Journal of Economy Culture and Society

Research Article

The Relationship Between Online Socialization and Online Social Identity

Işıl AVŞAR ARIK[1] , Birsen ŞAHİN KÜTÜK[2]

[1]Ph. D Student, Necmettin Erbakan University, Department of Sociology, Konya, Turkiye

[2]Dr., Hacettepe University, Department of Sociology, Ankara, Turkiye

ORCID: I.A.A. 0000-0002-3974-693X;
B.Ş.K. 0000-0002-6337-2528;

Corresponding author:
Birsen ŞAHİN KÜTÜK,
Hacettepe University, Faculty of Letters,
Department of Sociology, Ankara, Turkiye
E-mail: birsensahink@gmail.com

ABSTRACT

Social identity is the part of an individual's self-perception of membership in a social group and it develops through the socialization process. People interact with many different socialization agents such as family, school, friends, mass media, work, and professional groups. In the twenty-first century, socialization has not been able to escape the influence of digital technologies, and they have been considered an alternative to traditional socialization channels. Web 2.0 technologies have become an essential source of online socialization. However, the question of whether online socialization (OS) impacts the formation of online social identities (OSI) is quite limited in the literature. Therefore, this study examined the effects of internet addiction (IA) and the average time spent on social media (ATSM) (as online socialization) on OSI, and the mediate effect of the time spent on the internet when young people are together with their family members (TSIWTF). A quantitative method was used, and data were collected from 272 university students. According to the study results, there is a relationship between OS and OSI, and TSIWTF partly mediates this relation.

Keywords: Online social identity, online socialization, internet addiction, social media usage

1. Introduction

Technologies are one of the fundamental social change tools in social life. Today, technological developments have become involved in every aspect of life, from personal relations to macro-scale global communications. We are now in a digital society rather than merely owning digital things (Lindgren, 2017).

Digital technologies include the widespread use of computers and the internet due to technological developments. Smartphones, various applications used on these phones, in social networks, and communication applications are known as new media that enables mutual relationships. After the invention of the internet, Web 2.0 technology was developed by Tim O'Relly as a further step (O'Relly, 2005). Web 2.0 technology is also described as the social web. Due to this technology, the form of relationships has also changed. Social media usage, blog usage, commenting, liking, sharing, etc. are examples of Web 2.0 technology (Lupton, 2015). Social media networks have become very high-profile social and cultural interactions (Beer and Burrows, 2010). The number of followers and the number of likes received are among the factors affecting this high prestige. Therefore, Web 2.0 technologies, in which interactive interaction and hashtags are possible, have also become an essential source of social change.

Lupton (2015) uses the concept of "digital society," and Van Dijk (2012) uses the concept of "network society" for the society we have been living in. However, there are also different concepts to explain digitalization in human and social life. One of them is the conceptualization of "digital natives" created by Prensky (2001). The concept of digital native corresponds to the generations known as generations Y and Z today. The reason for this is that these generations were born when digital technologies developed and became widespread. The generations known as digital natives have mastered using these technologies in many ways, even when they were children. This generation, also called the "app generation," can think fast, practical, and versatile (Pafrey and Gasser, 2008).

Internet and social media have many benefits, but also drawbacks. When the use of the telephone, computer games, and social media reaches excessive levels, it brings the risk of addiction. In recent years, many studies have been conducted on these issues. Smartphones (Elhai, Levine, Dvorak and Hall, 2016; Montag, Wegmann, Sariyska, Demetrovics, and Brand 2021), computer games (Karaca, Karakoç, Gurkan, Onan and Barlas, 2020), social media usage (Kaşıkçı, Denli and Karaman, 2021; Sun and Zhang, 2020), and internet addiction (Ağırtaş and Güler, 2020; Harsej, Mokhtari Lakeh, Sheikholeslami, Kazemnezhad Leili, 2021; Young, 1998;) have been investigated in these studies. Social media addiction is accepted as one of the types of internet addictions. Measured social media addiction with a comprehensive sampling (23,500 people) has revealed that such addictions are associated with being a young individual (Andreassen, Pallesen and Griffiths, 2017). A significant number of studies in the literature indicate that addiction to digital technologies is not an individual situation, but a social problem in today's societies.

Socialization has not been able to escape the influence of digital technology. Family, friends, school, and work are essential traditional socialization tools. Digital technologies, on the other hand, have taken their place among socialization agents since the 2000s (Farquhar, 2012; Göker et al., 2009; Günindi Ersöz, 2016; Van Dicjk, 2013). Generations Y and Z, sometimes called the internet generation (Milner, 2010) and the digital generation (Buckingham and Willet, 2006), continue to interact with these technologies in many areas of their lives, for example, education, consumption habits, business life, and marriage. In other words, digital technology is inherent in all behavior patterns, ways of thinking, action practices, and forms of interaction of the digital generation.

For this reason, we cannot imagine a world without digital technologies and Web 2.0 for this generation. Therefore, online socialization is an essential part of young people's lives. As a result, the literature on this subject has expanded greatly. Yet, studies on the relationship between online socialization and online social identity have been scarce.

