

“I NEED TO BE UPDATED”: FEAR OF MISSING OUT AND ITS
ANTECEDENTS AS PREDICTORS OF ADOLESCENTS' AND EMERGING
ADULTS' ASPECTS OF
SOCIAL MEDIA ADDICTION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
TED UNIVERSITY

BY

GÜLFEM TANRIKULU

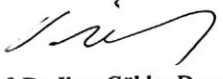
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PSYCHOLOGY

AUGUST 2018


Approval of the Institute of Graduate School


Prof. Dr. Kezban Çelik
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.


Assoc. Prof. Dr. Ilgin Gökler-Danışman
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.


Asst. Prof. Dr. Athanasios Mouratidis
Advisor

Examining Committee Members

Asst. Prof. Dr. Athanasios Mouratidis (TED University, PSY)

Asst. Prof. Dr. Yağmur Ar-Karcı (TED University, PSY)

Assoc. Prof. Dr. Müjgan İnözü (Hacettepe University, PSY)







I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Gülfem Tanrıkulu

Signature:

ABSTRACT

“I NEED TO BE UPDATED”: FEAR OF MISSING OUT AND ITS ANTECEDENTS AS PREDICTORS OF ADOLESCENTS' AND EMERGING ADULTS' ASPECTS OF SOCIAL MEDIA ADDICTION

Tanrıkulu, Gülfem

M.A., Department of Psychology

Supervisor: Asst. Prof. Dr. Athanasios Mouratidis

August 2018, 84 pages

Fear of Missing Out (FoMO), is a phenomenon where people aiming not to miss any information what is going on in others' lives, as well as social interactions and meetings. The few studies that have investigated FoMO have shown that it relates to internet and social media use, life satisfaction and also some psychological symptoms such as anxiety. However, less is known about FoMO in non-Western cultural settings, and even less about the factors that might predict FoMO. The aim of the current study was to investigate to what extent FoMO is predicted by personality characteristics (such as conscientiousness and emotional stability) and social anxiety, personal goals (namely, aspiration for being attractive) and the social context (specifically, parental psychological control). Also, it was tested whether FoMO in turn predicts aspects of social media addiction. Two different samples from Turkey were recruited who were 315 high school student adolescents ($M_{age} = 15.94$; 49.8% females) and 344 emerging adults ($M_{age} = 19.09$; 52.6% females). The results of multiple hierarchical regression analyses showed that emotional stability negatively and pursuit for attractiveness goal positively predicted FoMO in both groups. Also, FoMO was positively predicted by social anxiety among adolescents and perceived psychological parental among emerging adults. In addition, FoMO was in turn associated with both indices of social media addiction. Moreover, a series of tests of indirect effects showed that the antecedents of FoMO were indirectly related to social media addiction by means of FoMO. These findings underscore the need to study better the nature of FoMO. Limitations and future directions are also discussed.

Keywords: Fear of Missing Out (FoMO), personality characteristics, parental psychological control, personal goals

ÖZ

"GÜNCELLENMELİYİM": SOSYAL ORTAMLARDA GELİŞMELERİ KAÇIRMA KORKUSU VE BUNUN ERGEN VE GENÇ YETİŞKİNLERDEKİ SOSYAL MEDYA BAĞIMLILIĞI BOYUTLARINA YORDAYICI OLARAK ÖNCÜLLERİ

Tanrıkulu, Gülfem

M.A., Psikoloji Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Athanasios Mouratidis

Ağustos 2018, 84 sayfa

Sosyal Ortamlarda Gelişmeleri Kaçırma Korkusu (GKK), insanların başkalarının hayatında neler olup bittiğini, sosyal etkileşim ve buluşma gibi etkinlikleri kaçırmaktan endişe duymasını tanımlayan bir olgudur. GKK'nin internet ve sosyal medya kullanımı, yaşam memnuniyeti ve kaygı gibi birtakım psikolojik semptomlarla ilişkili olarak bulunduğu araştırmalar olsa da, bu kavramın batılı olmayan kültürlerde ve GKK'yi etkileyen faktörler konusundaki araştırmalar oldukça azdır. Bu çalışmanın amacı duygusal denge ve sorumluluk duygusu gibi kişilik özelliklerinin, sosyal kaygı düzeyinin, çekici/yakışıklı olma isteğinin ve ebeveyn psikolojik kontrolünün GKK üzerindeki yordayıcı rolünü araştırmaktır. Ayrıca bu çalışmada, GKK'nin sosyal medya bağımlılığının iki boyutu üzerindeki yordayıcı rolü de araştırılmıştır. Türkiye'de yaşayan 315 lise öğrencisi ergen ($Myaş = 15.94$; % 49.8 kız öğrenci) ve 344 üniversite öğrencisi genç yetişkin ($Myaş = 19.09$; % 52.6 kız öğrenci) olmak üzere iki gruptan veri toplanmıştır. Çoklu hiyerarşik regresyon ve aracı analizlerin sonuçlarına göre, her iki grupta da GKK ile duygusal denge arasında negatif ve çekici/yakışıklı olma isteği arasında pozitif ilişki bulunmuştur. Diğer yandan, ergenlerde GKK ile sosyal kaygı arasında pozitif ilişki ve genç yetişkinlerde GKK ile ebeveyn psikolojik kontrolü arasında pozitif ilişki ortaya çıkmıştır. Aynı zamanda, GKK ile sosyal medya bağımlılığı pozitif ilişkili bulunmuştur. Bunlarla birlikte, GKK'nin bazı öncül ve çıktı değişkenleri arasında aracı rol oynadığı gözlenmiştir. Sonuçların, GKK'nin doğasının araştırılması için yeni bir perspektif sunacağı düşünülmekle birlikte, sınırlılıklar ve gelecek çalışmalara yönelik öneriler tartışılmıştır.

Anahtar Kelimeler: Gelişmelerden Geri Kalma Korkusu (GKK), kişilik özellikleri, psikolojik ebeveyn kontrolü, kişisel amaçlar

To the all people who touch someone's heart



ACKNOWLEDGMENTS

There are so many people who I am grateful during writing this thesis. I am so thankful to the one of the best supervisor Asst. Prof. Athanasios Mouratidis, who has not been only guide in this journey, but also he showed me how to cope with all the barriers on the road by sharing his knowledge generously. I am so lucky that I have learned more than I expected not only for the academic life, but also for my all life. Thank you very much for supporting me and showing the right way for all the steps I tried to make and teaching me how to be a real academician by just being yourself. It was a pure pleasure to work under your guideliness. I am also thankful to Assoc. Dr. Mjgan İnoz and Asst. Dr. Yağmur Ar-Karcı for their valuable contributions.

I am also so thankful to Asst. Dr. Fatma Uçar-Boyraz, Sercan Çelik, Asst. Dr. Taner Can, Pınar Reisoğlu, Merve Nilfer Gldenoğlu, Ahmet Şahin Ata and Zbeyde Durna who accepted to help me sincerely for collecting the university students data.

Another thanking goes to my fellow travellers who are Bşra Sel, Ecem Altop and Grkem Gven. I now know that everything would be much harder without you. Thank you very much for all the supports, laughs and also tears. There is one more special thanks to Bilgehan Geçen Ayık, you cannot imagine how much I am grateful to meet you. You are one of my role models by showing me how to help others altruistically.

To my family; I love you as much as worlds. To my mother and father, I am so thankful for your support fort he desicions I make. To my sister; I just thank you for being my little, and sometimes for being my elder sister.

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTERS	
1. INTRODUCTION	1
1.1 FoMO	4
1.2 FoMO and Personal Traits	5
1.3 FoMO and Social Anxiety	6
1.4 FoMO and Intrinsic versus Extrinsic Goals	7
1.5 FoMO and Parental Psychological Control	8
1.6 The Present Study	9
2. METHOD.....	12
2.1 Participants.....	12
2.2 Procedure.....	13
2.3 Measures	13
2.3.1 Demographic Form	14
2.3.2 Conscientiousness and Emotional Stability	14
2.3.3 Social Anxiety.....	14
2.3.4 Perceived Parental Psychological Control Scale-Youth Self Report (PCS-YSR).....	15
2.3.5 Aspiration Index.....	16
2.3.6 Fear of Missing Out (FoMO	16
2.3.7 Social Media Addiction.....	16

3. RESULTS	18
3.1 Supplementary Analyses	32
4. DISCUSSION	41
4.1 Demographic Features and FoMO and the Aspects of Social Media Addiction.....	41
4.2 Emotional Stability and Social Anxiety and FoMO and the Aspects of Social Media Addiction.....	43
4.3 Parental Psychological Control and FoMO and the Aspects of Social Media Addiction.....	46
4.4 Aspiration for Attractiveness and FoMO and the Aspects of Social Media Addiction.....	49
4.5 FoMO and Aspects of Social Media Addiction	49
4.6 The Mediating Role of FoMO between Antecedents and Outcomes .	50
4.7 Clinical Implications	52
4.7 Limitations and Future Directions	54
REFERENCES.....	56
APPENDICES	
A. Demographic Form	72
B. Conscientiousness and Emotional Stability subscales in Big Five Scale	73
C. Social Anxiety Scale for Adolescents	74
D. Liebowitz Social Anxiety Scale	75
E. Perceived Parental Psychological Control Scale-Youth Self Report (PCS- YSR).....	76
F. Aspiration Index.....	77
G. Fear of Missing Out (FoMO) Scale	78
H. TED University Ethical Approval.....	79
I. Ministry of National Education Ethical Approval	82
J. The Petition for Changing the Title	83
K. Tez Fotokopisi İzin Formu.....	84

LIST OF TABLES

TABLES

Table 1 Demographic Characteristics of Participants	19
Table 2a Means (M) and Standard deviations (SD) and Bivariate Correlations of the Measured Variables of the Study among Adolescents.....	20
Table 2b Means (M) and Standard deviations (SD) and Bivariate Correlations of the Measured Variables of the Study among Emerging Adults.....	21
Table 3a A Hierarchical Regression Analysis for FoMO for the Adolescents	23
Table 3b A Hierarchical Regression Analysis for FoMO for the Emerging Adults	24
Table 4a A Hierarchical Regression Analysis for Urge to Social Media for the Adolescents	26
Table 4b A Hierarchical Regression Analysis for Urge to Social Media for the Emerging Adults	27
Table 5a A Hierarchical Regression Analysis for Negative Implications on one's Study for the Adolescents	29
Table 5b A Hierarchical Regression Analysis for Negative Implications on one's Study for the Emerging Adults	30
Table 6 . Test of Indirect Effects with FoMO as a Mediator between Predictors of FoMO and the Two Social Media Addiction Indices	33
Table 7 A Hierarchical Regression Analysis for comparing two samples in terms of Fear of Missing Out	35
Table 8 A Hierarchical Regression Analysis for comparing two samples in terms of Urge to Use Social Media	37
Table 9 A Hierarchical Regression Analysis for comparing two samples in terms of Negative Implications	39

LIST OF FIGURES

FIGURES

Figure 1 Model for the antecedents and outcomes of FoMO.....	3
Figure 2 A schematic Representation of the paths linking theorized antecedents and outcomes of FoMO	31



CHAPTER 1

INTRODUCTION

Technology is everywhere and unlike previous generations, adolescents nowadays make friendships not only through live interaction, but also by means of social media (Ito et al, 2008). Indeed, social media platforms, such as Facebook, Instagram and Twitter have become extremely popular among preteens, teenagers, and emerging adults as they can afford unobtrusive online communication among their users (Greenwood, S., Perrin, A. & Duggan, M., 2016; O'Keeffe & Clarke-Pearson, 2011; Valkenburg & Peter, 2011). In fact, social media users can stay connected with their friends and family, and also being updated with a variety of social events, activities, and information in real time (Gemmell & Peterson, 2006; Przybylski, Murayama, DeHaan & Gladwell, 2013). This new social media world has now introduced new terms, such as nomophobia (no-mobile phone/ feeling discomfort and/or anxiety due to not able to use one's mobile phone) (King et al, 2013), phubbing (looking at the phone rather than interaction with others in social settings) (Karadağ et al, 2015), and FoMO, or else, Fear of Missing Out.

This new phenomenon, Fear of Missing Out (FoMO), was described for the first time by Przybylski et al (2013), and refers to people's aim to stay constantly connected and updated so as not to miss any information about what is going on. Indeed, it becomes hardly unnoticed nowadays how many times within a single day most adolescents and emerging adults check their mobile phones. How often they do so, while they take a break among lessons, while they are waiting in a bus stop, even while they are walking on the streets. As a result of this pervasive phenomenon, several studies have recently started investigating how FoMO may relate to young people's mental health (Alt, 2016), given that online social networking has been found

a precursor for some psychiatric symptoms such as depression and anxiety (De Choudhury, Gamon, Counts & Horvitz, 2013; Rosen, Whaling, Rab, Carrier & Cheever, 2013). Furthermore, the limited empirical findings so far have indicated that FoMO is associated negatively with aspects of well-being (such as life satisfaction) and positively with ill-being (such as psychological disorders) and undesired behaviors (e.g. alcohol use) (Alt, 2016; Przybylski et al, 2013; Riordan, Flett, Hunter Scarf & Conner, 2015; Wegmann, Oberst, Stodt & Brand, 2017).

Moreover, it remains largely unknown which variables may predict the use of FoMO as most of the studies on FoMO have mainly treated the various correlates of FoMO as outcomes of it. Do for instance, as suggested by Przybylski et al. (2013), some personality attributes (such as conscientiousness and emotional stability) predict FoMO? And if so, what about perceived social environment (such as perceived parenting behavior) and certain life goals, such as people's desire to be more beautiful (Kasser & Ryan, 1996)? Equally important, most of this emerging research on FoMO has been conducted with emerging adults (e.g., college students) from Western countries (Alt, 2015; 2016; Przybylski et al, 2013; Swar & Hameed, 2017), while less is known about FoMO among adolescents and in non-Western cultural contexts, such as the Turkish one where, however, social media are also extensively used (TUIK, 2013). Thus, it was decided to conduct this study with two groups, one with university students (as FoMO has been mainly studied with such age samples) and one with adolescents as FoMO has not been extensively studied so far with such population samples. Using these two different samples, made it possible to examine FOMO from a developmental perspective.

Therefore, in this thesis, it is aimed to investigate whether certain personal characteristics (namely conscientiousness and emotional stability), social anxiety, extrinsic life aspirations (specifically, attractiveness), and perceived parenting (in particular, parental

psychological control) can account for variations of FoMO among adolescents and emerging adults (see Figure 1).

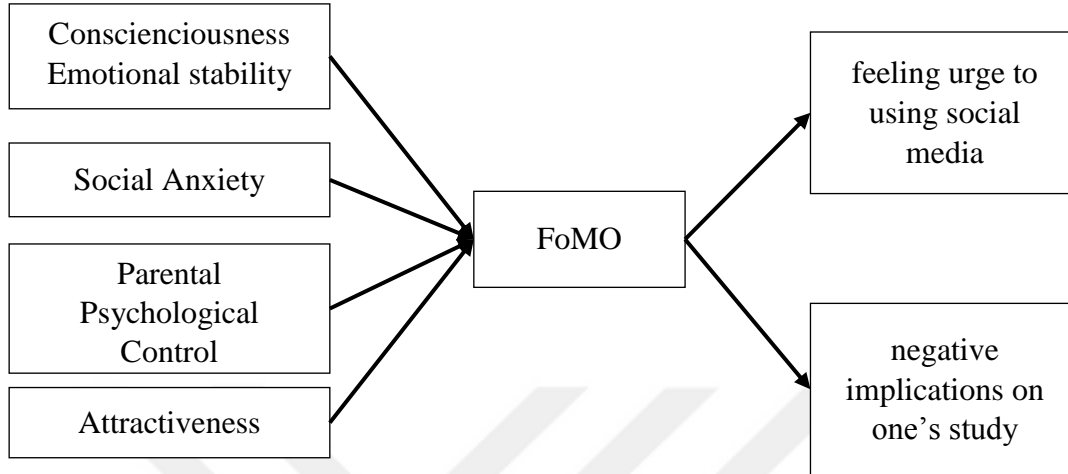


Figure 1. Model for the antecedents and outcomes of FoMO. Model for the possible relation between certain personal characteristics (namely conscientiousness and emotional stability), social anxiety, extrinsic life aspirations (namely, attractiveness), as well as perceived parenting relate to adolescents' and emerging adults' can account variations for FoMO and whether FoMO in turn predict, *feeling urge to using social media* and *negative implications on one's study*.

In addition, it is examined whether FoMO in turn predict social media addiction, as reflected through one's feelings of urge to use social media all the time and one's realization that use of social media has eventually negative impact on one's studies (Andreassen et al, 2016). Embracing also a developmental perspective, it is aimed to examine whether there are differences in the patterns of associations among FoMO, its likely antecedents, and aspects of social media addiction across two age groups, adolescents and emerging adults. To the best of knowledge, FoMO has been studied in many different cultures such as United States, India, Israel, China (Alt, 2017; Przybylski et al, 2013; Wang et al, 2018), but not much in Turkish

society, where is characterized as a bridge between Western and Eastern cultural values and also the place where social media use is getting higher and higher (Statista, 2018a).

