:

Because like, if you're always on social media, you don't really go out and like, talk to friends in real life.

Canis:
Yeah.

Riyad:
It might cause people to be like antisocial. And not like, be really like

Canis:
Yeah.

Riyad:
They'll be really awkward when they speak to someone in real life. But yeah, I don't umm. I don't think social media is stopping me, like from much apart from being productive.

Canis:
Ok. And do you think you're actively doing something about that?

Riyad:
Yeah, like.

Canis:
You're aware of it, which is a good thing to begin with.

Riyad:
Yeah, I like. I used to put, I used to put screen time on my phone.

Canis:
Ok, I do that as well, yeah.

Riyad:
Like I.

Canis:
Yeah.

Riyad:
I'd ask my sisters to put it on for me. And then obviously I have set my time that I could use it.

Canis:
Yeah.

Riyad:
And now, like I've taken it away because, like, I need most of my like apps for help with school.

Canis:
Ok.

Riyad:
Because I have like revision apps and stuff like that.

Canis:
Yeah

Riyad:
And like if it it's all blocked.

Canis:
Yeah.

Riyad:
It's kind of.

Canis:
Frustrating.

Riyad:
I, I can't really ask my sister because she's like two hundred miles away.

Canis:
Oh ok.

Riyad:
But yeah.

Canis:
Ok. Thank you so much. I'm gonna stop the recording.

Tim

Interview 1

Canis:

Thank you, Tim, for joining me for today's interview. I'm just gonna ask you a couple of questions about yesterday. Erm, so the first one is, that you, you talked a little bit about how you can use Instagram for hours and hours, sometimes.

Tim:

Erm, so I personally don't get that lost track. But, for example, my mum. Like maybe like before, she like goes to sleep. She just goes on her phone for, like, some, you know, 10 minutes of Instagram.

Canis:

Ok.

Tim:

But then she ends up spending like, a whole hour on it.

Canis:

Ok.

Tim:

Because when you're just scrolling through, like your feed. You lose all track of time. You're just like, kind of like a slave to the screen.

Canis:

Right.

Tim:

And you're just, you know, constantly scrolling. So ,using Instragam, it might, it might teach you a few things if you like have the right, you know the correct like, feed. Or like, you know look at the right things, but it also might take a lot of time out of your day.

Canis:

Yeah. Ok. And then you also said about how sometimes you can, erm, you can, you can feel that there's a projection of negativity through fitness?

Tim:

Yeah.

Canis:

And things like that. Can you explain that a little bit further?

Tim:

So, like, erm, some people aren't the most confident with their bodies, and then if they see other people online being really confident and showing off their body, they might feel more self-conscious of their selves. Erm, they, they may, they may take it two different ways. They may take it as motivation.

Canis:

Yeah.

Tim:

To improve themselves. It's all about their mindset and how they kind of project that onto themselves because they project it, they might project it in a bad way, and they may say, 'Oh I'm rubbish' or 'Oh I should do this. Oh that's really bad because they're so much better than me.' Or they may take that like, 'Ok, I wish I could be like them. So let's work to do that.'

Canis:

Yeah. Thank you so much. Ok, I'm going to ask you a couple of questions now, about yourself specifically.

Tim:

Yeah, sure.

Canis:

Tell me about your character. How would you describe yourself? So, what are your main, main characteristics?

Tim:

Erm, I'm very energetic.

Canis:

Yes.

Tim:

Especially like around friends.

Canis:

Ok

Tim:

Erm, I'm not the best at focusing. I do like struggle, focusing in lessons.

Canis:

Ok.

Tim:

Erm. My friends say I'm quite kind.

Canis:

Ahh, lovely.

Tim:

And I also like being a bit, like funny, a bit like of a bit of a class clown.

Canis:

Ok.

Tim:

Also, I do enjoy like, doing physical activity, so I'm quite active.

Canis:

Ok.

Tim:

And adventurous.

Canis:

Adventurous, ok. So, do you think using Instagram can have an effect on those characteristics that you have?

Tim:

So, I don't think it would have any negative effect.

Canis:

Ok.

Tim:

But it might have some positive because for example, if I see like a video saying 'ohh if you do this like go on like, a, a mile run every day. You'll have like you'll have like, better cardiovascular system and stuff like that.' That might help me and be like, oh ok, so I might start doing that. So, it might push me to do more things.

Canis:

Ok, brilliant.

Tim:

That are good for me. Erm, which is which is good but I personally don't. I've never had an experience where Instagram has affected those personalities of me in a bad way.

Canis:

Ok. Thank you so much. Erm, what features of Instagram do you use and how do you feel you use them?

Tim:

So, I use the messaging feature, to message friends.

Canis:

Yep.

Tim:

I use the reels feature

Canis:

Ok.

Tim:

Where I just scroll through videos. If I'm, you know, had a long day at school and I just wanna chill for a bit. I use that. erm, I also use the feed to catch up on what all my friends are doing.

Canis:

Yep.

Tim:

And I look at people's stories to see what they're doing and like, what's the news really.

Canis:

Erm, how do you feel when, you use all of those different things?

Tim:

Yeah, I feel. I feel not left out because then I can, kind of 'cause if I didn't have that, I wouldn't really know what they're doing. And then doing that I can catch up. Because if they say, 'oh,

I'm going to this park, at this time tomorrow. Does anyone wanna come?' That then, gives an invitation. So that means that anyone sees that they might feel left out because they haven't been invited.

Canis:
Yeah.

Tim:
Erm, so doing that might make them feel more included.

Canis:
Ok.

Tim:
In what, everyone else is doing. 'Cause if they don't do that, then they, they, might potentially feel a bit left out. It's again, it's about the mindset.

Canis:
Yeah

Tim:
And how, you kind of picture, what your friends like, how your friends act and what that portrays on you.

Canis:
Ok, thank you. Erm, what would be different about your life if you didn't have Instagram?

Tim:
Not much really. I don't use it quite a lot. Erm, the only real reason I use it is just because, just to catch up with what my friends are doing, really.

Canis:
If I didn't have it, it wouldn't really make a big deal. Erm, I may have missed out on a few opportunities because you may see like, oh, this new game's coming out at this time, or, or there's this football match on or something like that.

Canis:
Yeah.

Tim:
But if I didn't have it, it wouldn't be, that big of a change to me.

Canis:
Ok.

Tim:
I think I'd, I'd still be alright. I'd be perfectly fine.

Canis:
Ok. And does, does Instagram have an impact on your daily routines?

Tim:
Err, it could, if I like, accidentally spend a long time on it. If I get a bit lost track. But I don't use it that much.

Canis:
Ok.

Tim:
I only use it after I've done something productive. I don't just go home and just sit on the sofa, just scroll for hours.

Canis:
Ok.

Tim:
I try to do some work, whether that's like, school work or not school work. Just something that is, uh. Quite productive. And then, then I use it just to chill for a bit.

Canis:
Ok.

Tim:
I don't really. I don't lose that much time. I have like half an hour, to an hour.

Canis:
Yeah.

Tim:
But yeah, not much.

Canis:
Ok. And do you think you're in control of erm, the us, your use of Instagram? It sounds like you are from just that answer there. And how it impacts on your MWB?

Tim:
So, I have learned. So, err ever since 'cause I had a phone quite young because my parents split up.

Canis:
Ok.

Tim:
And I had to have a phone so I could contact one another.

Canis:
Ok.

Tim:
From each house.

Canis:
Ok.

Tim:
So, I learned from quite a young age how to socialise, on social media. Umm and how, what is good to do and what is bad. Erm, and I learned that trying to. If you see something like, someone like, posting a picture of their like body or something. And then you made that, that bad effect on you, I learned at a young age from like, erm parents, guardians, and carers and stuff.

Canis:
Yeah.

Tim:
That I shouldn't. And you should just. Just let yourself be and don't make yourself. Don't be too harsh on yourself.

Canis:
Yeah.

Tim:
Because you are what you are, and that's just how life is.

Canis:
Brilliant mindset. Erm, what advice would you give to a new user of Instagram?

Tim:
Err, don't blame it on yourself, because if you see someone. Erm, with like lots of money, lots of rich cars and they didn't really work for it. You can't blame that on yourself. Like, 'oh, I'm so broke guys is my fault', because they may have been born into a rich family.

Canis:
Mmhmm.

Tim:
And they may not have had to work for that. Umm, even if they did, they had the facilities and time to work for that and where, where you. Haven't so like you shouldn't blame yourself. You should just see what you've done. Be proud of what you've done and don't worry about what anyone else has done, because you will make, choices in life. You will take different paths. Yeah, some may climb a mountain, or some may just have a nice straight path.

Canis:
Very good. Ok, erm, what advice would you erm? No, sorry. I've asked you that one haven't I? Would you like to make any changes about how you use Instagram? If so, what are they and why is my final question?

Tim:
Erm. I'm happy with how I use it. I think it's not too time consuming and it's, it also quite helps just like for some of it. It does teach you quite a lot and also, err. It can like, open your eyes to the real world. So, if you want to see, like the news and stuff, err, instead of just seeing all the bad stuff you may like, see like, some good news. Like, I don't know, a new baby gorilla at the zoo or something.

Canis:
Mmhmm.

Tim:
But it may give you, bring, bring you good news, which will then like help you throughout the day which might make you a bit happier. Erm, I personally think, I'm not like wasting my time on it or anything.

Canis:
Ok.

Tim:

But I am happy with how I'm using it and the amount of time I'm using it.

Canis:

Thank you so Tim, I'm gonna stop recording.

Tim

Interview 2

Canis:

Ok Tim, thank you for joining me for your second interview. When you were completing your journal. As you, as you've completed it did.

Tim:

Yeah.

Canis:

Did that make you reflect on anything or make you more aware of anything.

Tim:

Umm. I'm not sure. It did kind of make me aware that, I maybe constantly need to know what my friends are doing. And maybe I shouldn't need to do that. And just kind of focus on myself a bit more.

Canis:

Ok.

Tim:

That is also why I have stopped using it so much, I've just been focusing on myself and like, not worrying about what my friends are doing or like if I need to get involved with anything. Err.

Canis:

Yeah.

Tim:

It's mostly just been doing stuff by myself without like, kind of like interrupting my mind with all the things that my friends are doing.

Canis:

Ok, thank you. Erm, if you were to describe or introduce Instagram to somebody who doesn't know what it is, has never come across it before, how would you introduce it?