In this study, we investigated the impact of social media usage and internet addiction as an online socialization channel on social identities and the mediate effect of the time spent on the internet when young people are together with their family members.

2. Literature Review: Socialization, Online Socialization, Internet Addiction, and Online Social Identity

Socialization can be understood as the way that a human being becomes a member of society from the moment of birth on, and transforms from a mere biological entity into a social individual (Kağıtçıbaşı, 2014; Openstax, 2012). Identity, personality, self, social self, and social identities develop through the socialization process. Since the family is the starting point of social life, it marks the first and the most significant step in the socialization process. People interact with many different socialization agents such as school, friends, mass media, work, and professional groups. Thus, individuals internalize all these in socialization and acquire a specific culture, institutions, values, norms, moral system, religion, language, etc. Therefore, they become a part or a member of a group.

The family is often regarded as the agent with the most significant influence on the socialization process. However, in the twenty-first century, technology has increased rapidly and assumed much of that role. As families become more technologically equipped, children may tend to be more autonomous in integrating technology and media into their daily lives at the same rate (Genner and Süss, 2017). The media also plays a significant role in developing identity; this is one of the most crucial phenomena that develop under the effect of the media in an individual's life (Genner and Süss, 2017; Prot et al., 2015). The internet and social networks are among the most current channels of this process as new media. In this way, the temporal and socio-spatial boundaries in reaching others have disappeared, and the opportunity to interact with countless people online at the same time has emerged. Thus, new technology has created new possibilities, new methods, and new kinds of practices in the self-construction of the individual.

Due to the digital technologies, "online socialization" has become a concept used in the literature (Günindi Ersöz, 2016; Van Dijk, 2012). Mediatization, conceptualized as media socialization, has been investigated in some research. The media effect refers to people's socialization processes depending on media use (Genner and Süss, 2015; Kammerl and Kramer, 2016). While this concept expresses the diversification of new communication networks and media tools that have started to be used by society with the internet, it also refers to social changes (Genner and Süss, 2017). Online socialization means that when people participate in social networking sites, they meet their social needs (Park, Kee and Valenzuela, 2009).

Social identity is the part of an individual's self-perception of membership in a social group and the value and emotional meanings he or she attributes to this membership (Tajfel, 1981). Tajfel draws attention to the point that individuals want to attribute positive emotions/features to both themselves and to the group they belong to (Hogg and Ridgeway, 2003). According to Social identity theory (SIT), people classify themselves and others into various social categories, such as organizational membership, religious affiliation, gender, and age (Tajfel and Turner, 1986). People can have more than one social identity (Trepte, 2013). In other words, people categorize them-

selves within all these social groups since they may have more than one social group identity. However, not all of them are equally significant. Zhang, Carrol and Jiang (2010) stated that these social identities emerge with different levels of importance and prominence in social interactions. In some cases, social identities even exhibit a hierarchical feature. Therefore, the degree of importance of these groups (identities) also differs from person to person. One of the areas where social identities are formed or presented today is social media.

Cavanagh (2007) pointed out that the social effects of the internet on the formation and nature of virtual selves are an important area of research. The internet has become a highly effective channel for fragmenting and rebuilding identities. İşman, Buluş and Yüzüncüyıl (2016) draw attention to digital technologies where individuals have the opportunity to redefine their socialization process (Turkle, 2011). Internet technology has become a new way and a new strategic tool for individuals to think about their environment and themselves.

Kiesler and others worked in the context of computer-mediated interaction in the mid-1980s, before the advent of the internet. They showed that cyberspace is a virtual alternative channel for reconstructing identities and provides freedom from existing social categories and pressures (Spears, Lea and Postmes, 2009), just as societies introduced to computer and internet technology initially reflected their current identity and personal characteristics on cyberspace. Then these areas began to affect identities and occur in the identity construction processes. Poster (1995) states that identities are now constructed online as well (Cavanagh, 2007). It has been frequently mentioned that online environments are an alternative to traditional identity categories (Ridout, Campbell and Ellis, 2012).

The concept of a group, a central point in classical social identity theories, has now begun to express a broader meaning, including online groups. As Akar and Mardikyan (2018) stated, online communities are networks where users who share common interests and purposes develop social relationships. People can reach a large social circle as a specific community member on this platform. These communities have become as crucial as the relationships established in real life by transferring genuine relationships to the virtual environment. Participation and acceptance in these communities have become extremely important in learning and adopting group behaviors, providing a wide range of references for identity development. Ren et al. (2012) drew attention to the significance of online communities in individuals' self-definition. Pegg, O'Donnell, Lala, and Barber (2018) indicated that the concept of online social identity is grounded in realizing that the online realm is a social medium. While individuals may be physically alone when interacting online, psychologically their online experiences are often social. The social identity approach allows that such identities are dynamic and can influence thoughts, emotions, and behaviors both online and offline. Online and offline social identities are no more real or valid than one another. Social identities and social group belonging have been transferred to social networks today. This also plays a critical role in forming social identity and group belonging (Barker, 2012). As a crucial concept in understanding such communities, social identities enable a more active and dynamic social identity construction process in social identity theory than the traditional definition of identity (Pegg et al., 2018; Zhang et al., 2010).