Therefore, by knowing better which variables may predict FoMO and whether FoMO indeed relates to social media addiction, it can be designed more effective interventions in the future that will target both the social media users (after taking into account their age, personality characteristics, and preferences), and their parents. Therefore, it would provide a more holistic approach for the interventions for the specialists aiming to help people who suffer from FoMO occurred due to social media addiction.

FoMO

As FoMO has been described as a concern of missing a possibility for partaking in social interactions, meaningful activities, or new experience, it can be regarded as a type of anxiety (Wang et al, 2018). Although research on FoMO is in its infancy, there is a growing body of studies related to FoMO. Recently, Milyavskaya, Saffran, Hope and Koestner (2018), have provided a better insight of FoMO as a phenomenon because they showed that it can take place on a regular basis and across different times, days, and circumstances, and mostly at the weekends (due to more possibility of having social interactions) or during social leisure activities. This finding supports the idea of that FoMO does not necessarily depends on social media portals, though the latter seems to accentuate phenomenon (Milyavskaya et al, 2018) as it was supported by other studies that FoMO, has been found to be correlated with problematic internet use and the number of social media accounts (Alt, 2015; Barry, Sidoti, Briggs, Reiter & Lindsey, 2017; Tomczyk & Selmanagic-Lizde, 2018).

In addition, FoMO has been found to link to psychological needs, such as the need to belong among adolescents (Beyens, Frison & Eggermont, 2016). As these authors have shown, the need for belongingness was positively related to FoMO, which, in turn, was linked to

increased social media use. This finding indicates the mediating role of FoMO can have in the relation between people's social needs and social media use. Similar results were reported by Wang et al (2018) as FoMO was found to mediate the relation between the need for belongingness and people's intentions to disclose their thoughts or life events on social media. Again, this finding shows people's honest attempts to establish social bonds and connections with others through social media may sometimes come with a cost, as this might be reflected through the form of FoMO.

Moreover, FoMO has been found to associate with diminished psychological health, as can manifest through stress, exhaustion, sleep problems and negative affect, depressive and anxiety symptoms, and attention deficits (Błachnio & Przepiórka, 2018; Barry et al, 2017; Beyens et al, 2016; Milyavskaya et al, 2018). As a qualitative study has recently revealed, adolescents delay the time for going to sleep to avoid missing important updates that take place either in real life or in virtual world (e.g., social media) (Adams et al, 2017). Moreover, FoMO has been found to have negative implications on students' academic engagement. For example, FoMO was positively correlated with poorer grades (Rosen et al, 2018).

FoMO and Personal Traits

Irrespective of the reasons for which people use social media research has shown that FoMO may be associated also with some personality characteristics, such as conscientiousness and emotional stability (Przybylski et al, 2013). Conscientiousness refers to people's ability to self-control to achieve their goals (Benet-Martinez & John, 1998); as such, it reflects a personality type that enables people behaving responsibly to attain their aims (Costa & McCrae, 2008). Emotional stability is considered the opposite of neuroticism and reflects people's tendency to remain calm, regulate effectively their emotions, and handle stress in an efficient way across various situations (Benet-Martinez & John, 1998; Costa & McCrae, 2008).

An ever-growing number of studies have shown that internet use in general and social media use in particular relate positively to certain personality features such as neuroticism, and negatively to some others, such as conscientiousness and social media use were negatively correlated (Ryan & Xenos, 2011; Stead & Bibby, 2017). Given these associations, it is highly likely that conscientiousness and emotional stability as personality characteristics may explain why some people may incline to suffer from FoMO than others. Given the dearth of studies examining this relation, this conscientiousness and emotional stability were included to this thesis as potential predictors of FoMO.

FoMO and Social Anxiety

Apart from personality characteristics, a limited body of research has shown that FoMO is associated also with social anxiety, defined as excessive fear people may experience during social interactions because they feel that others evaluate them. Although mild social fear experiences are considered typical among adolescents and as one of the normal stages of their development (APA, 2013; Westenberg, Drewes, Goedhart, Siebelink and Treffers, 2004), excessive social anxiety symptoms can pose a problem that may lead even social anxiety disorder (Rapee and Spence, 2004). Socially anxious people typically behave shy when they meet new people, and are generally quiet in social situations. Socially anxious people might have lower self-esteem, especially under socially threatening situations (Hiller, Steffens, Ritter & Stangier, 2017; Tuijl, Jong, Sportel, Hullu & Nauta, 2014). They also tend to withdraw from groups in which they are not closely familiar with (Stein & Stein, 2008).

Interestingly, socially anxious people may show preference to communicate through social media as a study has shown that socially anxious people felt safer in online settings than in real-life social ones (Lee & Stapinski, 2012). Another study has also shown that socially anxious people preferred more online social interactions (Caplan, 2007), and this preference

was the strongest predictor of negative outcomes, such as missing classes, having trouble with school because of being online, or missing social meetings due to online activities. Nevertheless, there are a few studies that can be a reference for a possible positive link between FoMO and social anxiety. For example, Oberst, Wegmann, Stodt, Brand and Chamarro (2017) found a positive link between FoMO and anxiety symptoms among adolescents (such as being at risk of losing a relationship or getting a low-grade due to using mobile phone), a finding which was also replicated in a sample of university students (Wegmann et al, 2017).

Taken together, it is interesting to further examine to what extent social anxiety is indeed associated with FoMO, because it seems that socially anxious people are more likely to use social media and therefore to suffer from FoMO. Therefore, one might question whether such socially anxious people do exhibit FoMO, given that they tend to avoid lively social interactions.

FoMO and Intrinsic versus Extrinsic Goals

Setting aside that FoMO may be linked with some trait-like characteristics such as conscientiousness, emotional stability, and social anxiety, it is likely that the reasons for which people use social media may predict as well FoMO. According to Self-Determination Theory (SDT; Deci & Ryan, 2000), people aspire to attain two broad types of life goals, or aspirations, intrinsic and extrinsic ones. Intrinsic life goals include self-growth, community contribution, and establishing warm and meaningful relationships, whereas extrinsic life goals include the pursuit of financial success, physical appearance and attraction, and fame (Deci & Ryan, 2000; Kasser & Ryan, 1996).

In the context of FoMO, an important practical and theoretical question is whether there is a possible relation between FoMO and life goals on adolescents and emerging adults. An indirect evidence for such a proposition comes from a recent study which has shown that FoMO

relates desiring to be more popular (Beyens et al, 2016). This finding seems obvious, given that one of the aims for which adolescents use social media is to compare their own physical appearance with that of their peers (Burnette, Kwitowski & Mazzeo, 2017). Therefore, by relying on self-determination theory (Deci & Ryan, 2000), it was also investigated whether the desire to be attractive, which is an extrinsic life goal, predict FoMO as well.

FoMO and Parental Psychological Control

Apart from people's personal features, perceived social context may play a role in occurring and/or maintaining human behavior (Wang & Johnston, 1995). In this perspective, as perceived parenting seems one of the key elements of one's social environment that can affect one's development (Ong et al, 2017), one might question to what extent perceived parenting may also predict FoMO. In this thesis, it was focused on a particular type of parenting that seems to incontrovertibly affect adolescents' behavior (Cui, Morris, Criss, Houlberg & Silk, 2014) that of psychological control, which refers to parents' attempts to control their children way of thinking, feeling, and behaving by interfering into their child's emotional and psychological private space (Barber, 1996). Indeed, although there are scores of studies showing that different parenting styles such as authoritative versus authoritarian versus permissive may affect in a different way children's behavior, psychological control has recently attracted researchers' attention for two reasons. First, because it is based on self-determination theory (Deci & Ryan, 2000), which is considered one of the most prominent motivational theories that explain individuals' socialization, well-being, and self-growth. Second, because psychological control has been consistently found to interfere with children's healthy psychosocial functioning and development (Soenens & Vansteenkiste, 2010). Relevant to the focus of the present thesis, parental psychological control seems to frustrate basic psychological needs of children (Costa, Gugliandolo, Cuzzocrea & Lisa, 2018), which then might lead

individuals to use more excessively internet (Li, Li & Newman, 2013), or even social media use as a compensation to meet these needs.

Although no study so far has looked at the relation between parental psychological control and FoMO, some studies have shown that parenting style is correlated to internet and social media use. Specifically, these studies have shown a positive relation between psychological control and internet use among adolescents and also young people (Kalaitzaki & Birtchnell, 2014; Li, et al, 2013; Valcke, Bonte, Wever & Rots, 2010; Xiuqin, Huimin, Mengchen, & Jinan, 2010), a finding which suggests that parental psychological control may also associate with FoMO.

Taken together, it seems that parental psychological control could be positively associated with FoMO (as prior research has uncovered a positive link between parental psychological control children's internet and social media use). Showing that perceived parental psychological control relates to FoMO, would add to the extant literature (see Soenens & Vansteenkiste, 2010) that shows the debilitating role of psychological control on adolescent's adjustment and well-being.

The Present Study

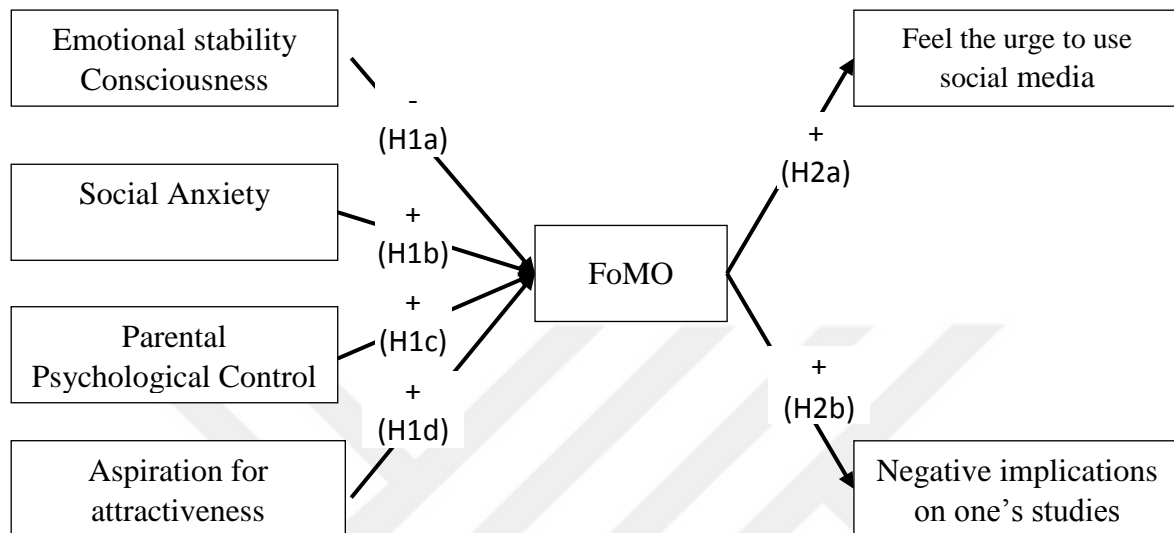
In this thesis, it was aimed to investigate to what extent conscientiousness, emotional stability, social anxiety and desiring to be attractiveness and parental psychological control relate to FoMO, and whether FoMO in turn relates to social media addiction, as indexed through one's feelings of urge to constantly use social media and one's realization that social media use has negative implications on one's studies (hereafter, termed in short, negative implications on one's study). These two items were selected for representing social media addiction due to

finding out its negative embodiments such as impacting on studies and also its causing of impulsive behavior to use social media accounts.

In addition, it was focused on the associations between some demographic features (namely, gender and age) and FoMO. While some studies did not find a relation between FoMO and gender or age (Alt, 2015; Tomczyk & Selmanagic-Lizde, 2018), some of them indicated males and younger people tended to report more FoMO (Przybylski et al, 2013). It should be also noted that that social media portals which aim mostly photo/video sharing are widely used by adolescents and emerging adults (Statista, 2018b). Most likely, this sharing can have a negative impact on people's body image (Fardouly, Diedrichs, Vartanian, 2015) thereby increasing their awareness about how much attractive they are and favoring the goal of becoming more attractive. Therefore, in this study it was tried to investigate the likely interplay between FoMO and age and also desiring to be attractive (Puglia, 2017; Smith & Anderson, 2018; Statista; 2018a, 2018b, 2018c). By examining the same phenomenon across two different age groups can help us better understand whether there are any developmental differences in FoMO. For instance, whether personality characteristics or perceived parental psychological control may predict FoMO in one age group (e.g., adolescents) but not the other (e.g., emerging adults).

Further, to the best of knowledge, this is the first study on FoMO that considers both personal and social environmental variables as predictors of FoMO in the Turkish culture. The Turkish culture is considered unique because it is affected by many other cultures due to the geopolitical place of Turkey; which is considered neither as a typical western country nor an eastern one. Also, as internet use by young people in Turkey is on the rise (Statista, 2018c), social media use also goes higher and higher when comparing to many other countries (Akar, 2015; Statista, 2018d; Ugurlu & Ozutku, 2014). Therefore, studying FoMO in the Turkish

cultural context seems important to better understand this phenomenon as it will help us to provide some recommendations for future interventions. Hypotheses were as follows.



First, it was hypothesized that FoMO would be related negatively to emotional stability, consciousness (Hypothesis 1a) and positively to social anxiety (Hypothesis 1b), parental psychological (Hypothesis 1c) and aspiration for attractiveness (Hypothesis 1d). Further, it was hypothesized that FoMO would in turn relate positively to social media addiction, as manifest through feelings of urge to using social media (Hypothesis 2a) and concerns that extensive social media use has negative implications on one's studies (Hypothesis 2b). Finally, it was hypothesized that the studied antecedents of FoMO (i.e., perceived parental psychological control, emotional stability and conscientiousness, social anxiety and extrinsic life aspirations) would indirectly relate to its outcomes (i.e. feeling urge to using social media and negative implications on one's study) by means of FoMO (Hypothesis 3). As for the age effects, it was expected that younger people would have a higher level of FoMO in each group.

CHAPTER 2

METHOD

Participants

Two different samples were recruited, for the purposes of this study. The first was consisted of 344 emerging adults who were also university students ($M_{\text{age}} = 19.09$; $SD = 1.90$; age range: 16 to 33 years) with 181 of them (52.6 %) being females and 92 of them (26.7 %) being males, (there were also 71 participants for whom we had no information regarding their gender). As for their socio-economic status, most of the participants ($n = 281$; 81.7 %) classified themselves as belonging to families with average income, while 27 participants (7.9 %) reported very low or low family income, and 35 (10.2 %) indicated high or very high family income (1 person did not answer to the relevant question). 255 participants (74.1 %) were in English preparatory school, while 85 of them (24.7 %) were undergraduate and 3 people (0.9 %) were master or doctorate students. 296 participants (86.0 %) indicated that they had permanent internet connection. Finally, all but one participant reported that they owned smartphones and the number of social accounts they possessed ranged from 1 to 13 ($M = 3.34$; $SD = 1.79$).

The second sample was consisted of 315 high school students ($M_{\text{age}} = 15.94$; $SD = 0.66$; age range: 15 to 18 years) participants were 157 females (49.8 %) and 142 males (45.1 %), while 16 of all (5.1%) did not mention their genders. 8 participants perceived themselves as having very low or low income (2.5%), 251 (79.7 %) indicated as middle, 50 of them (15.9 %) did as high or very high income while 6 people (1.9%) did not indicate their socioeconomic status. 236 of them were (74.9 %)

in 10th grade while 79 people (25.1 %) education in 11th grade. 308 of all (97.8 %) had smartphones while 4 of them (1.3%) did not have and 3 people (1 %) did not mention it. 287 participants (91.1 %) had permanent internet connection, 26 people did not have (8.3 %) it while 2 (0.6%) of all did not mention any. Their social media accounts ranged from 1 to 23 ($M = 4.64$ $SD = 3.01$).

Procedure.

The study was approved by the ethical committee of TED University as well as the Turkish National Education of Ministry, the paper-based data was collected in both universities and high schools where located in Ankara between December 2017 and February 2018. For the high school data, it was visited some possible schools and learned the suitable times for applying scales after the heads of schools' permissions. Firstly, the feasible classes were indicated, and an informed consent was sent to each student's parents before applying the students. In the second visit, the classes were entered, and both inform consents and scales were given to students to fill who had permission in their informed consents given by their parents. Both informed consents had common information about the aim of the study, its anonymity, not having irritative questions and the right to withdraw anytime they want. In the university data, the lecturers of classes were visited and after getting the permission from them, the scales with consent form were directly applied to students. Filling the scales took about 30 minutes in both samples.

Measures

The instruments include demographic form, Conscientiousness and Emotional Stability sub-scales in Big Five Scale, The Scale of Social Anxiety Disorder for Adolescents, Liebowitz Social Anxiety Scale, Perceived Parental Psychological

Control Scale-Youth Self Report (PCS-YSR), Aspiration Index and Fear of Missing Out (FoMO) scale. In this part, information about the measurement tools is presented in more detail.

Demographic form. Participants were asked to report their gender, age, socioeconomic status, whether they have smartphone and permanent internet connection, how many hours and how often they check their social media accounts in a day.