Tim:

Erm, I would introduce it as a platform where you can share what you're doing. Erm because a lot of people post like what they're doing on there. 'Cause like, they post like, ohh like. Like, like holiday pictures and stuff like that. And if like, they have like cool Christmas decorations up or something, then they post that. So, I think it's a good way to like, update on what people are doing. And also, to communicate with people because you can message people over it and maybe meet new people, with the same interests as you. Because if you follow like certain people, the Instagram algorithm will give you like a bias like, a feed.

Canis:

Yeah.

Tim:

And like will show you stuff that you are interested in.

Canis:

Ok. Thank you. Umm and what is, what impact is Instagram having on you in general?

Tim:

Umm. It's having a positive feedback, positive like. Yeah, it's like it's not really giving me anything negative. I mean, the, the people that use the DM's manipulatively, I think that's a word. Umm, its bad, I think that's really bad. That's why I have the setting turned on. And when anyone I know joins Instagram for the first time, I tell them to put that setting on. I think it, yeah. And also it's a good way to meet new people, 'cause if you struggle like interacting in real life. Like if you have like bad social skills, or like you have anxiety or something. Then maybe you, try and do it online is a lot easier for you. It might help you, like move on.

Canis:

Thank you. Ok. Erm, what's, so what's the most dominant feature that you use? Is it just scrolling through stories, would you say?

Tim:

Err, yeah, the most dominant feature I use is probably just finding out what my friends are doing.

Canis:

Ok, so through their stories? Or their feeds or both?

Tim:

Err, both. Both, I look at stories and like feeds.

Canis:

Ok. And is that just because you're curious about them? Or, is there another reason why you do that?

Tim:

No, it's mainly just curious about what they've been doing and like where they've been and stuff. So now I can catch up on what people are doing.

Canis:

Erm, do you think if somebody said to you from today onwards you have to stop doing that?

Tim:

Yeah.

Canis:

You'd be able to do it?

Tim:

I mean, it's not a big deal because I, I see most of them in real life.

Canis:

Yeah.

Tim:

They can just let me know then. But also like, maybe I'll miss out on a few opportunities because there might be like an opportunity saying like 'oh this, this this festival's happening here, at this park at this time', and I see that. And then I like, tell my mum and like, then we get everything planned. But if I don't have that, then might might not be able to do that or something

Canis:

Ok. Erm, and. Do you think that your? If you, if you think about your profile, if somebody was to have a look at your Instagram profile, so not your feeds but your actual profile. Do you think it's a true depiction of you and your life?

Tim:

Erm, yeah, I've got like two pictures.

Canis:

Oh ok.

Tim:

It's like one of me and my friends and one of like.

Canis:

Yeah.

Tim:

The football field.

Canis:

Ok.

Tim:

And also, just I have like, some boring caption that just says hello Instagram.

Canis:

Yeah.

Tim:

It doesn't really say much about me.

Canis:

Ok.

Tim:

But if someone did come on, then they'd know like, my name and like, kind of yeah.

Canis:

So it's quite restricted anyway? It doesn't have like lots about you.

Tim:

Yeah.

Canis:

That's, ok. So, if you were to think about something like cyber bullying or negativity towards others on Instagram, do you think that's a common issue? And have you ever experienced anything like that?

Tim:

So, I've heard about my friends getting cyberbullied and I have told an adult, and they have helped them. Erm, I personally haven't experienced it recently, in back when I was younger. They used to be like teasing and stuff like that online. Like, on like, video games and stuff like that. Erm, but right now, there's nothing much going on. Erm, people kind of stop doing that when you get older.

Canis:
Yeah.

Tim:
They mature and realise it's not really worth doing.

Canis:
Yeah.

Tim:
Erm, but yeah, I have helped my friends that have been a part of that. Umm. Because they, they know that they can come to me for technical and friendship support, which is good.

Canis:
That's lovely. If you think about your use of Instagram. This is my final question. And whether it supports your positive MWB. Has anybody ever supported you in the way that you use it? So when you first started using it or even now, with all the features and things like that?

Tim:
Yeah, erm, so when I first got it, my friend taught me how to use. And like what, like how to get up certain things and what settings I should have. That's the first time someone told me that I should turn the setting on with the errr, DM thing. Erm. And they have been. And I also have, I have a lot of friends on Instagram.

Canis:
Yeah.

Tim:
And they help me to. They keep me updated if they're like, having plans they go to like the park or something. And they let you know. Erm, but yeah, they're quite inclusive.

Canis:
That's good.

Tim:
And very friendly erm, on Instagram. Umm and if I'm having troubles with something then they reach out to me and help me out. Whether that's online or in person. Umm, err. And yeah, they're overall really, quite helpful. And I, I like the the Instagram community.

Canis:
Yeah.

Tim:
Yeah.

Canis:
Oh, brilliant. Erm, who is the Instagram community, who's included in that?

Tim:
So, I mean like erm, if you.

Canis:
As in like your friends?

Tim:
Yeah.

Canis:
Yeah.

Tim:
And also if you post like a picture.

Canis:
Yeah.

Tim:
Then they might comment on it and say 'oh, that's a really nice picture' or like, 'ohh you have like really like that's a nice.' I dunno 'a jacket or something'. So, they are complimented.

Canis:
Ok.

Tim:
And, and there's gonna be like one or two people not saying the nicest things. But that's just how life goes, really. But you gotta, you gotta focus on the positives. The negatives will come. But like the positives are better.

Canis:
Yeah. Thank you so much Tim. I'm going to stop the recording.

Tim

Interview 3

Canis:

Ok Tim. So, thank you for joining me for your third and final interview.

Tim:

Yep.

Canis:

As part of this research project. Erm we're going to talk a little bit about social media and Instagram.

Tim:

Mmhmm.

Canis:

But we're also gonna talk a bit about MWB. So we talked a little bit about it in the focus group yesterday, but this is gonna give you the opportunity to give me a bit more of your insights into it, ok? So the first thing I want to ask you is, can you tell me again what MWB is? And describe, how would you describe your MWB?

Tim:

I think MWB is like how. The overall, kind of function in life and how you kind of process things with it, that's in a positive or a negative way. Erm. And also like, it can be affected by a lot of things.

Canis:

Mmhmm.

Tim:

And they, they could be positive or negative things. Umm. And social media is one of them.

Canis:

Yeah.

Tim:

And err, it's just like, how your life is going and like umm. Like how, what impacts people are having on you and how it's having an effect on you.

Canis:

Ok.

Tim:

What was the other question?

Canis:

Erm, how would you describe your MWB?

Tim:

Good.

Canis
Ok.

Tim:
Yeah, so. Yeah, I have a lot of positive kind of feedback.

Canis:
Yeah.

Tim:
And like help from others, with that which is helpful.

Canis:
Ok.

Tim:
Especially in like secondary school.

Canis:
Yeah.

Tim:
'Cause I have that, I have that ability to get support.

Canis:
Ok, brilliant.

Tim:
And it also, err, like the negative sides like people just like not being nice or anything.

Canis:
Yeah.

Tim:
I kind of learned. I've learned to like defocus from that kind of move that to the side.

Canis:
Ok, brilliant.

Tim:
Is is something to be focused on and like learn from. But it's not that important.

Canis:
Ok, brilliant. Thank you. So, has anything had on your MWB over the recent years?

Tim:
Recent years?

Canis:
Yeah.

Tim:
Parents, splitting up, that was a big thing.

Canis:
Ok.

Tim:
Because they're like after, like, for a whole year I was a bit wibbly wobbly, with everything.

Canis:
Yeah. Was that quite, was that when you, was that before secondary or was?

Tim:
Before I was in year five.

Canis:
Ok. Yes.

Tim:
So I was like, what was I then? Nine?

Canis:
Ten.

Tim:
But yeah, nine, ten yeah. So yeah, that was a big impact.

Canis:
Yeah.

Tim:
But I've learned like, I've realized. And I've kind of come to realise that, but it has its positives. I get 2 Christmases.

Canis:
Yeah, yeah.

Tim:
So that's pretty good. Yes, there's a lot of negatives and it's quite like it's quite hard like doing it because you have to, like, move from one house to the other.

Canis:
Yeah.

Tim:
And when you run one house, you can't do the things that you do at the other house. And other stuff. Umm, and you might be further away from your friends, or you might miss out on opportunities if you're at one house or the other. Umm, so that was a big impact. But my friends helped me through that a lot. And on, through social media, when, like, I wasn't able to have contact with them. Like, like on the weekends or something. That's a, yeah, they helped me through that. And also there was a massive impact on social media because when my parents, guardians, and carers split up, I got my first phone.

Canis:
Ahh ok.

Tim:

Umm, and having my first phone, the reason I had it. Is because it's so that like I contact my mum and dad when I'm at the other house.

Canis:

Yeah.

Tim:

So, they gave me that. So then I had the ability to talk to the other parent.

Background noise

Canis:

Sorry, I'm getting a little bit distracted.

Tim:

Me too, me too. So, like if, like you're like, you know, having a hard time at one house.

Canis:

Yeah.

Tim:

And you just kind of want to have a break and you wanna talk to someone? You can call the other parent.

Canis:

Ok, brilliant.

Tim:

So that was a big thing.

Canis:

Ok.

Tim:

And. Yeah.

Canis:

Thank you.

Tim:

Big impact.

Canis:

So do you feel like your MWB is also impacted by Covid and what, what how, in what way, what, what change?

Tim:

Yeah. Erm, it was, yeah, it was. It was quite impacted with Covid. Erm, because errr, just the fact that ,like I wouldn't have as much contact as people as I could.

Canis:

Yeah.

Tim:
Social media made it more accessible to me.

Canis:
Yeah.

Tim:
Because we had like zoom and like Microsoft Teams and stuff like that.

Canis:
Yeah.

Tim:
But it did have a big impact because, because my parents, both key workers, they're both doctors.

Canis:
Ok.

Tim:
I had to come into school, so I called it locked down school.

Canis:
Yeah.

Tim:
I had to come into lockdown school. Erm, and yeah, there was only like five of us in the whole school.

Canis:
Oh ok.

Tim:
So we had to go in the computer rooms. Do the work on the computers and then we could kind of just mess around in the school.

Canis:
Yeah.

Tim:
Erm, and we, like, went outside and we did stuff and yeah, it was fun. But like, it was very different.

Canis:
Was it five across the whole school?

Tim:
Yeah, five across the whole school

Canis:
Oh, oh, wow. Oh, my goodness.