Theoretical Model of the Study and Hypotheses
Online Socialization and Online Social Identity
The use of technologies such as the internet, smart phones, and social media affects young people's identity, group relations, family, and school relations (McKay, Thurlow and Toom-

ey-Zimmerman, 2005). Although a family is one of the most crucial agents of identity development, digital technologies such as the internet and social networks also provide significant clues about social identity (Barker, 2009). Today, one of the primary sources of information for people, especially young people, is the internet, social media, online social groups, and online communities. However, social research which includes these online socialization channels (online groups and online communities) and their positive or negative effects has been scarce (Prot et al., 2015).

There is a difference between the concepts of an online group and an online community. Only some of the social media platforms have a community feature. Many studies focused on the online group, and others focused on an online community in social identity research. In this study, we summarized both literature to understand the relation between online socialization and online social identity. We have taken both online groups and communities as an online socialization source in this research. We did not focus on the differentiation of these concepts or compare them.

Barker (2012) revealed that social networks are a crucial antecedent in developing self and social identity. These online environments with social networks are expressed as an alternative to traditional identity categories (Ridout et al., 2012). These environments, also called online socialization, internet socialization, and cyberspace, are alternatives in reproducing identities. This online socialization environment also provides freedom from existing social categories and pressures (Genner and Süss, 2017; Spears et al., 2009).

Although the intensive use of social media and the internet provides alternative channels to an individual, it may also constitute the risk of addiction after a point. Dutot (2020), on the other hand, focused on the effect of internet addiction on individual and social identity. The study results showed that addiction is associated with low social self-esteem. However, the internet can help individuals achieve their wishes. Therefore, Dutot concluded that internet addiction is a powerful determinant of social identity.

Social identity theory emphasizes how identity is created through group memberships (Tajfel, 1981). According to this theory, individuals desire to attribute positive characteristics to both themselves and the group they belong to (Hogg and Ridgeway, 2003: 97). A person remains a member of that group if this social group contributes positively to a person's social identity. Otherwise, a person seeks alternative communication sources or groups (Tajfel, 1978). The social system in which individuals live is flexible and permeable. Therefore, when individuals are not satisfied with the social groups they belong to for any reason, they can be included in another one. However, this permeability is not always easy in face-to-face communication (Tajfel and Turner, 1986). According to Zhang et al. (2010), social identity is highly significant in understanding the interaction in online communities, and online social identity is more common among young people.

Online communities are created on the internet and social media as social groups where individuals come together. This is an alternative socio-spatial context. These online platforms have been revealed as a virtual space for identity creation (Subrahmanyam and Sˇmahel 2011b; Valkenburg et al. 2005). Social media platforms provide participation in various groups such as fan pages, opportunity for sharing opinions, organizing parties or events, and encouraging other users to participate in such group activities (Hsu and Lin, 2020). As the socio-spatial necessity disappears in these online groups, inter-community permeability and flexibility - in other words, dynamism - become more manageable. Barker (2009) stated that young people with low or negative collective self-esteem or who think that their groups are undesirable by others might more likely stay away from this environment and communicate with online communities. This originates from the fact that these people may desire to develop more rewarding group relationships

online. Therefore, to have a positive sense of social identity, the individual may want to use social networks more as an alternative way to reach it easily. When people feel that they are not liked or desired by others, they believe that such negative self-thoughts will change with the number of followers or friends on social media (Andreassen et al., 2017). The study of Barker (2012) also showed that young people with negative collective self-esteem and dissatisfaction with their group use their peer groups and social media networks more intensively because young people prefer positive social identity construction through social media as online social identity. Therefore, we hypothesize (Figure 1):

H1: Online Socialization is positively related to online social identity.

    H1a: Internet addiction (IA) is positively related to online social identity.

    H1b: The average time spent on social media is positively related to online social identity.

H2: Online Socialization is positively related to the time spent on the internet when together with family members.

    H2a: Internet addiction is positively related to the time spent on the internet when together with family members.

    H2b: The average time spent on social media is positively related to the time spent on the internet when together with a family member.

H3: The time spent on the internet when together with a family member is positively related to online social identity.

Mediating Role of TSIWTF

Issues such as the family's inadequacy in problem-solving, communication disorders, negativities in roles and responsibilities, lack of attachment, lack of interest, and inadequacy in emotional response are also associated with youth's internet addiction (Habibi et al., 2017). One study showed that excessive use of social media by university youth negatively affects family relations (Ali, 2016). When the frequency of using modern technologies increases, the probability of young people becoming freer and more independent from their families also increases (Moawad and Ebrahem, 2016). Sultana (2017), revealed that young people spend more time on the internet in their spare time than with their families and that young people prefer making online friendships to making friends offline. When families are considered as a social system with a social identity, this identity is formed through processes such as playing games, chatting, and spending time together with family members. Therefore, young people, spending time on the internet when they are together with their families in their free time, may have a higher level of online social identity. We expect TSIWTF has a mediating effect.

