



**Universiteit Utrecht**

**"YOU HAVE SUCH A NICE INSTAGRAM PHOTO; I  
WISH I LOOKED LIKE YOU!"<sup>1</sup>**

*A study of the impact of online exposure to photos and videos on body image in  
adolescent boys.*

Tamara Groot Zwaaftink (6508863)

Dr. M.J.M. Hoogenboom

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<sup>1</sup> Self-created

## **Abstract**

**Introduction:** This study sheds light on the relationship between the online exposure to photos and videos and the impact on adolescent boys' body image. The concept body image is investigated, as there is uncertainty in existing literature. The results of this study are compared to that of adolescent girls, as gender is recognized as an important factor in body image development (Muth & Cash, 2006). **Methods:** The data used for this study comes from the longitudinal DiYo project. The sample for this study consisted of 1,886 participants. The data obtained were analyzed through a quantitative research method. **Results:** Duration of Instagram and Snapchat use was found to be a significant negative predictor on adolescent boys' thoughts about their bodies. Furthermore, duration of Instagram and Snapchat use was not found to be a significant predictor of how adolescent boys felt about their bodies.

Additionally, adolescent boys' thoughts and feelings about body image were found to be significantly related. Finally, regardless of whether you are an adolescent boy, or an adolescent girl was found to have an impact on the relationship between the duration of Instagram and Snapchat use and how adolescents think and feel about their bodies.

**Conclusion:** The influence of using Snapchat and Instagram is negative, but weak, when it comes to adolescent boys' body image. Given the weak influence, in further research it would be interesting to see what other external factors can influence a negative body image of adolescent boys. Regardless of whether you are an adolescent boy or girl, the relationship between the use of Snapchat and Instagram and the body image of adolescent boys and girls remains weak. Based on this weak relationship, further research is recommended.

Keywords: adolescent boys, Instagram and Snapchat use, body image.

## **Introduction**

In 2018, 87% of Dutch adolescents between the ages of 12 and 18 used a social networking site such as Facebook, Instagram, or Snapchat (CBS, 2019). Instagram and Snapchat are also known as High Visual Social Media (HVSM) and focus on sharing online photos and short videos, in which it is possible to use filters to change the appearance of the individual (Marengo, Longobardi, Fabris, & Settanni, 2018). The use of such filtered images and photo editing has led to a new trend of social media-induced appearance dissatisfaction, namely "selfie dysmorphia" and "Snapchat dysmorphia" (Wang, Rieder, Schoenberg, Zachary, & Saedi, 2020). Body dissatisfaction due to social media exposure is not a new phenomenon. Several studies show that adolescents who use social networking sites more frequently are more likely to be dissatisfied with their bodies (for example, Kelly, Zilanawala, Booker, & Sacker, 2018; de Vries, Peter, de Graaf, & Nikken, 2016; de Vries & Vossen, 2019). In addition, studies show that body dissatisfaction is also dependent on various personal characteristics, such as gender (Muth & Cash, 2006), level of perfectionism (Woodside et al., 2002), ethnicity (Kornblau, Pearson, & Breitkopf, 2007), being introvert or extrovert (Skorek, Song, & Dunham, 2014), and being emotionally stable or unstable (Kelly et al., 2018; Skorek et al., 2014). However, few studies are known that specifically focus on online exposure to photos and videos and the impact on adolescent boys' body image. Studies can be found on the drive for muscularity (Martin & Govender, 2011; McCreary & Sasse, 2000; Ricciardelli & McCabe, 2004) and the dissatisfaction and low self-esteem (van den Berg et al., 2010). The drive towards muscularity is a major concern among adolescent boys as it can be associated with disordered eating and, in the long run, with an eating disorder (Lawler & Nixon, 2011; Rodgers, Ganchou, Franko, & Chabrol, 2012) or depression (Lawler & Nixon, 2011). This makes preventive action desirable to reduce the cost and suffering of society (Carlsson et al., 2013). However, uncertainty remains about the reinforcing role of social media has on the body image of adolescent boys. On the one hand, it is thought to reinforce the drive of muscularity (Griffiths et al., 2018); on the other hand, men are not influenced by body-related images (Grogan, Williams, & Conner, 1996; Thompson & Heinberg, 1992). Given these mixed results when it comes to the influence of HSVM on adolescent boys' body image, this study tries to clarify the relationship between the influence of HSVM and adolescent boys' body image. Clarity in this relationship adds to the knowledge surrounding the influence of HVSM on adolescent boys' body image. With this knowledge, preventative action can be taken where necessary, ultimately contributing to reducing society's health costs (Carlsson et al., 2013) and preventing worse mental health problems (Lawler & Nixon, 2011; Rodgers,

Ganchou, Franko, & Chabrol, 2012). This outcome will be compared to adolescent girls, as gender is recognized as an important factor in body image development (Muth & Cash, 2006).

## **Literature**

### *Highly Visual Social Media (HVSM)*

HVSM refers to social media platforms that focus primarily on sharing user-created visual content, such as images and short videos (Marengo et al., 2018, McCrory, Best, & Maddock, 2020). Before uploading, it is possible to use a filter to modify and enhance (the person or subject in the) image (Marengo et al., 2018, McCrory et al., 2020). HVSM differs from visual social media as it aims to reach more audience on social media with the use of photos, videos, and other visual content (Bennett, 2013; Gretzel, 2017). Images and videos are not new. The first photograph was taken in 1826, which was followed by many developments in photography and visual media (Haidar, 2013). A form of visual media is television, which is considered as traditional media (Lin, 2016). Concerning the influence of media on body image, traditional media differs from social media in three key aspects (Fardouly & Vartanian, 2016). First, users participate on social media platforms, compared to only seeing celebrities on television. Secondly, users of social media often only upload the best images of themselves, which may have been edited and improved (Manago, Graham, Greenfield, & Salimkhan, 2008; Zhao, Grasmuck, & Martin, 2008). These edited images provide exposure to a certain appearance which, in time, is attempted to be normal (de Vries & Vossen, 2019). Normalizing these edited images can be explained by Festinger's Social Comparison Theory (1954). This theory states that individuals evaluate their opinions and abilities by comparing them with the opinions and abilities of other people (Goethals & Darley, 1987). To make this comparison, individuals choose comparable individuals to compare themselves with, which makes social comparison an interpersonal process (Goethals & Darley, 1987). Looking at the use of social media, this would mean that people compare themselves to edited (and therefore unrealistic) images, making unrealistic comparisons when it comes to body image. The third and final difference is that social media is primarily aimed at communicating with acquaintances of the individual, which can then influence body image (Carey, Donaghue, & Broderick, 2014; Fardouly & Vartanian, 2016). This is supported by the Social Learning Theory of Bandura (1977). According to Bandura (1977), exposing role models to individuals does not, in and of itself, produce a strong sense of belonging. What matters is the extent to which the individual can identify with the role model. If there is identification, the behavior and appearance of the role model will be adopted.

### *Body image*

Many people worry about how they look, making them more susceptible to developing a negative self-image (Barlett, Vowels, & Saucier, 2008). A negative self-image can be defined as: "A way of thinking and feeling about one's body that negatively affects one's self-esteem, body satisfaction, and body esteem" (Barlett, Harris, Smith, & Bonds-Raacke, 2005; Barlett et al., 2008). This definition consists of three components: self-esteem, body satisfaction, and body esteem. All these aspects are significantly related to negative self-images (Barlett et al., 2008). Self-esteem can be defined as the overall evaluation of oneself (Rosenberg, 1965). Body satisfaction refers to how individuals feel about their bodies (Barlett et al., 2008; Gallagher, 2006; Muth & Cash, 2006). Body esteem, finally, refers to how individuals feel about their bodies (Barlett et al., 2008; Franzoi & Herzog, 1986, Thompson & van den Berg, 2002). In other words, self-esteem is a concept that focuses on all aspects of the human being related to the outer and inner self. Together, these aspects represent self-esteem. Body esteem, on the other hand, specifically emphasizes feelings about one's body, as does body satisfaction, which specifically focuses on thoughts about one's body (Barlett et al., 2008). Since self-esteem does not specifically focus on body image, this concept will not be included for this study. By contrast, a positive body image may also be present. This refers to an overarching love and respect for the body that enables individuals to: appreciate the beauty of one's own body; admire it even when it does not conform to idealized images; find oneself beautiful, be comfortable, and be confident; dwell on the perfections rather than imperfections; and be able to filter new information in a body-protective way (Tylka & Wood-Barcalow, 2015; Wood-Barcalow, Tylka, & Augustus-Horvath, 2010).

### *Social media use and body image*

Nowadays, social media is seen as one of the platforms that define cultural norms for ideal body types, emphasizing the importance of thinness for adolescent girls and muscularity for adolescent boys (Fardouly & Varanian, 2016; Swami et al., 2010). Social media refers to the mobile and web-based technologies used to create highly interactive platforms where individuals and communities can share, co-create, discuss, and modify content (Correa et al., 2010; Kietzmann et al., 2011). Social media use can lead to body image dissatisfaction (Kelly et al., 2018, de Vries et al., 2016, de Vries & Vossen, 2019). This relationship can be explained using Vygotsky's (1979) Sociocultural Theory. Vygotsky (1979) argues that human mental functioning is not simply based on social interaction, but specifically relates to the structures and processes that individuals discover which influence interactions with others

(Scott & Palincsar, 2013). In other words, Sociocultural Theory is based on the belief that social factors, particularly print and visual media, have a major responsibility when it comes to the degree of (self)acceptance of certain physical characteristics of individuals (Heinberg, Thompson, & Stormer, 1995; Stormer & Thompson, 1996).

Within Sociocultural Theory, three themes can be identified. The first theme states that individual development has its origins in social resources (Wertsch, 1991). Specifically, this involves, for example, the interaction between children and caregivers (Scott & Palincsar, 2013) or, in this case, the interaction between online social media users. The second theme states that human action (at the social and individual level) is mediated by instruments and signs (Wertsch, 1991). Specifically, commerce is influenced by, for example, pictures, videos, or other objects that enable a particular activity. In the latter theme, Wertsch (1991) argues that learning is a necessary and universal aspect of developing culturally organized, specifically human, psychological functions (Scott & Palincsar, 2013; Vygotsky, 1979, p. 90). Therefore, the sociocultural theory argues that visual media provide for the (non-)acceptance of physical attributes. This is confirmed by several studies. For example, it appears that the level of exposure to social media can lead to negative body image in adolescent girls (Kelly et al., 2018; Scully, Swords, & Nixon, 2020). Furthermore, the study by Griffiths and colleagues (2018) found that the frequency of social media use is associated with body dissatisfaction, eating disorder symptoms, and thoughts of using anabolic steroids, among men who belong to the sexual minority group. In doing so, it was concluded that body image is strongly associated with the use of image-oriented social media platforms, as opposed to non-image-oriented social media platforms (Griffiths et al., 2018). In addition, other traits appear to influence the (non-)acceptance of physical traits, such as low self-esteem (van den Berg et al., 2010; McCreasy & Sasse, 2000) or higher levels of depression (Kelly et al., 2018; McCreary & Sasse, 2000).

### **Theoretical approach**

This section describes the process from hypothesis, statistical analysis and deriving results. For this study, HVSM refers to: “*Social networking sites such as Instagram and Snapchat, where it is possible to upload (edited) photos and videos, which are then part of an interactive way of communicating*” (Marengo et al., 2018 & McCrocy et al., 2020). To study the concept of HVSM, we measure the online exposure to photos and videos (in hours).