Tim:
I mean, there were teachers as well.

Canis:
Yeah.

Tim:
But there was only, like, 10 of them.

Canis:
Yeah, yeah.

Tim:
But they weren't all in one area. They were like, spread out in their like, classrooms. But yeah, there was like five of us across the whole thing.

Canis:
Ok. brilliant. Thank you. Erm, what support do you receive for positive MWB?

Tim:
For positive?

Canis:
Yeah, positive

Tim:
Erm. My parents helped me a lot.

Canis:
Yeah.

Tim:
Cause they've like, you know, live with me my whole life.

Canis:
Yeah

Tim:
They can notice when I'm a bit off or I'm a bit wibbly wobbly.

Canis:
Yeah.

Tim:
So then they can take that information and then they can, like, help me.

Canis:
Ok.

Tim:
Because they might like, if I'm not really in the mood to speak, they'll do like an activity with me, or something.

Canis:
Ok.

Tim:

Erm. And my friends, yeah, they're, they're really nice.

Canis:

Yeah.

Tim:

They can also notice when I'm a bit off, so then they can also take that and then put it into kindness and help me out with, like, how I'm going to manage it.

Canis:

Yeah.

Tim:

What other?

Canis:

Two big things, two big sources.

Tim:

Yeh. Also like, also social media.

Canis:

Ok.

Tim:

And like just like computers and devices because that is kind of like a step away from reality.

Canis:

Ok.

Tim:

And you can kind of take a break from real distress.

Canis:

Ok.

Tim:

Then you can just chill when you're like over the world or something. Like, if you just want to scroll for a bit. Erm, if you wanna play some video games, you can do that.

Canis:

Yeah.

Tim:

With access to social media and devices like that. I think it's good for kids to have that because then they have the opportunity to have a break and to have, some rest and some time away from everything.

Canis:

Ok. Thank you. Well, you've answered number question 6 that's my question was, does Instagram and social media support with MWB? So you've, you think it does. Tell me about your parents, views' and the school views on Instagram and social media. And whether you agree with those views.

Tim:

Question 4. What was question 4?

Canis:

Oh gosh yeah, I've missed the number.

Tim:

Oh yeah, anyway.

Canis:

Never mind.

Tim:

What was the question?

Canis:

So tell me about your parents' and the school's views on Instagram and social media and whether agree with them.

Tim:

Parents' views on the school social media? So, my parent erm do use social media. My mum is a big Instagrammer.

Canis:

Ok.

Tim:

She likes scrolling through Instagram a lot. Umm, because she's told me like, like before she goes to bed, she goes on her phone to have, like she wants, like, just five minutes to scroll and and then she looks at the clock and it's been half an hour.

Canis:

Oh ok.

Tim:

Because she's a doctor, sometimes she has early shifts.

Canis:

Ok.

Tim:

So then her brain, like tells her, Oh no, I need to get to sleep now and then you can't get to sleep and you're rushing to get to.

Canis:

Ok. Yeah.

Tim:

So she there's a bit of a negative impact because she gets, she loses a bit of time, but it's also positive because she learns a lot. And she likes the, the community.

Canis:

Ok.

Tim:

Like some of the communities on there 'cause like when they post like positive like stuff on there.

Canis:

Yeah.

Tim:

My dad also uses it. He does like, music and stuff. So he has to use like, technology and social media a lot. Umm, a lot more than my mum does. Umm, because then he contacts like people through his phone.

Canis:

Mmhmm.

Tim:

And school, school.

Canis:

So, sorry to interrupt you. So your parents, guardians, and carers feel it's a massive, like a big benefit, yeah.

Tim:

Yeah, they think it's pretty good. I mean, they do also think it's a bit waste of time if you just scroll through, it's something.

Canis:

Ok.

Tim:

Umm. But yeah, they, they, they use it. They find it quite helpful.

Canis:

Do you think the way that they use it influences the way you think about it?

Tim:

Maybe yeah. Umm. Yeah, 'cause I've learned to not be up too much, because it kind of just takes your life over.

Canis:

Mmmhmm.

Tim:

Umm because, like, if you're like. Well, yeah, you just, you just lose out time. But yeah, they also, yeah, there's a lot of positive and negative feedback.

Canis:

Yeah.

Tim:

And like impacts with social media and like parents, guardians, and carers, yeah, Umm.

Canis:

What about the school?

Tim:

School, so school, school, do actually. The school has an internal account.

Canis:

Mmhmm.

Tim:

And they post like wellbeing stuff, they posted me on there.

Canis:

Oh?

Tim:

Of me like playing piano.

Canis:

Ahhh.

Tim:

As like a happy weekend. But they didn't ask me before they didn't ask me before they posted it.

Canis:

Oh ok. Ok, so have you. You've probably signed something.

Tim:

But I mean, in year seven, like my mum signed, yes, you can post me on social media. But like, I didn't sign anything. So

Canis:

Oh

Tim:

So, I just I was just scrolling through and so and I see me.

Canis:

Laughs

Tim:

So I'm like, whoa. So yeah, school uses it a lot. They also post like when they like feel like they also have PE1. You will be PE. Umm, then they post about like when people go on DOE, Duke of Edinburgh and like, sports like erm, fixtures like matche,s and stuff like that. Umm, and like maybe when they have like new clubs come out, they post about that. Umm, they also use it as a slight advertisement because then it can, they kind of show off their school abit But and then that, that, I mean it works.

Speaker

Ok.

Tim:

The school does look really nice from the Instagrams. Umm, and also they also like. They, they're not a big fan of people using it in school.

Canis:

Ok, I was going to say 'cause that's the use of the school, but then what are their views on?

Tim:

So you get a red stamp, which is detention. If you get found using your phone at school. Erm. Which does err, impact a lot of people.

Canis:

Yeah.

Tim:

'Cause a lot of people like use it a lot.

Canis:

Ok.

Tim:

And especially when like, umm, something's happening at home while you're in school and you need to try and contact your parents, guardians, and carers.

Canis:

Yeah.

Tim:

You don't really have a safe space to do that.

Canis:

Ok.

Tim:

Erm, sometimes you're allowed to call them on the reception phone.

Canis:

Ok.

Tim:

But sometimes they don't pick up. So, err, yeah, but like, then they don't like people using their phones in school.

Canis:

What do you think about that?

Tim:

I mean, I understand because like, if you were allowed to use a phone in school people wouldn't learn. They'd just be on their phones the whole.

Canis:

Mmm.

Tim:

But, err, I think they should like minimize it like I understand, like you're not allowed, but I think maybe like. Just like, I don't know, maybe just like a ten minute, fifteen minute period in the day where you're just allowed. Maybe at lunchtime. I think at lunchtime, could. Maybe a part of it is cheating. A lot of people will use their phones to cheat.

Canis:
Oh ok.

Tim:
So if you go at lunchtime, erm then you can just like chill.

Canis:
Ok. Do you think that would affect your social time?

Tim:
It would. It would make quiet people anti-social. But like at the same time, I think it could, like, bring us together more because then they can, like, play games together and like.

Speaker
Ok.

Tim:
Watch videos together and stuff like that, but I do see the negative impacts and it could massively affect people's social, like abilities.

Canis:
Yeah.

Tim:
But yeah.

Canis:
Thank you. Ok, so we've got some statements now that I want you to have a look at. And I want you to rate yourself, would strongly agree, agree, disagree, or strongly disagree? The 1st one, on whole I am satisfied with myself?

Tim:
Yeah, I, I agree with that.

Canis:
Ok. At times. I think I am not good at all?

Tim:
Ooh, no, I disagree.

Canis:
Ok.

Tim:
If there was, like a middle between agree and disagree, I'd take that

Canis:
Laughs

Tim:
But yeah, erm, I feel that I have a number of good qualities? Yeah, yeah, I agree.

Canis:
Ok.

Tim:

I am able to do things as well as most other people? Mmm, like in between agree and disagree.

Canis:

Ok.

Tim:

Like maybe a bit more towards disagree.

Canis:

Ok.

Tim:

I'm not sure though.

Canis:

Ok.

Tim:

I feel I do not have I, I feel I do not have much to be proud of? Disagree.

Canis:

Ok, brilliant. So with with these statements, do you think use of Instagram or social media has impacted on any of these choices that you've just made in those?

Tim:

Mmm, well, Instagram has also pushed me to do like other things because it can give you, like motivational stuff and it can like give you tips if you're like, if you want to eat healthy.

Canis:

Mmhmm.

Tim:

Like they can tell you or this food has a lot of calories. This one has lots of protein.

Canis:

Yeah.

Tim:

Stuff like that. Erm. So they can help you a lot with that. And also, erm, they can help like you can like send to others and you can help others through social media, like personal trainers. They can help you through Instagram or online.

Canis:

Yeah.

Tim:

To make yourself like a better, if you know make yourself more happy, with your body and yourself.

Canis:

Ok. So you feel like maybe there is some connection there to those, but then also there's things on there that can help you to feel better in these in these statements.

Tim:
Yeah.

Canis:
So do you think you are? Sorry, will you change the way you use Instagram and social media from now on?

Tim:
Well after this?

Canis:
Yeah.

Tim:
I don't. I don't think it will have a massive impact. I, I, I like, from the beginning I don't really use Instagram much.

Canis:
Ok.

Tim:
I use it like three times a week

Canis:
Yeah.

Tim:
It's not like a daily thing.

Canis:
Yeah.

Tim:
But, I think it might have an impact due to the fact that like err. People, err people kind of, how do I say this? Hmm. Oh yeah. So like. People kind of take stuff like this and they hear each other's views.

Canis:
Yeah.

Tim:
And then they kind of reflect that onto their own choices.

Canis:
Ok.

Tim:
So if they find out that people will use it for like ten minutes a day and then they know themselves that they use it like an hour every single day. They might minimise that because people, they might have an impact. People might have an impact on them.

Canis:
Yeah.

Tim:

And maybe, then maybe I'll talk to them and be like maybe and. I was too much. Nobody should just, you know, treat yourself at the end of the day for ten, fifteen minutes.

Canis:

Yeah.

Tim:

And if that's too little for now, maybe just lower it to forty-five, then thirty, then twenty, then fifteen, then slowly make your way down until you get into the lower brackets.

Canis:

Ok

Tim:

Of like time usage. Umm, but yeah, I. I'm not gonna change much.

Canis:

Yeah.

Tim:

Because I don't use it much.