H4: The relationship between online socialization and online social identity is mediated by the time spent on the internet when together with family members.

    H4a: The relationship between internet addiction and online social identity is mediated by the time spent on the internet when together with family members.

    H4b: The relationship between the average time spent on social media and online social identity is mediated by the time spent on the internet when together with family members.
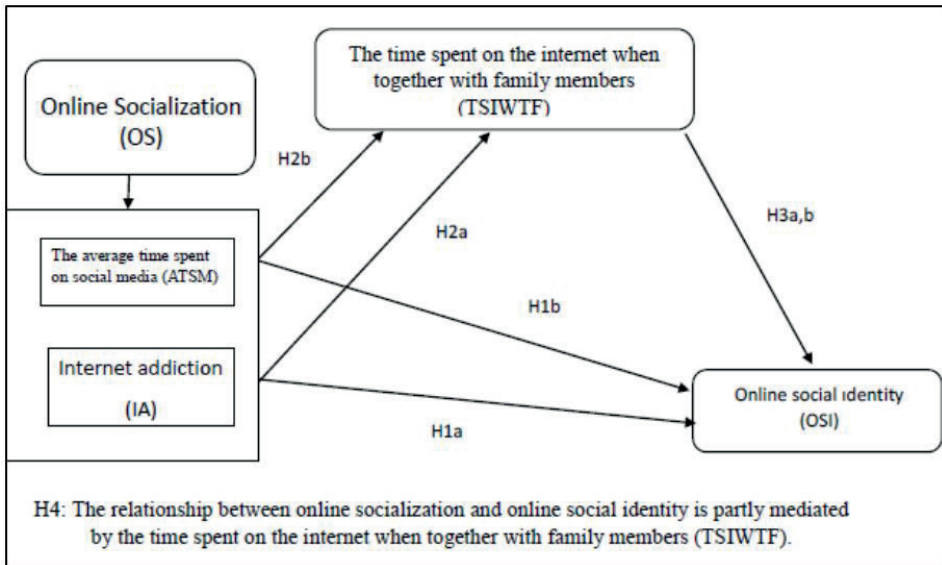
Figure 1: Theoretical model of the study

3. Methodology

This study used a survey to collect data from university students in Turkey.

3.1. Sample and Data Collection

The sample of this study consisted of 272 university students in Turkey. Of the 500 questionnaires distributed by the researcher, 272 responses were collected. In other words, two hundred seventy-two students voluntarily participated in the research. 139 (51.5%) were female, and 131 (48.5%) were male. The mean age of the participants was 24.

Hacettepe University ethics committee approved the study (approval number: 35853172-433-25). In addition, institutional approval was taken from the university to collect data. First, participants were informed about the aim of the study. Voluntary participation in the study was the basis. This situation was explained to all students participating in the study. The voluntary participation form was given together with the questionnaire. Afterward, the students who accepted to participate in the survey voluntarily answered the questionnaire and handed it to the researcher in a closed envelope. In this way, we improved anonymity and objectivity.

3.2. Survey Measures and Data Analysis Techniques

The survey instrument is a three-part questionnaire. The first part of the questionnaire involves demographic questions. The second part of the survey includes questions about online social identity. In some literature, online social identity is shaped on digital platforms, especially with social media groups (Andreassen et al., 2017; Barker, 2009; Hsu & Lin, 2020; Latif et al., 2021; Pegg et al., 2018; Zhang et al., 2010). Therefore, we operationalized the online social identity as feeling a part of social media groups and caring about getting likes from social media groups. We used two items, and the respondents were asked to indicate the extent to which the

item described their feeling on this three-point Likert question: 1. Very Important, 2. Moderately Important, 3. Not Important. The Cronbach's Alpha is 0.81.

Online socialization questions are in the third part of the survey. After an extensive literature review of online socialization, we saw three variables (internet use, internet addiction, and social media) widely used to define it (Genner and Süss, 2017; Park et al., 2009; Spears et al., 2009; Van Dijk, 2012). Therefore, online socialization was operationalized as internet addiction and the average time spent on social media in this study. We used the Internet Addiction Test (IAT) developed by Kimberly S. Young in 1998. The scale consists of twenty items. Çakır-Balta and Horzum made a Turkish adaptation in 2008, and they removed one item from the IAT. The scale consists of nineteen items rated in a five-point Likert scale (from 1 - not at all, to 5 - always). For example, "How often do you find yourself waiting for your time to be online again?" and "Wanting to increase the time to be online." In this Turkish version of the scale, the Cronbach alpha value was 0.90. The Cronbach Alpha value was found to be relatively high (0.91) in this study.

Data Analysis
IMB SPSS 21 was used for statistical analysis of the data. In the first stage, descriptive and reliability analyses were performed. Correlation, regression analysis was then carried out for hypothesis testing. We used the Sobel test for the mediation effect.