Conscientiousness and Emotional Stability. The two subscales from Big Five Scale that was developed by Benet-Martinez and John (1998) were used to assess students' conscientiousness (8 items; e.g., "perseveres until the task is finished") and emotional stability (8 items; e.g., "is relaxed, handles stress well"). The questions were presented in 5-point Likert scale ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). The Turkish version of the scale was adapted by Sümer, Lajunen and Özkan (2005) and subsequent studies (e.g., Demirbaş, 2014) provided evidence that these subscales were reliable to use for adolescents. In this research, the internal consistency for conscientiousness was found to be .79 for emerging adults and .78 for adolescents. The respective scores for emotional stability was .79 and .77.

Social Anxiety. To assess adolescents' social anxiety, we used the scale developed by La Greca, Dandes, Wick, Shaw and Stone (1988) and then adapted for adolescents by La Greca and Lopez (1998). It comprises three dimensions: Fear of negative evaluation (8 items, e.g., "I worry about what others say about me"; $\alpha = .91$), social avoidance and general distress (4 items; e.g., "feel shy even with peers I know very well"; $\alpha = .76$), and social avoidance specific to new situations or unfamiliar peers (6 items; e.g., "I get nervous when I meet new people"; $\alpha = .83$). All the questions

were rated on a 5-point Likert-type scale, ranging from 1 (*Not at all*) to 5 (*All the time*). The Turkish version of the scale was successfully adapted by Aydın and Tekinsav Sütçü (2007) for early adolescents and Zorbaz and Dost (2014) for late adolescents. In this study, the Cronbach alpha for the full set of items was .85.

To assess emerging adults' social anxiety, we relied on the 24-item scale that was developed by Liebowitz (1987) and adapted in Turkish language and culture by Soykan, Devrimci and Gençöz (2003). Participants were asked to indicate how much social anxiety they might experience in various social situations (e.g., "Telephoning in public"). Each item was rated separately for "fear or anxiety" (from 0: none to 3: severe) and for "avoidance behavior" (from 0: never and 3: usually). Thus, the scale yields two subscale scores, which are for Fear or Anxiety and Avoidance and a total scale score." In this study, the total score was used, and Cronbach alpha coefficient was .90 for the full scale.

Perceived Parental Psychological Control Scale-Youth Self Report (PCS-YSR). This is a 16-item scale that was developed by Barber and his colleagues (Barber 1996; Barber, Xia, Olsen, McNeely, & Bose, 2012) and aims to evaluate to what extent participants feel that their parents exert psychological control over them and show disrespect to them through verbal and nonverbal expressions of contempt, personal attacks, attempt to invalidate personal feelings, guilt induction, love withdrawal, and erratic emotional behavior. The questions were in a 4-point Likert type scale format anchored from 1 (*Not like them*) to 4 (*A lot like them*) and includes item such as "My Mother or Father is a person who embarrasses me in public (e.g., in front of my friends)". The Turkish version of the scale was adapted by Sayıl and Kindap (2010)

and the internal consistency (Cronbach alpha) in the present study was $\alpha = .86$ for both samples.

Aspiration Index. The original scale was developed by Kasser and Ryan (1993;1996) and taps into the intrinsic and extrinsic life goals that people set in their lives. In the present study we assessed the extent to which participants set the extrinsic aspirations of attractiveness/image (image 6 items; e.g., “to be beautiful”). Moreover, as Yaşam Amaçları Ölçeği (Life Aspirations Scale) developed by İlhan (2009) in Turkish, some common items between two scales were used directly. For the items that do not have in Turkish scale, they were translated and back-translated from English to Turkish by the author. In this research, the Cronbach alpha for external aspirations was .91 and .89 for emerging adults and high school students, respectively.

Fear of Missing Out (FoMO). The original scale was developed by Przybylski et al (2013) and consists of 10-item in a five-point Likert-type scale format (1 = “*Not at all true of me*”; 5 = “*Extremely true of me*”). The scale measures to what extent people fear that they might be missing out events or information about what is going on. An example item reads, “I get worried when I find out my friends are having fun without me.”. The Turkish version of the scale was adapted by Gökler, Aydın, Ünal and Metintaş (2016) and in the present study, the Cronbach Alpha coefficient was .83 for emerging adults and .82 for adolescents.

Social Media Addiction. It was used two items that were taken from Bergen Social Media Addiction Scale (adapted by Andreassen et al, 2016). Both items were translated into Turkish by the author and placed in demographic form. They were questioned that “How often during the last month have you...”, 1.) Felt an urge to use

social media more and more?, 2.) Used social media so much that it has had a negative impact to study?, and they were expected to rate from 1 (very rare) to 5 (usually).



CHAPTER 3

RESULTS

Demographic characteristics of participants and descriptive statistics for both samples are shown in Table 1. As bivariate correlations can be seen in Table 2, FoMO behavior and being a female was positively correlated in both emerging adults and adolescent groups. As can be noticed in both samples, FoMO related positively to social anxiety, perceived parental psychological control and aspiration for attractiveness and negatively to conscientiousness and emotional stability. Furthermore, both variables suggesting social media addiction were positively correlated with FoMO in both groups. On the other hand, while FoMO and age was negatively correlated in emerging adults, there was not any relationship in these variables in adolescent group. To find out whether there are any group differences in terms of means in the variables, preliminary Multivariate Analysis of Variance (MANOVA) was conducted. The MANOVA was statistically significant (Wilks' $\Lambda = .967$, $F(6, 631) = 3.60$, $p < .01$, $\eta^2 = .03$). This result suggests that the two groups differ in sum of these variables. To examine in which specific variables, the two groups differed a follow up ANOVA was conducted in which the alpha level was adjusted according to Bonferroni correction. Follow up ANOVAs showed statistically significant differences in psychological control $F(1, 636) = 7.28$, $p = 0.07$ and feeling urge to use social media $F(1, 636) = 10.72$, $p = .001$ (for the means, see Table 2). No other differences were found among groups.

Table 1.

Demographic Characteristics of Participants

Variables	Adolescents (<i>N</i> = 315)		Emerging adults (<i>N</i> = 338)	
	N	%	N	%
Gender				
Female	157	49.8%	181	52.6%
Male	142	45.1%	92	26.7%
Missing	16	5.1%	71	20.6%
Grade				
10 th grade	236	74.9	-	-
11 th grade	79	25.1	-	-
Preparatory school	-	-	255	74.1%
Undergraduate	-	-	85	24.7%
Master and doctorate	-	-	3	0.9%
Income Level				
Lower than average	8	2.5%	27	7.9%
Average	251	79.7%	281	81.7%
Higher than average	50	15.9%	35	10.2%
Missing	6	1.9%	1	0.3%
# Social Media Accounts				
Mean (<i>SD</i>)	4.64	(3.01)	3.34	(1.79)
Aspects of Social Media Addiction				
Feeling an urge to use social media	3.00	(1.19)	2.71	(1.07)
Used social media so much that it has had a negative impact to study	2.68	(1.29)	2.42	(1.17)

Table 2a.

Means (M) and Standard deviations (SD) and Bivariate Correlations of the Measured Variables of the Study among Adolescents

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1. Gender	.47	.50	-	-								
2. Age	15.94	.66	-	-								
Predictors												
3. Parental Psychological Control	1.75	.52	.12*	.02	-							
4. Conscientiousness	3.16	.68	.23**	.12*	-.35**	-						
5. Emotional Stability	3.00	.91	.28**	.08	-.29**	.84**	-					
6. Social Anxiety	2.45	.55	-.12*	-.07	.17**	-.27**	-.32**	-				
7. Attractiveness aspiration	3.91	1.49	-.03	.21**	.11*	.05	-.05	.03	-			
8. FoMO	2.36	.74	-.14*	.01	.22**	-.22**	-.29**	.27**	.31**	-		
Correlates												
9. Urge to use social media	3.00	1.19	-.10	.02	.04	-.23**	-.24**	.18**	.11	.42**	-	
10. Negative implications	2.68	1.29	.01	-.04	.20**	-.25**	-.12*	.19**	.07	.27**	.30**	-

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Gender was dummy-coded as 1 = female; 2 = male; Negative implications refer to studies

Table 2b.

Means (M) and Standard deviations (SD) and Bivariate Correlations of the Measured Variables of the Study among Emerging Adults

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1. Gender	.34	.47	-	-								
2. Age	19.09	1.88	-	-								
Predictors												
3. Parental Psych Control	1.65	.46	.04	-.02	-							
4. Conscientiousness	3.23	.65	.01	.17**	-.31**	-						
5. Emotional Stability	3.00	.83	.09	.13*	-.24**	.86**	-					
6. Social Anxiety	1.85	.49	-.17**	-.07	.22**	-.29**	-.28**	-				
7. Attractiveness aspiration	3.95	1.46	-.04	-.05	.12*	-.00	-.04	.06	-			
8. FoMO	2.30	.70	-.15*	-.17**	.25**	-.28**	-.26**	.25**	.33**	-		
Correlates												
9. Urge to use social media	2.71	1.07	-.19**	-.17**	.17**	-.19**	-.18**	.06	.13*	.34**	-	
10. Negative implications	2.42	1.17	-.04	-.15**	.18**	-.32**	-.18**	.14*	.09	.22**	.42**	-

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Gender was dummy-coded as 1 = female; 2 = male; Negative implications refer to studies

To address the hypotheses, a series of hierarchical regressions were conducted for both samples. In the first model, FoMO was regressed on gender, followed by personal characteristics (i.e., emotional stability), social anxiety, extrinsic aspirations, and parental psychological control. In the second and third model, “feeling urge to use social media” and then “negative implications on one’s study” was regressed on the same variables with FoMO included. Due to the high correlation between conscientiousness and emotional stability (see Table 2a and Table 2b) conscientiousness was not included in the hierarchical regression unlike in the hypothesis. Table 3a, Table 4a and Table 5a for the adolescents and Table 3b, Table 4b and Table 5b show the results for emerging adults.

According to the results of Model 1, in both group, emotional stability and aspiration for being attractiveness had significant contributions to predict FoMO behavior. Interestingly, parental psychological control positively and age negatively did significant contributions to FoMO for only emerging adults, not for adolescents. On the other hand, FoMO and social anxiety level was positively correlated in only adolescent group. The unstandardized regression coefficients (B), the standardized regression coefficients (β), *t*-values, *F*-values, *F*-change values and adjusted R^2 values for all predictor variables in the model are reported in Table 3a and 3b.

Table 3a. A Hierarchical Regression Analysis for FoMO for the Adolescents

Variables	Fear of Missing Out			
	Adolescents			
	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Age	0.01	(0.06)	0.25	0.01
Gender	-0.10	(0.08)	-1.24	-0.07
Emotional stability	-0.12	(0.05)	-2.46*	-0.15
Social Anxiety	0.29	(0.07)	3.92**	0.22
Psych control	0.08	(0.08)	0.95	0.05
Attractiveness	0.14	(0.03)	5.53**	0.30
<i>F</i> (6, 288)				13.72**
Adjusted <i>R</i> ²				.21

Note. * $p < .05$, ** $p < .01$

Table 3b. *A Hierarchical Regression Analysis for FoMO for Emerging Adults*

Variables	Fear of Missing Out			
	Adults			
	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Age	-0.06	(0.03)	-2.07*	-0.12
Gender	-0.14	(0.09)	-1.63	-0.09
Emotional stability	-0.14	(0.05)	-2.76**	-0.16
Social Anxiety	0.11	(0.08)	1.32	0.08
Psych control	0.25	(0.09)	2.64**	0.16
Attractiveness	0.15	(0.03)	5.35**	0.30
<i>F</i> (6, 259)				12.01**
Adjusted <i>R</i> ²				.20

Note. * $p < .05$, ** $p < .01$

Within the second analysis for both group, which is Model 2, feeling urge to use social media was the dependent variable, and in the second step in the regression analysis, FoMO was entered as predictor in addition to previous predictors. In adolescent group, emotional stability had significant contributions to predict feeling urge to use social media in the first step. Also, in the same group, when FoMO was included to the second step, both FoMO and emotional stability significantly predicted feeling urge to use social media. In emerging adults, on the other hand, being a female, emotional stability, parental psychological control and aspiration for attractiveness significantly predicted feeling urge to use social media. In the second step, when FoMO was put, only being a female and FoMO had significant contributions for the

feeling urge to use social media. The unstandardized regression coefficients (B), the standardized regression coefficients (β), t -values, F -values, F -change values and adjusted R^2 values for all predictor variables in the model are reported in Table 4a and 4b.



Table 4a. *A Hierarchical Regression Analysis for Urge to Social Media for the Adolescents*

Urge to Use Social Media				
Adolescents				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	0.02	(0.10)	0.23	0.01
Gender	-0.02	(0.14)	-0.15	-0.10
Emotional stability	-0.34	(0.08)	-.3.98**	-0.26
Social Anxiety	0.24	(0.13)	1.85	0.11
Psych control	-0.17	(0.14)	-1.20	-0.07
Attractiveness	0.07	(0.05)	1.64	0.09
<i>F</i> (6, 286)				5.50**
Adjusted <i>R</i> ²				.09
Step 2				
Age	0.01	(0.09)	0.13	0.08
Gender	0.05	(0.13)	0.36	0.02
Emotional stability	-0.27	(0.08)	-3.34**	-0.20
Social Anxiety	0.05	(0.12)	3.40	0.02
Psych control	-0.21	(0.13)	-1.63	-0.09
Attractiveness	-0.01	(0.04)	-0.31	-0.02
Fear of Missing out	0.63	(0.10)	6.64**	0.39
<i>F</i> (7,285)				11.72**
<i>F</i> change (1,285)				44,108**
Adjusted <i>R</i> ²				.20
<i>Note.</i> * <i>p</i> < .05. ** <i>p</i> < .01				

Note. * $p < .05$. ** $p < .01$

Table 4b. *A Hierarchical Regression Analysis for Urge to Social Media for Emerging Adults*

Urge to Use Social Media				
	Adults			
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.08	(0.05)	-1.77	-0.11
Gender	-0.37	(0.14)	-2.65**	-0.16
Emotional stability	-0.17	(0.08)	-2.05*	-0.13
Social Anxiety	-0.16	(0.13)	-1.19	-0.08
Psych control	0.32	(0.15)	2.16*	0.14
Attractiveness	0.10	(0.04)	2.37*	0.14
<i>F</i> (6, 255)				5.15**
Adjusted <i>R</i> ²				0.09
Step 2				
Age	-0.06	(0.05)	-1.31	-0.08
Gender	-0.32	(0.14)	-2.35*	-0.14
Emotional stability	-0.11	(0.08)	-1.42	-0.09
Social Anxiety	-0.20	(0.13)	-1.53	-0.10
Psych control	0.23	(0.15)	1.57	0.10
Attractiveness	0.05	(0.05)	1.09	0.07
Fear of Missing out	0.37	(0.10)	3.89**	0.25
<i>F</i> (7,254)				6.82**
<i>F change</i> (1,254)				15.10**
Adjusted <i>R</i> ²				0.14

Note. * $p < .05$. ** $p < .01$

Within the third analysis for both group, negative implications on one's study was the dependent variable, which is Model 3. And again, in the second step in the regression analysis, FoMO was entered as predictor in addition to previous predictors. In adolescent group, social anxiety and parental psychological control were significant for the dependent variable in the first step. With the addition of FoMO in the second step, both parental psychological control and FoMO were significant for negative implications on one's study. In emerging adult group, only emotional stability had significant negative contribution for the dependent variable in the first step. However, after adding FoMO variable in the second step, none of the predictors had significant contribution for negative implications on one's study. The unstandardized regression coefficients (B), the standardized regression coefficients (β), *t*-values, *F*-values, *F*-change values and adjusted *R*² values for all predictor variables in the model are reported in Table 5a and Table 5b. Also, in Figure 2, it can be seen three models' *t*-values together.