Canis:

Ok. You felt like you had it in control?

Tim:

Yeah, I I, felt like I didn't like, you know, had my wife on a leash by Instagram.

Canis:

Ok

Tim:

That yeah, not much.

Canis:

Ok. And then my final question is it, is your use of social media or Instagram stopping you from doing anything and if so, what are you doing about it?

Tim:

So I don't think it is.

Canis:

Ok.

Tim:

There's erm, no, not really.

Canis:

No?

Tim:

There's like. There's things that like, like they show me cool stuff and I'm like, oh, I might want to try that, but it doesn't really stop me from doing anything.

Canis:
Ok.

Tim:
It isn't like. Kind of like affect my life that much.

Canis:
Yeah.

Tim:
It's fun to use, and it's nice to have, but I don't think it makes such an effect on my life that, like it changes, like, you know, everything.

Canis:
Ok.

Tim:
But I personally think that like hmm, like. No, I don't think it's kind of stopped me doing anything. It's just, it's it's taught me new things. It's taught me how to interact

Canis:
Yep.

Tim:
On social media and like, online. We should be helpful. Erm, but no, I don't. I don't think it's.No.

Canis:
Ok, thank you so much. I'm going to stop it there.

Wayne

Interview 1

Canis:

Ok, Wayne, thank you very much for joining me today for your interview. I'm just gonna ask you a couple of questions first, about your, your contributions toward the focus group and your pupil questionnaire. So you talked a little bit about how Instagram, umm helps you to umm, improve yourself mentally and physically. Er, but sometimes erm, it can be upsetting to individuals.

Wayne:

Yeah

Canis:

Can you tell me a little bit more about that?

Wayne:

I mean, for me personally, it just. Like, mentally and physically, it kind of motivates me, I explained that yesterday.

Canis:

Yeah.

Wayne:

Err, which I need to re-explain it.

Canis:

Yes, a little bit, please. Yeah.

Wayne:

Yeah.

Canis:

You were talking about it helps you.

Wayne:

Yeah.

Canis:

It supports you physically, doesn't it to be motivated?

Wayne:

Yeah. And also mentally, with all the academic stuff, other things.

Canis:

Yes. Yeah.

Wayne:

I want to know, but. I mean, that's just for me. There's certain individuals that I know.

Canis:
Yeah.

Wayne:
That when they've been seeing stuff online, when they've been seeing like, erm all these people showing their abs, showing off their body and everything, they've been looking at themselves and it has impacted them, erm mentally negatively because they feel like. Because they feel those stereotypes have to be like, copied out in real life and they have to look like that, which isn't the case, but it does kind of impact them negatively.

Canis:
Yeah. And then you mentioned about cyber bullying as well.

Wayne:
That's a point yeah.

Canis:
How is that being managed by people, or are they not? Is it not being managed?

Wayne:
Ahh. Some people try, other people don't because there's people that obviously instigate it. Those people don't try to prevent anything. They're the ones looking to attack other people verbally, erm, physically whatever it is.

Canis:
Yeah.

Wayne:
It's upsetting, but it does happen. But there's other people that do stand up for them, and. I know in some scenarios people have actually dealt with it well and like stopped cyber bullying for that person.

Canis:
Yeah, yeah. Ok. All right. Thank you. How would you describe yourself in terms of your character? So if, if you think about erm, descriptions like being quite an optimistic person or a pessimistic, an introvert or an extrovert, what would you describe yourself as?

Wayne:
I feel like I'm optimistic.

Canis:
Yeah.

Wayne:
And less mystic. I feel like I'm kind of a more positive person.
I don't try to focus on the negatives on things.

Canis:
Yeah.

Wayne:
Err.

Canis:

Yeah ok, so do you think using Instagram can have an impact on that trait, that that main characteristic of yours? Probably for yourself from your descriptions yesterday?

Wayne:

Not necessarily. It just depends what like, you take what you take as personally and what you just take, is like what you see in motivation.

Canis:

Yeah.

Wayne:

Like it's just, it's just that type of thing. Some people it does affect, but me personally, no.

Canis:

Ok. And what features of it do you use and how do you feel when you use them?

Wayne:

When I, when I use Instagram, I mainly use it for like humorous purposes or like motivational purposes but.

Canis:

So, do you scroll? Or mainly is it like just mainly looking through feeds? Or do you post yourself?

Wayne:

I look, I don't. I don't trust myself.

Canis:

Ok.

Wayne:

And I, I don't really see a need for that for myself.

Canis:

Yeah. Ok.

Wayne:

But I do look at like funny videos, very special videos.

Canis:

Ok. So, lots of scrolling?

Wayne:

Yeah, I do.

Canis:

You message on it as well?

Wayne:

I do message only.

Canis:

And generally, what's the kind of feeling that you have when you're scrolling and when you're messaging? 'Cause I know you used the word mindless yesterday, didn't you?

Wayne:
Mmhmm.

Canis:
Did you use that word as well? Like, you can sometimes get you into a certain?

Wayne:
Umm, I mean. When I'm messaging on it, I just feel like, more connected with the people I'm around. It's just like, it's just a happier feeling. You can communicate with those who you can't, like, physically see at the moment.

Canis:
Yeah.

Wayne:
And when I'm scrolling, I just like, it does become a bit mindless with the scrolling. You can't like, focus on like the one thing you just keep scrolling and scrolling.

Canis:
Yeah.

Wayne:
It brings a sense of, like, happiness to see other people, how they're doing in their lives and to know that they're happy and doing well.

Canis:
That's lovely. Ok, erm, what would be different about your life if you didn't have Instagram?

Wayne:
If I didn't, I mean I'd be communicating with people less, I feel like. Those times where I want to like just have a laugh or anything, I, I wouldn't be able to find that, as easily because go on Instagram.

Canis:
Ok. Erm, and does Instagram have an impact on your daily routines?

Wayne:
I guess, some, mainly no but there's just, sometimes that, like say for instance it's like the end of the day I'm trying to sleep but, I'm on Instagram, I'd be looking at a video, and again, it's about being mindless.

Canis:
Yeah.

Wayne:
And you just keep scrolling and scrolling and then lose track of time. And it's, all of a sudden, it's like two hours later so.

Canis:
Yeah, yeah, we were talking about that earlier with some of the others. Erm, so it, it, it can sometimes have that have an impact.

Wayne:
Yeah, yeah.

Canis:
Do you think that you're in control of the use of Instagram and how it impact your MWB?

Wayne:
Again, I mean. Mainly yes. I've explained like, sometimes like you know, you can lose track of time, continue scrolling.

Canis:
Yeah.

Wayne:
But mainly yes, I want to get on the app and get off the app, I can do with.

Canis:
Ok.

Wayne:
If I've got things to do, I'll do them. I won't like spend, all my time on Instagram.

Canis:
Yeah. And what advice would you give to a new user of Instagram?

Wayne:
Honestly to just like. Look for what they're interested in. If they want to like, post about their daily life and things, make sure to like, be wary of what they're posting and to, make sure everything follows the guidelines and that they, they're just safe.

Canis:
Yeah, ok. Thank you. And then my final question is, would you like to make any changes about how you use it? If so, what are they and why?

Wayne:
Honestly, for me, no. I just use it for those purposes. I don't see enough, the need for them. I don't post myself, so it's not, nothing to change about the content I would post.

Canis:
Yeah.

Wayne:
No.

Canis:
Ok. Thank you so much. I'm gonna stop recording now.

Wayne

Interview 2

Canis:

Ok. Thank you, Wayne for joining me. Excuse me, for your second interview. Erm, the erm, about Instagram. The first thing I want to ask you about is, your journal itself and you completing it. Did that make you more aware of anything? Or reflect on anything having completed your journal?

Wayne:

Honestly, it made me think more about how I use the app, because usually I wouldn't like, try think about everything I had done, everything I'd watched. I would just like, go on Instagram and go off. Not like, decide to think about my emotions on it. This is just giving me more of an opportunity to think about how, Instagram has really been affecting me and how I've been seeing things.

Canis:

And do you think it will actually change the way you use? It in some ways.

Wayne:

Umm.

Canis:

You're not sure yet?

Wayne:

I, I don't. I don't think so, Writing the journal that doesn't really make me think I'm going to, like, change the way I use Instagram.

Canis:

Mmhmm.

Wayne:

But it does. Again, it does make me think more about.

Canis:

Yeah.

Wayne:

How I use it.

Canis:

Ok. And I can see that one of the main uses that you have erm, been using it for, is erm, some reels that, that make you laugh. You've been looking at friends' posts. Which is lovely. And then you've also used it for motivation for fitness.

Wayne:

Yeah.

Canis:

But then there was a couple of things that you've noted down, which I've had a look at already. And we have just spoken about, but just for the for the, for the recording. You've,

you've talked a little a little bit about how you've seen some racial, race, racist comments. I'm not even gonna try to pronounce that word. I know what it means, but miss.

Wayne:
Misogynistic.

Canis:
Misogynistic, erm comments as well. And then you've also seen something that included some sad deaths.

Wayne:
Yeah.

Canis:
So, erm, your management style for those two. You've, you've said you've gone off Instagram erm, and you've also, kind of expressed some gratitude for your, your current situation. So erm, do you feel those kind of experiences have just, just gone like they're in the past now? Or does, did it make you kind of a little bit more aware, when you were using it the next time round?

Wayne:
It did make it, it did make me like more. Well, it did make me, like, consider whether I want to like, use Instagram. Go on it for err, short period or a long period of time, and all of that if.

Canis:
Yeah.

Wayne:
Yeah, just made me like think more about it, yeah.

Canis:
Ok, thank you. So, if somebody erm, was sat in front of you now, that had no understanding or awareness of what Instagram is, how would you introduce it to them?

Wayne:
I would introduce it as, a mainly positive social media app. Where you can view, like obviously I'd have to explain. You can view videos and pictures of your interests.

Canis:
Yeah.

Wayne:
And able, be able to message the ones you want to message.

Canis:
Yeah. Ok. And erm, what impact does Instagram have on you?

Wayne:
On me, it doesn't have much of an impact. I'd get upset at certain times, seeing like upsetting things obviously.

Canis:
Yeah.

Wayne:

But mainly. Erm, mainly it will be like positive, or just not really affects me much because positivity by, I mean all the funny things I can see.

Canis:

Yeah.

Wayne:

Yeah, the motivation and everything.

Canis:

They kind of outweigh?