4. Results
Table 1 presents the means, standard deviations, and correlations among the variables of the study. According to Table 1, there is a positive correlation between internet addiction and online social identity (r=.182, p<0.01). The average time spent on social media has a positive correlation with online social identity (r=.246, p<0.01). There is also a positive correlation between internet addiction and the time spent on the internet when together with family members (r=.172, p<0.01). In addition, the time spent on the internet when together with family members has a positive correlation with social identity (r=.246, p<0.01).

Table 1: Means, standard deviations and correlations among the study variables

|	Mean	SD	IA	ATSM	TSIWTF	OSI
IA	12.2	6.7				
ATSM	2.49	1.26	,154*			
TSIWTF	1.74	.48	,172**	,216**		
OSI	1.56	.59	,182**	,246**	,246**	

Notes: n=270, The Cronbach's α's are indicated diagonally, *P<0.05, **P<0.01

Regression analysis was performed to test the mediation effect with Baron and Kenny (1986)'s method. However, the results of this analysis do not include the significance of the indirect (mediated) effects. Thus, we used the modern method, the IBM SPSS Process Macro application suggested by Hayes and Matthes (2009), to test the significance of the indirect (mediated) effects. We also used the Sobel test to estimate the mediation effect (Preacher and Hayes, 2004). In this context, the effect of the mediator variable was determined according to the confidence intervals obtained by the Bootstrap technique.

The first step in the regression analyses showed that IA was significantly and positively related to OSI (β= 0.28, P<0.05). ATSM was significantly and positively related to OSI (β= 0.24,

P<0.001), and H1 was accepted. In the second step, IA and TSIWTF showed a significant relationship (β= 0.18, P<0.05). ATSM was significantly and positively related to TSIWTF (β= 0.24, P<0.01), and H2 was accepted. In the third step, TSIWTF was significantly and positively related to OSI (β= 0.24, P<0.001), and H3 was accepted. Finally, the results showed that TSIWTF partly mediates the relationship between IA and OSI (.28* reduced to .13*). As shown in Table 2 and Figure 2, after induction of TSIWTF between internet addiction and online social identity, the indirect effect was significant, as confirmed by bootstrapping at the 95% confidence interval (effect: 0.03, LL=0.10, UL=0.75), thus supporting H4a. We used the Sobel test (Sobel, 1982) to test whether the indirect effect was statistically significant or not, and the results of the test showed that the effect was significant. (IA-TSIWTF-OSI: z=2.46, SE=0.01, P=0.01). TSIWTF has a partial mediator effect between internet addiction and online social identity.
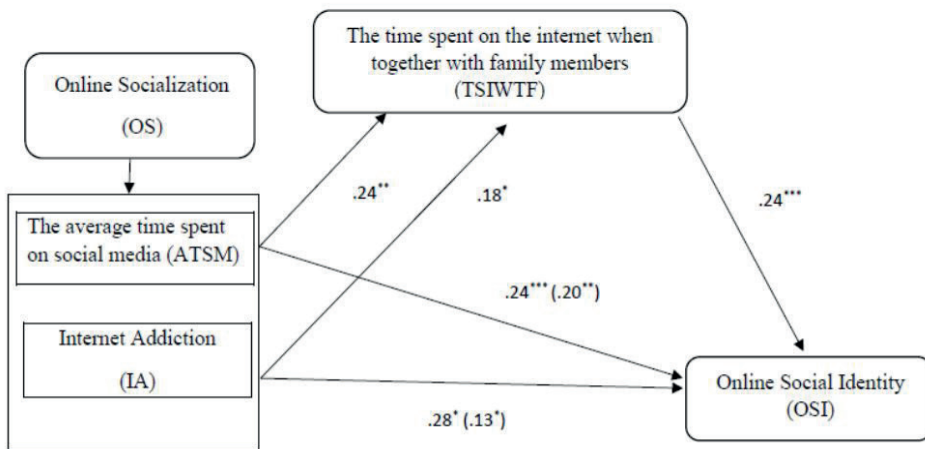
Figure 2: Results from a mediation analysis

TSIWTF partly mediates the relationship between ATSM and OSI (.24*** reduced to .20**). An indirect effect of TSIWTF between the average times spent on social media and online social identity was also significant (the bootstrapping at the 95% confidence interval effect: 0.02, LL=0.001, UL=0.006). Thus, TSIWTF has a partial mediator effect between the average times spent on social media and online social identity and H4b accepted. The results of the Sobel test showed that the effect was significant. (ATSM- TSIWTF-OSI: z=2.99, SE=0.009, P=0.002).

Table 2: Bootstrap analysis of mediation effect

Variables	Effect	SE	LL 95%CI	UL 95% CI
IA-TSIWTF-OSI				
Direct effect	0.1275	.056	.167	.238
Indirect effect	0.0379	.016	.104	.075
Total effect	0.1654	.056	.054	.276
ATSM- TSIWTF-OSI				
Direct effect	.0968	.28	0.012	0.040
Indirect effect	.0208	.008	0.001	0.006
Total effect	.1176	.028	0.004	0.061

IA internet addiction, TSIWTF the time spent on the internet when together with family members, OSI online social identity, ATSM The average time spent on social media

5. Discussion

This study aimed to examine the relationship between OS and OSI and the mediator role of TSIWTF. The results presented above show a relationship between OS and OSI, and TSIWTF is a partial mediator of this relation. This means that as TSIWTF increases, OSI increases as well.

This study used social identity theory as the underlying theory to synthesize online socialization and online social identity literature. The results showed that IA and ATSM as an OS fostered TSIWTF, which was in line with social identity theory. Some literature has demonstrated that OSI is associated with IA and ATSM (Barker, 2012; Dutot, 2020). However, this study showed that TSIWTF is an intermediary mechanism that explains how IA and ATSM affect OSI. Based on the SI theory, the family loses its influence on the socialization process of the young since the young spends time on the internet when they are together with family members. In cases where the family's interaction decreases, IA and ATSM as an OS channel encourage the OSI.

Theoretical implications

This study aimed to show that IA and ATSM as a channel of OS encourage OSI and the mediating role of TSIWTF. Social media is an alternative socialization agent to traditional channels (Sadat et al., 2015). Social networks, social media, the internet, and internet addiction are essential in young people's identity development and online socialization (Barker, 2012; Dutot, 2020; Lalonde, Castro and Parise, 2016; Spears et al., 2009). This study successfully explains why social media usage and internet addiction are online socialization agents and related to social identity development. Our conceptual model, based on social identity theory, has contributed to explaining online social identity by identifying the mediation mechanisms of TSIWTF between OS and OSI.

These results offer a new way of understanding OSI. OS affects OSI, and TSIWTF partly mediates the relationship between IA and OSI. If youth spend time on the internet instead of doing and sharing something with their families, OSI increases. Therefore, this study contributes to the dynamic nature of social identity theory by using online socialization and online social identity. OS channels do not solely determine the OSI. These channels could be changed and evolved by the family. Some literature showed that social identity is formed by playing games, chatting, and spending time with family members. When young people spend more time on the internet than spending time with their families in their free time, they may prefer making online friendships to real friendships (Sultana (2017). If families provide young people with an opportunity to chat or an activity, a game, etc., young people can do something together instead of spending time on the

internet. In this way, the search of youth for likes online may be decreased. The family may still be an essential socialization agent as long as it spends the necessary effort.

Practical implications

The most critical problem at the OS and OSI is the increasing number of unhappy young people with low self-esteem in real life. In the literature, playing games on the internet, which is one of the types of internet addiction for young people, was negatively related to family rules. The rules set by families decreased playing games on the internet (Bonnaire and Phan, 2017). In other words, as the strength of family functions increased, internet gaming disorder scores decreased. In this context, the effect of the family on the positive social identity construction of the young people could be increased instead of OS. The absence of internet use when young people are together with their family may provide spending this time with family activities. That improves family relations and increases integration and family function. This way may contribute to unhappy young people with low self-esteem becoming happier and having a higher self-perception in real life by reducing their efforts to get likes on social media as online social identity.

Limitations and areas for future research

This study used data collected from youths living in Turkey; therefore, future research scholars may conduct cross-national studies and get findings to help generalize. In addition, this study analyzed the overall effects of OS and TSIWTF on OSI with a quantitative method. Therefore, future studies may be conducted with both quantitative and qualitative methods. In this way, qualitative studies may be helpful to the families as to how they can create situations in which time can be spent with family activities instead of the internet.

References

Ağırtaş, A. and Güler, Ç., (2020). Evaluation of internet addiction and social anxiety status of university students using social media. *Çağ University Journal of Social Sciences 17* (1), 76–89.

Akar, E., and Mardikyan S., (2018). User roles and contribution patterns in online communities: a managerial perspective. *SAGE Open*. July 2018. Doi: 10.1177/2158244018794773.

Ali, R., (2016). Social media and youth in Pakistan: implications on family relationship, *Global Media Journal.*

Andreassen, C. S., Pallesen, S., and Griffiths, M. D., (2017). The relationship between addictive use of social media, narcissism, and self-esteem: findings from a large national survey. *Addictive Behaviors*, 64, 287–293.

Barker, V., (2009). Older adolescents' motivations for social network site use: the influence of gender, group identity, and collective self-esteem. *Cyberpsychology & Behavior 12* (2).

Barker, V., (2012). A generational comparison of social networking site use: the influence of age and social identity. *Int'l. J. Aging And Human Development 74* (2) 163–187.

Baron, M., and Kenny, D. A., (1986). The moderator-mediator variable distinction in social psychological research: conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology 51* (6), 1173–1182.

Beer, D., and Burrows, R., (2010). Consumption, prosumption and participatory web cultures. *Journal of Consumer Culture 10* (1), 3–12.

Bonnaire, C., and Phan, O., (2017). Relationships between parental attitudes, family functioning and internet gaming disorder in adolescents attending school. *Psychiatry Research* 255, 104–110.

Buckingham, D., and Willet, R., (2006). D*igital generations: children, young people and new media.* USA, London and New York: Routledge.