Table 5a. *A Hierarchical Regression Analysis for Negative Implications on one's Study for the Adolescents*

Negative Implications on one's Study				
Adolescents				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.11	(0.11)	-0.99	-0.06
Gender	0.08	(0.16)	0.53	0.03
Emotional stability	-0.06	(0.10)	-0.63	-0.04
Social Anxiety	0.36	(0.14)	2.50*	0.15
Psych control	0.43	(0.16)	2.72*	0.17
Attractiveness	0.03	(0.05)	0.59	0.04
<i>F</i> (6, 286)				4.02**
Adjusted R^2				.06
Step 2				
Age	-0.12	(0.11)	-1.09	-0.06
Gender	0.13	(0.15)	0.86	0.05
Emotional stability	-0.01	(0.09)	-0.09	-0.01
Social Anxiety	0.22	(0.14)	1.55	0.10
Psych control	0.40	(0.15)	2.58*	0.15
Attractiveness	-0.03	(0.05)	-0.65	-0.04
Fear of Missing out	0.46	(0.11)	4.12**	0.26
<i>F</i> (7,285)				6.06**
<i>F</i> change (1,285)				16.10**
Adjusted R^2				0.11

Note. * $p < .05$. ** $p < .01$

Table 5b. *A Hierarchical Regression Analysis for Negative Implications on one's Study for Emerging Adults*

Negative Implications on one's Study				
Adults				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.09	(0.05)	-1.74	-0.11
Gender	0.01	(0.15)	0.08	0.01
Emotional stability	-0.17	(0.09)	-2.00	-0.13
Social Anxiety	0.16	(0.14)	1.13	0.07
Psych control	0.29	(0.16)	1.84	0.12
Attractiveness	0.04	(0.05)	0.93	0.06
<i>F</i> (6, 256)				3.24**
Adjusted <i>R</i> ²				.05
Step 2				
Age	-0.08	(0.05)	-1.52	-0.09
Gender	0.04	(0.15)	0.24	0.01
Emotional stability	-0.15	(0.09)	-1.70	-0.11
Social Anxiety	0.14	(0.14)	0.10	0.07
Psych control	0.25	(0.16)	1.54	0.10
Attractiveness	0.02	(0.05)	0.35	0.02
Fear of Missing out	0.18	(0.11)	1.71	0.12
<i>F</i> (7,255)				3.21**
<i>F</i> change (1,255)				2.91**
Adjusted <i>R</i> ²				0.06

Note. * $p < .05$. ** $p < .01$

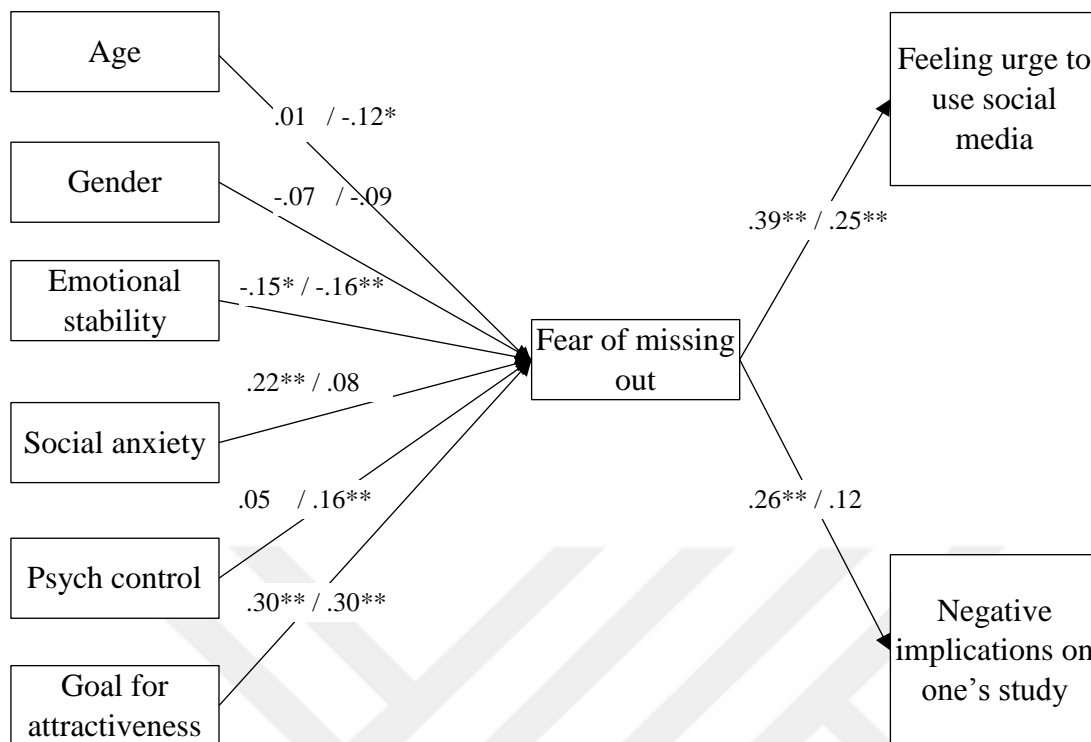


Figure 2. A schematic Representation of the paths linking theorized antecedents and outcomes of FoMO. All path coefficients are standardized regression coefficients, based on the regression analyses presented in Table 3, Table 4 and Table 5 (Step 2 in Table 4 and 5, controlling for the antecedents of FoMO). The first coefficient before the dash stands for the adolescents and the second for the young adults.

Note. * $p < .05$. ** $p < .01$

Supplementary Analyses

Using the methodology suggested by Hayes (2013), a series of tests of indirect effects were conducted as a supplementary analysis to detect which of the predictors were indirectly associated with the two indices of social media addiction (i.e., feelings of urge to use social media and negative implications of social media use on ones' studies) by means of FoMO. The tests of indirect effects with 10,000 bootstrap replications for each of the independent predictor separately (after controlling for participants' gender and age and the remaining predictors) are shown in Table 6. As can be noticed, after controlling for age, gender, and the remaining predictors, emotional stability was indirectly and negatively associated with feelings of urge to use social media in both samples and the opposite pattern was true for the attractiveness goal. A similar pattern of indirect effects was found for the indirect relation of emotional stability and the attractiveness goal to negative implications on one's study in the sample of adolescents. The respective indirect relations were not found in the emerging adult group as the 95% confidence interval included zero. Also, social anxiety was indirectly and positively related to the two indicators of social media addiction among adolescents but not among emerging adults. Finally, perceived parental psychological control was found to indirectly predict only feelings of urge to social media use and only in the emerging adult sample.

Table 6. *Test of Indirect Effects with FoMO as a Mediator between Predictors of FoMO and the Two Social Media Addiction Indices*

Predictor	FoMO	Outcome	<i>B</i>	<i>SE</i>	95% - <i>CI</i>	
<i>Adolescents</i>						
Emotional stability	→	Urged to use social media	-0.070	0.034	-0.142	-0.009
Social anxiety	→		0.188	0.059	0.084	0.311
Psychological Control	→		0.044	0.051	-0.059	0.142
Attractiveness	→		0.088	0.020	0.051	0.131
Emotional stability	→	Negative implications	-0.051	0.026	-0.108	-0.006
Social anxiety	→		0.137	0.048	0.052	0.240
Psychological Control	→		0.032	0.038	-0.044	0.109
Attractiveness	→		0.064	0.020	0.028	0.105
<i>Emerging adults</i>						
Emotional stability	→	Urged to use social media	-0.052	0.022	-0.099	-0.012
Social anxiety	→		0.039	0.035	-0.018	0.119
Psychological Control	→		0.092	0.051	0.004	0.204
Attractiveness	→		0.055	0.017	0.025	0.092
Emotional stability	→	Negative implications	-0.025	0.019	-0.066	0.008
Social anxiety	→		0.019	0.023	-0.011	0.077
Psychological Control	→		0.045	0.041	-0.013	0.141
Attractiveness	→		0.027	0.017	-0.007	0.061

To test for possible group (and thus, developmental) differences across the two groups, an additional set of hierarchical regression analysis was conducted as a supplementary analysis. In particular, three separate models were tested: One with FoMO, another one with feelings urge to use social media, and a third one with negative implications in one's studies as a dependent variable. In these analyses however, social anxiety were not included as the two groups answered to different scales. Therefore, in these analyses, the tested predictors were the same as in the previous set of analyses (except social anxiety) but with the addition of group membership (i.e., a dummy-code variable signifying adolescents vs. emerging adults) in Step 1 and all the likely interactions between group membership and the other predictors in Step 2. In that step, a trimming approach was endorsed for reasons of model parsimony. Specifically, the statistically nonsignificant interactions were removed in a stepwise fashion (i.e., each time the least significant was dropped and the whole model was retested anew).

Table 7. A Hierarchical Regression Analysis for comparing two samples in terms of Fear of Missing Out.

Fear of Missing Out				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.05	(0.03)	-.1.88	-0.12
Gender	-0.14	(0.06)	-2.34*	-0.09
Emotional stability	-0.16	(0.03)	-4.78*	-0.20
Psychological control	0.18	(0.06)	2.96*	0.12
Attractiveness	0.15	(0.02)	7.99*	0.31
Group	-0.11	(0.10)	-1.18	-0.08
<i>F</i> (6,561)				22.02**
Adjusted <i>R</i> ²				0.18
Step 2				
Age	-0.05	(0.03)	-1.90	-0.13
Gender	-0.14	(0.06)	-2.27*	-0.10
Emotional stability	-0.16	(0.05)	-3.17*	-0.19
Psychological control	0.26	(0.09)	2.84*	0.18
Attractiveness	0.15	(0.03)	5.35*	0.31
Group	-0.45	(0.30)	-1.51	-0.31
Emotional stability X group	-0.01	(0.07)	-0.12	-0.01
Psychological control X group	-0.15	(0.12)	-1.19	-0.23
Attractiveness X group	0.00	(0.04)	0.05	0.00
<i>F</i> (9,561)				14.81**
<i>F</i> change (3,552)				0.20
Adjusted <i>R</i> ²				0.18
<i>Note.</i> * <i>p</i> < .05, ** <i>p</i> < .01				

FOMO Model: The results for the model with FOMO being the dependent variable showed that while being a female, emotional stability, psychological control and attractiveness were predictors of FoMO, the group variable and the interactions of it with the other predictors were not significant. These results suggest no group differences in FOMO and its relation to the other predictors across the two groups. The unstandardized regression coefficients (B), the standardized regression coefficients (β), *t*-values, *F*-values, *F*-change values and adjusted R^2 values for all predictor variables in the model are reported in Table 7.

Table 8. A Hierarchical Regression Analysis for comparing two samples in terms of Urge to Use Social Media

Urge to Use Social Media				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.04	(0.04)	-1.06	-0.07
Gender	-0.13	(0.09)	-1.38	-0.06
Emotional stability	-0.17	(0.05)	-3.19*	-0.14
Psych control	-0.03	(0.10)	-0.31	-0.01
Attractiveness	0.02	(0.03)	0.63	0.03
FoMO	0.52	(0.07)	7.82*	0.33
Group	0.13	(0.15)	0.88	0.06
<i>F</i> (7,548)				17.63**
Adjusted R^2				0.17
Step 2				
Age	-0.06	(0.04)	-1.33	-0.09
Gender	-0.11	(0.09)	-1.14	-0.05
Emotional stability	-0.09	(0.08)	-1.16	-0.07
Psych control	0.17	(0.15)	1.17	0.08
Attractiveness	0.05	(0.05)	1.07	0.07
Group	0.38	(0.10)	3.88*	0.24
Emotional stability X group	-0.68	(0.47)	-1.47	-0.30
Psychological control X group	-0.15	(0.11)	-1.39	-0.09
Attractiveness X group	-0.34	(0.19)	-1.79	-0.35
FoMO X group	-0.06	(0.06)	-0.92	-0.06
<i>F</i> (11,544)				12.10**
<i>F change</i> (4,544)				2.14
Adjusted R^2				0.18

Note. * $p < .05$, ** $p < .01$

Feeling Urge to Use Social Media Model. While emotional stability and FoMO were found to significantly predict feeling urge to use social media in the first step, only FoMO was the only significant predictor in Step 2. Neither the group predictor, nor any interactions of it was statistically significant, suggesting that the patterns of relations were similar between adolescents and emerging adults. The unstandardized regression coefficients (B), the standardized regression coefficients (β), *t*-values, *F*-values, *F*-change values and adjusted R^2 values for all predictor variables in the model are reported in Table 8.

Table 9. *A Hierarchical Regression Analysis for comparing two samples in terms of Negative Implications.*

Negative Implications				
Predictors	<i>B</i>	(<i>SE</i>)	<i>t</i>	β
Step 1				
Age	-0.09	0.05	-1.82	-0.13
Gender	0.09	0.11	0.87	0.04
Emotional stability	-0.10	0.06	-1.60	-0.07
Psychological control	0.35	0.11	3.21*	0.14
Attractiveness	-0.02	0.04	-0.41	-0.02
FoMO	0.36	0.08	4.67*	0.21
Group	-0.04	0.17	-0.22	-0.02
<i>F</i> (7,549)				9.35**
Adjusted <i>R</i> ²				0.10
Step 2				
Age	-0.09	0.05	-1.93	-0.14
Gender	0.08	0.11	0.75	0.03
Emotional stability	-0.17	0.09	-0.82	-0.12
Psychological control	0.28	0.17	1.65	0.11
Attractiveness	0.02	0.05	0.38	0.02
FoMO	0.19	0.11	1.74	0.11
Group	0.27	0.53	0.51	0.11
Emotional stability X group	0.13	0.12	1.05	0.07
Psychological control X group	0.15	0.22	0.68	0.14
Attractiveness X group	-0.06	0.07	-0.84	-0.05
FoMO X group	0.31	0.15	2.01	0.13
<i>F</i> (11,545)				6.42**
<i>F</i> change (4,545)				1.26
Adjusted <i>R</i> ²				0.10

Note. * $p < .05$, ** $p < .01$

Negative Implications Model. Only parental psychological control and FoMO were statistically significant predictors of negative implications, while neither group nor any interaction was statistically significant result in Step 2. Again, these results suggest that the patterns of associations between the predictors and negative implications were similar in the two population samples. The unstandardized regression coefficients (B), the standardized regression coefficients (β), *t*-values, *F*-values, *F*-change values and adjusted R^2 values for all predictor variables in the model are reported in Table 9.

To sum up, it can be concluded that while preliminary analysis showed that there were statistically significant difference in the means of parental psychological control and feeling urge to use social media between the two samples, no significant group differences in the patterns of relations between the predictors and either FoMO or social media addiction indices was found.

CHAPTER 4

DISCUSSION

The aim of the current study was to investigate to what extent emotional stability, social anxiety, aspiration for being attractive and parental psychological control predict FoMO, and whether the latter in turn predicts two aspects of social media addiction (namely, feeling urge to use social media and negative implications on one's study). These patterns of associations were tested in two different age-cohort groups, adolescents and emerging adults. In the first analysis, antecedents of FoMO were entered in the regression model to find out how these explain FoMO, and in second and third analyses, feeling urge to use social media and negative implications on one's study were entered to investigate whether FoMO behavior could account for the variance of these outcomes, respectively. Additionally, the mediation test was run to measure FoMO's possible mediating role after controlling for age and gender. All these tests were conducted separately for both adolescents and emergingadult group. Finally, the two groups were compared in terms of means in the measured variables and the relations of predictors to FoMO and social media addiction (but without social anxiety included).

Demographic Features and FoMO and the Aspects of Social Media Addiction

The relation between age and FoMO differed in the two groups. While in adolescent groups age did not relate to FoMO, age was associated negatively with FoMO in the emerging adults group. For not having a correlation among adolescents might be due to its age range as they were 15-16-year-olds. No gender differences in FoMO was found in both groups. There are also controversial results about this association in the literature. The study, for instance, which was conducted with emerging adults showed no difference between gender and FoMO (Milyavskaya et al, 2018; Przybylski et al, 2013), the same result emerged

in the study conducted with adolescents between age, gender and FoMO (Tomczyk & Selmanagic-Lizde, 2018). However, there are other studies that indicated female adolescents and also younger adults to be more likely to have FoMO (Beyens et al, 2016; Stead & Bibby, 2017).

Moving from FoMO to social media addiction, this study showed that female emerging adults felt urge to use social media more than male ones. When FoMO was entered, this relation was still significant among young female adults. This fact can be explained with results reported by Moore and McElroy (2012) who found that female emerging adults spent more time on their social media accounts and posted more about themselves and photos. On the contrary, Lenhart, Purcell, Smith and Zickuhr (2010) found no gender differences in using social media accounts among emerging adults. The current study, on the other hand, showed no relation between age and gender and urge to use social media among adolescents. According to research by Lenhart et al (2010), boy and girl adolescents used their social media network sites equally, but differed in terms of preference of social media account. However, a recent research conducted by Bányai et al (2017) showed that being a female teen increased the risk of problematic social media use.

On the other side, this current study showed that Turkish female emerging adults (but not female adolescents) seemed to feel more urge to use their social media portals and also by means of FoMO rather than male ones. There might be some possible explanations for this result. One of them could be limitation of using not only social media, but also phones by the parents or school management for adolescents, which seems less valid for university students. Also, adolescents' environments are likely more structured, and they are less freedom which might decrease the change of missing something important comparing to emerging adults.

On the other hand, Turkish female university students might give more importance to their surroundings, such as trying to establish new bonds with others (as females seem to be more inclined for relations with others) or paying more attention to their physical appearances and/or fast changing new trends through social media, rather than young males. This seems a noteworthy issue that needs to be investigated more.

Apart from these, the current study also showed no relation between age and gender with negative implication on one's studies in none of the groups. There are some inconsistent findings, as it was shown that both being female and social networking or checking social media portal were both positively correlated with overall GPA and also preparing for class among university students (Junco, 2012). On the other hand, it was not found any relation between social media use and academic success neither adolescents nor emerging adults in a research conducted by Pasek, More and Hargittai (2009). In this point, it should be noted that none of these studies focused on FoMO factor, which needs to be considered.

Finally, there was not any group differences among adolescents and emerging adults in terms of relation between predictors and outcomes with FoMO. One explanation for this might be the closeness of age between groups. However, it should be also noted that this is the first research aiming to investigate this possible difference. Moreover, as using different scales of social anxiety, this predictor had to be omitted, which prevents to give exact comparisons.