Wayne:

Yeah.

Canis:

Ok, err, what? And so the most prominent feature I'd say for yourself is it reels? It is the reels ok?

Wayne:

Yeah, yeah.

Canis:

Why do you use those? What's what's your thinking before you going on to them and scrolling? What's the purpose?

Wayne:

I just want to have a laugh at something, like sometimes. Sometimes I just want to like, relax, like have a laugh.

Canis:

Yeah.

Wayne:

It's, it's nice to be able to go into Instagram, use the reels and just laugh at something.

Canis:

Ok, brilliant. And if somebody said to you today that you need to stop doing that, from this point on, stop reels, you can't use them anymore. How would you err, react to that? Would you find that easy to do?

Wayne:

That would not be easy to do because I err spend, I just spend quite a bit of time looking up on it. Things

Canis:

Yeah.

Wayne:

To watch, that will not be easy.

Canis:

Yeah, I can see you. It would be difficult?

Wayne:
Yeah.

Canis:
Ok, and do you think? I think you've answered this already, but do you think that then, the feature of reels has an impact on the way you think or feel?

Wayne:
On the way, on the way, I think? No, not really. I mean it makes me more aware, that that's like these really like, funny people out there or something.

Canis:
Yeah.

Wayne:
And the way I feel it just, makes me like happy. It makes me more enjoy.

Canis:
Yeah, ok. And erm, if I was to ask you about your profile on Instagram, so you've got your own Instagram account?

Wayne:
Yeah.

Canis:
Would you say that that's a true depiction of your life? And of you?

Wayne:
Uhm, no. Erm, you can't really. I wouldn't know because I didn't, I don't post anything. My normal account with all my information. It's not really got any like, background of me, has like my ethnicity.

Canis:
Ok.

Wayne:
My age, my name, but not really.

Canis:
Ok. So it's just a like a, kind of a very, very vague.

Wayne:
Brief

Canis:
Ok. Erm, if you were to think about cyber bullying or negativity towards others. Erm, do you think that's a common issue on Instagram and have you any, have you ever experienced it?

Wayne:
I don't think it's a common issue on Instagram. On Instagram, I've never experienced it. Erm, I don't. For me at least, I don't think it's a big issue.

Canis:
Yeah.

Wayne:
Seeing as I've never like, seen bullying on Instagram.

Canis:
Yeah. Ok. And then my final question is erm, are you supported to use Instagram in a way that supports you positively with your MWB? So, think about when you first started using it. Did anybody support you, in in the the way you'd use it? And does anybody now?

Wayne:
I mean. Yeah, because some of them would have the same interests as me they'd like appreciate it. And likes and everything.

Canis:
Yeah.

Wayne:
Yeah.

Canis:
So who, who is it that supports you generally? Is it your peers or?

Wayne:
And yeah, peers, friends.

Canis:
Yeah

Wayne:
Everyone that kind of has the same Interests as me.

Canis:
Ok. And when you first set it up, did anybody, for example, parents or anybody kind of give you any guidance on it?

Wayne:
My parents gave me guidance on it.

Canis:
Yeah.

Wayne:
They don't have it themselves, but they know how to use it and they want. They just want me to like, be safe on it.

Canis:
Yeah, of course. Ok, thank you much. I want to stop the recording.

Wayne

Interview 3

Canis

Thank you erm, Wayne, for joining me for your final interview. As part of this research project. Erm, we're gonna start by looking at a couple of questions from the focus group, just so I can get your viewpoint specifically on them. And then I'm gonna ask you a few more questions. Erm, we are going to talk a little bit more about MWB in this session. And then we're gonna look at Instagram and social media, erm, a little bit more combined. So, can you tell me what you think MWB is? I think we talked about this a little bit yesterday.

Wayne:

Yeah.

Canis

And how you would describe your own MWB?

Wayne:

My mental, err I mean. Not really. It's not really affected, it's just. So I really know how to describe my MWB. I'm in like a positive state of mind.

Canis

Yeah.

Wayne:

I'm not negative. I'm not down. I'm not sad. I'm just like. All happy and positive currently.

Canis

Yeah.

Wayne:

A bit tired mentally because of everything that's been going on tests and everything.

Canis

Yeah.

Wayne:

I think that overall, very positive still.

Canis

Yeah. Ok. And what, what do you think MWB, if you have to describe it is?

Wayne:

If I had to describe MWB. How you are err emotionally doing and how you're coping like. Not, it's just not physically, how you're coping like in your head.

Canis

Yeah, brilliant. Erm, has anything had an impact on your MWB?

Wayne:

Tests actually.

Canis

Ok, yeah.

Wayne:

There's been so much like, revision.

Canis

Yeah.

Wayne:

And stress because of tests, and it's just been constant revising work and revising its.

Canis

Yeah.

Wayne:

It's just it made me more tired as well.

Canis

Yeah.

Wayne:

Which also impacts my MWB. I just can't think properly sometimes.

Canis

Yeah, yeah. I can relate to that. I understand. So, are you going to do something to make sure you get the balance back again?

Wayne:

Sleep.

Canis

Ok, good. Good. Yeah, that's always a good one.

Wayne:

Yeah.

Wayne:

Do you think that your MWB was impacted on by Covid? And what, what in what way? What changed when Covid happened?

Wayne:

Yes, I'd say positively and negatively because. I mean positively because no school, everyone's always excited and happy about that. But after a while, it just started to get more like. I don't know how to really describe it. It just started to get more lonely. I couldn't my friends. I couldn't like, talk to them or anything. You know, just started to become, gradually more. I started to become gradually more like negative and upset.

Canis

Yeah, yeah, yeah. And erm what? What support do you receive then for positive MWB?

Wayne:

Support from like, friends, family. Maybe just watch something that would like, improve my mood. It, they're just there for me.

Canis

Yeah, brilliant. Erm, do you think Instagram or social media supports you with your MWB?

Wayne:

Yeah.

Canis

As you said, you look, watch things sometimes.

Wayne:

So sometimes, like, usually all the funny content.

Canis

Yeah.

Wayne:

It improves my mood.

Canis

Ok. And is there kind of like, when you say it improves your mood, is it certain types of negative moods you'd use that for? Or, is it when because there's probably different ranges, isn't there?

Wayne:

It's just like anytime I'm, like feeling down.

Canis

Ok.

Wayne:

Or want to like, cheer myself up or just like, yeah.

Canis

Ok. Erm. Tell me about your parents' views and the school's views on Instagram and social media. And whether you agree with them.

Wayne:

Parents, views on social media? They don't use it themselves. They say it's erm, kind of silly.

Canis

Ok.

Wayne:

But they're like older, they're much older so.

Canis

Ok. Ok.

Wayne:

Erm, schools views? They tell us, they, they say it's good. It's so it's nice to use, as long as we use it. Like threads for its proper functions

Canis

Yeah

Wayne:

And not use it like any sorts of like things that can impact others negatively. Ok, cyber bullying, which I completely agree with.

Canis

Yeah. And what about your parents, guardians, and carers? Do you agree with their?

Wayne:

My parents, they, they allow me to have it. They just, they just tell me to like, be aware of things that can happen.

Canis

Ok. Yeah.

Wayne:

I, I somewhat agree with them.

Canis

Ok.

Wayne:

Because they, just they sometimes say to like not use it because it's silly, but they don't really know.

Canis

Ok.

Wayne:
They don't use it.

Canis
Ok, ok. So we're going to look at some statements now. I'm gonna ask you to rate yourself. Strongly agree, agree, disagree or strongly disagree. Ok. So on the whole, I'm satisfied with myself?

Wayne:
I'd say I agree.

Canis
Ok, erm at times I think I'm not good at all?

Wayne:
Disagree.

Canis
Ok, I feel that I have a number of good qualities?

Wayne:
Erm, yeah, I agree.

Canis
Ok, I am able to do things as well as other people?

Wayne:
I agree with that as well.

Canis
Ok, I feel I do not have much, much to be proud?

Wayne:
Strongly disagree.

Canis
Ok, brilliant. So, does your use of Instagram or social media impact on any of, the answers that you just gave there?

Wayne:
Erm. I'd say no.

Canis
Ok.

Wayne:

I'm not quite sure on that. No, I'd say.

Canis
Ok.

Wayne:
No and yes. For some of them, because am I satisfied with myself that Instagram, doesn't really affect me with that.

Canis
Ok.

Wayne:
But when it says things like. I, I actually I'm. I'm just going to say no, I'm not going to say yes to that.

Canis
Ok. Ok. Erm, would you change the way you, you? Will you change the way you use Instagram and social media from now on?

Wayne:
Probably not.

Canis
Ok.

Wayne:
It's just going to stay the same.

Canis
Yeah.

Wayne:
I just use it to like, text, call.

Canis
Yeah.

Wayne:
Watch reels and all of that.

Canis
Yeah, yeah. Ok. And is your use of social media or Instagram stopping you from doing anything? If so, what are you doing about it?

Wayne:

It doesn't, anymore. It used to because I used to like erm, I used to like, be having to use it more because I was in a relationship and everything.

Canis

Ok.

Wayne:

So I'd be having to use it more to text, than like take time for them.

Canis

Yeah.

Wayne:

No one would like prevent me from doing, like other things. That, I would do, but it didn't bother me.

Canis

Yeah, yeah.

Wayne:

At the time.

Canis

Ok.

Wayne:

But now, no.

Canis

Oh ok, brilliant. Thank you so much Wayne, I'm gonna stop recording.

Responses linked to participants' knowledge of MWB

Ali: I think MWB, I think MWB is a state, mmhmm, is a state of your mental health at the moment. And like how you can make it better and stuff (Interview 3)

Anna: Mmm, I think MWB is just how you feel inside (Interview 3)

Jenny: I think it's like. Umm. It's like your physical health.... But with your your head instead.... So it's like how you see the world, like the thought you have, things like that (Interview 3)

David: Wellbeing is like. Your mental health and how you are. Like, how you are in not a physical way, but like in a mental way, in a mental state (Interview 3)

Michelle: I think MWB is how it's like, how you are as a person and how you go, like how you I don't know. I don't how to put into words. It was. How you feel about certain things? (Interview 3)

Omar: And I think MWB is just overall like how you feel like and like what your mental state is like (Interview 3)

Tim: I think MWB is like how. The overall, kind of function in life and how you kind of process things with it, that's in a positive or a negative way. Erm. And also like, it can be affected by a lot of things (Interview 3)

The following participants explained MWB that was more personal to themselves and described their own experiences.

Freya: Oh, I think MWB is like your emotions and how well you deal with them and how I deal with my mental is if I'm feeling sad, I'll do something to take my mind away from it. Whether it's like, communicate with somebody like, that's not on my phone, like, talk to somebody in person or just like, go out the house and just buy things for myself or just do stuff to make me feel happy (Interview 3)

Preston: I think MWB is the err, state of like, your mental health and like you can have a good MWB and like a bad MWB. There's not like a category like, because like there's not like, if you get 90% school you have bad well and. Yeah, it's, it's just like. I guess it's all to do with the brain and like (Interview 3)

Riyad: Erm, I think MWB was like I, I compare it like how I describe it to myself as like obviously I have your physical appearance and how healthy you are and it's like how healthy your brain is... It's like if you work out, you'll be healthy body wise and if you do mental workout, then I guess. you have a better mental health... And it's affected by, like loads of factors around you like your life problems and other stuff. But yeah, I think like MWB is how healthy your brain is.... And how you control your emotions (Interview 3)

Emma: And so like, your mental health is a state of if it's good, bad, like negative emotions, positive emotions are for me, I think definitely improved a lot (Interview 3)

Appendix 7 CYP, social media and MWB

Definitions related to Health and Wellbeing (Public Health England, 2013)

Wellbeing and Health Department of Health



Why is wellbeing important to health?

An individual's health is a key aspect of their wellbeing and one of ten domains identified by the Office for National Statistics (ONS). Although people's assessment of their health is associated with their assessment of their overall life satisfaction, the relationship between health and wellbeing is not clear cut.

Analysis from the Integrated Household Survey (2012) suggests not everyone who reported their health as good or very good reported high levels of life satisfaction. Similarly, not everyone who reported their health as bad or very bad reported low levels of life satisfaction. A similar relationship was found for feeling happy, feeling anxious and feeling their life is worthwhile.

Definitions

Terminology around wellbeing and health is often used interchangeably, and sometimes, incorrectly. The main terms are: Wellbeing comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values. Wellbeing exists in two dimensions:

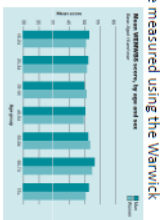
Subjective wellbeing asks people directly how they think and feel about their own wellbeing, and includes aspects such as life satisfaction (evaluation), positive affect (hedonic), and a judgement on whether their life is meaningful (eudemonic). **Objective wellbeing** is based on assumptions about basic human needs and rights, including aspects such as adequate food, physical health, education, safety etc. Objective wellbeing can be measured through self-report (e.g., asking people how they view their health), or through more objective measures (e.g., mortality rates and life expectancy).

Mental wellbeing is part of overall wellbeing and is more than just the absence of mental illness. It is a positive state of mind and body, underpinned by social and psychological wellbeing. It enables and supports good relationships, improved resilience, improved health, meaning, purpose and control. It is predictive of improved healthy life expectancy, quality of life and life satisfaction, and is inextricably linked with physical health and living with, and recovering from, both physical and mental illnesses.

Mental illness or mental disorder is a range of mental health problems that can cause marked emotional or cognitive distress, and interfere with daily functioning. Examples of mental illnesses include clinical depression, schizophrenia, bipolar disorder.

How does DH measure wellbeing? DH measures various aspects within the health domain of wellbeing, including:

Subjective wellbeing can be measured using four questions devised by ONS. These questions cover evaluative, eudemonic and hedonic wellbeing. The Integrated Household Survey (2012) tested these questions and found people generally felt satisfied with their lives, felt their lives were worthwhile, and felt happy, with fewer people reporting feeling anxious yesterday.



Positive mental wellbeing can be measured using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). WEMWBS results range from 14 to 70, with those answering all statements positively receiving a score of 70. The Health Survey for England (2010) indicates WEMWBS scores for men and women are similar, however a 'u-shaped' curve is observed with age. The middle age groups (35-44 and 45-54) showed the lowest scores, whilst the 65-74 age group showed the highest score.

Mental illness is commonly measured using the General Health Questionnaire (GHQ-12). A score of four or more indicates mental ill health. The Health Survey for England (2010) suggests women are significantly more likely than men to have a high score, and fewer adults aged 65-74 had a high score compared to other age groups.

Life expectancy and mortality rates give an indication of **objective wellbeing**. ONS interim Life tables for 2008-2010 report UK life expectancy to be 78.1 for men and 82.1 for women. ONS Mortality Data reports UK age-standardised mortality rates as 655 per 100,000 for men and 467 per 100,000 for women.

Children and young people's wellbeing was investigated in the Smoking, Drinking and Drug Use Survey of Young People in England (2011). Data suggests those with low self-reported wellbeing were 1.65 times more likely to have taken drugs in the last year.

How is DH addressing wellbeing? Wellbeing underpins all aspects of an individual's life. Wellbeing is therefore integrated across the Department of Health remit, including:

The **Public Health White Paper** sets out the national direction for public health. It gives significant emphasis to improving wellbeing across the life course, addressing key lifestyle challenges, health inequalities and the wider determinants of health and wellbeing.

The **Public Health Outcomes Framework** sets out the desired outcomes for public health and how they will be measured. There are two high level outcomes: increased healthy life expectancy; and reduced differences in life expectancy and healthy life expectancy between communities. The **Adult Social Care Outcomes Framework** and the **NHS Outcomes Framework** also include indicators relevant to aspects of wellbeing.

The **Mental Health Strategy** sets out a comprehensive set of shared objectives of mental health across the life course, including better mental wellbeing across the population, better mental health care and support, and better physical health for those with mental health problems. The **Mental Health Implementation Framework** identifies how the strategy can be implemented.

The **Children and Young People's Health Outcomes Forum** sets out the health issues that matter most to children and young people. The Forum gives recommendations as to how the health and care system can help deliver the necessary improvements to enhance the health care for children and young people.

Through the **Youth Marketing Strategy**, a new holistic approach to communicating with young people about key health behaviours (e.g., smoking, drinking alcohol, taking illegal drugs and risky sex) is being developed. This approach will better equip young people to manage risky lifestyle behaviours, support them to take responsibility for their health, and ultimately help them reach their full potential.

Strengths and Difficulties Questionnaire example

Strengths and Difficulties Questionnaire			
For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.			
Your Name	Male/Female		
Date of Birth.....			
	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
Other children or young people pick on me or bully me	☐	☐	☐
I often volunteer to help others (parents, teachers, children)	☐	☐	☐
I think before I do things	☐	☐	☐
I take things that are not mine from home, school or elsewhere	☐	☐	☐
I get on better with adults than with people my own age	☐	☐	☐
I have many fears, I am easily scared	☐	☐	☐
I finish the work I'm doing. My attention is good	☐	☐	☐
Your signature	Today's date		
Thank you very much for your help			
© Robert Goodman, 2005			

(Youth in Mind, n.d.)

Warwick Edinburgh MWB Scale

The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

(NHS Scotland, 2006)

Stirling Children's Wellbeing scale

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

SCWBS Key

Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each Item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.

(Child Outcomes and Research consortium, n.d.b)

Appendix 8- Supporting CYP with social media use

Recommendations for school practice to address CYP's experiences of BPS effects related to Instagram and social media

Key findings of BPS effects	Curriculum links	Practical solutions
Biological		
-Time taken away from sleep -Unaware of actions and instinctive use -Reliance on use and inability to stop	RSHE and PSHE, Science	-Sleep journals/logs or screentime journals/logs -Timer for screen use of specific social media applications -Learning linked to addiction, importance of sleep
Psychological		
-Spectating with a sense of FoMO -Spectating leading to making comparisons between self and others (lifestyle and body image) -Spectating as a means of gaining motivation and inspiration -Unknown negative content linked to graphic images and content -Unknown content linked to users expressing negative emotions -Unknown content linked to unrealistic body images -Experiences of bullying or witnessing bullying towards others -Masking emotions	RSHE and PSHE, Science, ICT, Physical education	-Regular opportunities to develop emotional literacy skills. Example include -Daily gratitude sessions -Expressing emotions and seeking support - Celebrating success and raising self-esteem -Showing support and recognising other peoples' strengths -Utilising online resources in taught sessions such as: 'Managing Social Media' , specifically the section 'Don't compare yourself to strangers,' (The Anna Freud Centre). -Learning linked to healthy bodies with a link to MWB -Learning linked to implementing filters on harmful content and recognising 'fake' news. -Learning linked to the importance of staying physically healthy through exercise and nutrition
Social		
-Time taken away from physically socialising -Time taken away from studying --Time taken from participating in meaningful activities -Means of connecting in the social world but disconnecting in reality	RSHE and PSHE, Science Extra-curricular opportunities 'Out of study periods'	-Implement opportunities for social activities during lunch/break times -Incorporate regular opportunities for engaging extra-curricular opportunities that focus on social development -Work with parents, guardians, carers and local community to identify and share information around community events -Social journals where CYP track their time interacting online vs in real life -Learning related to the science of happiness and how this links to CYP's development as they go into adolescence -Learning related to social/ free time management -Learning related to exploring the authenticity of online friendships

use

Teen Safety and Wellbeing milestones

Teen Safety & Well-Being Milestones



- May 2018**
Released the ability to 'mute' accounts so you can hide posts from certain accounts, without unfollowing them.
- August 2018**
Made time management easier for teens so you can hide posts from certain accounts without unfollowing them.
- September 2018**
Released our first Parent's Guide in partnership with groups like National PTA, National Alliance for Mental Illness and more.
- February 2019**
Took stronger steps to restrict suicide & self harm content by removing more content and no longer recommending content that discusses these issues.
- July 2019**
Committed to leading the fight against online bullying and launched our new Restrict feature.
- December 2019**
Started asking people for their birthday when they sign up for Instagram to apply age-appropriate experiences.
- December 2019**
Introduced a reminder to pause and reflect when our machine learning detects something that could be offensive.

- December 2019**
Kicked off our 'Pressure to be Perfect' program in collaboration with The Jed Foundation, to help young people be mindful of how time online can lead to comparisons to other people.
- May 2020**
Released new anti-bullying features including the ability to delete comments in bulk and pin positive comments.
- May 2020**
Announced our new 'Guides' feature in partnership with experts like the American Foundation for Suicide Prevention and the Child Mind Institute.
- October 2020**
Expanded our comment warning feature to include an additional, stricter warning when people repeatedly try to post potentially offensive comments.
- February 2021**
Launched expert-backed eating disorder resources and a dedicated reporting option for related content.
- March 2021**
Released our updated Parents Guide, created in collaboration with ConnectSafely and The Child Mind Institute.
- March 2021**
Announced new DM safety features to make DMs safer for teens with new, industry-leading features like preventing adults from messaging teens who don't follow them.