Çakır Balta, Ö. and Horzum, M. B., (2008). Internet addiction test. *Educational Sciences And Practice 7* (13), 87–102.

Cavanagh, A., (2007). *Sociology in the age of the internet* (Serial Eds. Alan Warde And Nick Crosley). USA, New York: Open University Press.

Dutot, V., (2020). A social identity perspective of social media's impact on satisfaction with life. *Psychology and Marketing 37* (6), 759–772. DOI: 10.1002/mar.21333.

Elhai, J. D., Levine, J. C., Dvorak, R. D., and Hall, B. J., (2016). Fear of missing out, need for touch, anxiety and depression are related to problematic smartphone use. *Computers in Human Behavior* 63, 509–516. Doi:10.1016/J.Chb.2016.05.079.

Farquhar, L., (2012). Performing and interpreting identity through Facebook imagery. Convergence: *The International Journal of Research into New Media Technologies 19* (4), 446–471.

Genner, S., and Süss, D., (2017). Socialization as media effect. *The International Encyclopedia of Media Effects*, 1, 1–15.

Göker, G., and Demir, M. And Doğan, A., (2010). Socialization and sharing in the network society: an empirical research on Facebook. *E-Journal of New World Sciences Academy 5* (2),183–206.

Günindi Ersöz, A. (2016). Habits of usage of Facebook among university students: a case study of sociology department students. *Sosyoloji Konferansları* 53, 303–326. Doi: 10.18368/Iu/Sk.63264.

Habibi, A., Danesh, P., and Mazandarani, M. J. Z., (2015). The relationship of family function with internet addiction among girl high school students in Mallard. *Mediterranean Journal of Social Sciences. MCSER Publishing 6* (4) 3.

Harsej Z, Mokhtari Lakeh N., Sheikholeslami F., and Kazemnezhad Leili E. (2021). Internet addiction and its relationship with family functioning in high school students. *Journal of Holistic Nursing and Midwifery 31*(1), 44–52. Https://Doi.Org/10.32598/Jhnm.31.1.2025.

Hayes, A. F., and Matthes, J., (2009). Computational procedures for probing interactions in OLS and logistic regression: SPSS and SAS implementations. *Behavior Research Methods 41*(3), 924–936.

Hogg, M.A., and Ridgeway, C. L., (2003). Social Identity: sociological and socio psychological perspectives. *Social Psychology Quarterly 66* (2), 97–100.

Hsu, C. L., and Lin, J. C. C., (2020). Antecedents and gains of user participation in social media in Taiwan. *Technology in Society* 61, 101243.

İşman, A., Buluş, B., and Yüzüncüyıl, K. B., (2016). Transformation of socializing into digitalization and representation of digital identity. *TRT Akademi 1* (2), 608–619.

Kağıtçıbaşı, Ç. ve Cemalcılar, Z., (2014). D*ünden bugüne insan ve insanlar: sosyal psikolojiye giriş.* TR, İstanbul: Evrim Yayınevi.

Kammerl, R., and Kramer, M., (2016). The changing media environment and its impact on socialization processes in families. *Studies in Communication Sciences 16* (1), 21–27.

Karaca, S., Karakoc, A., Gurkan, O. C., Onan, N., and Barlas, G. U., (2020). Investigation of the online game addiction level, sociodemographic characteristics and social anxiety as risk factors for online game addiction in middle school students. *Community Mental Health Journal 56* (5), 830–838.

Kaşıkçı, F., Denli, Ö. S., and Karaman, N. G., (2021). Social media addiction and social exclusion in youth: the mediating role of self-control. *Başkent Unıversıty Journal of Educatıon 8* (1), 147–159.

Lalonde, M., Castro, J. C., and Pariser, D., (2016). Identity Tableaux: multimodal contextual constructions of adolescent identity. *Visual Arts Research 42* (1), 38–55.

Latif, K., Weng, Q., Pitafi, A. H., Ali, A., Siddiqui, A. W., Malik, M. Y., And Latif, Z., (2021). Social comparison as a double-edged sword on social media: the role of envy type and online social identity. *Telematics and Informatics 56*, 101470.

Lindgren, S., (2017). *Digital media and society.* UK, London: Sage Publications.

Lupton, D., (2015). *Digital Sociology.* UK and USA, London and New York: Roudledge.

Mckay S, Thurlow C, Toomey-Zimmerman H., (2005). Wired Whizzes or techno-slaves? young people and their emergent communication technologies*,* (Eds. Williams, A, Thurlow, C.,) in, *Talking Adolescence: Perspectives on Communication in The Teenage Years (*Pp.185–206). USA, New York: Peter Lang.

Milner, H. Y., (2010). The *internet generation: engaged citizens or political dropouts.* Lebanon: Trufts University Pres.

Moawad, G. E. N. A., and Ebrahem, G. G. S., (2016). The relationship between use of technology and parent-adolescents social relationship. *Journal of Education and Practice 7* (14).

Montag, C., Wegmann,E., Sariyska, R., Demetrovics, Z., and Brand, M., (2021). How to overcome taxonomical problems in the study of internet use disorders and what to do with "smartphone addiction?" *Journal of Behavioral Addictions 9* (4).

Openstax College, (2012). *Introduction to sociology.* Rice University. Houston, Texas.

O'Reilly, T., (2005). *What is web 2.0: design patterns and business models for the next generation of software?* (Retrieved from: https://www.oreilly.com/pub/a/web2/archive/what-is-web-20.html?page=1 Last accessed: august, 17, 2021).

Palfrey, J., and Gasser, U., (2008). *Born digital*: *understanding the first generation of digital natives.* USA, New York: Basic Books.

Park, N, Kee, K. F., and Valenzuela, S., (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *Cyber Psychology & Behavior* 729–733. Http://Doi.Org/10.1089/Cpb.2009.0003.

Pegg, K. J., O'Donnell, A. W., Lala, G., And Barber, B. L., (2018). The Role of online social identity in the relationship between alcohol-related content on social networking sites and adolescent alcohol use. *Cyber Psychology, Behavior, and Social Networking 21* (1), 50–55. Http://Doi.Org/10.1089/Cyber.2016.0665.

Preacher, K. J., and Hayes, A. F., (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, and Computers 36* (4), 717–731.

Prensky, M., (2001). Digital natives, digital immigrants. *MCB University Press, 9* (5).

Prot, S., Anderson, C. A., Gentile, D. A., Warburton, W., Saleem, M., Groves, C. L., and Brown, S. C., (2015). Media as agents of socialization, (Eds. Joan E. Grusec, and Paul D. Hastings) in, *Handbook of Socialization* (Second Edition) (Pp. 276-300). USA, New York, NY: Guilford Press.

Ren, Y., Harper, F. M., Drenner, S., Terveen, L., Kiesler, S., Riedl, J., Kraut, R. E., (2012). Building member attachment in online communities: applying theories of group identity and interpersonal bonds. *MIS Quaterly 36* (3), 841–864.

Ridout, B., Campbell, A., and Ellis, L., (2012). 'Off Your Face(Book)': Alcohol In online social identity construction and its relation to problem drinking in university students. *Drug and Alcohol Review 31*, 20–26.

Sadat, N., Ahmed, S., and Mohiuddin, M. T., (2015). Mining the social web to analyze the impact of social media on socialization. *2014 International Conference on Informatics, Electronics & Vision (ICIEV)*, 1–6. Doi: 10.1109/ICIEV.2014.7135995.

Sobel, Michael E., (1982). "Asymptotic confidence intervals for indirect effects in structural equation models." *Sociological Methodology* 13, 290–312.

Spears, R., Lea, M., and Postmes, T., (2009). *Computer-mediated communication and identity.* In Oxford Handbook of Internet Psychology (eds. Adam N. Joinson, Katelyn Y. A. McKenna, Tom Postmes, and Ulf-Dietrch Reips) USA, New York: Oxford University Press.

Subrahmanyam, K., and Šmahel, D., (2011). D*igital youth: the role of media and development.* USA, New York: Springer.

Sultana, S., (2017). The effect of internet on family relationships: current theories and controversies. *Research on Humanities and Social Sciences 7* (10).

Sun, Y., and Zhang, Y., (2020). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors* 114, 106699. Doi:10.1016/j.addbeh.

Tajfel, H., (1978). *Social identity, social categorization and social comparison in intergroup behavior.* Http://Psychology.Anu.Edu.Au/Files/Manuscripts-3-Social-İdentity-Social-Categorization-And-Social-Comparison-İn-İntergroup-Behaviour.Pdf.

Tajfel, H. , (1981). *Human groups and social categories: studies in social psychology.* Cambridge University Press.

Tajfel, H., and Turner, J. C., (1986). The Social Identity of Intergroup Behavior, (Eds. S. Worchel & W. G. Austin) in, *Psychology of Intergroup Relations* (Pp. 7–24). USA, Chicago: Nelson.

Turkle, S., (2011). *Life on the Screen: Identity in The Age of the Internet.* USA, New York: Simon & Schuster Paperbacks.

Trepte, S., (2013). Social Identity Theory*,* (Eds. Jennings Bryant and Peter Vorderer) in, *Psychology of Entertainment* (Pp. 255–273). USA, New York and London: Routledge.

Valkenburg, P. M., Schouten, A. P., and Peter, J., (2005). Adolescents' identity Experiments On the Internet. *New Media & Society 7* (3), 383–402.

Van Dijck, J., (2013). 'You Have One Identity': Performing the Self On Facebook and LinkedIn. *Media, Culture & Society 35* (2):199–215. Doi: 10.1177/0163443712468605.

Van Dijk, J., (2012). *The Network Society.* 3rd Edition, London: Sage Publications.

Young, K. S., (1998). Internet Addiction: The Emergence of a New Clinical Disorder, *CyberPsychology & Behavior 1* (3), 237–244.

Zhang, S., Carroll, J. M., and Jiang, H., (2010). Social Identity in Facebook Community Life. *International Journal of Virtual Communities and Social Networking 2* (4), 66–78.