Emotional Stability and Social Anxiety and FoMO and the Aspects of Social Media Addiction

In line with Przybylski et al's (2013) suggestion of the possible relation between personal features and FoMO, it was focused on this issue and examined the relation between emotional stability and FoMO. In support of the hypothesis, it was found emotional stability to relate negatively to FoMO. As it is mentioned before, due to high correlation between

conscientiousness and emotional stability, conscientiousness was excluded from the model, so a similar pattern was expected for conscientiousness. In any case, the present findings coincide with those of Stead and Bibby (2017) who showed that both emotional stability and conscientiousness were negatively correlated with FoMO. On the other hand, Milyavskaya et al (2018) did not find any relation between any type of Big Five and FoMO, and concluded that FoMO should be explained on a basis of more complex processes rather than merely by personality characteristics. Setting aside the number of reasons that may predict FoMO, it is important to note that in the present research a consistent negative association between FoMO and emotional stability was found for both groups. The present findings thus suggest that lack of emotional stability could be one of the key factors for the occurrence of FoMO.

In addition, emotional stability related negatively also to feeling urge to use social media in both groups and remained statistically significant when FoMO was also included in adolescents but not in emerging adults. This finding suggest that FoMO could partly mediate the relation between emotional stability and feelings of urge to use social media, a finding which was partly confirmed through the test of indirect effects. This was a partly expected result for this study as recent studies also showed that emotional stability and social media use were negatively associated (Correa, Hinsley & Gil de Zúñiga, 2010; Gil de Zúñiga, Diehl, Huber & Liu, 2017), even though there is some evidence in the literature showing no relation between them (Alan & Kabadayı, 2016; Annisette & Lafreniere, 2017). However, it is crucial to note that Gil de Zúñiga et al (2017) indicated that this result covered 20 countries and age was controlled. On the other hand, Ho, Lwin and Lee (2017) showed that emotional stability and excessive social media use were negatively linked to each other both among adolescents and emerging adults. Given this inconsistency in the pattern of relations, it is important to question what reason might make FoMO unrelated to the relation between those two in emerging adults. Again, Ho et al (2017)'s study could be one of the

answers by showing that adolescents' social media addiction level was found higher than adults, as it is known that FoMO was higher in people who had more social media addiction (Fuster, Chamarro & Oberst, 2017).

Moreover, the negative link between emotional stability and negative implications on one's study was found among emerging adults, but when occurrence of FoMO, the relation was not significant. Interestingly, in adolescent group, there was not any association in any case. In the current literature, it was indicated that high school and emerging adults who had emotional stability perceived their academic performance better, while social media use was negatively correlated with academic performance among emerging adults, but not in adolescents (Al-Menayes, 2015; Liu, Kirschner & Karpinski, 2017; Naqshbandi, Ainin, Jaafar & Mohd Shuib, 2017; Poropat, 2014). According to Liu et al (2017), this difference between two groups might be because adolescents have more structured environment, as they have to attend classes and have more supervision under parents unlike the emerging adults.

When it comes to the association between social anxiety and FoMO, there was a strong positive relation in adolescent group, but not in emerging adults. To the knowledge, although it was indicated the association between higher FoMO and lower self-esteem or more social anxiety symptoms and higher online communication (Buglass, Binder, Betts & Underwood, 2017; Weidman et al, 2012), this is the first study to question directly the relation between social anxiety and FoMO. It should be noted that using different social anxiety scales for the groups might be the reason for this result. Another possibility is that socially anxious adolescents may suffer from FoMO because this is convenient way to stay in touch with other peers while protecting themselves from over-exposure in actual (and not virtual) social contexts. In contrast, for emerging adults, FoMO might not be as critical as it

is for adolescents to socialize with other people. However, it is still a noteworthy difference between groups which deserves to be investigated more about.

There was also no relation between social anxiety and feeling urge to use social media in both groups. While there was a direct link between social anxiety and negative implications on one's study among adolescents, the relation was not statistically significant when FoMO was taken into account. In the emerging adult group, there was no relation between social anxiety and negative implications on one's study in any case, which is consistent with similar finding showing no relation between social anxiety and academic grade among university and post-graduate students (Gültekin & Dereboy, 2011; Rizwan, Inam & Abiodullah, 2015; Strahan, 2003). Taken together, as socially anxious adolescents were found to have higher level of FoMO, it is understandable to be affected negatively in their studies. At this point, it is important to note that adolescents may consider more important to follow what other peers do, because friends seem to play more central role in their lives compared to emerging adults (Furman & Buhrmester, 1992). Therefore, it can be said that unlike their adolescent counterparts, socially anxious emerging adults might have other concerns such as desiring to be more successful in their studies, looking for an internship or job rather than looking for a friend.

Parental Psychological Control and FoMO and the Aspects of Social Media Addiction

One of the most interesting result of the study was found in the relation between parental psychological control and FoMO. It is surprising that while in adolescents any association between them was not observed, but this relation did occur in emerging adults. Although it can be assumed that most majority of adolescent sample live with their family, it was not asked to emerging adults whether they live with their parents or not. However, there are studies conducted with adolescents which had consistent results for the relation between parenting style and parental psychological control with problematic internet use

(Van Den Eijnden, Spijkerman, Vermulst, Rooij & Engels, 2009; Li et al, 2013) To the knowledge, this is also first research to investigate this association directly. There is some indirect evidence in the literature about this relation. Specifically, studies indicated that authoritative parenting positively correlated with secure attachment while authoritarian parenting is related positively to insecure attachment (Sümer & Güngör, 1999; Zeinali, Sharifi, Enayati, Asgari & Pasha, 2011), and that insecure attachment could be partly predicted by social media addiction among university students (Blackwell, Leaman, Trampusch, Osborne & Liss, 2017). Assuming that authoritative parenting stands in contrast to psychologically psychological control (which refer to parenting behaviors that do not respect children's autonomy) is negatively linked with parental attachment (Leondari & Kiosseoglou, 2002), it should come as no surprise why perceived parental psychological control may relate positively to FoMO. Given that the present findings are among the first to explore the association between perceived parenting and FoMO, more research is needed to shed further light on this link.

When it comes to the link between feeling urge to use social media and parental psychological control, there was not a a direct relation between in adolescents, but it was a positive link in emerging adults. When FoMO occurrence, none of the group showed a significant association. In this field, there is almost not any study related to parental psychological control with social media use and FoMO unlike the studies of with internet use, which needs to be investigated. However, to find out those possible relations could reveal one of the reasons for seeking others' actions and/or "better" lives in the cyber world.

As concerns negative implications of one's studies, the direct relation between parental psychological control and such negative implications was positively significant in adolescent group in both steps (i.e., even when FoMO was also considered), while this relation was nonsignificant in none of the two steps in the emerging adult group. The current

literature seems consistent with this result, as increased parental psychological control has been linked with decreased academic adjustments and achievement among teens (Bean, Bush, McKenry & Wilson, 2003; Lakshmi & Arora, 2006; Lu, 2016; Taylor, Hinton & Wilson; 1995), while some other studies found no such relation (Kim & Rohner, 2002; Lee, Yu & Choi, 2012). On the other hand, it was found that perceived supportive parenting was related to higher GPA in college students (Markowitz, 2013), a finding which suggests that supportive parents can have positive effect on their children academic life. In addition, the current study also seems important to show these positive relations of parental psychological control and negative implications on their study due to using social media and also FoMO behavior among adolescents. This result can lead to one step further by showing that parental intrusiveness might be one of the crucial issues for an adolescent that may affected his or her academic life (because of using social media), with FoMO being a critical indicator that signify poor parent-child relationship. For the result of emerging adult group, it might be because emerging adults might be more inclined to accept the role of their parents for their behavior including academic-related ones, while adolescents might be more “rebellious” to the parents for their own academic related studies. It should be acknowledged however that the present results showed that emerging adults (but not adolescents) who perceived their parents to be more intrusive reported more FoMO. To the knowledge, as the current study is the first to focusing on these relations between different groups, this difference between adolescents and emerging adults in the relation between perceived parental psychological control and FoMO might come up due to chance. Therefore, more studies are needed to further investigate this issue.

Aspiration for Attractiveness and FoMO and the Aspects of Social Media Addiction

Aspiration for being attractive was positively related to FoMO in both groups. As it was studied, psychological needs such as need to belong and desiring to be popular and FoMO behavior have direct relation (Beyens et al, 2016; Wang et al, 2018). These facts might emerge a new question of what reasons might be of FoMO behavior. When it comes to direct relation between aspiration for attractiveness and feeling urge to use social media, it did not occur in adolescent group, but in emerging adults. However, when FoMO entered in the second step in the regression analysis, this relation became nonsignificant in both groups. This direct relation among emerging adults but not in adolescents also remarks a question whether reasons might differ in terms of different aims of use and also FoMO. On the other hand, there was not any association between aspiration for being attractiveness and negative implications on one's study, no matter occurrence of FoMO. This fact can be understandable as having one aspiration type might not explain negative implications of studies due to overusing social media.

FoMO and Aspects of Social Media Addiction

Also, for the relation between FoMO and feeling urge to use social media was significantly positive in both groups, as expected. This fact is proven by several studies by looking at the relation between FoMO and social media engagement (Alt, 2015; Blackwell et al, 2017; Buglass et al, 2017; Casale, Rugai & Fioravanti, 2018)

Finally, negative implications on one's study and FoMO was positively linked in adolescent group, but not in emerging adults. Giunchiglia, Zeni, Gobbi, Bignotti & Bison (2018) found that using social media accounts during lectures were linked to their negative academic performance, but more related with their midterm exams rather than their GPA success. Lau (2017) also found social media usage for non-academic purposes negatively predicted cumulative GPA. These results seem be important points for the future studies of

FoMO effect on social media use and individual's academic performance. Taken together, these relations investigate the association between FoMO and aspects of social media addiction, by explaining its impact on real life issues and also causing of feeling impulse for using it for variety of reasons. To go one step further, it would be important to underlying reasons for these results among adolescents and young people.

The Mediating Role of FoMO between Antecedents and Outcomes

In addition to the regression analyses, the possible mediating role of FoMO was checked to investigate the indirect effects between antecedents of FoMO and the two aspects of social media addiction through FoMO. After controlling for age and gender, and the remaining predictors, it was found negative indirect relation between emotional stability and feelings of urge to use social media in both groups. Given that the hierarchical regression analyses showed that emotional stability continued predicting feelings of urge to use social media when FoMO was also included as a predictor in the adolescent group but not the emerging adults group. These findings suggest that the relation between emotional stability and feelings of urge to use social media was partially mediated by FoMO among adolescents and was fully mediated among emerging adults.

Further, the test of indirect effects showed attractiveness aspiration was indirectly associated with feelings of urge to use social media through FoMO in both groups. It is interesting to note that the hierarchical regressions showed that feelings of urge were associated in step 1 (before FoMO was entered) only in the emerging adult group. This finding shows that two variables can be indirectly associated through an intervening variable even though they may not be directly associated in the first place (see Collins, Graham, & Flaherty, 1998; Kenny, Kashy, & Bolger, 1998). Likewise, although social anxiety failed to directly predict feelings of urge in both groups, the test of indirect effects showed that it was indirectly related to such feelings in the adolescent group. As for parental psychological

control, the test of indirect effects and the inspection of the hierarchical regression analyses suggest that FoMO mediated the relation between perceived parental psychological control and feelings of urge to use social media in the emerging adult group. No such relation was found for the adolescent group. A likely reason for that is emerging adults' characteristic features might become more concrete and thus they might internalize more their parents' interfering behaviors. Therefore, unlike adolescents (who are more likely to argue and even criticize their parents' interfering and disrespectful behaviors), they might feel more impulsive to use social media for several reasons, such as aiming for better social relations, getting acceptance from others, or even coping with the stress they have.

Moreover, while emotional stability and negative implications on one's study were not associated among adolescents, the test of indirect effects showed that they can be indirectly linked through FoMO. Also, while regression analysis showed that there was a positive direct link between social anxiety level and negative implications on one's studies among adolescents, the association became statistically nonsignificant when FoMO was also considered, suggesting that FoMO mediated this relation as well. Therefore, it seems that as FoMO which by definition denotes one's desire to acquire more information about people or events "instantly" might result into one's tendency to experience "anxiety" in social situations. Perhaps, socially anxious people might really want to know through social media what other people do, as they prefer to avoid direct contact and communication with other people because of their social anxiety. Apparently, FoMO which denotes extensive usage of social media cannot but potentially have negative implications on their studies. To investigate more about these issues, more researches are needed.

On the other hand, while there was no direct relation between aspiration for attractiveness and negative implications on one's studies among teens, the test of indirect effects suggests that these two variables may be indirectly linked through FoMO. Previous

research has shown that extrinsic goals, such as that of aspirations can have negative impact on people's academic performance (Mouratidis, Vansteenkiste, Lens, Michou, & Soenens, 2013). Apparently, people who aspire to become more attractive spend more time on social media (as reflected through FoMO), something which may hinders their studying efforts. Thus, using social media for reasons that have to do with gathering admiration by others may eventually have an impact on one's studies, as FoMO might prevent one from studying.

Taken together, these findings suggest that FoMO acted as a likely intervening mechanism between personality features (i.e., emotional stability and level of social anxiety), perceived social context (i.e., perceived parental psychological control), and a particular type of personal goals (i.e., attractiveness) on the one hand and aspects of social media addiction on the other hand.

Clinical Implications

As stated, social media use is getting higher and higher especially among people with younger age (Statista, 2018c), which then trigger new type of behaviors, such as FoMO. While FoMO and social media overuse is not the same, FoMO seems one of the underlying reasons that might explain why people overuse social media and stay addicted to them. As the present thesis has shown, FoMO might be predicted by a set of different variables and as such is needs to be approached from more than one perspective. Firstly, a person's personal features might play a key role for having FoMO behavior. There are also studies showing the relation between personality and different types of social media use behaviors (Amichai-Hamburger & Vinitzky, 2010), suggesting that more neurotic people tend to use social media more (Correa et al, 2013). It might be especially helpful to benefit from different objective personality tests to assess people who might run the risk of suffering from FoMO behavior. As this thesis has shown, FoMO and emotional stability are negatively and quite consistently associated to each other. Therefore, when looking for possible reasons of social media

overuse, specialists might need to know which personality types might be more vulnerable for FoMO.

Assuming that social anxiety is higher among introverted people (Janowsky, Morter & Tancer, 2000), it has been also found that introverts as compared to extroverts tend to share more information about themselves and also to promote themselves (Amichai-Hamburger & Vinitzky, 2010). Social anxiety should be considered because among other reasons, socially anxious individuals might be more prone to suffer from FoMO and in turn social media addiction. This is an important issue that should not be overlooked because it is well known that internet and social media overuse is strongly associated with depressive symptoms (Lin et al, 2016; Morrison & Gore, 2010), something which might have a profound impact on people's quality of life. Therefore, psychosocial intervention and prevention programs, such as Cognitive Behavioral Therapy, group therapies and also social skills training (Baer & Garland, 2005; Scaini, Belotti, Ogliari & Battaglia, 2016), should be multicomponent targeting those vulnerable groups, by enhancing individuals' social and assertiveness skills in interpersonal relation and by providing social support.

Since life goals and psychological health is also related (Niemic, Ryan & Deci, 2009), an equally effective intervention should target at attractiveness aspiration. It is known that external life goals such as the desire to be attractive or popular are associated to ill-being and lower life satisfaction (Niemic et al, 2009; Nishimura & Suzuki, 2016). This research has pointed out that FoMO might be another reason why proper interventions need to change people's aspiration from external to internal one and why in counselling or psychotherapy, one's life goals needs to be approached while discussing FoMO behaviors. Furthermore, it seems that FoMO is not only due to a person's own features, as environmental factors are also important for this behavior. Parental psychological control plays an important role for both FoMO and social media addiction, and therefore parenting behaviors need to be taken

into account as a part of treatment plan. Besides, parental psychological control is a problematic issue in itself as it negatively impact peoples' attachment and self-esteem, and and parent-offspring relationship (Leondari & Kiosseoglou, 2002). It is important therefore to work on early relationships and attachment styles with schema or CBT (Barlow, Bennett, Midgley, Larkin & Wei, 2016; McBride, & Atkinson, 2009, p.446; Platts, Tyson & Mason, 2002) which focus on early routes of maladaptive behaviors.

In addition, FoMO should not be equated with excessive internet use or social media addiction, although a significant relation exists between them. In trying to understand why some people are addicted to social media, FoMO should be considered and its likely antecedents. One way to approach this problem is through interventions on mindfulness as research has shown that FoMO is negatively related to it (Baker, Krieger, & LeRoy, 2016). Also, existential therapy might be also used (Tarsha, 2016) as in such treatment the key focus is on increasing the meaning of life, and confronting and overcoming fear (and here *fear* of missing out).

To sum up, based on the antecedents and predictors of FoMO that were investigated in the current study, FoMO needs to be considered from more than one side for the treatment plan. Rather than FoMO is not simply social media addiction, it seems one of the key and informative factor of social media addiction. Also, it might be quite important to investigate why others' lives or shares are important rather than simply talking about extensive social media use and what possible predictors might be for this issue in terms of personal features, environmental issues and the personal aspirations during treatments, and also for the therapy plan.