Social Comparison Theory shows that individuals' behavior is related to what they think others expect of them (Festinger, 1954). This is an explanation of why individuals are

concerned with what they, but also what others, think of (edited) photos and videos. In addition, identification plays an important role when it comes to adopting behavior and appearance (Bandura, 1977). To examine the concept of body image, a distinction is made between the degree of body satisfaction and the degree of body image, both of which are measured by a Likert scale. Studies (Kelly et al., 2018; de Vries et al., 2016; de Vries & Vossen, 2019) show that social media harms the individuals' body image, which makes the following hypotheses:

H<sub>1</sub>: There is a negative relationship between online exposure to photos and videos and the degree of body satisfaction of adolescent boys.

H<sub>2</sub>: There is a negative relationship between the online exposure to photos and videos and the degree of body esteem of adolescent boys.

Furthermore, it appears that body image is an overarching term for several interrelated concepts. This study examines the degree of body satisfaction and the degree of body esteem among adolescent boys. This does not include the degree of self-esteem, since, as mentioned above, self-esteem does not specifically focus on body image (Rosenberg, 1965). The degree of body satisfaction, it refers to the extent to which adolescent boys think they are satisfied with their bodies (Barlett et al., 2008). The degree of body esteem refers to the extent to which adolescent boys feel that their bodies are allowed to be there (Barlett et al., 2008). Since body image is an overarching term that includes body satisfaction and body esteem, it is assumed that these two concepts are related. Here, it is unclear whether there is a positive or negative correlation, which makes the following hypothesis:

H<sub>3</sub>: There is a correlation between the degree of body satisfaction and the degree of body esteem of adolescent boys.

Lastly, several studies (Kelly et al., 2018; de Vries et al., 2016; de Vries & Vossen, 2019) show that the use of social media leads to body image dissatisfaction in adolescents. Here, it is argued that gender can be an important factor when it comes to the development of body image in general (Muth & Cash, 2006). To examine the extent to which gender affects the relationship between social media use and adolescent body image, the following hypotheses are examined:

H4: The effect of online exposure to photos and videos on the degree of body satisfaction is moderated by gender.

H5: The effect of online exposure to photos and videos on the degree of body esteem is moderated by gender.

### Research question

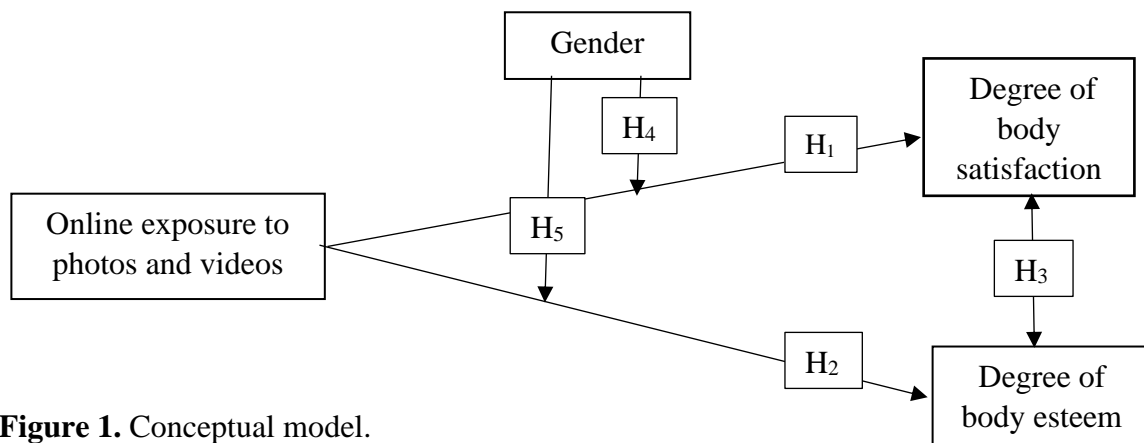
The following research question was formulated for this study:

*To what extent does online exposure to photos and videos affect the degree of body satisfaction and the degree of body esteem of adolescent boys compared to adolescent girls in the Netherlands?*

To answer the main question above, the following sub-questions have been formulated:

1. What is the influence of online exposure to photos and videos on the degree of body satisfaction of adolescent boys?
2. What is the influence of online exposure to photos and videos on the degree of body esteem of adolescent boys?
3. What is the relationship between the degree of body satisfaction and the degree of body esteem in adolescent boys?
4. How does online exposure to photos and videos affect the degree of body satisfaction and the degree of body esteem of adolescent boys compared to adolescent girls?

In the conceptual model (Figure 1), a visual representation is given of how the above variables relate to each other during this research.



**Figure 1.** Conceptual model.



## **Research methods**

### *Participants and data collection*

The data used in this study comes from the longitudinal study of the Digital Youth (DiYo) project, started in 2015. The sample consists of Dutch high school students attending pre-vocational secondary education, senior general secondary education, or pre-university education. The ages vary from 10 to 18 years. The used data consists of multiple measurements, which is irrelevant to this study. This makes that the different measurements were combined. This study specifically focuses on adolescent boys, ages 12 to 18, resulting in a sample of 1,886 participants. To achieve a Power of 99%, with an effect size of 0.5%, the sample size contains at least 266 respondents (Gpower, 2019). Since this study has a sample size of 1,886, we can say the data is representative.

### *Materials and instruments*

For this study, the standardized questionnaire "Social Media and Youth" is used, which consists of 68 questions (Appendix D), which contributes to the reproducibility of the study, as the questions can be used again for a new measurement. In addition, the standardized questionnaire contributes to the content validity and criterion validity of this study, as used scales were representative of what was to be measured and also based on scientific scales and studies. The construct validity is reasonably guaranteed by the fact that most of the items have a good correlation among them during the same year. On the other hand, there is a weak correlation between the different years. The construct validity could be increased by removing item C68\_2 ('I wish my body were different'). This item was not removed, since it was only present in measurement C. The correlation tables can be found in Appendix A.

*Gender* was measured through the use of question 3: "Are you a boy or a girl?", with the two-response options boy (=1) or girl (=2). Since this study specifically focuses on adolescent boys, this variable used only adolescent boys, by filtering out the adolescent girls. Next, *Gender\_1* is created, since the last hypothesis is to examine the extent to which gender affects the relationship between online exposure to photos and videos and adolescent boys' and girls' body image. *Gender\_1* will be measured by using the distinction between adolescent boys (=1) and adolescent girls (=2). *The online exposure to photos and videos* is examined by first filtering the data on Instagram and Snapchat (Q79: 'What social media do you use?'). Next, the duration of this exposure is measured (Q10: 'How many times a day do you look at social networking sites?' and Q16: 'How many times a day do you look at your smartphone to see if a message, photo or video has come in?'). Response options vary from never or less than 1

time per day to more than 80 times a day. The reliability of this variable was initially low, with Cronbach's alpha being  $\alpha = .27$ . The items on which the value of Cronbach's alpha was determined were merged items, which affected the reliability since not every respondent completed something on every measurement. In addition, it appears that item EV10\_1 has 71.9% missings and item EV16\_1 has 72.1% missings. This could explain the low value of Cronbach's alpha. To increase the reliability of the measurements, the choice was made to remove the items EV10\_1 (How many times a day do you look at social networking sites?) and EV16\_1 (How many times a day do you look at your smartphone to see if a message, photo or video has come in?), resulting in a Cronbach's  $\alpha = .64$ . Removing one more item did not result in a higher value of Cronbach's alpha. *The degree of body satisfaction* is measured by question 68 which consists of five statements on the Likert scale (such as: 'I am satisfied with my own body') focused on body image thoughts. These statements are answered using a five-point Likert scale (not true at all to completely true), based on the Self-Perception Profile for Adolescents (Harter, 2012). This variable had a Cronbach's  $\alpha = .72$ . For this variable, it is also the case that there were merged items, which affects reliability. In addition, this variable is based on one question, which also contributes to influencing the reliability. This could be increased by adding questions. Nevertheless, removing items did not increase the value of Cronbach's alpha and a Cronbach's alpha higher than .70 is considered reliable (Field, 2017). *The degree of body esteem* is measured by two statements (Q25, statement 3: "He or she gets more likes than I do." and statement 5: "He or she looks better than I do"), and relate to thoughts when viewing a post, photo, or video on a social networking site. These statements were answered using a five-point Likert scale (never to very often) and correspond to the Upward Social Comparison Scale (Buunk et al., 1992), with a Cronbach's  $\alpha = .62$ . For this variable, it is also the case that there are merged items, which may affect the reliability. As a result, the estimate of reliability is determined from modeled data, so it is accepted for this study that it is below the limit of 0.70. To get an increased Cronbach's  $\alpha = .75$ , statement 4 would have to be removed from measurement 5. However, this has the disadvantage that body esteem is based on fewer respondents and also on fewer statements, which has a negative impact on reliability. For this reason, it was decided to accept a Cronbach's  $\alpha = .62$ .

### *Design*

A quantitative research method was chosen for this study. The four concepts being studied have been measured before and reliable scales exist to measure these concepts. The data is used from an existing dataset consisting of 1,886 respondents, which makes the sample large

enough to use quantitative analysis on. Within this study, online exposure to photos and videos is the dependent variable and of ratio measurement level. The degree of body satisfaction is an independent variable and of ordinal measurement level. The degree of body esteem is also an independent variable and of ordinal measurement level. Finally, gender as a moderator is an independent variable and of nominal measurement level. This study examines various intercorrelations and moderating effects. Since it looks at the moderating effect of gender, this study is about the differences between groups.

### *Analysis plan*

Regarding the first hypothesis, 'There is a negative relationship between online exposure of photos and videos and the degree of body satisfaction of adolescent boys' a linear regression is applied. Online exposure to photos and videos is measured by the variable duration and the degree of body satisfaction with question 68, consisting of five statements. The results of these statements are converted into scores from 1 (= completely correct) to 5 (= completely incorrect). The second hypothesis: 'There is a negative relationship between the online exposure of photos and videos and the degree of body esteem of adolescent boys' is also measured with a linear regression. Here, online exposure to photos and videos is measured with the unit time (in hours). The degree of body esteem is measured by two statements of question 25. The results of the statements are converted into scores from 1 (= never) to 5 (= very often). The third hypothesis: 'There is a correlation between body satisfaction and body esteem of adolescent boys', is measured by correlation. The converted scores of the degree of body satisfaction and the degree of body esteem are used to conduct the analysis. The fourth hypothesis: 'The effect of online exposure to photos and videos on the degree of body satisfaction is moderated by gender', is measured through moderation analysis. The online exposure to photos and videos is measured by the variable time (in hours). The degree of body satisfaction through the transformed scores of the linear regression. For gender, scores are converted to 0 = boy and 1 = girl. Then a moderation analysis is performed, where gender is the moderator. The final hypothesis, 'The effect of online exposure to photos and videos on the degree of body esteem is moderated by gender' is also measured with a moderation analysis. Online exposure to photos and videos is measured through the variable time (in hours). The degree of body esteem through the transformed scores of the linear regression. For gender, the converted scores from hypothesis four are used. Next, a moderation analysis is performed, where gender is the moderator. All the above tests are conducted and analyzed with SPSS.

### *Ethics*

Looking at the ethical issues surrounding the used dataset, it can be concluded that they are covered in the following ways: At the end of the questionnaire, contact information was provided for a confidant if the questions cause emotional triggers. In addition, parents received an information letter and an active informed consent prior to the study. Without this consent, adolescents were not allowed to participate in the study. Furthermore, participants were able to stop the study at any time and the study was approved by the Faculty of Social and Behavioral Sciences (FETC16-076). The dataset used did not meet the following ethical point: the study is not anonymous since the research design involves repeated measurements. However, the information was kept confidential, and the results were not referable to the respondents. Looking at the considerations of the used dataset, I understand the choice, as it is valuable to look over time at the effects of social media use among adolescents. As a result, they could not guarantee anonymity, but this was overcome by handling the information confidentially.