Note: These dates reflect initial launch dates and may not account for regional expansion or testing.
01

Teen Safety & Well-Being Milestones



- April 2021**
Launched 'Hidden Words' feature that sends potentially offensive DMs to a 'hidden requests' folder so people never have to see unwanted content.
- May 2021**
Released the ability to hide public like counts so people can decide what works best for them as they use Instagram.
- July 2021**
Made 'private' the default account setting for teens when they first sign up for Instagram.
- July 2021**
Shared new efforts to limit potentially suspicious adults from finding and following teens in places like Reels and Explore.
- August 2021**
Rolled out new 'Limits' tool to let people filter out abusive DMs and comments from others they might now know.
- December 2021**
Committed to raising the standard for protecting teens and supporting parents online with new teen defaults, time management tools and parental supervision features.
- March 2022**
Rolled out Family Center and Parental Supervision Tools on Instagram to help parents and guardians manage their teens' experience across Meta.

- June 2022**
Shared updates to Supervision Tools announced for Quest headsets in VR, and launched new nudges to prevent passive scrolling on content that might not feel meaningful.
- June 2022**
Introduced new ways to verify peoples' age on Instagram, including privacy-preserving selfie videos.
- August 2022**
Began turning on the 'Less' setting in Sensitive Content Control for new teens on Instagram to make it more difficult for them to come across potentially sensitive content in places like Search, Explore, and Reels.
- October 2022**
Updated anti-bullying features and a dedicated reporting option for related content.
- November 2022**
Introduced new ways we're limiting unwanted interactions between teens and adults, and new defaults to more private settings for teens on Facebook.

Note: These dates reflect initial launch dates and may not account for regional expansion or testing.
02

(Instagram, n.d.c)

Example of school guidance on Parents, guardians, and carers



(Young Minds, 2020)

Example of parent guide (Mental Health, UK)

Conversation Guide: Talking to young people about mental health



Starting Conversations - The 4 P's: its all about planning

Plan what you want to say

Be open: Perhaps speak about the fact you are concerned and explain what you have noticed that made you feel worried.

Normalise: Speaking about how you are feeling is brave - tell them it is nothing to be ashamed of. Talk about how we all have ups and downs.

Try not to panic: You aren't expected to have all the answers, you're there to listen and guide them. You can't be prepared for everything they will share.

Plan the best time to have the conversation

Think about the setting: consider who else is around and can potentially overhear the conversation, ask them where would you like to talk?

Timing: What else are they doing or going to be doing around that time. Be respectful of their priorities and when is the best time.

Give your full attention: Try not to multitask, it is important to convey that you are giving your full attention to the conversation.

Plan how you are going to encourage them to open up

Avoid labels: Think of ways that you can discuss things without using labels like 'mental health' or naming conditions such as anxiety or depression - it might shut down the conversation.

Listen and empathise: Empathy helps young people connect and requires you to try and understand how they are feeling. Listen to their point of view - it can be more helpful than giving advice.

Don't make assumptions: Young people told us that one of the ways people shut down conversations with them is to assume you know how they feel or what their issues are

Plan what will happen following the conversation

Act: Be aware of anything worrying that you might need to act on and refer to our signposting advice below who can provide specialist support.

Avoid easy solutions: What would help someone or what they want to happen will be different for everyone. Don't try to 'fix' or give advice as your first response.

Don't diagnose: You won't be in a position to diagnose a mental illness. Even if you've gone through something similar yourself.

Quick tools for conversations

Initial conversation: discuss the relationship with physical health and mental health so they can recognise they have the power to maintain and improve their own mental health.

Resilience: Young people hear a lot about resilience - explain what resilience means to you, and then ask what it means to them.

Wellbeing: Highlight how a positive mindset can be important. It's also ok to have difficult emotions when times are hard.

Normal stressors: these are things that 95% of people experience. It's important to recognise that feeling stressed about these things is not a sign of mental illness.

Work productively: Help them to draw on examples when they've worked at their best. How did they manage to do that?

Curiosity: Having a curious mindset and attitude can help us be open to different options and alternatives about our future. Start a conversation by asking what are they curious about.

Stress: Stress can help us in many situations but too much can be unhelpful. Help them explore strategies. What do they use in stressful situations? What else could they try which is new to them?

Inner critic vs inner coach: We all have thoughts that aren't based on fact. Young people have a lot of pressure on them to act, behave and look in a certain way. Get them to challenge their inner critic and support their inner coach!

Celebrate small steps: Encourage celebration of small wins, reminding them of ones they may not have noticed themselves.

Reflection: Completing a resilience graph (see our Parents and Carers Guide) will show that their days are not always perfect and there are down times. But resilience can help them get through. Try and make it make this a feature of 'everyday reflection'.

Making Decisions: If they need support in making decisions use the 'for and against' tool from our guide to help them look at the positive and negative factors in decision making.

Rational Coping Statements: Challenge negative thoughts that are based on feelings and opinions, help them to come up with rational coping statements.

Signposting for support

Learn more about mental health conditions



SCAN ME

Join the Clic Parenting Hub - A safe and supportive online community empowering parents and carers to support young people's mental health and wellbeing.




SCAN ME

Parent and Carers Guide - A guide to support you when talking to your child about mental health and the important role resilience has to play.



SCAN ME

Signposting Document - A list of contact information for mental health support services that may be useful for yourself or your child.



SCAN ME

(Mental Health, UK)

Timeline of CYP and the online world to share with school practitioners

1993- Open web launched

1995- Childnet launched

2013-National Curriculum, Computing programmes of study [National curriculum in England: computing programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study)

2013- National Curriculum, Citizenship programmes of study [National curriculum in England: citizenship programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study)

2013 (Updated 2018)-DfE 'Equality act 2010: Advice for schools' [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

2013 (Updated 2024) -DfE 'Behaviour in schools' [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)

2013 DfE 'Preventing bullying' [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/preventing-bullying)

2014- Ofcom commissioned the 'Children's media lives' study to begin (Conducted by Revealing reality) [Children's Media Lives - Ofcom](https://www.ofcom.gov.uk/consult/condocs/childrensmedia/childrensmedia.htm)

2014- DfE – 'Mental health and behaviour in schools' [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)

2015- DfE and Office for Health and Improvement disparities published 'Promoting children and young people's health and wellbeing' [Promoting children and young people's mental health and wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-mental-health-and-wellbeing)

2015 (updated 2024)- DfE 'Keeping children safe in Education' [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

2015 (updated 2023) DfE- 'Working together to safeguard children' [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)

2017- Digital 5 a day introduced [Digital 5 a day | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/digital-5-a-day/)

2017-Children's online activities, risks and safety: A literature review by the UKCCIS Evidence Group (October) [Children's online activities, risks and safety: A literature review by the UKCCIS Evidence Group - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/childrens-online-activities-risks-and-safety-a-literature-review-by-the-ukccis-evidence-group)

2018- UKCIS published 'A framework to equip children and young people for digital life' (Published Feb 2018, updated June 2020) [UK Council for Child Internet Safety \(UKCCIS\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/uk-council-for-child-internet-safety-ukccis)

2018-UKCIS published 'Using External Visitors to Support Online Safety Education' [Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/using-external-expertise-to-enhance-online-safety-education-guidance-for-education-settings)

2018- Internet matters published 'Vulnerable people in a digital world' (Feb, 2018) [Vulnerable children in a digital world report | Internet Matters](https://www.internetmatters.org/vulnerable-people-in-a-digital-world-report/)

2019- DfE- Online harms digital white paper [Online Harms White Paper - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/online-harms-white-paper)

2019- DfE- Relationships and Sex education (RSE) and health education curriculum published by DfE (published June 2019, updated Sep 2021) [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

2019- UK Council for Internet Safety published 'Digital Resilience framework' (Published Sep 2019, updated Sep 2020) [Digital Resilience Framework - GOV.UK \(www.gov.uk\)](#)

2021- DfE- 'Online media literacy resources' (Published July 2021, updated Sep 2021) [Online media literacy resources - GOV.UK \(www.gov.uk\)](#)

2021- Department for Digital , Culture, Media and Sport published 'Online media literacy strategy' [Online Media Literacy Strategy - GOV.UK \(www.gov.uk\)](#)

2022- UKIS - Using External Expertise to Enhance Online Safety Education Guidance for Education Settings (replaced 2018 guidance) [Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK \(www.gov.uk\)](#)

2022- DfE - 'Searching, screening and confiscation- Advice for schools' [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](#)

2022- C.Kamran research conducted

2023- DfE published 'Keeping Children Safe in Education- Statutory guidance for schools and colleges' [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

2023- UK Parliament- Online safety bill approved in House of Parliament [Online Safety Act 2023 - Parliamentary Bills - UK Parliament](#)

2023- Non statutory 'Teaching online safety in schools' guidance published (January) [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

2023- 'Working Together to Safeguard children' guidance published by HM Government [Working together to safeguard children 2023: statutory guidance](#)

2024- Revealing Reality's most recent findings for 'Children's Media lives 2024' published [Children Media Lives 2024 \(revealingreality.co.uk\)](#)

2024- UK Online safety bill to be implemented [Online Safety Act: explainer - GOV.UK \(www.gov.uk\)](#)

2024- DfE 'Mobile phones in schools: guidance' [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](#)

Sample of literature linked to CYP, social media and MWB (related to sections 2.8.2-2.8.5)

Author(s)	Name of article	Date of publication	Participant group	Methodological approach?	Key findings
Abrams, Z.	'Why young brains are especially vulnerable to social media'	2022	Not applicable (scientific perspective)	No. Commentary	Describes CYP's developmental brain sensitivity to social rewards when accessing platforms like TikTok/Instagram. Explored how risks are intensified depending on content and vulnerabilities.
Adorjan, M. and Ricciardelli, R.	'Smartphone and social media addiction: Exploring the perceptions and experiences of Canadian teenagers'	2021	CYP, aged between 13–19 (35 focus groups; N=115)	Yes. Qualitative focus groups	Recognises how CYP embrace the social media/smartphone "addiction" label and peer influence and social media app encourage compulsive use and FoMO.
The Anna Freud Centre for Children and Families	'Managing Social Media'	n.d.	Not applicable (Information for parents, carers, practitioners)	No. Guidance/resource	Provides guidance on supporting CYP in how to use social media safely and offers practical advice for managing online risks.
Bloemen, N. and Coninck, D.D	'Social Media and Fear of Missing Out in Adolescents: The Role of Family Characteristics'	2020	CYP, aged between 13–18 (N=831)	Yes. Cross-sectional survey	Findings imply that social media use relates to FoMO and aspects of family structure and parenting relate to the level of FoMO. Also explores insights into risk/protection related to FoMO.
Bragg, M.A., Lutfeali, S., Greene, T.,	'How Food Marketing on Instagram Shapes Adolescents' Food	2021	CYP aged between 13–17 N=832	Yes. Two-part online experiment	CYP found it difficult to identify Instagram marketing- based content and engaged with content that

Osterman, J. and Dalton, M.	Preferences: Online Randomized Trial'				increased their preferences towards unhealthy food choices.
Brown, R.C., Fischer, T., Goldwich, A.D., Keller, F., Young, R. and Plener, P.L.	'#cutting: Non-suicidal self-injury (NSSI) on Instagram'	2018	Instagram posts (N=2,826 images from 1,154 accounts)	Yes. Content analysis of images/comments/accounts	NSSI imagery is widespread on Instagram. More severe wounds drew more comments and posts were most prevalent in evenings and early mornings.
Brown, G., Rathbone, A.L. and Prescott, J.	Social media use for supporting mental health (SMILE)	2021	Adults, aged 18 or older with self-reported mental health problems (N=203)	Yes. Mixed-methods online survey	Participants reported informational and/or emotional support, connectedness and reduced isolation through their engagement with Facebook/Twitter. Implications related to support and moderation are explored.
Chochol, M.D., Gandhi, K., Elmaghraby, R., and Croarkin, P.E.	'Harnessing Youth Engagement With Mental Health TikTok and Its Potential as a Public Health Tool'	2023	Not applicable (clinical perspectives)	No. Commentary	Reflections include considerations around using TikTok CYP's mental-health outreach and education.
Dailey, S.L., Howard, K., Roming, S.M.P., Ceballos, N. and Grimes, T.	'A biopsychosocial approach to understanding social media addiction'	2020	Adults, 18 or older (N=290)	Yes. Quantitative regression across platforms	Biological, social, and psychological factors jointly predict problematic use linked to addictive use of social media platforms.
Davison, J., Bunting, B. and Stewart-Knox, B.	'The mediating effect of food choice upon associations between adolescent HRQoL and PA, social media use	2023	CYP, aged 13–14 years (N=1,609)	Yes. Cross-sectional survey; path analysis	Findings conclude that less social media use is associated with higher psychological wellbeing (PWB) and more positive school experiences and relationships dimensions; dietary patterns and physical activity

	and abstinence from alcohol'				link to levels of social media use. Alcohol abstinence was also associated with higher PWB.
Department for Education (DfE)	'Keeping children safe in education 2025 (statutory guidance)'	2025	Not applicable (Schools and colleges- policy audience)	No. Statutory guidance/document	Outlines safeguarding duties including online safety expectations, DSL role, and procedures for managing concerns/allegations.
Kucharczuk, A.J.; Oliver, T.L.; Dowdell, E.B.	'Social media's influence on adolescents' food choices: a mixed-studies systematic literature review'	2022	Inclusion criteria were CYP	Yes. Mixed-studies systematic literature review	Evidence suggests that social media use influence CYP's food choices and that each social media application varies in its level of influence.
Leggett-James, M.P. and Laursen, B.	'The Consequences of Social Media Use Across the Transition Into Adolescence: Body Image and Physical Activity'	2022	CYP, aged 8–13 years (N=296)	Yes. Short-term longitudinal	Study found that higher early social media use was connected to higher rates body dissatisfaction and lessened physical activity Peer influence was deemed as an influential factor.
Lister, N.B., Melville, H. and Jebeile, H.	'What adolescents see on Instagram: Content analysis of #intermittentfasting, #keto, and #lowcarb'	2023	Not applicable (600 "Top" images posts related to three hashtag terms were explored)	Yes. Content analysis	Results implied that diet-related posts frequently promoted meat-based foods with limited nutrition information. Commercial links were present and there were implications for CYP using these posts for information.
López-Vizcaíno, M.F.; Nóvoa, F.J.; Carneiro, V.; Cacheda, F.	'Early detection of cyberbullying on social media networks'	2021	Not applicable. CYP's posts	Yes. Quantitative content analysis	Outcomes of study lead to the proposal of early-detection models for cyberbullying.

Marks, R.J., De Foe, A. and Collett, J.	'The pursuit of wellness: Social media, body image and eating disorders'	2020	CYP and young adults	Yes. Narrative review	Studies how social media contributes to body image pressures, appearance comparison, and increased vulnerability towards obtaining eating disorders. Considers wellness culture impacts.
Méndez-Díaz, N., Akabr, G. and Parker-Barnes, L.	'The Evolution of Social Media and the Impact on Modern Therapeutic Relationships'	2022	Not applicable (insights based on clinical experiences)	No. Clinical commentary perspectives	The discussion is focussed on the use of social media and managing therapeutic boundaries. Reflects on self-disclosure, and client wellbeing and draws on considerations for practice and ethics.
Oh, J., Kim, M., Rhee, S.Y., Rahmathi, S.Y., Koyanagi, A., Smith, L.; Kim, M.S., Fond, G., Boyer, L., Kim, S., Shin, J.I. and Yon, D.K.	'National Trends in the Prevalence of Screen Time and Its Association with Biopsychosocial Risk Factors Among Korean Adolescents'	2024	CYP, aged 12-18 years (N=913,191)	Yes Cross-sectional analyses	Findings indicated a correlation between longer screen time and the prevalence of multiple biopsychosocial risks including poorer mental health, lower physical activity, and reduced sleep quality.
Ofcom	'Children and parents: media use and attitudes report 2025'	2025	CYP 3–17 and parents (N=7,926)	Yes. Quantitative surveys.	Findings provide a national picture of CYP's media use, social media engagement and parental experiences/ insights.
Office for National Statistics	'The National Study of Health and Wellbeing: Children and Young People 2023'	2023	CYP	Yes. Quantitative survey	Findings provide national data on mental health, wellbeing, service use, self-harm, and social media associated experiences and behaviours among CYP.

Pirdehghan, A., Khezme, E. and Panahi, S.	'Social Media Use and Sleep Disturbance amongst Adolescents: A Cross-sectional Study'	2021	YP, aged 17 years (N=576)	Yes. Cross-sectional questionnaire	Findings conclude that higher social media use is associated with greater sleep disturbance, reduced duration, and poorer sleep quality.
Popat, A. and Tarrant, C.	'Exploring adolescents' perspectives on social media and mental health and well-being – A qualitative literature review'	2022	Inclusion criteria were linked to studies related to CYP aged 13–17 years	Yes. Qualitative studies literature review (24 qualitative papers)	The key themes that were identified were: self-expression/validation; appearance comparison; pressure to stay connected; peer support; exposure to bullying/harmful content.
Przepiórka, A. and Błachnio, A.	'The role of Facebook intrusion, depression and future time perspective in sleep problems amongst adolescents'	2019	CYP, Aged 14 (N=426)	Yes. Cross-sectional survey	Findings suggest the Facebook intrusion and depressive symptoms are linked to sleep problems and that participants with greater future time perspective were at lower risks of these outcomes.
Royal Society for Public Health	'#StatusOfMind: The effects of Social Media on Mental Health'	2017	CYP and adults, aged 14–24 years (N=1,500)	Yes. Survey.	Identifies risks related to social media use including anxiety, poor sleep, body image. Acknowledges benefits including community engagement and support. Recommendation linked to PSHE digital literacy.
Rutter, L.A., Thompson, H.M., Howard, J.; Riley, T.N., De	'Social Media Use, Physical Activity, and Internalizing	2021	CYP and parents (N=4,592)	Yes. Cross-sectional survey	Findings acknowledge social media use is associated with increased depressive/anxiety symptoms and loneliness and physical activity is

Jesús-Romero, R. and Lorenzo-Luaces, L.	Symptoms in Adolescence'				associated with fewer of these symptoms.
Statista Research Department	Instagram usage in the UK by age and gender (2025/2026)	2026	CYP and adults	Official statistics (further information unavailable)	Provides information on Instagram users by age and gender.
Subrahmanyam, K. and Michikyan, M.	'Methodological and conceptual Issues in Digital Media Research'	2022	Not applicable (theoretical/methodological chapter)	No.	Reflects on challenges associated with existing research related to digital media research associated with CYP. Offers guidance on conceptual considerations.
University College London	'Heavy social media users tend to be poor sleepers, new research shows'	2019	CYP, age 14 (N=11,500)	Yes. Quantitative data analysis	Findings acknowledged that high rates of social media use were associated with later bedtimes, difficulty waking, and disrupted sleep among CYP.
Van Den Eijnden, R.J., Geurts, S.M., Ter Bogt, T.F., Van Der Rijst, V.G. and Koning, I.M.	'Social media use and adolescents' sleep: A longitudinal study on the protective role of parental rules regarding internet use before sleep.'	2021	CYP, aged 11-17 years (N=2,201)	Yes. Longitudinal study	Results demonstrated that parental rules limiting internet/smartphone before bedtime had a positive impact on CYP's length and quality of sleep; this was particularly the case for younger participants.
Winter, R. and Lavis, A.	'The Impact of COVID-19 on young people's mental health in the UK: Key Insights from Social Media Using Online Ethnography'	2022	CYP's social media posts (1,033 posts + 13,860 comments)	Yes. Online ethnography	Results outlined that depression, anxiety and suicidality were linked to pandemic-related stressors such as school closures, lost opportunities and family strain.

Yu, D.J., Wing, Y.K., Li, T.M.H. and Chan, N.Y.	'The Impact of Social Media Use on Sleep and Mental Health in Youth: A Scoping Review'	2024	Inclusion criteria were studies focussed on CYP	Yes. Scoping review	Review findings indicate that recent studies generally indicate that CYP's use of social media is linked to poorer sleep and mental health challenges. There is an acknowledgement for the need of more longitudinal/causal research.