Limitations and Future Directions

There are some limitations while conducting this research. First and the most significant limitation is that because this is a correlational study, it cannot be claimed causal

relations between the variables. Secondly, it is only based on one city's samples, which might be better if it can be extended. Also, for the adolescents and emerging adults, two different social anxiety scales had to be used due to their own adaptation rules, which prevented their exact comparison results. Moreover, it was not asked to emerging adults whether they live with their parents, to investigate more about the relation of parental psychological control. Finally, it was investigated the relation between FoMO and only some aspects of social media addiction due to aiming for students to fill out shorter scale as they needed to do it within one class hour. Therefore, it might be better to measure social media addiction with the whole battery. However, it should be noted that this research's primary aim was to see what predicts FoMO.

Although its' limitations, this study investigated some of the features of FoMO for the first time. For the future studies, the aspirations types for FoMO behavior might be studied more as it can give direct to underlying issues of this behavior. Secondly, parental psychological control and its relatedness with different age groups in terms of FoMO behavior can be focused more. Also, for observing possible group differences in terms of FoMO, groups' age ranges can be chosen more distant unlike this study. Finally, the mediating role of FoMO should be considered for exploring antecedents and outcomes of FoMO in the future studies as this study also showed important significant relations by means of FoMO.

REFERENCES

- Adams, S. K., Williford, D. N., Vaccaro, A., Kisler, T. S., Francis, A., & Newman, B. (2017). The young and the restless: Socializing trumps sleep, fear of missing out, and technological distractions in first-year college students. *International Journal of Adolescence and Youth*, 22, 337–348. <https://doi.org/10.1080/02673843.2016.1181557>
- Akar, F. (2015). Ergenlerin aşırı internet kullanım amaçları, nedenleri ve sonuçları. *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 60, 35–56. <https://doi.org/10.14689/ejer.2015.60.3>
- Alan, A. K., & Kabadayı, E. T. (2016). The effect of personal factors on social media usage of young consumers. *Procedia-Social and Behavioral Sciences*, 235, 595-602.
- Al-Menayes, J. J. (2015). Social media use, engagement and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7, 86. <https://doi.org/10.5539/ijps.v7n4p86>
- Alt, D. (2017). Students' social media engagement and fear of missing out (FoMO) in a diverse classroom. *Journal of Computing in Higher Education*, 29, 388–410. <https://doi.org/10.1007/s12528-017-9149-x>
- Alt, D. (2016). Students' wellbeing, fear of missing out, and social media engagement for leisure in higher education learning environments. *Current Psychology*, 1, 1–11. <http://doi.org/10.1007/s12144-016-9496-1>
- Alt, D. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in Human Behavior*, 49, 111–119. <http://doi.org/10.1016/j.chb.2015.02.057>
- American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

- Amichai-Hamburger, Y., & Vinitzky, G. (2010). Computers in human behavior social network use and personality. *Computers in Human Behavior*, 26, 1289–1295.
<https://doi.org/10.1016/j.chb.2010.03.018>
- Andreassen, C. S., Billieux, J., Griffiths, M. D., Kuss, D. J., Demetrovics, Z., Mazzoni, E., & Pallesen, S. (2016). The relationship between addictive use of social media and video games and symptoms of psychiatric disorders: A large-scale cross-sectional study. *Psychology of Addictive Behaviors*, 30, 252–262. doi:10.1037/adb0000160.
- Annisette, L. E., & Lafreniere, K. D. (2017). Social media, texting, and personality: A test of the shallowing hypothesis. *Personality and Individual Differences*, 115, 154–158.
<https://doi.org/10.1016/j.paid.2016.02.043>
- Aydın, A., & Tekinsav Sütçü, S. (2007). Ergenler için Sosyal Kaygı Ölçeğinin (ESKÖ) geçerlik ve güvenirliğinin incelenmesi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 14, 79–89.
- Baer, S., & Garland, E. J. (1999). Pilot Study of Community-Based Cognitive Behavioral Group Therapy for Adolescents With Social Phobia. *Journal of the American Academy of Child & Adolescent Psychiatry*, 44, 258–264. <https://doi.org/10.1097/00004583-200503000-00010>
- Baker, Z. G., Krieger, H., & Leroy, A. S. (2016). Fear of Missing Out: Relationships With Depression, Mindfulness, and Physical Symptoms, 2, 275–282.
- Bányai, F., Zsila, Á., Király, O., Maraz, A., Elekes, Z., Griffiths, M. D., ... Demetrovics, Z. (2017). Problematic social media use: Results from a large-scale nationally representative adolescent sample. *PLoS ONE*, 12, 10–14. <https://doi.org/10.1371/journal.pone.0169839>
- Barber, B. K., Xia, M., Olsen, J. A., McNeely, C. A., & Bose, K. (2012). Feeling disrespected by parents: Refining the measurement and understanding of psychological control. *Journal of Adolescence*, 35, 273–287. <https://doi.org/10.1016/j.adolescence.2011.10.010>

- Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development, 67*, 3296–3319. <http://doi.org/10.1111/j.1467-8624.1996.tb01915.x>
- Barlow, J., Bennett, C., Midgley, N., Larkin, S. K., & Wei, Y. (2016). Parent–infant psychotherapy: a systematic review of the evidence for improving parental and infant mental health. *Journal of Reproductive and Infant Psychology, 34*, 464–482.
- Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence, 61*, 1–11. <https://doi.org/10.1016/j.adolescence.2017.08.005>
- Bean, R. A., Bush, K. R., Mckenry, P. C., & Wilson, S. M. (2003). The impact of parental support, behavioral control, and psychological control on the academic achievement and self-esteem of African American and European American adolescents. *Journal of Adolescent Research, 18*, 523–541. <https://doi.org/10.1177/0743558403255070>
- Benet-Martínez, V., & John, O. P. (1998). Los Cinco Grandes across cultures and ethnic groups: multitrait multimethod analyses of the Big Five in Spanish and English. *Journal of Personality and Social Psychology, 75*, 729–750. <http://doi.org/10.1037/0022-3514.75.3.729>
- Beyens, I., Frison, E., & Eggermont, S. (2016). “I don’t want to miss a thing”: Adolescents’ fear of missing out and its relationship to adolescents’ social needs, Facebook use, and Facebook related stress. *Computers in Human Behavior, 64*, 1–8. <http://doi.org/10.1016/j.chb.2016.05.083>
- Blackwell, D., Leaman, C., Tramposch, R., Osborne, C., & Liss, M. (2017). Extraversion, neuroticism, attachment style and fear of missing out as predictors of social media use and addiction. *Personality and Individual Differences, 116*, 69–72. <http://doi.org/10.1016/j.paid.2017.04.039>
- Błachnio, A., & Przepiórka, A. (2018). Facebook intrusion, fear of missing out, narcissism, and life satisfaction: A cross-sectional study. *Psychiatry Research, 259*(November 2017), 514–519. <https://doi.org/10.1016/j.psychres.2017.11.012>

- Buglass, S. L., Binder, J. F., Betts, L. R., & Underwood, J. D. M. (2017). Motivators of online vulnerability: The impact of social network site use and FOMO. *Computers in Human Behavior*, 66, 248–255. <https://doi.org/10.1016/j.chb.2016.09.055>
- Burnette, C. B., Kwitowski, M. A., & Mazzeo, S. E. (2017). “I don’t need people to tell me I’m pretty on social media.” A qualitative study of social media and body image in early adolescent girls. *Body Image*, 23, 114–125. <https://doi.org/10.1016/j.bodyim.2017.09.001>
- Caplan, S. E. (2007). Relations Among Loneliness, Social Anxiety, and Problematic Internet Use. *CyberPsychology & Behavior*, 10, 234–242. <https://doi.org/10.1089/cpb.2006.9963>
- Casale, S., Rugai, L., & Fioravanti, G. (2018). Exploring the role of positive metacognitions in explaining the association between the fear of missing out and social media addiction. *Addictive Behaviors*, 85, 83–87. <https://doi.org/10.1016/j.addbeh.2018.05.020>
- Collins, L. M., Graham, J. W., & Flaherty, B. P. (1998). An alternative framework for defining mediation. *Multivariate Behavioral Research*, 33, 295-312.
- Correa, T., Hinsley, A. W., & de Zúñiga, H. G. (2010). Who interacts on the Web?: The intersection of users’ personality and social media use. *Computers in Human Behavior*, 26, 247–253. <https://doi.org/10.1016/j.chb.2009.09.003>
- Costa, P. T., & McCrae, R. R. (2008). The revised Neo Personality Inventory (NEO-PI-R). *The SAGE handbook of personality theory and assessment*, 2, 179-198.
- Cui, L., Morris, A. S., Criss, M. M., Houlberg, B. J., & Silk, J. S. (2014). Parental psychological control and adolescent adjustment: The role of adolescent emotion regulation. *Parenting*, 14, 47-67.
- De Choudhury, M., & Gamon, M., Counts, S. & Horvitz, E. (2013). Predicting Depression via Social Media. *Proceedings of the Seventh International AAAI Conference on Weblogs and Social Media*, 2, 128–137. <http://doi.org/10.1109/IRI.2012.6302998>

- Demirbaş, N. (2014). *Üst düzey kişilik ve yaşamda anlam: temel psikolojik ihtiyaçların rolünün yapısal eşitlik modellemesi ile incelenmesi*. (Unpublished doctorate thesis). İstanbul University.
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11, 227–268. http://doi.org/10.1207/S15327965PLI1104_01
- Fardouly, J., Diedrichs, P. C., Vartanian, L. R., & Halliwell, E. (2015). Social comparisons on social media: The impact of Facebook on young women's body image concerns and mood. *Body Image*, 13, 38-45.
- Furman, W., & Buhrmester, D. (1992). Age and sex differences in perceptions of networks of personal relationships. *Child development*, 63, 103-115.
- Fuster, H., Chamarro, A., & Oberst, U. (2017). Fear of Missing Out, online social networking and mobile phone addiction: A latent profile approach. *Aloma*, 35, 23–30.
- Gemmill, E., & Peterson, M. (2006). Students: implications for student affairs professionals. *National Association of Student Personnel Administrators*, 43, 280–300. <http://doi.org/10.2202/1949-6605.1640>
- Gil De Zúñiga, H., Diehl, T., Huber, B., & Liu, J. (2017). Personality Traits and Social Media Use in 20 Countries: How Personality Relates to Frequency of Social Media Use, Social Media News Use, and Social Media Use for Social Interaction. *Cyberpsychology, Behavior, and Social Networking*, 20, 540–542. <https://doi.org/10.1089/cyber.2017.0295>
- Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, 82, 177–185. <https://doi.org/10.1016/j.chb.2017.12.041>
- Gökler, M. E., Aydın, R., Ünal, E., & Metintaş, S. (2016). Sosyal ortamlarda gelişmeleri kaçırma korkusu ölçeğinin Türkçe sürümünün geçerlilik ve güvenirliliğinin değerlendirilmesi. *Anadolu Psikiyatri Dergisi*, 17, 53–59. <http://doi.org/10.5455/apd.195843>

- Greenwood, S., Perrin, A. & Duggan, M. (2016). *Social Media Update 2016*. [ONLINE] Available at: <http://www.pewinternet.org/2016/11/11/social-media-update-2016/>. [Accessed 11 June 2018].
- Gültekin, B. K., & Dereboy, I. F. (2011). The prevalence of social phobia, and its impact on quality of life, academic achievement, and identity formation in university students. *Türk Psikiyatri Dergisi = Turkish Journal of Psychiatry*, 22, 150–158.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis*. New York: Guilford.
- Hiller, T. S., Steffens, M. C., Ritter, V., & Stangier, U. (2017). On the context dependency of implicit self-esteem in social anxiety disorder. *Journal of Behavior Therapy and Experimental Psychiatry*, 57, 118–125. <https://doi.org/10.1016/j.jbtep.2017.05.005>
- Ho, S. S., Lwin, M. O., & Lee, E. W. J. (2017). Till logout do us part? Comparison of factors predicting excessive social network sites use and addiction between Singaporean adolescents and adults. *Computers in Human Behavior*, 75, 632–642. <https://doi.org/10.1016/j.chb.2017.06.002>
- Ito, M., Horst, H. A., Bittanti, M., Stephenson, B. H., Lange, P. G., Pascoe, C. J., ... & Martínez, K. Z. (2009). *Living and learning with new media: Summary of findings from the Digital Youth Project*. MIT Press.
- İlhan, T. (2009). *Üniversite öğrencilerinin benlik uyumu modeli: Yaşam amaçları, temel psikolojik ihtiyaçlar ve öznel iyi oluş*. (Unpublished doctorate thesis), Gazi University.
- Janowsky, D. S., Morter, S., & Tancer, M. (2000). Over-representation of Myers Briggs type indicator introversion in social phobia patients. *Depression and Anxiety*, 11, 121-125.
- Kalaitzaki, A. E., & Birtchnell, J. (2014). The impact of early parenting bonding on young adults' Internet addiction, through the mediation effects of negative relating to others and sadness. *Addictive behaviors*, 39, 733-736.

- Karadağ, E., Tosuntaş, Ş. B., Erzen, E., Duru, P., Bostan, N., Şahin, B. M., ... Babadağ, B. (2015). Determinants of phubbing, which is the sum of many virtual addictions: A structural equation model. *Journal of Behavioral Addictions*, 4, 60–74. <https://doi.org/10.1556/2006.4.2015.005>
- Kasser, T., & Ryan, R. M. (1996). Further Examining the American Dream: Differential Correlates of Intrinsic and Extrinsic Goals. *Personality and Social Psychology Bulletin*, 22, 280–287. <http://doi.org/10.1177/0146167296223006>
- Kasser, T., & Ryan, R. M. (1993). A dark side of the American dream: correlates of financial success as a central life aspiration. *Journal of Personality and Social Psychology*, 65, 410–422. <https://doi.org/10.1037/0022-3514.65.2.410>
- Kenny, D. A., Kashy, D. A., & Bolger, N. (1998). Data analysis in social psychology. In D. Gilbert, S. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 1, 4th ed., pp. 233-265). Boston, MA: McGraw-Hill.
- Kim, K., & Rohner, R. P. (2002). Predicting Academic Achievement. *Journal of Cross-Cultural Psychology*, 33, 127–140.
- King, A. L. S., Valença, A. M., Silva, A. C. O., Baczynski, T., Carvalho, M. R., & Nardi, A. E. (2013). Nomophobia: Dependency on virtual environments or social phobia? *Computers in Human Behavior*, 29, 140–144. <https://doi.org/10.1016/j.chb.2012.07.025>
- La Greca, A. M., & Lopez, N. (1998). Social Anxiety Among Adolescents: Linkages with Peer Relations and Friendships. *Journal of Abnormal Child Psychology*, 26, 83–94. <https://doi.org/10.1023/A:1022684520514>
- La Greca, A. M., Dandes, S. K., Wick, P., Shaw, K., & Stone, W. L. (1988). Development of the Social Anxiety Scale for Children: Reliability and concurrent validity. *Journal of Clinical Child Psychology*, 17, 84-91. http://dx.doi.org/10.1207/s15374424jccp1701_11

- Lakshmi, A. R., & Arora, M. (2006). Perceived Parental Behaviour as Related to Student's Academic School Success and Competence. *Journal of the Indian Academy of Applied Psychology*, 32, 47–52.
- Lau, W. W. F. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286–291. <http://doi.org/10.1016/j.chb.2016.11.043>
- Lee, B. W., & Stapinski, L. A. (2012). Seeking safety on the internet: Relationship between social anxiety and problematic internet use. *Journal of Anxiety Disorders*, 26, 197–205. <https://doi.org/10.1016/j.janxdis.2011.11.001>
- Lee, J., Yu, H., & Choi, S. (2012). The influences of parental acceptance and parental control on school adjustment and academic achievement for South Korean children: The mediation role of self-regulation. *Asia Pacific Education Review*, 13, 227–237. <http://doi.org/10.1007/s12564-011-9186-5>
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social Media & Mobile Internet Use among Teens and Young Adults. Millennials. *Pew Internet & American Life Project*, 01, 1–16. <https://doi.org/10.3898/NEWF.78.02.2013>
- Leondari, A. & Kiosseoglou, G. (2002). Parental Psychological Control and Attachment in Late Adolescents and Young Adults. *Psychological Reports*, 90, 1015. <https://doi.org/10.2466/PRO.90.3.1015-1030>
- Li, X., Li, D., & Newman, J. (2013). Parental behavioral and psychological control and problematic internet use among Chinese adolescents: the mediating role of self-control. *Cyberpsychology, Behavior and Social Networking*, 16, 442–7. <http://doi.org/10.1089/cyber.2012.0293>
- Liebowitz, M. R. (1987). Social Phobia. *Modern Problems of Pharmacopsychiatry*, 22, 141–173. <http://dx.doi.org/10.1159/000414022>

- Lin, L. Y., Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., ... & Primack, B. A. (2016). Association between social media use and depression among US young adults. *Depression and anxiety*, 33, 323-331.
- Liu, D., Kirschner, P. A., & Karpinski, A. C. (2017). A meta-analysis of the relationship of academic performance and Social Network Site use among adolescents and young adults. *Computers in Human Behavior*, 77, 148–157. <https://doi.org/10.1016/j.chb.2017.08.039>
- Lu, M. (2016). *Perceived maternal psychological control and school adjustment in Chinese adolescents: Associations, mediations and moderations*. (Unpublished doctoral dissertation). Queensland University of Technology, Brisbane, Australia.
- Markowitz, J. (2013). *The influence parents have on college students' grades*. (Unpublished master's thesis). Lehigh University, Pennsylvania, USA.
- Mas, E., Ah, F., & Mt, A. A. (2017). The Relation between Parenting Styles and Attachment among Preschool Children in the Gaza strip. *Glob J Intellect Dev Disabil*. 2017: 555619.
- McBride, C., & Atkinson, L. (2009). Attachment theory and cognitive-behavioral therapy. In J. H. Obegi & E. Berant (Eds.), *Attachment theory and research in clinical work with adults* (pp. 434-458). New York, NY, US: Guilford Press.
- Milyavskaya, M., Saffran, M., Hope, N., & Koestner, R. (2018). Fear of missing out: prevalence, dynamics, and consequences of experiencing FOMO. *Motivation and Emotion*, 0, 1–13. <https://doi.org/10.1007/s11031-018-9683-5>
- Moore, K., & McElroy, J. C. (2012). The influence of personality on Facebook usage, wall postings, and regret. *Computers in Human Behavior*, 28, 267–274. <https://doi.org/10.1016/j.chb.2011.09.009>
- Morrison, C. M., & Gore, H. (2010). The relationship between excessive Internet use and depression: a questionnaire-based study of 1,319 young people and adults. *Psychopathology*, 43, 121-126.