### *Analytical strategy*

The dataset that was used contains data from five different measurements. Since the questions that were used do not appear in every measurement, it was chosen to use the data from measurement 3, 4 and 5. In addition, it appears that not every respondent participated in every measurement. For this reason, all misses were initially defined for all variables used for each measurement. Next, these three measurement moments were combined, and new variables were created: Gender, Gender\_1, Insta\_Snapchat\_Use, Body\_Satisfaction, Body\_Esteem, and Duration\_Exposure\_SM.

To measure *the relationship between online exposure to photos and videos and the degree of body satisfaction*, first, statement 2 of question 68 for measurement 3, 4, and 5 was pooled, to which 1 = completely correct, 2 = correct, 3 = somewhat not correct/a little correct, 4 = not correct, and 5 = not correct at all, became. Next, the assumptions were checked. The residuals were spread out (Durbin-Watson = 1.75). Thereby, there was no homoscedasticity (Appendix B, Figure 1.1) and the residuals can be assumed to be approximately normally distributed (Appendix C, Figure 2.1). The regression analysis was conducted with an  $\alpha = .05$ , on a dataset of 1,886 respondents after removing missings and outliers, with a Cronbach's  $\alpha = .64$  for online exposure to photos and videos and a Cronbach's  $\alpha = .72$  for the degree of body satisfaction. To measure *the relationship between online exposure to photos and videos and*

*degree of body esteem*, assumptions were initially checked. The residuals were distributed (Durbin-Watson = 1.79) and there was no homoscedasticity (Appendix B, Figure 1.2) . Furthermore, it could be assumed that the residuals were approximately normally distributed (Appendix C, Figure 2.2). The regression analysis was conducted with an  $\alpha = .05$ , on a dataset of 1886 respondents after removing missings and outliers, with a Cronbach's  $\alpha = .64$  for online exposure to photos and videos and a Cronbach's  $\alpha = .62$  for the degree of body esteem. To examine *the relationship between the degree of body satisfaction and the degree of body esteem*, a Spearman correlation was performed, as both variables were of ordinal measurement level. Furthermore, within the study, there is no random sample, but the observations are independent. The Spearman correlation was performed with an  $\alpha = .05$ , on a dataset of 1,886 respondents after removing missings and outliers, with a Cronbach's  $\alpha = .72$  for the degree of body satisfaction and a Cronbach's  $\alpha = .62$  for the degree of body esteem.

## **Results**

The sample consist of adolescent boys aged 11 to 18 years. The mean, as well as the median age is approximately 14 years old. At first view, this indicates a good distribution of data, but given the standard deviation of 1.34, this cannot be supported with certainty. Considered Gender\_1, a mean of 1.47 is seen indicating that the sample consists of more adolescent boys (52.6%) than adolescent girls (47.4%). This is in line with the adolescent population in the Netherlands which consists of 51.2% adolescent boys and 48.8% adolescent girls (CBS, 2020), which makes the sample generalizable based on gender. Looking at the migration background from the parents of the sample (labeled with the values 1 to 6), it shows that the mean is equal to 1.23 and the median is equal to 1. This indicates that the majority of male participants are from the Netherlands. This is also confirmed in Table 2, which shows that the majority of the sample parents was born in the Netherlands (95.0%). The descriptive statistics also shows that the mean online exposure to photos and videos and the median are approximately equal to each other. This would indicate a good distribution of the data, but given the standard deviation of 1.37, this cannot be substantiated with certainty. In addition, the mean degree of body satisfaction appears to be higher than the median, but both are below 2, indicating a low degree of body satisfaction among the majority of male participants. Lastly, the mean degree of body esteem is found to be higher than the median, but both are below 2, indicating a high degree of body esteem among the majority of male participants. In addition, the maximum value is 4, indicating that none of the male participants indicated

answer option 5 for more than half of the items. The full descriptive statistics are shown in Table 1.

**Table 1.**  
*Descriptive statistics*

Variable	<i>M</i>	<i>SD</i>	Min	Max	Median
Age <sup>a</sup>	14.15	1.34	11.00	18.00	14.00
Gender <sup>b</sup>	1.00	0.00	1.00	1.00	1.00
Gender_1 <sup>c</sup>	1.47	0.50	1.00	2.00	1.00
Migration background parents <sup>d</sup>	1.23	1.03	1.00	6.00	1.00
Online exposure to photos and videos <sup>e</sup>	4.43	1.37	1.00	7.00	4.50
Degree of body satisfaction <sup>f</sup>	1.90	0.78	1.00	4.93	1.60
Degree of body esteem <sup>g</sup>	1.43	0.48	1.00	4.00	1.33

<sup>a</sup> measured with age in years.

<sup>b</sup> measured with 1 = boy, 2 = girl. Gender use during regression and correlation.

<sup>c</sup> measured with 1 = boy, 2 = girl. Gender use during moderation.

<sup>d</sup> measured with 1 = the Netherlands, 2 = Suriname, 3 = Dutch Antilles or Aruba, 4 = Morocco, 5 = Turkey, 6 = Another country.

<sup>e</sup> measured with two questions, where 1 = less than 1 time a day, 2 = 1-2/1-5 times a day, 3 = 3-5/6-10 times a day, 4 = 6-10/11-20 times a day, 5 = 11-20/21-40 times a day, 6 = 21-40/41-80 times a day, 7 = more than 40/80 times a day.

<sup>f</sup> measured with a five-point Likert scale, 1 = not correct at all, 5 = correct completely.

<sup>g</sup> measured with a five-point Likert scale, 1 = never, 5 = very often.

**Table 2.**  
*Migration background parents sample and population.*

	Sample	%	Population <sup>a</sup>	%
The Netherlands	1,993	95.04	41,9745	69.34
Suriname	2	0.10	15,627	2.58
Dutch Antilles or Aruba	1	0.05	8,443	1.39
Morocco	7	0.33	27,641	4.57
Turkey	4	0.19	21,752	3.59
Another country <sup>b</sup>	88	4.20	112,196	18.53
Missings	2	0.10	-	-
Total	2,097	100.00	605,404	100.00

<sup>a</sup> The population information is based on data from the Central Bureau of Statistics (CBS, 2020).

<sup>b</sup> The dataset does not show which countries are involved in this option.

Since this study focuses on adolescent boys who use Instagram and/or Snapchat, the analyses were conducted on this specific group. Table 3 shows that 1,886 adolescent boys use Snapchat and/or Instagram and those 211 adolescent boys did not complete this question. The

missing data can be explained by the fact that not all of the participated adolescent boys completed the questionnaire every measurement. It is also possible that the participant stopped filling in the questionnaire earlier. Looking at the adolescent girls, it can be noted that 1,832 adolescent girls use Instagram and/or Snapchat and the data of 58 girls did not complete this question.

**Table 3.**

*Cross table for gender and use of Instagram and/or Snapchat.*

		Gender			
		Missing	Boys	Girls	Total
Instagram and/or Snapchat use	No use/	729	211	58	998
	Missing				
	Use	0	1,886	1,832	3,718
Total		729	2,097	1,890	4,716

*Hypothesis 1: There is a negative relationship between online exposure to photos and videos and the degree of body satisfaction, was tested using a regression analysis.* The analysis showed that online exposure to pictures and videos was a significant predictor  $F(1,1884) = 28.828, p < .001, R^2 = .019$ . The degree of body satisfaction could be predicted by the formula: the degree of body satisfaction =  $4.856 - 0.235 \times$  the online exposure to photos and videos per day. So hypothesis one can be assumed and found that online exposure to photos and videos leads to a decrease in the degree of body satisfaction.

*Hypothesis 2: There is a negative relationship between the online exposure to photos and videos and the degree of body esteem, was tested using a regression analysis.* The analysis showed that online exposure to photos and videos was not a significant predictor  $F(1, 613) = 3.156, p = .076, R^2 = .005$ . Thus, hypothesis two can be rejected and found that online exposure to photos and videos does not lead to a decrease in the degree of body esteem.

*Hypothesis 3: There is a correlation between the degree of body satisfaction and the degree of body esteem, was tested using a correlation.* The analysis revealed a significant positive correlation between the degree of body satisfaction and the degree of body esteem:  $r_s (587) = .190, p < .001$ , two-tailed. So hypothesis three can be accepted and found that the degree of body satisfaction and the degree of body esteem correlate with each other.

*Hypothesis 4: The effect of online exposure to photos and videos on the degree of body satisfaction is moderated by gender, was tested using a moderation.* The analysis showed that gender was a significant moderator of the relationship between online exposure and degree of body satisfaction,  $R^2 = .04\%$ ,  $F(3, 1494) = 19.76$ ,  $p < .001$ . The interaction effect explained 3.8% of the variance in degree of body satisfaction. This indicates that gender is a very weak moderator. Regardless, hypothesis four can be adopted and found that gender moderates the relationship between online photo and video exposure and the degree of body satisfaction

*Hypothesis 5: The effect of online exposure to photos and videos on degree of body esteem is moderated by gender, was tested using a moderation.* The analysis shows also that gender is a significant moderator of the relationship between online exposure and degree of body esteem,  $R^2 = .04\%$ ,  $F(3, 2766) = 36.15$ ,  $p < .001$ . The interaction effect explained 3.8% of the variance in the degree of body esteem, indicating that gender is a very weak moderator. Nevertheless hypothesis five can be adopted and found that gender moderates on the relationship between online photo and video exposure and the degree of body esteem.

## **Discussion**

This study examined the extent to which online exposure to photos and videos affects the body image of adolescent boys, compared to adolescent girls in the Netherlands. To answer the main research question of this study: To what extent does online exposure to photos and videos affect the degree of body satisfaction and the degree of body esteem of adolescent boys compared to adolescent girls in the Netherlands? I first examined the extent to which the use of Snapchat and Instagram (online exposure to photos and videos) is related to the body image of adolescent boys. This initially shows that the longer adolescent boys use Snapchat and Instagram, the more negative they think about their own bodies (the degree of body satisfaction). This is in line with several studies (Kelly et al., 2018; de Vries et al., 2016; de Vries & Vossen, 2019) and can be explained using Festinger's (1954) Social Comparison Theory, which shows that adolescent behavior is shaped by what they think others expect of them. However, it should be noted here that the impact of using Snapchat and Instagram on adolescent boys' body image is low. In other words, the negative body image that exists among adolescent boys is only partially the result of the use of Snapchat and Instagram. In addition to the use of Snapchat and Instagram, other factors may also influence body image (negatively), such as conversations with friends (Lawler & Nixon, 2011), peer criticism (Ata, Ludden, & Lally, 2007; Lawler & Nixon, 2011) and little support from parents (Ata, Ludden,



& Lally, 2007). Looking at the first sub-question, *'What is the influence of online exposure to photos and videos on the degree of body satisfaction of adolescent boys?'*, it can thus be concluded that Snapchat and Instagram have a weak negative influence on how adolescent boys think about their body image.

Next, I examined the extent to which there is a relationship between how adolescent boys think about their bodies (the degree of body satisfaction) and how they feel about their bodies (the degree of body esteem). This shows that the way adolescent boys think and feel about their bodies positively influence each other. In other words, when adolescent boys think positively about their bodies, they also have positive feelings about their own bodies. The direction of the association of these two variables in adolescent boys is not clarified in the existing literature. The study by Barlett and colleagues (2008) indeed shows that body valuation, body satisfaction and self-esteem together contribute to a negative self-image in men, which is reinforced by mass media. In addition, this research shows that mass media would have a more negative influence on the body image of male students, than on the body image of adolescent boys. This means that age is also influential when it comes to influencing body image (Barlett et al., 2008). This could be an explanation of why there is a positive correlation within this study and a negative relationship in the study by Barlett and colleagues (2008). Again, it should be mentioned that the correlation between how adolescent boys think and feel about their bodies is weak. The fact that there is a weak correlation can be explained through the items used: this number is small and are not specifically aimed at measuring the degree of body satisfaction and the degree of body esteem. In addition, the items were based on a combination of several measurements, which showed that the correlation between the different years was low. This may have influenced the weak coherence overall. In short, looking at sub-question three: *'What is the relationship between the degree of body satisfaction and the degree of body esteem in adolescent boys?'*, it can be concluded that there is a weak positive relationship between these two variables.

Finally, the extent to which gender influences the relationship between Snapchat and Instagram use and body image was examined. It can be concluded that gender has an influence on the relationship between Snapchat and Instagram use and how adolescents think and feel about their bodies. These two results are in line with the literature. Indeed, this shows that gender plays an important role in the development of adolescents' body image (Mutch & Cash, 2006). In addition, several studies show that there is a difference between adolescent boys and adolescent girls when it comes to the level of exposure to social media, body image and the combination of these (Kelly et al., 2018; de Vries et al., 2016; de Vries & Vossen,

2019). However, the results also show that the influence of gender is not strong on this relationship. A possible explanation for this could be that the sample consisted mostly of adolescent boys. This study shows that there is not a strong relationship between Snapchat and Instagram use and negative body image in adolescent boys. In contrast, for adolescent girls, a negative relationship is found between social media use and body image (see, for example, Kelly, Zilanawala, Booker, & Sacker, 2018; de Vries, Peter, de Graaf, & Nikken, 2016; de Vries & Vossen, 2019). In answer to the last sub-question: *'How does online exposure to photos and videos affect the degree of body satisfaction and the degree of body esteem of adolescent boys compared to adolescent girls?'* it can be concluded that regardless of whether you are being an adolescent boy or an adolescent girl, it has a weak influence on the relationship between the use of Instagram and Snapchat and how adolescents think and feel about their body image.

In short, the answer to the main question, *'To what extent does online exposure to photos and videos affect the degree of body satisfaction and the degree of body esteem of adolescent boys compared to adolescent girls in the Netherlands?'* can be concluded, based on the aforementioned results, that the influence of the use of Snapchat and Instagram is very weak when it comes to the body image of adolescent boys. The influence that Snapchat and Instagram have is negative. Given that the use of Snapchat and Instagram has a small negative impact on adolescent boys' body image, which makes it interesting to see in a further study what external factors (more) can influence a negative body image of adolescent boys. Regardless of whether you are an adolescent boy or girl, the relationship between the use of Snapchat and Instagram and the body image of adolescent boys and girls remains weak. For this reason, further research on this relationship is needed so that clearer conclusions can be drawn on the influence of gender on the use of Snapchat and Instagram on body image among adolescents.

#### *Strengths and limitations*

Although this study has helped to clarify the influence of social media on adolescent boys' body image, there are several strengths and limitations for this study that can be identified. Looking at the adolescent population in the Netherlands and the sample of this study, it can be argued that it is representative based on gender. However, this is not the case when looking at migration background of the adolescents' parents. This study shows that the overwhelming majority of sample has parents who were born in the Netherlands, which is not shy of the

adolescent population in the Netherlands. Research shows that the migration background of the adolescents' parents can play an important role when it comes to adolescence and body image appreciation in general (Kornblau, Pearson, & Breitkopf, 2007). For example, Afro American women appear to be more satisfied with their bodies compared to Spanish women. This may be explained by different cultural norms and expectations regarding standards of attractiveness (Kornblau, Pearson, & Breitkopf, 2007). These norms are in turn passed on to their children, which makes the migration background of parents potentially influential in the forming of an adolescent's body image. This makes it interesting for follow-up research to see to what extent the influence of social media on adolescent boys' body image differs by migration background of the adolescents' parents. This could also be done internationally, comparing different countries. This is because research shows that culture can also influence body image (Tylka & Wood-Barcalow, 2015). Furthermore, this study was conducted based on an existing dataset. This dataset was based on a questionnaire where the goal was to find out to what extent the use of social media influenced Dutch adolescent life. I chose to measure how adolescents felt about their bodies with six items and how adolescents thought about their bodies with 15 items. To more specifically examine how adolescents feel about their bodies, in a subsequent study I would like to create questions using the Body Esteem Scale for Adolescents and Adults, created by Mendelson, Mendelson and White (2001). This scale consists of three subscales that focus on general feelings about appearance, satisfaction with weight, and evaluations of how others look. In order to more specifically examine how adolescents feel about their own bodies, in a subsequent study I would use questions based on the Body Satisfaction Scale (Slade et al., 1990), which was specifically developed to assess how satisfied a person is with his/her body. The use of these scales will help to measure more specifically how adolescent boys think and feel about their bodies. For example, in addition to general feelings about appearance, the Body Esteem Scale for Adolescents and Adults measures weight satisfaction and evaluations of how adolescents think others look. This is in contrast to the dataset used, which contains only six items that focus only on evaluations of how others look. This also applies to the Body Satisfaction Scale, which uses thirty statements to measure the extent to which someone is satisfied with his/her body. In doing so, it specifically asks about 16 body parts. Looking at the data set used in this study, five statements (three measurement moments) were used to measure how adolescent boys think about their bodies. Finally, it is good to consider that the results found reflect weak relationships. This can be explained by the fact that the scales used were not specifically aimed at measuring adolescent boys' body image. In addition, these scales consisted of a small

number of items, which also contributes to a less representative result. Finally, the dataset used consisted of multiple measurement occasions. Since this study was not aimed at the difference between the repeated measurements, these different measurement moments were merged. This merging may also explain the weak correlation among the different results.

Looking at the dataset used, some strengths and weaknesses can be identified. One strength of the dataset used is that it consisted of a very large sample. Based on the size, it could be argued that there is a representative sample. However, this turned out not to be the case when looking at the migration background of adolescents' parents. For this reason, a follow-up study should pay more attention to finding participants whose parents have a migration background. Furthermore, the dataset focuses on different topics, in order to get a complete picture of social media use among adolescents in the Netherlands and its consequences. The questions are based on existing scales, which makes the questionnaire valid.

As discussed above, this study has helped to clarify the influence of social media on adolescent boys' body image. Now that it is clear that there is a small negative influence here, it is interesting for a follow-up study to use specific research scales when it comes to measuring how adolescent boys think and feel about their bodies. In addition, external factors could also be examined in this follow-up research to gain a clear picture of which factor has the most influence on adolescent boys' body image. In doing so, it would also be valuable to identify the influence of gender, ethnicity, and age on these different factors. In addition to the relationships examined, it would also be interesting to examine the extent to which the influence of social media differs from traditional media when it comes to adolescent boys' body image. From the book *The Body and Body Image* by Wykes and Gunter (2004), it is described that men 'used to be' sensitive when it came to sixpacks in magazines. Furthermore, the influence of other social media channels, such as TikTok and Youtube, in influencing the body image of adolescent boys could also be examined. These channels also consist of visual media and are becoming increasingly popular among Dutch adolescents (Van der Veer, Boekee, & Hoekstra; 2020). This additional information will help to clarify what influence social media has on adolescent boys' body image. In short, further research is needed to get a better picture regarding the influence of social media on adolescent boys' body image.

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## Appendix A, Correlation tables

**Table 4.**  
*Correlation online exposure to photos and videos*

	CV10_1	CV16_1	DV10_1	DV16_1
CV10_1	1.000	.849	.050	.008
CV16_1	.849	1.000	.028	.021
DV10_1	.050	.028	1.000	.883
DV16_1	.008	.021	.883	1.000

**Table 5.**  
*Correlation degree of body satisfaction*

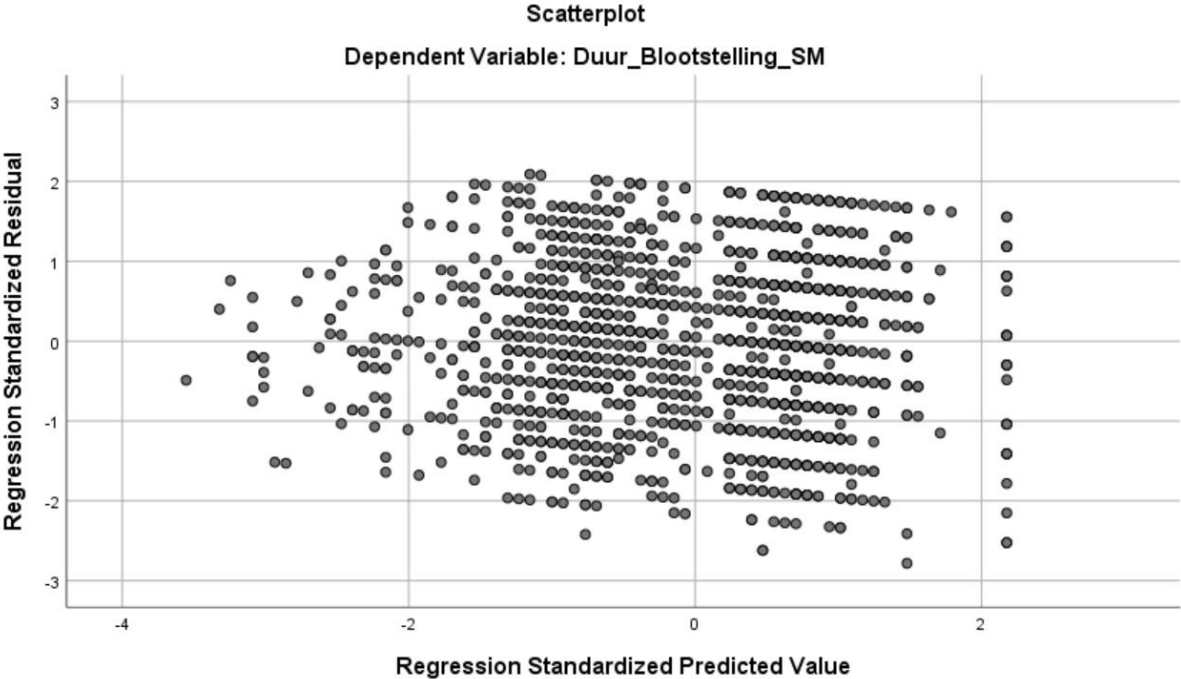
	CV6 8_1	CV6 8_2	CV6 8_3	CV6 8_4	CV6 8_5	DV6 8_1	DV6 8_2	DV6 8_3	DV6 8_4	DV6 8_5	EV6 8_1	EV6 8_2	EV6 8_3	EV6 8_4	EV6 8_5
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CV6 8_1	1.00	.258	.625	.563	.794	.342	.189	.266	.267	.360	.304	.223	.150	.137	.387
CV6 8_2	.258	1.00	.354	.119	.291	.210	.397	.269	.075	.207	.191	.435	.196	.019	.158
CV6 8_3	.625	.354	1.00	.480	.668	.260	.228	.322	.159	.286	.259	.327	.258	.124	.219
CV6 8_4	.563	.119	.480	1.00	.622	.271	.099	.221	.422	.286	.239	-	.160	.421	.284
CV6 8_5	.794	.291	.668	.662	1.00	.344	.231	.276	.253	.364	.277	.215	.214	.114	.266
DV6 8_1	.342	.210	.260	.271	.344	1.00	.326	.645	.506	.772	.401	.224	.387	.326	.429
DV6 8_2	.189	.397	.228	.099	.231	.326	1.00	.412	.096	.343	.198	.298	.253	.053	.245
DV6 8_3	.266	.269	.322	.221	.276	.645	.412	1.00	.423	.661	.319	.324	.517	.287	.388
DV6 8_4	.267	.075	.159	.422	.253	.506	.096	.423	1.00	.584	.295	.105	.268	.485	.285
DV6 8_5	.360	.207	.286	.286	.364	.772	.343	.661	.584	1.00	.322	.243	.402	.282	.398
EV6 8_1	.304	.191	.259	.239	.277	.401	.198	.319	.295	.322	1.00	.297	.639	.499	.743
EV6 8_2	.223	.435	.327	-	.215	.224	.298	.324	.105	.243	.297	1.00	.367	.063	.327
EV6 8_3	.150	.196	.258	.160	2.14	.387	.253	.517	.268	.402	.639	.367	1.00	.393	.676
EV6 8_4	.137	.019	.124	.421	.114	.326	.053	.287	.485	.282	.499	.063	.393	1.00	.529
EV6 8_5	.387	.158	.219	.284	.266	.429	.245	.388	.285	.398	.743	.327	.676	.529	1.00

**Table 6.**

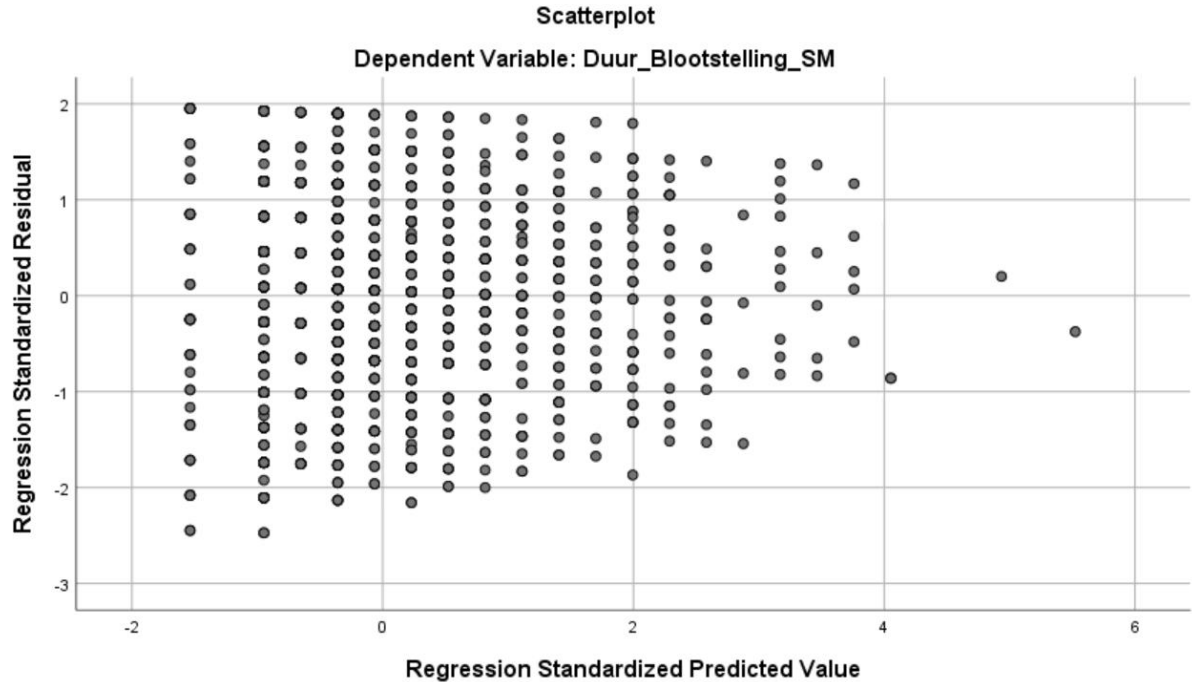
*Correlation degree of body esteem*

	CV25_4_1	CV25_7_1	DV25_4_1	DV25_7_1	EV25_4_1	EV25_7_1
CV25_4_1	1.000	.781	.083	.075	-.312	.781
CV25_7_1	.781	1.000	.030	.089	-.326	1.000
DV25_4_1	.083	.030	1.000	.780	.036	.030
DV25_7_1	.075	.089	.780	1.000	-.001	.089
EV25_4_1	-.312	-.326	.036	-.001	1.000	-.326
EV25_7_1	.781	1.000	.030	.089	-.326	1.000

**Appendix B, Scatterplots**



*Figure 1.1, Scatterplot of online exposure to photos and videos and the degree of body satisfaction.*



*Figure 1.2, Scatterplot plot of online exposure to photos and videos and degree of body esteem.*

Appendix C, P-P plots

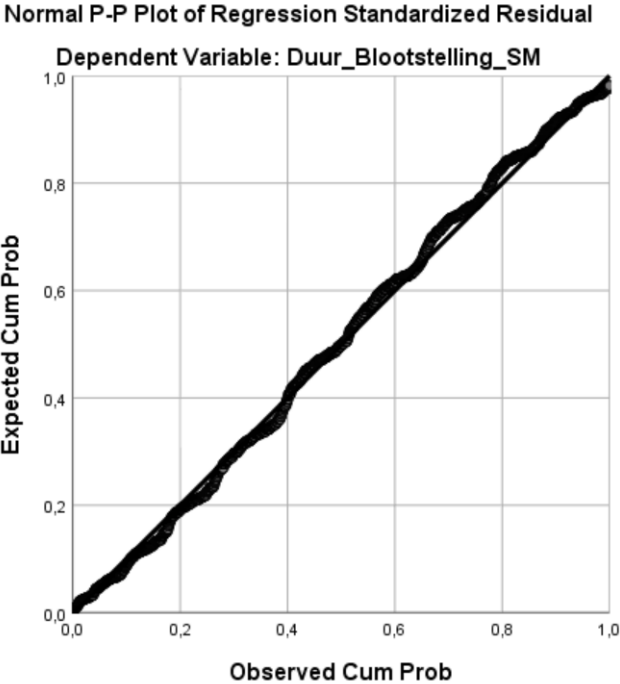


Figure 2.1, P-P plot of online exposure to photos and videos and the degree of body satisfaction.

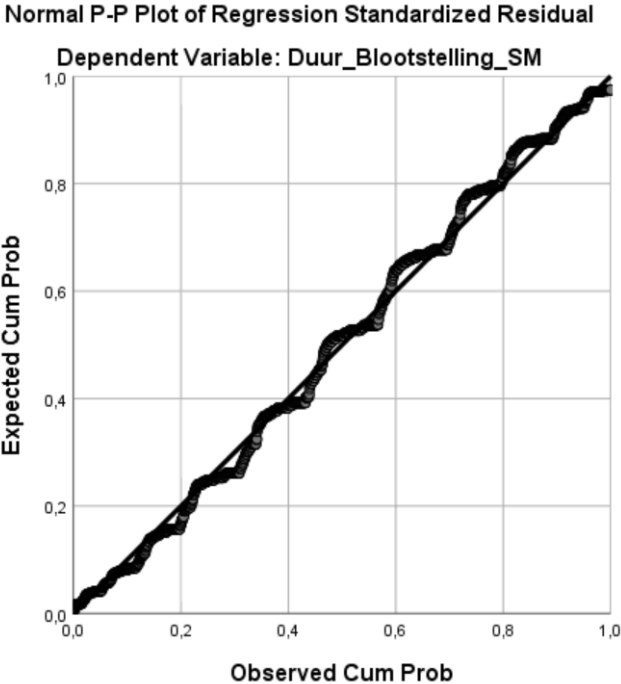


Figure 2.2, P-P plot of online exposure to photos and videos and degree of body esteem.

## Appendix D, Questionnaire ‘Social media and Youth’

# Digital Youth Project 2019

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Start of Block: Default Question Block

### Q1 Onderzoek Sociale Media en Jongeren

Dit onderzoek gaat over hoe jongeren met sociale media omgaan.

Het is belangrijk dat je de volgende vragen alleen invult en niet met anderen bespreekt. Neem rustig de tijd om over je antwoorden na te denken. Er zijn geen goede of foute antwoorden. Als je twijfelt over het antwoord, ga dan af op je eerste gevoel. Wat is je inlogcode?

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Q2 Wat is je respondentnummer?

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Q3 Ben je een jongen of een meisje?

Jongen

Meisje

---

Q4 Wat is je leeftijd?

10

11

12

13

14

15

16

17

18

---

Q80 In welk leerjaar zit je op school?

1e klas/ brugklas

2e klas/ brugklas

3e klas

4e klas

5e klas

---



Q5 Op wat voor schooltype zit je?

- Brugklas VMBO
  - Brugklas VMBO-HAVO
  - Brugklas HAVO-VWO
  - VMBO: basis- of kaderopleiding
  - VMBO: gemengde leerweg
  - VMBO: theoretische leerweg
  - HAVO
  - VWO/Gymnasium
- 

Q6 In welk land ben JIJ geboren? En in welk land zijn je vader en je moeder geboren?

	Nederland	Suriname	Nederlandse Antillen of Aruba	Marokko	Turkije	In een ander land
Ik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn vader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn moeder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q79 JIJ EN SOCIALE MEDIA Veel jongeren gebruiken sociale media voor het bekijken of versturen van berichten, foto's of filmpjes. Met **sociale media** bedoelen we bijvoorbeeld **WhatsApp, SnapChat, sociale netwerksites zoals Facebook, Twitter, Instagram, Google+, Pinterest en forums of weblogs.**

**Welke sociale media gebruik je?** (klik alle sociale media aan die je gebruikt!)

- Whatsapp
- SnapChat
- Instagram
- Facebook
- Facebook Messenger
- Twitter
- Google+
- Pinterest
- Say at me/ Sarahah
- Music.ly
- Forums of weblogs
- Ik deel filmpjes (en foto's) van bijvoorbeeld Youtube, 9GAG, Dumpert met anderen
- Anders namelijk \_\_\_\_\_

---

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**Q10 Hoe vaak PER DAG kijk je op sociale netwerk sites (bijvoorbeeld Facebook, Twitter, Instagram, Pinterest, Music.ly)?** (*Whatsapp, SnapChat en Messenger horen hier niet bij!*)

- Nooit of minder dan 1 keer per dag
  - 1 - 2 keer per dag
  - 3 - 5 keer per dag
  - 6 - 10 keer per dag
  - 11 - 20 keer per dag
  - 21 - 40 keer per dag
  - Meer dan 40 keer per dag
- 

**Q11 Hoe vaak PER WEEK zet je zelf een berichtje, foto of filmpje op sociale netwerk sites (bijvoorbeeld Facebook, Twitter, Instagram, Pinterest, Music.ly)?** (*Whatsapp, SnapChat en Messenger horen hier niet bij!*)

- Nooit of minder dan 1 keer per week
  - 1 - 2 keer per week
  - 3 - 5 keer per week
  - 6 - 10 keer per week
  - 11 - 20 keer per week
  - 21 - 40 keer per week
  - Meer dan 40 keer per week
-

**Q12 Hoe vaak PER WEEK 'like' je berichten, foto's of filmpjes van anderen op sociale netwerk sites (bijvoorbeeld Facebook, Twitter, Instagram, Pinterest, Music.ly)? (Whatsapp, SnapChat en Messenger horen hier niet bij!)**

- Nooit of minder dan 1 keer per week
  - 1 - 2 keer per week
  - 3 - 5 keer per week
  - 6 -10 keer per week
  - 11 - 20 keer per week
  - 21 - 40 keer per week
  - Meer dan 40 keer per week
- 

**Q13 Hoe vaak PER WEEK reageer je op (of deel je) berichten, foto's of filmpjes van anderen op sociale netwerk sites (bijvoorbeeld Facebook, Twitter, Instagram, Pinterest, Music.ly)? (Whatsapp, SnapChat en Messenger horen hier niet bij!)**

- Nooit of minder dan 1 keer per week
  - 1 - 2 keer per week
  - 3 - 5 keer per week
  - 6 -10 keer per week
  - 11 - 20 keer per week
  - 21 - 40 keer per week
  - Meer dan 40 keer per week
-

Q14 Heb je een **smartphone**? (een mobiele telefoon waarmee je kan internetten)

Ja

Nee

---

Q16 Hoe vaak PER DAG **kijk je** op je smartphone om te zien of er een berichtje, foto of filmpje is binnen gekomen, bijvoorbeeld een WhatsApp, Snapchat, chat of SMS?

Minder dan 1 keer per dag

1 - 5 keer per dag

6 - 10 keer per dag

11 - 20 keer per dag

21 - 40 keer per dag

41 - 80 keer per dag

Meer dan 80 keer

---

Q17 Hoe vaak PER DAG **stuur je zelf** een berichtje, foto of filmpje via je smartphone bijvoorbeeld een WhatsApp, Snapchat, chat of SMS?

- Minder dan 1 keer per dag
- 1 - 5 keer per dag
- 6 - 10 keer per dag
- 11 - 20 keer per dag
- 21 - 40 keer per dag
- 41 - 80 keer per dag
- Meer dan 80 keer

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Page Break

Q20 Denk bij het beantwoorden van de volgende vragen aan **JOUW ERVARINGEN MET HET GEBRUIK VAN SOCIALE MEDIA** (WhatsApp, SnapChat, sociale netwerksites zoals Facebook, Twitter, Instagram, Google+, Pinterest, en forums, weblogs etc.) in het afgelopen jaar.

**Heb je in het afgelopen jaar.....**

	Nee	Ja
...regelmatig <b>geen interesse gehad in hobby's of andere bezigheden</b> omdat je liever met sociale media bezig was?	<input type="radio"/>	<input type="radio"/>
...regelmatig <b>aan niets anders kunnen denken</b> dan aan het moment dat je weer sociale media kon gaan gebruiken?	<input type="radio"/>	<input type="radio"/>
... <b>niet kunnen stoppen</b> met het gebruik van sociale media, terwijl anderen zeiden dat je dit echt moest doen?	<input type="radio"/>	<input type="radio"/>
...je <b>vaak rot gevoeld</b> als je geen sociale media kon gebruiken?	<input type="radio"/>	<input type="radio"/>
...je regelmatig <b>ontevreden gevoeld</b> omdat je meer tijd aan sociale media had willen besteden?	<input type="radio"/>	<input type="radio"/>
...vaak <b>stiekem</b> sociale media gebruikt?	<input type="radio"/>	<input type="radio"/>
...vaak sociale media gebruikt <b>om niet aan vervelende dingen</b> te hoeven denken?	<input type="radio"/>	<input type="radio"/>
...geregeld <b>ruzie gekregen</b> met anderen door jouw sociale mediagebruik?	<input type="radio"/>	<input type="radio"/>
... <b>serieuze problemen</b> met je ouders, broer(s) of zus(sen) of vrienden gehad door je sociale mediagebruik?	<input type="radio"/>	<input type="radio"/>
... <b>problemen gekregen op school</b> omdat je te veel met sociale media bezig was?	<input type="radio"/>	<input type="radio"/>
...regelmatig <b>te weinig geslapen</b> omdat je 's avonds te lang doorging met sociale mediagebruik?	<input type="radio"/>	<input type="radio"/>

Q67 In hoeverre voel je je **verslaafd aan sociale media**?

- Helemaal niet verslaafd
- Bijna niet verslaafd
- Een heel klein beetje verslaafd
- Best wel verslaafd
- Heel erg verslaafd

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Q69 De volgende vragen gaan over **praten/ chatten met anderen via Internet**. Kruis het antwoord aan dat het **BESTE** bij jou past.

**Via INTERNET praat ik gemakkelijker over ..... dan wanneer ik iemand in het ECHT zie.**

	Klopt helemaal niet	Klopt niet	Klopt een beetje	Klopt wel	Klopt helemaal
.. mijn geheimen..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mijn gevoelens..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mijn zorgen..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q21 Heb je een **PROFIEL** op een sociale netwerk site, bijvoorbeeld op Instagram, Facebook, Twitter, Google+, Music.ly of Pinterest?

Nee

Ja

Q22 Hoe vaak heb je **DE LAATSTE 6 MAANDEN** de volgende dingen op je **PROFIEL** op sociale netwerk sites **GEPLAATST** (gepost)?

	(Bijna) nooit	1 of 2 keer	3 tot 5 keer	6 tot 10 keer	11 tot 20 keer	20 tot 40 keer	Vaker dan 40 keer
Een berichtje over <b>wat je denkt</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een berichtje over <b>wat je voelt</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een berichtje, foto of filmpje over een <b>belangrijke gebeurtenis</b> in je leven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een <b>selfie</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een berichtje, foto of filmpje van of met jouw <b>vrienden of familie</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een berichtje, foto's of filmpje van of met de persoon <b>waar je verliefd</b> op bent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een foto of filmpje van <b>jezelf met een "sexy" uiterlijk</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q25 Als je op sociale netwerk sites bent (bijvoorbeeld Facebook of Instagram) dan kun je daar soms positieve en soms negatieve **GEDACHTEN** bij hebben. Hoe **VAAK** heb je de volgende **GEDACHTEN** als je op sociale netwerk sites naar de berichtjes, foto's en filmpjes van **LEEFTIJDGENOTEN** kijkt?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
Hij of zij <b>doet leukere dingen</b> dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hij of zij heeft <b>meer vrienden</b> dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hij of zij krijgt <b>meer 'likes'</b> dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hij of zij is <b>populairder</b> dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hij of zij <b>ziet er leuker uit</b> dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q26 Hoe **VAAK** heb je de volgende **GEDACHTEN** als je op sociale netwerk sites naar de berichtjes, foto's en filmpjes van **LEEFTIJDGENOTEN** en van **JEZELF** kijkt?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
<b>Ik doe leukere dingen</b> dan anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik heb meer vrienden</b> dan anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik krijg meer 'likes'</b> dan anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik ben populairder</b> dan anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik zie er leuker uit</b> dan anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q65 De volgende vragen gaan over jouw ervaringen met **leeftijdsgenoten** op **internet, dus bijvoorbeeld op Whatsapp, Facebook, Instagram, Twitter etc.** Hoe vaak heb je in de **LAATSTE 6 MAANDEN** de volgende dingen **MEEGEMAAKT?** Op internet heeft **een andere jongere...**

	Nooit	1 keer in de laatste 6 maanden	2 á 3 keer in de laatste 6 maanden	Ongeveer 1 keer per maand	Ongeveer 1 keer per week	Ongeveer 1 keer per dag
.. mij <b>uitgescholden</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>beledigd</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>agressieve berichten</b> gestuurd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>nare berichten</b> gestuurd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>voor schut</b> gezet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mijn <b>geheimen doorverteld</b> waardoor anderen mij niet meer aardig vinden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>buitengesloten</b> van iets waaraan ik graag mee wilde doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>niet laten meedoen aan een gesprek of chat</b> terwijl ik dat graag wilde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. bewust gedaan <b>alsof ik niet bestond</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. mij <b>niet laten meedoen</b> aan iets dat ik graag wilde doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.. <b>foto of filmpje</b> waarvoor ik me <b>schaam</b> doorgestuurd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**..seksueel  
getinte foto/  
filmpje**  
waarvoor ik me  
**schaam**  
doorgestuurd

**.. iets anders  
gedaan,**  
namelijk.. (*klik  
eerst aan 'hoe  
vaak' het is  
voorkomen,  
dan kun je  
hieronder  
aangeven wat  
je precies hebt  
meegemaakt*)

---

Q75 Hoe vervelend vond je deze ervaring(en) met leeftijdsgenoten?

- Helemaal niet vervelend
- Niet zo vervelend
- Een beetje vervelend
- Best vervelend
- Heel erg vervelend

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**Q29 GEVOELENS, GEDACHTEN EN GEDRAG**

De volgende vragen gaan over jouw gevoelens, gedachten en gedrag.

Er komen een aantal uitspraken over jou. Kun je zeggen hoe vaak de volgende dingen bij jou voorkomen?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
Ik heb moeite om een langere tijd <b>de aandacht</b> bij taken of activiteiten te houden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb weinig aandacht voor details en maak <b>onnodige fouten</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik lijk <b>niet te luisteren</b> naar hetgeen tegen mij gezegd wordt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik volg aanwijzingen niet op of maak <b>opdrachten niet af</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>moeite met het organiseren/plannen</b> van taken en activiteiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q30 Kun je aangeven hoe vaak de volgende dingen bij jou voorkomen?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
Ik <b>vermijd</b> taken die langere inspanning vragen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik <b>raak dingen kwijt</b> die nodig zijn voor taken of activiteiten op school of thuis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>snel afgeleid</b> of heb onbelangrijke gedachten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>vergeetachtig</b> bij dagelijkse bezigheden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>moeite om</b> op mijn <b>beurt te wachten</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q31 Kun je aangeven hoe vaak de volgende dingen bij jou voorkomen?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
<b>Ik gooi het antwoord eruit</b> voordat de vraag is afgemaakt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik heb moeite</b> met het opvolgen van <b>aanwijzingen</b> of <b>opdrachten van anderen</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik verstoer</b> bezigheden van anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik ga van de ene taak over in de andere taak</b> , zonder de eerste af te maken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ik onderneem gevaarlijke activiteiten</b> zonder de gevolgen te overzien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q32 Kun je aangeven hoe vaak de volgende dingen bij jou voorkomen?

	Nooit	Bijna nooit	Soms	Best vaak	Heel vaak
Ik beweeg met handen en voeten of <b>wiebel</b> heen en weer op de stoel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>moeite met blijven zitten</b> als dat van mij verwacht wordt (bijvoorbeeld in de klas).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>voortdurend in beweging</b> , alsof ik 'door een motor word aangedreven'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik <b>praat</b> aan één stuk door.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me <b>onrustig</b> of rusteloos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>moeite om te ontspannen</b> in mijn vrije tijd of rustig te spelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q70 Hoe vaak heb je de volgende **GEVOELENS** gehad in de laatste 12 maanden?

	Nooit	Bijna nooit	Soms	Vaak	Altijd
Me te <b>moe</b> voelen om iets te doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me <b>ongelukkig, somber en neerslachtig</b> voelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Moeite</b> hebben om in <b>slaap</b> te vallen of te blijven slapen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Weinig hoop</b> voor de toekomst hebben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me <b>nerveus</b> en <b>gespannen</b> voelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me <b>te veel zorgen</b> maken over de dingen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q83 Hoe VAAK heb je de volgende **GEVOELENS** en **ERVARINGEN** gehad in de **AFGELOPEN WEEK?**

	Helemaal nooit	Bijna nooit	Soms	Vaak	(Bijna) Altijd
Ik heb het gevoel dat ik <b>slecht</b> <b>geslapen</b> heb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het duurt <b>meer dan een half uur</b> voordat ik in slaap val	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb het gevoel dat ik <b>NIET voldoende</b> <b>geslapen</b> heb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Nadat ik 's nachts wakker</b> word, kan ik <b>NIET</b> goed meer slapen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me <b>uitgeslapen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q36 JIJ EN ANDEREN**

Hieronder volgen een aantal uitspraken over **JOU**. Kruis het antwoord aan dat het beste bij jou past.

	Klopt helemaal niet	Klopt niet	Klopt een beetje	Klopt wel	Klopt helemaal
Ik ben bang dat <b>anderen meer plezier</b> hebben dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik maak me zorgen als ik erachter kom dat vrienden <b>plezier</b> hebben <b>zonder mij</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik word onrustig als ik <b>niet weet</b> wat mijn vrienden doen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik stoer mij eraan wanneer ik <b>een kans mis</b> om af te spreken met vrienden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik een geplande <b>afspraak met vrienden</b> moet <b>missen</b> , dan maak ik me daar zorgen over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78 De volgende vragen gaan over jou en **VRIENDSCHAP**.

	Klopt helemaal niet	Klopt niet	Klopt een beetje	Klopt wel	Klopt helemaal
Ik kan voor een <b>lange tijd</b> een <b>goede vriendschap</b> bewaren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>geen goede vriend of vriendin</b> met wie ik samen een geheim kan bewaren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>geen echte goede vriend of vriendin</b> om samen dingen mee te ondernemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het <b>moeilijk</b> om vrienden te krijgen op wie ik <b>echt kan rekenen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb <b>geen vriend of vriendin</b> met wie ik <b>heel persoonlijke gedachten</b> kan delen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q81 Hoe vaak doe je de volgende dingen **met vrienden en/of vriendinnen**?

	Nooit	Zelden	Soms	Regelmatig	Vaak	Heel vaak
Hoe vaak <b>breng jij tijd door</b> met vrienden of vriendinnen <b>buiten schooltijd</b> (dus na school of in het weekend)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoe vaak <b>ben jij bij jouw vrienden of vriendinnen thuis</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoe vaak <b>ga je 's avonds uit of naar een feest</b> met vrienden of vriendinnen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoe vaak zijn er <b>vrienden of vriendinnen bij jou thuis</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q97 Met welke vriend(in)en leeftijdsgenoten heb je **VOORAL** contact via je smartphone? .....

- Alleen** met vrien(din)nen/ leeftijdsgenoten waar ik **OOK in het echt mee afspreek**
- Vooral** met vrien(din)nen/ leeftijdsgenoten waar ik **OOK in het echt mee afspreek**
- Ongeveer evenveel** met vriend(in)en/ leeftijdsgenoten waar ik wel en niet **in het echt mee afspreek**
- Vooral** met vrien(din)nen/ leeftijdsgenoten waar ik **NIET in het echt mee afspreek**
- Alleen** met vrien(din)nen/ leeftijdsgenoten waar ik **NIET in het echt mee afspreek**

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**Q38 GEDACHTEN OVER JEZELF EN JE LEVEN**

We willen graag weten welke gedachten je over je **EIGEN LEVEN** hebt.

Ben je het met onderstaande stellingen oneens of eens?

	Helemaal oneens	Oneens	Een beetje oneens	Een beetje eens	Eens	Helemaal eens
Mijn leven verloopt <b>goed</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn huidige leven is <b>prima</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou veel dingen willen <b>veranderen</b> in mijn leven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik wou dat ik een <b>ander soort leven</b> had.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb een <b>goed leven</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik <b>heb wat ik wil</b> in het leven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leven is <b>beter dan</b> het leven van de meeste jongeren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 De volgende vragen gaan over hoe je over **JEZELF** denkt. Kruis het antwoord aan dat het beste bij jouw mening past.

	Klopt helemaal niet	Klopt niet	Klopt een beetje niet/ een beetje wel	Klopt	Klopt helemaal
Ik heb het gevoel dat ik een persoon ben die <b>wat waard</b> is, minstens evenveel als anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik sta <b>positief</b> tegenover mezelf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan dingen <b>minstens net zo goed</b> doen als de meeste andere jongeren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb het gevoel dat ik <b>niet veel</b> heb <b>om trots</b> op te zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb het gevoel dat ik een aantal <b>goede eigenschappen</b> heb.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68 De volgende vragen gaan over hoe je over je **UITERLIJK** denkt.

Kruis het antwoord aan dat het beste bij jouw mening past.

	Klopt helemaal niet	Klopt niet	Klopt een beetje niet/ een beetje wel	Klopt	Klopt helemaal
Ik ben <b>best tevreden</b> over hoe ik eruit zie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou willen dat mijn <b>lichaam anders</b> was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>tevreden</b> over mijn <b>figuur</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind mezelf <b>best aantrekkelijk</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>best tevreden</b> met mijn <b>uiterlijk</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q40 Kruis het antwoord aan dat het beste bij jouw mening past.

	Klopt helemaal niet	Klopt niet echt	Klopt een beetje	Klopt heel erg
Jongeren zoals ik hebben <b>recht</b> op iets <b>extra's</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zonder mij zou onze klas veel <b>minder leuk</b> zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het gebeurt vaak dat andere jongeren de <b>complimenten</b> krijgen die ik eigenlijk <b>verdien</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik hou ervan om te laten zien <b>wat ik allemaal kan</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan anderen heel goed <b>laten geloven</b> wat ik verzin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gelukkig ben ik een heel speciaal en <b>bijzonder persoon</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>een voorbeeld</b> voor andere jongeren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het lukt mij om <b>vaak bewondering</b> te krijgen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik denk graag na over hoe ontzettend <b>leuk</b> ik ben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk om <b>op te vallen</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Q42 GAMEN**

De volgende vragen gaan over het spelen van games. Hiermee bedoelen we het spelen van games op de computer op internet, Xbox, PlayStation, Wii, een draagbare spelcomputer, iPad of op de smartphone. Heb je de afgelopen drie maanden een **GAME** gespeeld?

Ja

Nee

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**Q43 Hoe vaak** speel je **games**?

Minder dan 1 dag per week

1 dag per week

2 dagen per week

3 dagen per week

4 dagen per week

5 dagen per week

6 dagen per week

7 dagen per week

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Q44 Op een dag dat je **games** speelt, **hoe lang** doe je dat ongeveer? (over de hele dag verdeeld)

- Doe ik nooit
  - 1 uur of minder
  - 2 uur
  - 3 uur
  - 4 uur
  - 5 uur
  - 6 uur
  - 7 uur
  - 8 uur
  - 9 uur of meer
- 

Q46 Nu willen we graag weten welke games je het meest speelt. Geef de volledige naam van de game (dus niet CoD maar Call of Duty).

- Welke game heb je de afgelopen 3 maanden het meeste gespeeld?
- 

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Q47 Heb je in het afgelopen jaar...

	Nee	Ja
... <b>interesse verloren in hobby's</b> of andere activiteiten omdat je wilde gamen?	<input type="radio"/>	<input type="radio"/>
...wel eens urenlang <b>aan niets anders kunnen denken</b> dan aan het moment dat je weer kon gamen?	<input type="radio"/>	<input type="radio"/>
...je <b>rot gevoeld</b> als je niet kon gamen?	<input type="radio"/>	<input type="radio"/>
...je <b>ontevreden gevoeld</b> omdat je meer had willen gamen?	<input type="radio"/>	<input type="radio"/>
... <b>niet kunnen minderen</b> met gamen, terwijl anderen zeiden dat je minder moest gamen?	<input type="radio"/>	<input type="radio"/>
...games gespeeld om niet aan <b>vervelende dingen</b> te hoeven denken?	<input type="radio"/>	<input type="radio"/>
... <b>ruzie gekregen</b> met anderen door jouw gamen?	<input type="radio"/>	<input type="radio"/>
...de tijd die je besteedt aan games <b>verborgen gehouden</b> voor anderen?	<input type="radio"/>	<input type="radio"/>
... <b>serieuze problemen</b> met ouders, broer(s) of zus(sen) of vrienden gehad door jouw gamen?	<input type="radio"/>	<input type="radio"/>
... <b>problemen gekregen op school</b> omdat je te veel met gamen bezig was?	<input type="radio"/>	<input type="radio"/>
...regelmatig <b>te weinig geslapen</b> omdat je 's avonds te lang doorging met gamen?	<input type="radio"/>	<input type="radio"/>

Q66 In hoeverre voel je je **verslaafd aan gamen**?

- Helemaal niet verslaafd
- Bijna niet verslaafd
- Een klein beetje verslaafd
- Best wel verslaafd
- Heel erg verslaafd

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Q77 Hoeveel tijd besteed je gemiddeld **PER WEEK** aan de volgende **ONLINE** activiteiten? Het gaat hierbij om online activiteiten via smartphone, tablet (b.v. iPad), PC of LAPTOP.

	Doe ik nooit	Minder dan 1 uur per week	1 á 2 uur per week	3 á 5 uur per week	6 á 10 uur per week	11 á 20 uur per week	21 á 40 uur per week	Meer dan 40 uur per week
<b>Sociale Media</b> zoals Whatsapp, Snapchat, Instagram, Facebook etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>YouTube</b> of andere sites met filmpjes bekijken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Online shoppen</b> (b.v. webshops, marktplaats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Online gokken</b> (b.v. pokeren)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q80 Veel jongeren kijken wel eens (alleen of samen met anderen) naar **BLOOT- OF SEKSSITES** (websites met plaatjes of filmpjes van mensen die bloot zijn en/of seks hebben) **op internet**. Hoe vaak kijk jij (alleen of samen met anderen) naar **BLOOT- OF SEKSSITES op internet**?

- Nooit
- Minder dan 1 keer per jaar
- Minder dan 1 keer per maand
- 1 tot 3 keer per maand
- 1 of 2 keer per week
- 3 keer per week of vaker
- Dat zeg ik liever niet!*

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**Q49 DE VRAGENLIJST IS NU BIJNA AFGELOPEN EN JE BENT OVER EEN PAAR MINUTEN KLAAR!**

**JIJ EN JE GEZIN**

**Woon jij in één huis met je vader EN je moeder?**

**Ik woon.....**

- in één huis**, samen met mijn vader EN mijn moeder (evt. met broer(s)/zus(sen))
- in twee huizen**, ongeveer even veel tijd bij mijn vader als bij mijn moeder (evt. met broer(s)/zus(sen))
- in twee huizen**, maar de meeste tijd bij mijn moeder (evt. met broer(s)/zus(sen))
- in twee huizen**, maar de meeste tijd bij mijn vader (evt. met broer(s)/zus(sen))
- in één huis**, samen met mijn moeder en stiefvader OF vader en stiefmoeder (evt. met broer(s)/zus(sen))
- Ik woon anders \_\_\_\_\_

Q70 Hoe rijk denk je dat jouw gezin is?

- Heel rijk
- Best wel rijk
- Gemiddeld
- Niet zo rijk
- Helemaal niet rijk

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Q51 De volgende vragen gaan over hoe je ouders (verzorgers) reageren als jij wilt **INTERNETTEN** of **GAMEN**. Denk bij INTERNETTEN aan alles wat je op internet kunt doen via smartphone, tablet of computer.

**Hoe vaak zeggen je ouders (of verzorgers) ....**

	(Bijna) nooit	Een paar keer per week	1 - 2 keer per dag	3 – 5 keer per dag	Meer dan 5 keer per dag
... dat je <b>niet mag</b> internetten of gamen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... dat je <b>niet te lang mag</b> internetten of gamen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... dat je <b>nog maar een bepaalde tijd</b> (bijv. 5 minuten) mag internetten of gamen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... dat je de computer/ tablet of smartphone <b>UIT moet zetten</b> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 Op gewone schooldagen **MAG JE DAN** de volgende dingen **van je ouders** (of verzorgers)?

	Nooit	Zelden	Soms	Vaak	Heel vaak
<b>Zo lang</b> internetten of gamen <b>als jij</b> zelf wilt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Langer dan 3</b> uur internetten of gamen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internetten of gamen als je je <b>huiswerk nog</b> <b>niet af</b> hebt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Meteen na</b> thuiskomst uit <b>school</b> internetten of gamen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In <b>het uur</b> <b>voordat je gaat</b> <b>slapen</b> nog internetten of gamen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je smartphone/ tablet <b>mee naar</b> <b>je slaapkamer</b> nemen als je 's avonds gaat slapen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je smartphone/ tablet bij je houden <b>als je</b> <b>huiswerk</b> <b>maakt?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je smartphone/ tablet bij je houden <b>tijdens</b> <b>het eten?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op je smartphone/ tablet blijven kijken terwijl je <b>met je ouders</b> <b>praat?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78 Als je ouders willen dat je **STOPT** met smartphone- of internetgebruik, in hoeverre doen ze dan de volgende dingen?

	Nooit	Zelden	Soms	Vaak	Heel vaak
<b>Ze willen zien wat ik online doe</b> (b.v. wat voor 'appjes' ik stuur en krijg).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ze nemen mijn telefoon</b> (of tablet) <b>af</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ze zetten WIFI uit</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ze leggen rustig uit waarom</b> ze willen dat ik stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ze zeggen boos</b> dat ik <b>moet</b> stoppen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q79 Hoe vaak komt het voor dat je ouders (of verzorgers) hun smartphone of tablet gebruiken .....

	Nooit	Zelden	Soms	Vaak	Heel vaak
<b>... tijdens het eten?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>... meteen nadat zij/ hij thuiskomt?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>... terwijl jullie met elkaar aan het praten zijn?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>... terwijl jullie samen iets leuks aan het doen zijn?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q55 Als ik met mijn ouders (verzorgers) over mijn internetgebruik of gamen praat dan...

	Klopt helemaal niet	Klopt niet	Klopt soms wel/soms niet	Klopt	Klopt helemaal
...voel ik me <b>op mijn gemak</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...voel ik me <b>begrepen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...voel ik me <b>serius</b> genomen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q90 Hoeveel tijd besteed je op de volgende dagen samen met je ouder(s) of verzorgers (bijvoorbeeld samen praten, eten, spelletje spelen)?

	Minder dan 5 minuten	Tussen 5 en 30 minuten	Tussen 30 minuten en 1 uur	Tussen 1 en 2 uur	Tussen 2 en 4 uur	Meer dan 4 uur
Op <b>schooldagen</b> (ma-vr)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op <b>weekenddagen</b> (za-zo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q91 Op schooldagen (maandag t/m vrijdag), hoe laat sta je dan meestal op?

- Vóór 6.00 uur
- Tussen 6.00 en 6.30 uur
- Tussen 6.30 en 7.00 uur
- Tussen 7.00 en 7.30 uur
- Tussen 7.30 en 8.00 uur
- Tussen 8.00 en 8.30 uur
- Tussen 8.30 en 9.00 uur
- Tussen 9.00 en 9.30 uur
- Na 9.30 uur

Q84 Op schooldagen (zondag t/m donderdag), hoe laat ga je dan meestal naar bed toe?

- Vóór 20.00 uur
- Tussen 20.00 en 20.30 uur
- Tussen 20.30 en 21 uur
- Tussen 21.00 en 21.30 uur
- Tussen 21.30 en 22.00 uur
- Tussen 22.00 en 22.30 uur
- Tussen 22.30 en 23.00 uur
- Tussen 23.00 en 23.30 uur
- Tussen 23.30 en 00.00 uur
- Na 00.00 uur

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Q85 Het kan zijn dat je, nadat je naar bed bent gegaan, NIET meteen gaat slapen (bijvoorbeeld nog gaat lezen, t.v. kijken, smartphone kijken).

Hoe laat ga je meestal echt slapen?

- Vóór 20.00 uur
- Tussen 20.00 en 20.30 uur
- Tussen 20.30 en 21 uur
- Tussen 21.00 en 21.30 uur
- Tussen 21.30 en 22.00 uur
- Tussen 22.00 en 22.30 uur
- Tussen 22.30 en 23.00 uur
- Tussen 23.00 en 23.30 uur
- Tussen 23.30 en 00.00 uur
- Na 00.00 uur

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Q82 Je hebt nu al VEEL vragen over je **SMARTPHONE-GEbruik** ingevuld. Nu volgen de LAATSTE VRAGEN over JOU en JE SMARTPHONE.  
Kruis het antwoord aan dat het beste bij jou past.



	Klopt helemaal niet	Klopt niet	Klopt een beetje	Klopt wel	Klopt helemaal
Ik <b>check</b> mijn smartphone voortdurend om maar geen berichtjes van anderen te missen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben <b>vaak langer</b> met mijn smartphone bezig dan ik zou willen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mensen</b> om me heen <b>zeggen</b> dat ik te veel met mijn smartphone bezig ben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik <b>kom te weinig toe aan andere dingen</b> (bv. huiswerk, hobbies) doordat ik zo met mijn smartphone bezig ben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Door mijn smartphone vind ik het <b>moeilijk om mij op huiswerk te concentreren</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me <b>ongeduldig of geïrriteerd als ik mijn smartphone niet bij me heb</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik <b>denk vaak aan wat er op mijn smartphone gebeurt</b> , ook als ik niet online ben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Zelfs al heb ik er in het dagelijkse leven last van, ik kan mijn smartphone **absoluut niet missen.**

Ik voel wel eens **pijn in mijn polsen of schouders** wanneer ik bezig ben op mijn smartphone.

Ik **zou er niet tegen kunnen** om mijn smartphone **niet bij me te hebben.**

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**Q92 Hoe vaak heb je minstens één glas alcohol gedronken?**

We bedoelen het aantal gelegenheden (zoals een feestje, uitgaan of avond thuis), dus niet het aantal glazen.

	0 keer	1 keer	2 keer	3 keer	4 keer	5 keer	6 keer	7 keer	8 keer	9 keer	10 keer	11- 19 keer	20- 39 keer	40 keer of vaker
In de laatste 12 maanden	(	(	(	(	(	(	(	(	(	(	(	(	(	(

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Q93 Op hoeveel dagen per week drink je meestal alcohol?

- 7 dagen
  - 6 dagen
  - 5 dagen
  - 4 dagen
  - 3 dagen
  - 2 dagen
  - 1 dag
  - 0 dagen
- 

Q94 Als je op een dag alcohol drinkt, hoeveel glazen (of flesjes of blikjes) alcohol drink je dan?

- 11 glazen of meer
- 7-10 glazen
- 6 glazen
- 5 glazen
- 4 glazen
- 3 glazen
- 2 glazen
- 1 glas
- Minder dan 1 glas

Q95 Heb je wel eens sigaretten (of sjekkies) gerookt? Een paar trekjes telt ook mee.

- Ik rook elke dag
- Ik rook af en toe, maar niet elke dag
- Ik heb 1 of 2 keer gerookt
- Ik heb vroeger gerookt, maar ik ben helemaal gestopt
- Ik heb nooit gerookt

Q96 Heb je wel eens wiet (marihuana) of hasj gebruikt?

	0 keer	1 keer	2 keer	3 keer	4 keer	5 keer	6 keer	7 keer	8 keer	9 keer	10 keer	11 - 19 keer	20- 39 keer	40 keer of vake r
In de laatste 12 maande n	(	(	(	(	(	(	(	(	(	(	(	(	(	(

Q56 De laatste 3 vragen gaan over jouw **SCHOOLPRESTATIES**.  
Hoe **tevreden** was je met de schoolcijfers van je laatste rapport?

- Helemaal niet tevreden
  - Niet zo tevreden
  - Niet tevreden, maar ook niet ontevreden
  - Wel tevreden
  - Heel erg tevreden
- 

Q57 Hoeveel **onvoldoendes** had je op je laatste rapport?

- Geen
- 1 onvoldoende
- 2 onvoldoendes
- 3 onvoldoendes
- 4 of meer onvoldoendes

Q58 **In vergelijking met** de meeste van mijn klasgenoten, haal ik..... schoolcijfers.

- Veel slechtere
  - Iets slechtere
  - Even goede
  - Iets betere
  - Veel betere
-

**Q59 Het onderzoek is afgelopen! WAT VOND JE VAN DE VRAGEN?** Waren er bijvoorbeeld woorden of vragen die je onduidelijk vond of niet begreep? Zo ja, weet je nog welke?

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**Q77** Tot slot, als er nog dingen zijn die je graag kwijt wilt, bijvoorbeeld omdat je sommige onderwerpen heftig vond, dan kan dat hier!

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**Q71** Als je door dit onderzoek behoefte hebt gekregen aan een gesprek over iets wat je dwars zit, zoek dan alsjeblieft contact met een vertrouwenspersoon op jouw school!

Vertrouwenspersonen NSG Groenewoud Nijmegen:

Jitka Iking (j.iking@nsg-groenewoud.nl) en Peer Kennis (p.kennis@nsg-groenewoud.nl)

Vertrouwenspersonen Kandinsky Molenhoek:

Gemke Aben en Babbet Lambrechts

Vertrouwenspersonen Scala:

Mevrouw Ter Huurne (basis en kader), Mevrouw Beugels (mavo/gemengde leerweg) en Milou van der Meer

End of Block: Default Question Block

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## Appendix E, Ethical approval

<b>P.O. Box 80140, 3508 TC Utrecht</b>  The Board of the Faculty of Social and Behavioural Sciences Utrecht University P.O. Box 80.140 3508 TC Utrecht	<b>Faculty of Social and Behavioural Sciences</b>  Faculty Support Office Ethics Committee  <b>Visiting Address</b>  Padualaan 14 3584 CH Utrecht
<b>Our Description</b> 21-0252 <b>Telephone</b> 030 253 46 33 <b>E-mail</b> FETC-fsw@uu.nl <b>Date</b> 01 February 2021 <b>Subject</b> Ethical approval	

### ETHICAL APPROVAL

Study: “You Have Such a Nice Instagram Photo, I Wish I Looked Like You!” A study of the impact of online exposure to photos and videos on body image in adolescent boys.

Principal investigator: T.B.J. Groot Zwaaftink

Supervisor: Marcel Hoogenboom

This student research project does not belong to the regimen of the Dutch Act on Medical Research Involving Human Subjects, and therefore there is no need for approval of a Medical Ethics Committee.

The study is approved by the Ethics Committee of the Faculty of Social and Behavioural Sciences of Utrecht University. The approval is based on the documents send by the researchers as requested in the form of the Ethics committee and filed under number 21-0252. The approval is valid through 28 June 2021. Given the review reference of the Ethics Committee, there are no objections to execution of the proposed research project, as described in the protocol and according to the GPDR It should be noticed that any changes in the research design oblige a renewed review by the Ethics Committee by submitting an amendment

Yours sincerely,

image not found or type unknown



Peter van der Heijden, Ph.D.  
Chair