- Mouratidis, A., Vansteenkiste, M., Lens, W., Michou, A., & Soenens, B. (2013). Within-person configurations and temporal relations of personal and perceived parent-promoted aspirations to school correlates among adolescents. *Journal of Educational Psychology*, 105, 895-910. doi:10.1037/a0032838
- Naqshbandi, M. M., Ainin, S., Jaafar, N. I., & Mohd Shuib, N. L. (2017). To Facebook or to Face Book? An investigation of how academic performance of different personalities is affected through the intervention of Facebook usage. *Computers in Human Behavior*, 75, 167–176. <https://doi.org/10.1016/j.chb.2017.05.012>
- Niemiec, C. P., Ryan, R. M., & Deci, E. L. (2010). NIH Public Access. *Social Sciences*, 73, 291–306. <https://doi.org/10.1016/j.jrp.2008.09.001>
- Nishimura, T., & Suzuki, T. (2016). Aspirations and life satisfaction in Japan: The big five personality makes clear. *Personality and Individual Differences*, 97, 300–305. <https://doi.org/10.1016/j.paid.2016.02.070>
- O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *Pediatrics*, 127, 800-804. doi: [10.1542/peds.2011-0054](https://doi.org/10.1542/peds.2011-0054).
- Oberst, U., Wegmann, E., Stodt, B., Brand, M., & Chamarro, A. (2017). Negative consequences from heavy social networking in adolescents: The mediating role of fear of missing out. *Journal of Adolescence*, 55, 51–60. <http://doi.org/10.1016/j.adolescence.2016.12.008>
- Ong, M. Y., Eilander, J., Saw, S. M., Xie, Y., Meaney, M. J., & Broekman, B. F. (2018). The influence of perceived parenting styles on socio-emotional development from pre-puberty into puberty. *European child & adolescent psychiatry*, 27, 37-46.
- Platts, H., Tyson, M., & Mason, O. (2002). Adult Attachment Style and Core Beliefs : Are They Linked?, 348, 332–348.

- Poropat, A. E. (2014). Other-rated personality and academic performance: Evidence and implications. *Learning and Individual Differences, 34*, 24–32. <https://doi.org/10.1016/j.lindif.2014.05.013>
- Przybylski, A. K., Murayama, K., Dehaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior, 29*, 1841–1848. <http://doi.org/10.1016/j.chb.2013.02.014>
- Puglia, D. R. (2017). *Social media use and its impact on body image: The effects of body comparison tendency, motivation for social media use, and social media platform on body esteem in young women* (Unpublished master's thesis). University of North Carolina, Chapel Hill, US.
- Rapee, R. M., & Spence, S. H. (2004). The etiology of social phobia: Empirical evidence and an initial model. *Clinical Psychology Review, 24*, 737–767. doi:10.1016/j.cpr.2004.06.004
- Riordan, B. C., Flett, J. A. M., Hunter, J. A., Scarf, D., & Conner, T. S. (2015). Fear of missing out (FoMO): The relationship between FoMO, alcohol use, and alcohol-related consequences in college students. *Annals of Neuroscience and Psychology, 2*, 1-7.
- Rizwan, W., Inam, A., & Abiodullah, M. (2015). Social Phobia and Academic Achievement of Girls at Postgraduate Level. *IOSR Journal of Humanities and Social Science, 20*, 73–78. <http://doi.org/10.9790/0837-20417378>
- Rosen, L. D., Carrier, L. M., Pedroza, J. A., Elias, S., O'Brien, K. M., Karina Kim, J. L., ... Ruiz, A. (2018). The Role of Executive Functioning and Technological Anxiety (FOMO) in College Course Performance as Mediated by Technology Usage and Multitasking Habits. *Psicología Educativa, 24*, 14–25. <https://doi.org/10.5093/psed2018a3>
- Rosen, L. D., Whaling, K., Rab, S., Carrier, L. M., & Cheever, N. A. (2013). Is Facebook creating “iDisorders”? The link between clinical symptoms of psychiatric disorders and technology use, attitudes and anxiety. *Computers in Human Behavior, 29*, 1243–1254. <http://doi.org/10.1016/j.chb.2012.11.012>

- Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook usage. *Computers in Human Behavior*, 27, 1658–1664. <http://doi.org/10.1016/j.chb.2011.02.004>
- Sayıl, M., & Kındap, Y. (2010). Ergenin anne-babadan algıladığı psikolojik kontrol: Psikolojik Kontrol Ölçeğinin geçerlik ve güvenirliği. *Türk Psikoloji Yazıları*, 13, 62–71.
- Scaini, S., Belotti, R., Ogliari, A., & Battaglia, M. (2016). A comprehensive meta-analysis of cognitive-behavioral interventions for social anxiety disorder in children and adolescents. *Journal of Anxiety Disorders*, 42, 105–112. <https://doi.org/10.1016/j.janxdis.2016.05.008>
- Smith, A. & Anderson, M. (2018). *Age distribution of active social media users worldwide as of 3rd quarter 2014, by platform.* [ONLINE] Available at: <http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>. [Accessed 22 June 2018].
- Soenens, B., & Vansteenkiste, M. (2010). A theoretical upgrade of the concept of parental psychological control: Proposing new insights on the basis of self-determination theory. *Developmental Review*, 30, 74–99. <https://doi.org/10.1016/j.dr.2009.11.001>
- Soykan, Ç., Özgüven, H. D., & Gençöz, T. (2003). Liebowitz social anxiety scale: the Turkish version. *Psychological Reports*, 93, 1059-1069.
- Statista. (2018a). *Forecast of social network user numbers in Turkey from 2015 to 2022 (in million users).* [ONLINE] Available at: <https://www.statista.com/statistics/569090/predicted-number-of-social-network-users-in-turkey/>. [Accessed 24 June 2018].
- Statista. (2018b). *Age distribution of active social media users worldwide as of 3rd quarter 2014, by platform.* [ONLINE] Available at: <https://www.statista.com/statistics/274829/age-distribution-of-active-social-media-users-worldwide-by-platform/>. [Accessed 22 June 2018].

- Statista. (2018c). *Number of internet users in Turkey from 2013 to 2019 (in millions)*. [ONLINE] Available at: <https://www.statista.com/statistics/369725/internet-users-turkey/>. [Accessed 22 June 2018].
- Statista. (2018d). *Number of social network users in selected countries in 2017 and 2022 (in millions)*. [ONLINE] Available at: <https://www.statista.com/statistics/278341/number-of-social-network-users-in-selected-countries/>. [Accessed 22 June 2018].
- Stead, H., & Bibby, P. A. (2017). Personality, Fear of Missing Out and Problematic Internet Use and their Relationship to Subjective Well-Being. 76, 534-540. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2017.08.016>
- Stein, M. B., & Stein, D. J. (2008). Social anxiety disorder. *Lancet*, 371, 1115–1125. [https://doi.org/10.1016/S0140-6736\(08\)60488-2](https://doi.org/10.1016/S0140-6736(08)60488-2)
- Strahan, E. Y. (2003). The effects of social anxiety and social skills on academic performance. *Personality and individual differences*, 34, 347-366.
- Sümer, N., Lajunen, T., & Özkan, T. (2005). Big Five Personality Traits as the Distal Predictors of Road Accident Involvement. (Ed. G. Underwood) Ch. 18, *Traffic and Transport Psychology*. Elsevier Ltd.
- Sümer, N., & Güngör, D. (1999). Çocuk yetiştirme stillerinin bağlanma stilleri, benlik değerlendirmeleri ve yakın ilişkiler üzerindeki etkisi. *Türk Psikoloji Dergisi*, 14, 35-58.
- Swar, B., & Hameed, T. (2017). Fear of Missing out, Social Media Engagement, Smartphone Addiction and Distraction: Moderating role of Self-Help Mobile Apps-based interventions in the youth. *Proceedings of the 10th International Joint Conference on Biomedical Engineering Systems and Technologies*, 5: 139–146. <http://doi.org/10.5220/0006166501390146>
- Tarsha, A. A. (2016). The Role of Existential Therapy In The Prevention of Social Media-Driven Anxiety, *Existential Analysis*, 27, 382–389.

- Taylor, L. C., Hinton, I. D., & Wilson, M. N. (1995). Parental influences on academic performance in African-American students. *Journal of Child and Family Studies*, 4, 293–302. <http://doi.org/10.1007/BF02233964>
- Tomczyk, Ł., & Selmanagic-Lizde, E. (2018). Fear of Missing Out (FOMO) among youth in Bosnia and Herzegovina — Scale and selected mechanisms. *Children and Youth Services Review*, 88, 541–549. <https://doi.org/10.1016/j.childyouth.2018.03.048>
- Türkiye İstatistik Enstitüsü (Tuik), (2013). *06-15 Yaş Grubu Çocuklarda Bilişim Teknolojileri Kullanımı Ve Medya, 2013*. [ONLINE] Available at <http://www.tuik.gov.tr/PreHaberBultenleri.do?id=15866>. [Accessed 27 June 2018].
- Ugurlu, H., & Ozutku, F. (2014). An Evaluation on the Use of Social Media in Turkey. *Procedia - Social and Behavioral Sciences*, 147, 453–457. <https://doi.org/10.1016/j.sbspro.2014.07.137>
- Valcke, M., Bonte, S., De Wever, B., & Rots, I. (2010). Internet parenting styles and the impact on Internet use of primary school children. *Computers and Education*, 55, 454–464. <http://doi.org/10.1016/j.compedu.2010.02.009>
- Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health*, 48, 121–127. <http://doi.org/10.1016/j.jadohealth.2010.08.020>
- Van Den Eijnden, R. J. J. M., Spijkerman, R., Vermulst, A. A., Van Rooij, T. J., & Engels, R. C. M. E. (2010). Compulsive internet use among adolescents: Bidirectional parent-child relationships. *Journal of Abnormal Child Psychology*, 38, 77–89. <https://doi.org/10.1007/s10802-009-9347-8>
- Van Tuijl, L. A., de Jong, P. J., Sportel, B. E., de Hullu, E., & Nauta, M. H. (2014). Implicit and explicit self-esteem and their reciprocal relationship with symptoms of depression and social anxiety: A longitudinal study in adolescents. *Journal of Behavior Therapy and Experimental Psychiatry*, 45, 113-121.

- Wang, P., Xie, X., Wang, X., Wang, X., Zhao, F., Chu, X., ... Lei, L. (2018). The need to belong and adolescent authentic self-presentation on SNSs: A moderated mediation model involving FoMO and perceived social support. *Personality and Individual Differences*, 128, 133–138. <https://doi.org/10.1016/j.paid.2018.02.035>
- Wang, T. X., & Johnston, S. V. (1995). Perceived Social Context and Risk Preferences: A Re-Examination of Framing Effects in a Life-Death Decision Problem. *Journal of Behavioral Decision Making*, 8, 279–293.
- Weidman, A. C., Fernandez, K. C., Levinson, C. A., Augustine, A. A., Larsen, R. J., & Rodebaugh, T. L. (2012). Compensatory internet use among individuals higher in social anxiety and its implications for well-being. *Personality and Individual Differences*, 53, 191-195. doi:10.1016/j.paid.2012.03.003
- Wegmann, E., Oberst, U., Stodt, B., & Brand, M. (2017). Online-specific fear of missing out and Internet-use expectancies contribute to symptoms of Internet-communication disorder. *Addictive Behaviors Reports*, 5, 33–42. <http://doi.org/10.1016/j.abrep.2017.04.001>
- Westenberg, P. M., Drewes, M. J., Goedhart, A. W., Siebelink, B. M., & Treffers, P. D. A. (2004). A developmental analysis of self-reported fears in late childhood through mid-adolescence: Social-evaluative fears on the rise? *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 45, 481–495. <https://doi.org/10.1111/j.1469-7610.2004.00239.x>
- Xiuqin, H., Huimin, Z., Mengchen, L., & Jinan, W. (2010). Mental health, personality, and parental rearing styles of adolescents with Internet addiction disorder. *Cyberpsychology, Behavior and Social Networking*, 13, 401–406. <http://doi.org/10.1089/cyber.2009.0222>
- Zeinali, A., Sharifi, H., Enayati, M., Asgari, P., & Pasha, G. (2011). The mediational pathway among parenting styles, attachment styles and self-regulation with addiction susceptibility of adolescents. *Journal of Research in Medical Sciences*, 16, 1105-1121.

Zorbaz, O., & Dost, M. T. (2014). Lise öğrencilerinin problemli internet kullanımının cinsiyet, sosyal kaygı ve akran ilişkileri açısından incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29, 298–310.



Appendix A. DEMOGRAFİK FORM

1. Yaşınız:
2. Cinsiyetiniz:
3. Sınıfınız:
4. Sizce aşağıdaki seçeneklerden hangisi ekonomik düzeyinizi en iyi ifade etmektedir?

Çok Düşük	Düşük	Orta	Yüksek	Çok Yüksek

5. Akıllı telefonunuz var mı? Evet ☐ Hayır ☐
6. Sürekli olarak internet bağlantınız var mı? Evet ☐ Hayır ☐
7. Sosyal Medya hesabınız/hesaplarınız var mı? Evet ☐ Hayır ☐
8. Toplam kaç tane sosyal medya hesabına sahipsiniz?

Evet ise;

9. Hangi sosyal medya hesaplarına sahipsiniz?

10. Günde ortalama kaç saat sosyal medya hesaplarınızı kontrol ediyorsunuz?

0-2 saat	2-4 saat	4-6 saat	6-8 saat	8 ve 8 saatten fazla

11. Günde hangi sıklıkta sosyal medya hesaplarınızı kontrol ediyorsunuz?

15 dakikada bir	30 dakikada bir	45 dakikada bir	60 dakikada (bir saatte) bir	Diğer (Belirtiniz)
			

12. Geçtiğimiz bir ayda ne kadar sıklıkta...

	Çok nadir	Nadir	Bazen	Sık sık	Çoğu zaman
a. Sosyal medya veya planlı bir sosyal medya kullanımını ne kadar düşündünüz?					
b. Sosyal medya hesabınızı/hesaplarınızı kullanmayı çok ama çok istediniz?					
c. Sosyal medya hesaplarınızı kullanmanız engellediğinde kendinizi huzursuz ve rahatsız hissettiniz?					
d. Ders çalışmanıza olumsuz etkisi olacak kadar fazla sosyal medyayı kullandınız?					

Appendix 2. BFKÖ

Aşağıda sizi kısmen tanımlayan (ya da pek tanımlayamayan) birtakım özellikler sunulmaktadır. Örneğin, başkaları ile zaman geçirmekten hoşlanan birisi olduğunuzu düşünüyor musunuz? Lütfen aşağıda verilen özelliklerin sizi ne oranda yansıttığını ya da yansıtmadığını belirtmek için sizi en iyi tanımlayan rakamı her bir özelliğin yanına yazınız.

1 = Hiç katılmıyorum

2 = Biraz katılmıyorum

3 = Ne katılıyorum ne de katılmıyorum (kararsızım)

4 = Biraz katılıyorum

5 = Tamamen katılıyorum

Kendimi biri olarak görüyorum	1	2	3	4	5
1. İşini tam yapan					
2. Bunalımlı, melankolik					
3. Biraz umursamaz					
4. Rahat, stresle kolay baş eden					
5. Güvenilir bir insan					
6. Gergin olabilen					
7. Dağınık olma eğiliminde					
8. Çok endişelenen					
9. Tembel olma eğiliminde olan					
10. Duygusal olarak dengeli, kolayca keyfi kaçmayan					
11. Görevi tamamlanıncaya kadar sebat edebilen					
12. Dakikası dakikasına uymayan					
13. İşleri verimli yapan					
14. Gergin ortamlarda sakin kalabilen					
15. Planlar yapan ve bunları takip eden					
16. Kolayca sinirlenen					
17. Kolaylıkla dikkati dağılan					

Appendix C. ESKÖ

Bu bir test değildir. Doğru ya da yanlış cevap yoktur. Bütün maddeleri olabildiğince içtenlikle cevaplamaya çalışınız. Her bir maddenin altında yer alan kutulardan size uygun olanı işaretleyiniz.

	Hiçbir zaman	Nadiren	Bazen	Genellikle	Her zaman
1-Başkalarının önünde yeni bir şeyler yapmaya çekinirim.					
2-Arkadaşımla bir şeyler yapmaktan hoşlanırım.					
3- Bana sataşılmasından tedirgin olurum.					
4-Tanımadığım insanların yanında utanırım.					
5- Sadece çok iyi tanıdığım insanlarla konuşurum.					
6- Yaşıtlarımın arkamdan benim hakkımda konuştuklarını düşünüyorum.					
7-Kitap okumayı severim.					
8- Başkalarının benim için ne düşündüğünden endişelenirim.					
9- Başkalarının benden hoşlanmayacağından korkarım.					
10- Çok iyi tanımadığım yaşıtlarımla konuşurken heyecanlanırım.					
11- Spor yapmaktan hoşlanırım.					
12- Başkalarının benim hakkımda ne söyleyeceğinden endişelenirim.					
13- Yeni insanlarla tanışırken tedirgin olurum.					
14- Başkalarının benden hoşlanmayacağından endişelenirim.					
15- Bir grup insanla beraberken durgunumdur.					
16- Kendi başıma bir şeyler yapmak hoşuma gider.					
17- Başkalarının benimle dalga geçtiğini düşünüyorum.					
18- Birisiyle tartışmaya girsem onun benden hoşlanmayacağından endişe ederim.					
19- Hayır derler diye başkalarına benimle bir şeyler yapmayı teklif etmeye çekinirim.					
20- Bazı insanların yanındayken tedirgin olurum.					
21- İyi tanıdığım yaşıtlarımın yanındayken bile utanırım.					
22- Başkalarından benimle bir şeyler yapmalarını istemek bana çok zor gelir.					

Appendix D. Liebowitz		
Uyarılar: Tüm seçeneklere geçen haftayı düşünerek-bugün de dahil olacak şekilde puan veriniz. Eğer durumlardan biri geçen hafta içerisinde oluşmadıysa, bu durumla karşılaştığınızda göstereceğiniz tepkiyi puanlayınız. Her bir durum için (yaşanmış olan ya da yaşanmış olduğu varsayılan) hem "korku ya da anksiyete"nin derecesini hem de "kaçınma" sıklığını puanlayınız.		
	Korku ya da anksiyete 1=yok 2=hafif 3=orta 4=şiddetli	Kaçınma 1=asla (% 0) 2=ara sıra (% 1-33) 3=sıkça (% 34-67) 4=genellikle (% 68-100)
1. Topluluk içerisinde telefon etmek		
2. Küçük bir grupta beraber bir aktiviteye katılmak		
3. Toplulukta yemek yemek		
4. Toplulukta içecek içmek		
5. Yönetici konumundaki biri ile konuşmak		
6. Seyirci önünde rol yapmak, oynamak ya da konuşmak		
7. Bir partiye / davete gitmek		
8. Biri ya da birileri tarafından izlenirken çalışmak		
9. Biri ya da birileri tarafından izlenirken yazı yazmak		
10. Çok iyi tanımadığınız birine telefon etmek		
11. Çok iyi tanımadığınız biri ile yüz yüze konuşmak		
12. Yabancılarla tanışmak		
13. Genel bir tuvalette idrar yapmak		
14. Başkalarının oturuyor olduğu bir odaya girmek		
15. İlgi merkezi olmak		
16. Ön hazırlık olmadan bir toplumda konuşmak		
17. Beceri, bilgi ya da yetenek ile ilgili bir sınava girmek		
18. Çok iyi tanımadığınız birine karşı görüş bildirmek ya da onunla aynı fikirde olmadığınızı söylemek		
19. Çok iyi tanımadığınız birinin doğrudan gözlerinin içine bakmak		
20. Bir gruba sözlü rapor vermek		
21. Cinsel ya da romantik bir ilişki amacıyla biriyle yakınlaşmaya çalışmak		
22- Bir malı parası iade edilmek üzere geri götürmek		
23. Bir parti / davet vermek		
24. Israrcı bir satıcıyı reddetmek		

Appendix E. PKÖ

Aşağıda annenizle ilgili bazı ifadeler yer almaktadır. Eğer bu ifadeler ya da belirtilen özellikler annenizin özelliklerine; Hiç benzemiyorsa 1'i, Biraz benziyorsa 2'yi, Benziyorsa 3'ü ve Çok benziyorsa 4'ü işaretleyiniz ANNEM,	Annemin Özelliklerine Hiç Benzemiyor	Annemin Özelliklerine Biraz Benziyor	Annemin Özelliklerin e Benziyor	Annemin Özelliklerine Çok Benziyor
1. Eğer bazı şeylerde onun gibi düşünmezsem bana soğuk davranır.	1	2	3	4
2. Herhangi bir şey hakkındaki hislerimi ve düşüncelerimi değiştirmeye çalışır.	1	2	3	4
3. Eğer onu gerçekten seviyorsam, üzecek bir şey yapmamam gerektiğini söyler.	1	2	3	4
4. Ben konuşurken sözümü keser.	1	2	3	4
5. Ailedeki problemler yüzünden beni suçlar.	1	2	3	4
6. Eğer onu kıracak bir şey yaparsam, gönlünü alıncaya kadar benimle konuşmaz.	1	2	3	4
7. Ne zaman bir şey anlatmaya çalışsam konuyu değiştirir.	1	2	3	4
8. Beni eleştirirken geçmişte yaptığım hataları dile getirir.	1	2	3	4
9. Yapmamam gerektiğini düşündüğü bir şeyi yaptığımda kendimi suçlu hissettirir.	1	2	3	4
10. Beni sık sık bir başkasıyla haksız yere karşılaştırır (kardeşimle ya da kendisiyle).	1	2	3	4
11. Beni başkalarının (arkadaşlarımın) önünde utandırır.	1	2	3	4
12. Odama izinsiz girer, çantamı ve eşyalarımı karıştırır.	1	2	3	4
13. Benden çok şey bekler (okulda başarılı olmamı, iyi insan olmamı vb.).	1	2	3	4
14. Beni aşağılar, küçük düşürür (aptal, işe yaramaz vb. olduğumu söyler).	1	2	3	4
15. Bir birey olarak bana saygı duymaz (konuşmama izin vermez, diğerlerini bana tercih eder)	1	2	3	4
16. Beni sık sık yok sayar (beni bırakıp yürür gider, beni dikkate almaz).	1	2	3	4

Appendix F. YAE

Herkesin uzun veya kısa dönemli birtakım amaçları vardır. Bunlar insanların yaşamalarında başarmalarını umdukları şeylerdir. Aşağıda bir dizi yaşam amacı bulacaksınız. Sizden istenen her bir amacı dikkatli bir şekilde okuyup **sizin için ne kadar önemli olduğunu** aşağıdaki 7'li derecelendirmeyi kullanarak yapmanızdır.

<i>Hic</i>		<i>Orta düzeyde</i>			<i>Oldukca</i>		
1	2	3	4	5	6	7	

Amaçlar	1	2	3	4	5	6	7
1. İnsanlarla içten ve kalıcı ilişkiler kurmak							
2. İnsanlara yardımcı olmak							
3. İnsanlar tarafından beğenilen/hayranlık duyulan birisi olmak							
4. Dünya barışı için çalışmak							
5. Güzel görünmek							
6. Yeni şeyler öğrenmek ve kendimi geliştirmeye çalışmak							
7. Çekici olmak							
8. İyi ve anlamlı dostluklar kurmak							
9. İnsanların beğendiği fiziksel görünüme sahip olmak							
10. Adımı herkese duyurmak							
11. Toplumunun barışı için çalışmak							
12. Etrafımda güvenebileceğim arkadaşlara sahip olmak							
13. İnsanlara karşılıksız yardım etmek							
14. Adımdan sıkça bahsedilen işler yapmak							
15. Ünlü olmak							
16. Geriye dönüp baktığımda, anlamlı bir hayatımın olduğunu görmek							
17. Hayatımı değer verdiğim biriyle paylaşmak							
18. Sık sık ne kadar çekici göründüğümü söyleyen insanlarla bir arada olmak							
19. Ne yapmak istediğime hayatın seçmesi değil, kendim seçmek							
20. Saç ve giyimde modayı takip etmek							
21. Kendimi tanıyıp olduğum gibi kabul etmek							
22. Bana değer veren ve benim değer verdiğim insanların olduğunu hissetmek							
23. Amaçladığım fiziksel görünüme sahip olmak							
24. Yaptığım şeyleri neden yaptığım hakkında içgörümü arttırmak							
25. Birçok farklı insan tarafından beğenilmek, hayran kalınmak							

Appendix G. GKGÖ

Sosyal medyada gelişmeleri kaçırma korkusu ile ilgili olarak aşağıdaki sorular sizin için ne kadar doğrudur?	Hiç Doğru Değildir	Bir Parça Doğrudur	Orta Derecede Doğrudur	Oldukça Doğrudur	Aşırı Şekilde Doğrudur
1) Başkalarının benimkilerden daha doyurucu deneyimler yaşadığından korkarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Arkadaşlarımın benimkilerden daha doyurucu deneyimler yaşadığından korkarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Arkadaşlarımın ben yokken eğlendiklerini öğrendiğimde endişelenirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Arkadaşlarımın neler yaptığını bilmediğimde kaygı hissederim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Arkadaşlarımın "aralarındaki şakaları, muhabbetleri" anlamak benim için önemlidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Bazen neler olup bittiğini takip etmek için fazla zaman harcıyıp harcamadığımı merak ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Arkadaşlarımla buluşmak için bir fırsatı kaçırmış olmak canımı sıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) İyi bir zaman geçirdiğimde bunun detaylarını online olarak paylaşmak benim için önemlidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Planlanmış bir toplanmayı kaçırmak canımı sıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Tatile çıktığımda arkadaşlarımın ne yaptığını takip etmeye devam ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix H. TED University Ethical Approval

Evrak Tanın ve Sayısı: 05/12/2017-2941



TED ÜNİVERSİTESİ

TED ÜNİVERSİTESİ
Etik Komisyonu

Sayı : 61491896-050.06.04/
Konu : İnsan Araştırmaları Etik Kurul Kararı
hk.

Sayın Gülfem Tanrıkulu
Sosyal Bilimler Enstitüsü,
Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı Öğrencisi

TED Üniversitesi İnsan Araştırmaları Etik Kurulunun **30.11.2017** tarih ve **2017/71** sayılı toplantı kararı ekte sunulmuştur.

Saygılarımla,

e-imzalıdır
Prof.Dr.H. Belgin AYVAŞIK
Rektör V.

Güvenli Elektronik
İmzalı Aşlı ile Aynıdır
06.12.2017

Evrakı Doğrulamak İçin : https://ebys.tedu.edu.tr/enVision/Validate_doc.aspx?Y-BEL55YCK

Ziya Gökalp Caddesi No: 48 06420 Kolej-Çankaya/Ankara

Tel: 0 312 585 00 00

E-Posta: info@tedu.edu.tr

Faks: 0 312 418 41 48

Elektronik ağı: www.tedu.edu.tr

Ayrıntılı bilgi için irtibat: Cansu Yıldırım

Öğdem A.OBUZ
Yazı İşleri Sorumlusu



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU

04.12.2017

Sayı:71

Konu: Etik Kurul Kararı

Sayın

Gülfem Tanrıkulu
Sosyal Bilimler Enstitüsü,
Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı
Öğrencisi

TED Üniversitesi İnsan Araştırmaları Etik Kurulunun 30.11.2017 tarih ve 2017/87 sayılı kararı ekte sunulmuştur.



Prof. Dr. Melike SAYIL
TED Üniversitesi
İnsan Araştırmaları Etik Kurul Başkanı

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU


ETİK KURUL KARARLARI

Toplantı Tarihi: 30.11.2017


Toplantı Sayısı: 2017/71

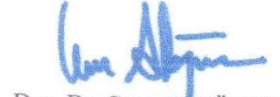
TED Üniversitesi İnsan Araştırmaları Etik Kurulu 30.11.2017 Perşembe günü saat 13.00'de toplanarak aşağıdaki kararları almıştır.


Karar:(87) TED Üniversitesi, Sosyal Bilimler Enstitüsü, Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencisi Gülfem Tanrıku'nun sahibi olduğu "Güncellenmeliyim: Sosyal Ortamlarda Gelişmeleri Kaçırma Korkusu ve Bunun Ergenlerdeki Psikolojik İyi Olma Hali ve Akademik Başarısına Yordayıcı Olarak Öncülleri" başlıklı yüksek lisans tez önerisini ve gerekli belgeleri, yapılan zorunlu değişikliklere ilişkin 03.11.2017-2669 tarih ve sayılı etik kurul onay talebi görüşülmüş ve ve araştırma kapsamında uygulanacağı beyan edilen değişikliklerin uygun olduğuna ve araştırma etiği açısından sorun yaratmadığına OYBİRLİĞİ ile karar verilmiştir.



Prof. Dr. Melike SAYIL
Başkan

Prof. Dr. Ali CENGİZKAN
Üye



Prof. Dr. Berin GÜR
Üye


Doç. Dr. Cem AKGÜNER
Üye


Yrd. Doç. Dr. Mana Ece Tuna ÖZCİVANOĞLU
Üye


Yrd. Doç. Dr. Tekin KÖSE
Üye

Yrd. Doç. Dr. Elif KARSLI
Üye


Yrd. Doç. Dr. Aylin Çakıroğlu ÇEVİK
Üye

Appendix I. Ministry of National Education Ethical Approval



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/22219889
Konu: Araştırma Uygulama İzni

22.12.2017

Sayın Gülfem TANRIKULU
(Birlik Mahallesi 438. Sokak Nu:14/10 Çankaya/ANKARA)

İlgi: a) 18 Aralık tarihli ve 21765531 numaraya kayıtlı dilekçe
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) dilekçe TED Üniversitesi Sosyal Bilimler Enstitüsü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans Programı öğrencisi Gülfem TANRIKULU'nun "'Güncellenmeliyim" Sosyal Ortamlarda Gelişmeleri Kaçırma Korkusu ve Bunun Ergenlerdeki Psikolojik İyi Olma Hali ve Akademik Başarısına Yordayıcı Olarak Öncülleri" konulu yüksek lisans tezi kapsamında hazırlanmış olduğu veri toplama araçlarının Ankara ve Kayseri illerinde her tür ve derecedeki liselerde öğretim gören öğrencilere uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

Denetimi il, ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılmış veri toplama araçlarının ilgi (b) genelge doğrultusunda uygulanması uygun bulunmuştur.

Gereği bilgilerinize sunulur.

Bilal TIRNAKÇI
Bakan a.
Genel Müdür

Ek: Veri Toplama Aracı (11 Sayfa)

Güvenli Elektronik İmza
Aslı ile Aynıdır

25 Aralık 2017

Erdogan GÜRLER
Bilgisayar Uzmanı

Emniyet Mahallesi Mılas SokakNu:8 06560 Yenimahalle-ANKARA
Telefon No: (0 312) 296 94 00 Fax: (0 312) 213 61 36
E-Posta: yegitek@meb.gov.tr İnternet Adresi: http://yegitek.meb.gov.tr

Bilgi için: Şeyda KARABULUT Dr. Atilla DEMİRBAŞ
Öğretmen Koordinatör
Telefon No: (0 312) 296 95 82

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 432d-1e4c-34a0-9228-43b2 kodu ile teyit edilebilir.

Ziya Gökalp 48
Kolej Çankaya
06420 ANKARA

T.C.
TED UNIVERSITY
THE GRADUATE SCHOOL OF SOCIAL SCIENCES

As a thesis supervisor of Gülfem Tanrıku, a master student of our Institute, I would like to kindly request a slight change in Gülfem's thesis title. The thesis proposal title was "I Need to be Updated": Fear of Missing Out and Its Antecedents as Predictors of Adolescents' Well-Being and Academic Grade" and was formally presented by Gülfem Tanrıku to the jury committee on 17 of July, 2017. However, given the remarks of the jury members, we need to change the title to "I Need to be Updated": Fear of Missing Out and Its Antecedents as Predictors of Adolescents' and Emerging Adults' Aspects of Social Media Addiction". We believe that this change is necessary given that Gülfem's main focus on the outcomes does not refer as much to well-being and academic success but rather to social media addiction. Also, we believe that including the phrase "Emerging Adults" renders the title more accurate and inclusive, as Gülfem finally included an additional sample of that age so as to compare it with that of adolescents. Apart from these, nothing else has been changed. We thank you for your consideration.

Dr. Athanasios Mouratidis



Department of Psychology
TED University

Appendix K: Tez Fotokopisi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Lisansüstü Programlar Enstitüsü

☒

YAZARIN

Soyadı : Tanrikulu

Adı : Gülfem

Bölümü : Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi

TEZİN ADI (İngilizce) : I Need to be Updated”: Fear of Missing Out and Its Antecedents as Predictors of Adolescents' and Emerging Adults’ Aspects of Social Media Addiction

TEZİN TÜRÜ : Yüksek Lisans

☒

Doktora

☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: