

**Cyberbullying, Fear of Missing Out and Self-Perception in Adolescents**



**Submitted by:**

**Mehak Shahzadi**

**SP20-BPY-029**

**Supervised by:**

**Ms. Hamna Zahid**

**Department of Humanities**

**COMSATS University Islamabad**

**Lahore campus**

**Fall 2023**

**Cyberbullying, Fear of Missing Out and Self-Perception in Adolescents**

Mehak Shahzadi

Department of Humanities, COMSATS University Islamabad, Lahore Campus

Thesis

Ms. Hamna Zahid

January 22, 2023

## Research Completion Certificate

It is certified that the research work contained in this thesis entitled “Cyberbullying, Fear of Missing Out, and Self-Perception in Adolescents” has been carried out and completed by Ms. Mehak Shahzadi, Registration No. SP20-BPY-029: student of BS Psychology, session 2020 – 2024. This study is an independent research work and carried out under given instructions and consideration.

Dated: \_\_\_\_\_

\_\_\_\_\_  
**Ms. Hamna Zahid**


Supervisor

Department of Humanities

\_\_\_\_\_  
**Dr. Musferah Mehfooz**

Head of Department

Department of Humanities

  
\_\_\_\_\_  
**External Examiner**

### **Declaration**

I, Mehak Shahzadi, Registration No. SP20-BPY-029: student of BS Psychology, session 2020- 2024, hereby declare that the material printed on this thesis title, “Cyberbullying, Fear of Missing Out, and Self-Perception in Adolescents” is my original work and has not been printed, submitted, or published in any form, in any university, and any research institute in Pakistan or abroad.

Dated: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Dedication**

To my lovely parents, who have been a constant support for me throughout this journey and their prayers and blessing for me to achieve all the success in my life, and my siblings Faizan, Faria and Aqsa for their constant support and motivation. I will further dedicate this to my supervisor Ms. Hamna Zahid, who helped me, supported me, and encouraged me to complete my thesis. Her kindness and support were why I was able to complete this study.

## **Acknowledgements**

I am highly grateful to Allah Almighty (The creator of this universe) for his blessings that continue to flow in my life. I would like to acknowledge my supervisors, family, and friends for their help, encouragement, and support on the path toward this dissertation.

Special thanks to my mother for her unconditional ongoing love and prayers and to my father who taught me to fulfill commitments and supported me in every possible way. I would not have completed this degree without the utmost support of my sisters Faria and Aqsa, who have been my constant source of inspiration in my life, and my brother Faizan, who trusted and motivated me during the whole journey.

I must express my deepest gratitude to my husband for his continuous support, critical eye, valuable time, academic precision, and encouragement during many phases of the this degree and research.

I would like to mention the name of Ms. Hamna Zahid, my respected supervisor, who not only trusted but encouraged me to turn my passion into reality. She has been kind, generous, and humble at every step of the research, without her ample conviction I would not have been able to complete my thesis with such success. Her endless guidance and support have been a constant source of contribution to the achievement of my goal and writing process until the completion of the thesis.

At last, I owe special thanks to the ones who have been the prime reason to accomplish this essential and most fascinating goal of my life.

Jazzak Allah Khair.

**Mehak Shahzadi**  
**CIIT/SP20-BPY-029/LHR**

## Table of Content

<b>Chapter I.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>1</b>
Cyberbullying in Adolescence.....	2
Fear of missing out (FOMO).....	4
Self-Perception.....	5
<b>Chapter II.....</b>	<b>6</b>
<b>Literature Review.....</b>	<b>6</b>
International Researches.....	6
Indigenous Researches.....	9
Theoretical framework.....	11
Rationale.....	11
Objectives.....	12
Hypotheses.....	12
Hypothetical Model.....	13
<b>Chapter III.....</b>	<b>14</b>
<b>Method.....</b>	<b>14</b>
Research Design.....	13
Sampling strategy.....	14
Sample.....	14
Inclusion criteria.....	14
Exclusion criteria.....	14
Operational definitions.....	15
Cyberbullying.....	15
Fear of missing out (FOMO).....	16
Self-Perception.....	16
Assessment measures.....	16

Demographic information sheet.....	16
Cyber-Victimization Scale.....	16
Fear of missing out scale.....	17
Reader self-perception scale.....	17
Procedure.....	17
Ethical considerations.....	18
Statistical analysis.....	18
<b>Chapter IV.....</b>	<b>20</b>
<b>Results.....</b>	<b>20</b>
Summary of Results.....	25
<b>Chapter V.....</b>	<b>26</b>
<b>Discussion.....</b>	<b>26</b>
Conclusion.....	31
Limitations.....	33
Suggestions.....	33
Implications.....	34
<b>References.....</b>	<b>35</b>
<b>Appendices.....</b>	<b>43</b>



## **List of Tables**

Table 1: Descriptive Statistics of Demographic Variable.....	15
Table 2: Descriptive Statistics of Study Variables .....	20
Table 3: Correlation of Demographics with Study Variables.....	21
Table 4: Model Fit Indices for Cyberbullying, FOMO, and Self-Perception.....	22
Table 5: Estimates of the Direct Effect of Cyberbullying on Self-perception, and Cyberbullying on Fear of Missing Out.....	23
Table 6: Estimate of Direct Effects of Fear of Missing Out on Self-perception .....	23
Table 7: Estimate of Indirect Effects of Cyberbullying on Self-perception.....	24

## List of Figures

Figure 1: Hypothetical Model.....	13
Figure 2: Representation of Model.....	24

## **Abstract**

In recent years many parents and researchers have expressed concerns regarding the potential negative impact of social media use on adolescents. Some studies have indicated that social media use may be tied to negative mental health outcomes. Other studies have not found evidence for harm, or have indicated that social media use may be beneficial for some individuals. The current correlational study examined 417 adolescents from different Pakistani school and college students for their time spent using social media, and the importance of social media in their lives. The research investigated the relationship among cyberbullying, fear of missing out (FOMO), and self-perception by checking whether cyberbullying is a predictor of self-perception while fear of missing out acted as a mediator. Key findings include significant correlations between these factors, indicating that higher levels of cyberbullying and fear of missing out are associated with negative self-perception in adolescents. Results indicated that cyberbullying was not predictive of self-perception while fear of missing out acted as a mediator. However, cyberbullying was predictive of fear of missing out, suggesting this may be particularly relevant in leading to increased levels of mental health issues in cyberbullying victims. The study contributes to understanding the psychological impacts of digital technology use among young individuals and suggests the need for strategies to mitigate these negative effects. Finally, the theoretical implications of our findings on the relationship between these variables and the mental health issues of adolescent victims of cyberbullying are discussed.

*Keywords:* Cyber-victimization, Cyberbullying, Fear of missing out, Adolescents, Self-Perception, Young adults

## **Chapter I**

### **Introduction**

Cyberbullying is a common social practice that can negatively affect a victim's behavior, health, and psychological well-being. Research indicates that cyberbullying occurs worldwide and impacts individuals of all genders and developmental stages.

Interventions aiming at decreasing online, antisocial conduct must take into account the factors and processes that predict cyberbullying perpetration (Ang & Rebecca, 2015). However, with the rise of information and communication technology, including social media and cell phones, the internet has become a whole new venue for cyberbullying activity in recent years (Patchin & Hinduja, 2006).

Users can benefit from using social networks in several ways, including increased social capital, which in turn enhances networks and relationships with others, and improved communication amongst close friends and family (Li & Chen, 2014); It is linked to connection, increased social support, and decreased feelings of loneliness (Burke, Marlow & Lento, 2010); it may be utilized to uphold relationships and foster connections (Joinson, 2008). Additionally, using social media is seen as one of the options available to support adolescents in their practice of global citizenship.

The development of the World Wide Web has had a profound impact on how people trade information and communicate with one another (Krämer & Winter, 2008). According to David-Ferdon and Hertz, cyberbullying is increasingly being recognized as a severe public health concern. 10–40% of young people experience cyberbullying, according to a study (Kowalski, Giumetti, Schroeder & Lattanner, 2014). For adolescents

whose lives are growing more and more dependent on technology, it is a serious issue, and it presents challenging issues for parents, educators, and legislators.

However, there aren't many qualitative studies on the topic (Smith, 2019). There is a dearth of qualitative research, in particular, on the psychological and social consequences of cyber victimization and how adolescents view these consequences (Kwan, 2020). Inadequate preventive and intervention strategies may result from failing to comprehend the perspectives of adolescents (Spears & Zeederberg, 2013).

### **Cyberbullying in Adolescents**

It is common knowledge that social media has detrimental consequences on mental health. For instance, in a recent press release, the American Society of Suicidality stated that social media, in all of its forms, may have a substantial influence on mental health, especially for young people (Negy, Berryman & Ferguson, 2018). Similarly this, the Royal Society for Public Health provided evidence of connections between social media use and mental health issues based on survey data from a sizable sample of teenagers (Glazzard & Stones, 2019). However, due to its poor methodology, incoherent results that were inflated, and the likelihood that demand characteristics may produce deceptive results, numerous academics (Ferguson, 2017) questioned that research.

Adolescents are more prone to mental health problems since they are going through biological and social changes as they move from infancy to adulthood (Kessler, 2005). To address cyberbullying, evidence-based prevention and intervention strategies are required, according to systematic evaluations of cyberbullying therapy (Walker & Sleath, 2017). Action must be taken to address the risk that cyber victimization presents

to adolescent's mental health and well-being. Adults haven't used cyber technology in their youth, thus youth involvement can assist in developing successful preventive and therapeutic strategies (Spears, 2015). Since they are experts in their technologically enhanced lifestyles, they may provide unique perspectives. To gather data on the traits, frequency, actions, mindsets, and consequences of cyberbullying, much of the research has employed quantitative methods (Espinoza & Juvonen, 2013).

It has been shown that a student's time online, especially on social media sites, maybe a good indicator of their likelihood of engaging in cyberbullying. Social media, particularly Facebook, is the most often used tool for cyberbullying among college students. Students at universities are more likely to experience cyberbullying if they own a smartphone. Additional risk factors include marital issues, sexual orientation, fraternity membership, political participation, and membership in other powerful groups. Children who experienced cyberbullying had dejection, low self-esteem, subpar academic results, and even attempted suicide. There hasn't been much research on student coping strategies for cyberbullying. Students typically choose to talk to their friends, parents, and later university staff members about cyberbullying. The most popular method of online coping appears to be "blocking" the cyberbully and ignoring the social media site where the abuse is taking place, even though offline coping requires seeking friends for support. These coping strategies advise college students to use individual, purpose-driven coping strategies to stop cyberbullying (Cilliers, 2021).

**Fear of missing out (FOMO)**

FOMO is defined as the ubiquitous fear that, while one is away, others may be enjoying more fulfilling experiences than oneself. The Social Media Engagement Questionnaire indicates that FOMO has been found to moderate the relationship between adult social media participation and individual variations in need, mood, and life satisfaction (Przybylski, 2013). FOMO has also been found to be a social media addiction predictor (Blackwell, 2017).

A sense of belonging is beneficial to one's psychological growth and is widely acknowledged as a fundamental human need (Beyens, Frison & Eggermont, 2016) claim that accessing social media may be primarily motivated by a desire to fit in. According to Dunleavy and Burke (2019), one may define belonging as being rooted in a certain group (like friends or a classroom) and taking into account their perceptions of being a part of this group. Because it is shaped by group input, this sense of belonging is a malleable concept that may adapt dynamically to changing circumstances and reactions (Burke & Dunleavy, 2019). The desire to blend in with peers, how peers see your use of social media, and your personal use of social media may thus be related. Our research reveals that the psychological phenomenon known as the Fear of Missing Out (Przybylski, 2013) may be connected to this impulse to participate.

According to Deci and Ryan's self-determination theory (SDT; 1985), the three fundamental psychological needs of relatedness, competence, and autonomy are to be met. Przybylski claimed that those who struggle to achieve their basic needs could be lured to social media as a way to accomplish their objectives. They assert, however, that a

person may be more prone to FOMO if they are lacking in basic requirements, leading them to turn to social media to lessen this uncomfortable sensation (Przybylski, 2013). It is recommended that FOMO research be done on children in the early grades since it may influence how motivated they are to utilize social media.

### **Self-Perception**

According to Burrow & Rainone (2017) and Valkenburg, Koutamanis, & Vossen (2017), self-oriented media usage may increase appearance self-perception for at least two reasons: The "best versions" of oneself are frequently seen in online self-presentations, and when adolescents express these idealized versions of themselves, it might affect how they see themselves overall. Second, the majority of teenagers who submit their work receive favorable responses online, which may enhance their self-perception; negative criticism is seldom (Valkenburg, Peter, & Schouten, 2006). Adolescents who often participate in other-oriented social media behavior, on the other hand, will usually be observing and assessing others' perfect self-presentation. They could then start making upward social comparisons as a result, which might be detrimental to their self-perception. Initial evidence for the above argument comes from a recent review, which found that self-presentation on social media platforms (self-oriented use) is positively correlated with self-perception, while comparison on social media platforms (other-oriented use) is associated with lower levels of self-perception (Yee, Nick & Jeremy, 2009). An experimental study provides additional support, demonstrating that looking at the profiles of others has a detrimental effect on one's self-perception while looking through one's profile has no such effect.



## **Chapter II**

### **Literature Review**

Numerous issues arising from the technology landscape in the real world led to an ongoing quest for virtual experiences. The belief that one must always be online can develop into compulsive social media usage, which, in severe situations, can cause symptoms that are often connected to drug misuse (Andreassen, 2015; Griffiths & Kuss, 2011). This would put psychological and physical health as well as social and familial relationships in peril. The Fear of Missing out (FOMO) is a contemporary social phenomenon that is getting greater attention. According to Przybylski, Murayama, DeHann, and Gladwell (2013), this expression explains the occasionally overpowering feeling of anxiety brought on by the concern that friends or other people may be enjoying themselves when one is not. The recurring notion that others are involved in activities that are more thrilling and gratifying than our own, and as a result, that we are losing out on something, is the root cause of the dread of being left out. It might seem like a type of social anxiety and is defined by the drive to preserve social ties (Przybylski, 2013).

### **International Researches**

A correlational study conducted in 2017 examined the usage of social media by 467 young people, its significance in their lives, and whether or not they were inclined toward vague booking, the practice of making vague but alarming-sounding posts to garner attention. Among the outcomes considered were suicidal ideation, feelings of loneliness, social anxiety, and reduced empathy. According to the research, social media use did not indicate worse mental health outcomes. Uncertain booking, however, was

linked to suicide ideation, suggesting that this specific behavior could be a warning sign for more significant issues. The results of this study suggest that other than imprecise booking, concerns regarding social media use may not be justified generally (Berryman, Ferguson & Negy, 2018).

According to a research conducted in April 2020, barriers to seeking help and the psychological aspects of cyberbullying are among the sub-themes that Suicide as a means of escape, Negative Overthinking, Trapped by the Omnipresence of Cyber Technology, and The Effects of Negative Overthinking on Young People's Lives) (containing sub-themes Needing Help Seen as a Symptom of Weakness, Youth Unable to Recognize and Communicate Emotions, Absence of Cyberbullying is thought to have a more negative impact on victims' mental health and welfare than traditional bullying because of its psychological nature and repercussions. Online connections are pervasive, persistent, and permanent, which encourages victims to fret and obsess. Young people's inability to receive aid prolongs and exacerbates their suffering. Participants thought that young people who had been imprisoned and defeated by cyberbullying and their bad perceptions would consider death as a possible escape route. Interventions should emphasize young people's emotional competence and mental health literacy while also strengthening their support networks, which include parents, friends, and school personnel, to create a culture that encourages getting assistance (Dennehy, Meaney, Cronin & Arensman, 2020).

Research conducted in 2021 looked at elementary school kids' personal social media usage and perspectives, as well as the social and psychological aspects that can encourage interaction. 100 children in a Welsh metropolitan local authority between the

ages of 9 and 11 responded online to a survey on social media engagement (SME) and usage views, FOMO, and methods for supporting young social media users. Six children were questioned to find out more about how to handle the aforementioned SME difficulties. Levels of FOMO and SME were shown to be strongly positively associated, and 82% of the young people surveyed admitted to using social media. According to a thematic analysis, children enjoyed using social media and used initiative and proactive action to control dangers. Conflicting goals and underlying assumptions about how to engage with strangers may put children in danger. The results provide compelling evidence in support of more comprehensive, psychologically grounded basic e-safety education covering topics such as self-worth, peer pressure, and contact with strangers online (D'Lima & Higgins, 2021).

In a study, a framework of beliefs and actions about the usage of social media by young pupils was provided. The sample in this study consisted of 152 women and 306 Italian university students, ages 18 to 30, with a mean age of 21.8 and a standard deviation of 3.19. An online poll asking them about their usage of social media, their thoughts on FOMO, their fundamental psychological needs, their self-esteem, and their online vulnerability received responses from them. Using association analysis, it was possible to show that FOMO, online vulnerability, and social media addiction are positively correlated. The findings indicate that women are more prone to crave relatedness and to become hooked to social media. The results of the regression analysis indicate that FOMO is the most trustworthy indicator of social media addiction. The educational ramifications of the findings are discussed (Varchetta, Frascetti, Mari & Giannini, 2020).

### **Indigenous Researches**

Using the perspectives of people who have experienced it and onlookers, one study looked at the prevalence, causes, motives, and prevention actions related to cyberbullying. 329 students, including both males and females, of various ages participated in the study and provided information. Open-ended surveys and websites where users may share their experiences with cyberbullying were used to collect this data. To find recurring patterns in the data, a constructivist-inspired thematic framework was used. The study's conclusions showed that as people aged, the likelihood of experiencing cyberbullying decreased. Notably, there was no connection between exposure to cyberbullying and gender. The analysis showed that several language strategies were used by criminals to target participants. However, a sizable majority of victims claimed that their unfamiliarity with social media platforms and actual disputes made them more susceptible to cyberbullying (Rafi & Shabaz, 2019).

Using the AMOS software, a two-stage structural equation modeling technique was developed and evaluated. The goal was to look at the results of a study conducted online among 1,347 people who are 25 years old or younger and frequent social media users. The study's path analysis indicated that "Fear of Missing Out" (FOMO) had an indirect impact on the act of self-disclosure, with this effect being mediated by social media addiction. The study also discovered that the correlation between social media addiction and self-disclosure and between FOMO and social media addiction is determined by the "tie strength" of an individual's social connections. Specifically, it was discovered that among young users with lower social relationships than those with stronger ties, greater levels of FOMO are more likely to amplify the onset of social media

addiction and, as a result, promote self-disclosure behaviors on social media platforms. In the context of this investigation, these data taken as a whole provide support for the concept of moderated mediation (Sultan & Abdullah, 2021).

In a study, the levels of general self-efficacy and Internet and Communication Technology self-efficacy were compared among students who weren't involved in cyberbullying, including cyber-victims, cyber-bullies, and those who were both victims and bullies. The research looked at how these roles differed by gender. The survey involved 1115 Pakistani university students from six different universities. A total of 950 full responses—made up of 371 men and 579 women—were analyzed. The information gathered included details on social desirability, demographic data, conventional bullying/victimization, general self-efficacy (GSE), ICT self-efficacy, and experiences with cyberbullying. Using multinomial logistic regression analysis, the study discovered that higher levels of ICT self-efficacy were associated with a lower chance of being a cyber-victim and a higher chance of becoming a cyberbully. Nevertheless, GSE did not seem to be a significant predictor of a person's involvement in cyberbullying after accounting for several factors, such as age, gender, traditional bullying, traditional victimization, social desirability, Internet usage, time spent online, and participation in social networking sites (SNS). The results of this study have important repercussions for the creation of treatments meant to combat cyberbullying. They contend that anti-cyberbullying initiatives can benefit from including ICT-related skills. According to the study, males reported higher levels of perpetration in both conventional and cyberbullying situations, but females tended to report higher levels of victimization (Anis-ul-Haque, Musharraf & Bauman, 2019).

### **Theoretical framework**

"Social Identity Theory," a psychological theory, holds that individuals categorize themselves and other people into various social groups and get their feeling of self-worth and identity from being a part of those groups. This theory facilitates our understanding of the dynamics of cyberbullying connected to social identity (Hogg & Michael, 2016).

In the context of cyberbullying, individuals may target others based on perceived differences in social identity. Cyberbullies may seek to exploit these differences to assert power and dominance (Osman & Fazeelah, 2018). FOMO can be understood within the framework of Social Identity Theory by considering how individuals form their social identities through group memberships and affiliations. FOMO arises when individuals feel that they are missing out on opportunities to reinforce their social identity or strengthen their connections with certain groups (Rodrigo, Arani & Mendis, 2023). Social Identity Theory also plays a role in self-perception. Young adults often derive their self-concept from their social identities, which are shaped by group memberships, social comparisons, and interactions with others. Their self-perception is influenced by how they believe they fit into various social categories (Oliver & Lanette, 2013).

### **Rationale**

The digital age has brought about new challenges and experiences for adolescents. The ubiquity of the internet and the rise of social media platforms have given birth to both opportunities and dilemmas, one of which is cyberbullying. Cyberbullying can lead to feelings of worthlessness, sadness, and loneliness in victims. Being targeted online can

severely damage an adolescent's self-perception, causing them to view themselves negatively (Varela & Jorge, 2022).

The relationship between cyberbullying and social, physical, and psychological issues in adolescents is well supported by previous research and theoretical guidelines, but there has been no examination of how self-perception can be used to buffer against the negative effects of cyberbullying victimization. To predict self-perception, this study will look at how cyberbullying and FOMO interact. In this study, we'll explore the connections between self-perception, FOMO, and cyberbullying.

### **Objectives**

The following objectives will be investigated in the current research:

- To evaluate the connection between adolescents' self-perception and cyberbullying.
- Fear of missing out, and cyberbullying would likely predict self-perception.
- To assess the mediating role of fear of missing out between cyberbullying and self-perception.
- To assess differences in cyberbullying, fear of missing out, and self-perception based on demographics.

### **Hypothesis**

The present study's hypotheses are as follows:

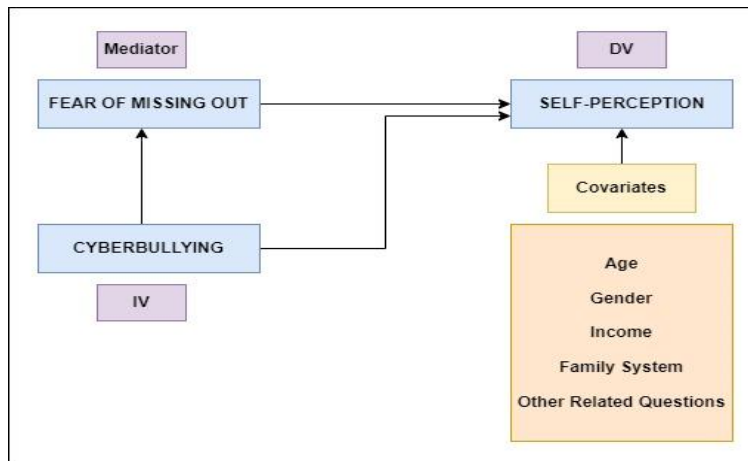
- There is likely to be a negative relationship between cyberbullying, and self-perception in adolescents.
- There is likely to be a positive relationship between cyberbullying, and fear of missing out in adolescents.

- Cyberbullying and fear of missing out would likely predict self-perception.
- Cyberbullying is likely to have an indirect effect on self-perception through fear of missing out.

### Hypothetical Model

**Figure 1**

*Figural Representation of hypothetical model.*





## **Chapter III**

### **Method**

#### **Research Design**

The correlational research design was carried out to examine the relationship between Cyberbullying, Fear of Missing out (FOMO), and Self-Perception in Adolescents.

#### **Sampling strategy**

A non-probability convenience sampling technique has been used to get data from the sample. Non-probability sampling is a quick, simple, and affordable method of gathering data because it doesn't require a whole survey frame.

#### **Sample**

The sample consisted of (N=417) Pakistani schools and college students who took part in the study. The sample was recruited based on the characteristics of the population and the objectives of the study.

#### ***Inclusion criteria***

1. Only participants between the ages of 11 to 19 were included.
2. Participants related to all religions were included.

#### ***Exclusion criteria***

1. Participants with mental disabilities were excluded.

**Table 1***Descriptive Statistics of Demographic Variables (N=417)*

<i>Variables</i>	<i>f (%)</i>	<i>M(SD)</i>
Age		16.39 (1.12)
No. of Siblings		4.50 (3.08)
Gender		
Male	212(50.8)	
Female	205(49.2)	
Family System		
Nuclear	195(46.8)	
Joint	222(53.3)	
Marital Status		
Married	0(0.00)	
Single	417(100)	
Degree Level		
Intermediate	227(54.4)	
Bachelors	190(45.6)	
Employment Status		
Yes	37(19.32)	
No	380(80.68)	

*Note.* For Gender: Male = 1, Female = 2; Family System: Nuclear =1, Joint = 2; Marital Status: Married: 1, Single 2; Degree Level: Intermediate = 1, Bachelors = 2, Mental Disorder; Yes = 1, No = 2

### **Operational definitions**

Following are the operational definitions of study variables

#### ***Cyberbullying***

Cyberbullying is a term used to describe bullying or harassment that occurs online.

Cyberbullying is used to describe online bullying. With the development of technology

and the digital world, it has become more common, especially among young people (Egeberg, Thorvaldsen & Rnning, 2016).

### ***Fear of missing out (FOMO)***

The anxiety related to not knowing about or missing out on information, activities, experiences, or decisions that may enhance one's life (Elhai, Levine, Dvorak & Hall, 2016) is known as Fear of Missing out.

### ***Self-Perception***

Our Self-Perceptions or the ideas we have about ourselves substantially impact the kind of activities we engage in, the amount of effort we will put into those activities, and the likelihood that we will engage in similar activities in the future (Fazio & Russell, 2014).

### **Assessment measures**

The following tools were used for assessment in the present study.

#### ***Demographic information sheet***

In the informed consent form, the purpose of the study will be explained to the participant and they will be asked for their voluntary participation. Moreover, their written agreement for their participation will also be included. The demographic information form will include all the basic information of the participant i.e. name, age, gender, qualification, years of experience, marital status, family system, birth order, physical illness, etc.

#### ***Cyber-Victimization Scale (Buelga, Cava & Musitu, 2012)***

Eighteen elements make up this scale, which evaluates both direct and indirect cyber victimization. There are eighteen statements on the scale, with four possibilities for

each statement (1 = Never, 2 = One or Twice, 3 = Few times (between 3 and 5), 4 = Several times (between 6 and 10), and 5 = Many times (greater than 10)). It has a reliability score of 0.80. The CYBVIC scale has appropriate psychometric qualities and may be applied as a valid and reliable measure in new studies that could further understand the expanding global issue of teenage cyberbullying.

***Fear of missing out scale (Przybylski, Murayama, DeHann, & Gladwell, 2013)***

The scale exhibits validity and strong internal consistency (reliability score = 0.90). The tool presents 10 statements, each of which is followed by a list of 10 items. A five-point Likert scale was used to grade the responses (1 = Not true for me; 5 = Very true for me). Higher scores on the scale indicated higher degrees of FOMO, and the measure gave an average score between 1 and 5.

***Reader self-perception scale (Henk, Bill & Melnicks, 1995)***

The four scales (Progress, Observational Comparison, Social Feedback, and Physiological States) are represented by the 32 consecutive items that make up the Reader Self-Perception Scale, which has one general item. Children are required to read each question on the RSPS and indicate how much they agree or disagree with the statement. A 5-point Likert system is used by them to provide ratings (1 being strongly disagree, 2 being disagree, 3 being undecided, 4 being agree, and 5 being strongly agree). It has a 0.83 reliability rating.

**Procedure**

The participant first got an informed consent form to complete. This was their express consent in writing. They were made aware of the study's objectives and the time required to complete the questionnaire. Their privacy was protected, thus their

information won't be utilized for anything else, like publishing or anything else. The demographic sheet was filled out by the participants after the introduction and informed consent forms were given to them, and requested to complete the CYBVIC scale, FOMOs scale, and RSPS questionnaire.

### **Ethical considerations**

The participants gave their consent. They received guarantees that the data collected from them would be kept private and that they would be allowed to withdraw from the research at any moment without facing consequences.

- It was confirmed that the data collected would not be utilized for publications or commercial endeavors other than scholarly study.
- Those individuals would be referred to a professional practicing psychologist.
- Deception was used at the beginning of the research; therefore, each participant was debriefed later and the actual purpose of the research was explained to the participants.

### **Statistical analysis**

- Reliability analysis by Cronbach alpha and Descriptive Statistics would be analyzed.
- **For Hypothesis 1:** Pearson Product Moment Correlation would be used to assess the relationship between cyberbullying, fear of missing out, and self-perception.
- **For Hypothesis 2:** Mediation analysis would be used to check whether cyberbullying, fear of missing, and self-perception exist in adolescents.

- **For Hypothesis 3:** Independent sample t-test would be used to assess the effectiveness of intervention in pre-test and post-test scores of the experimental group on cyberbullying, fear of missing out, and self-perception.

## Chapter IV

### Results

The analysis of the data was done with SPSS 23. Descriptive statistics for research and demographic factors. Cronbach Alpha values were computed to evaluate the scales' internal consistency in this study. Initially, Pearson Correlation was used to calculate correlations between variables. The quality of sleep was then evaluated as a mediator between perceived stress and mental health utilizing the AMOS analysis of the mediation model. Independent samples t-tests were also performed as supplementary results to evaluate the variations in the research variables across demographic factors.

The descriptive statistics and Cronbach's alpha are shown in Table 2.

**Table 2**

*Descriptive Statistics of Study Variables (N=417)*

<i>Study Variables</i>	<i><math>\alpha</math></i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Cyberbullying	0.78	48.23	11.92	18-70
Fear of Missing Out	0.59	28.51	6.61	10-45
Self-Perception	0.80	92.73	16.74	33-120

*Note,  $\alpha$ = Cronbach's alpha, M=Mean, SD=Standard Deviation*

All scales indicated good reliability above 0.8 (REF). It was hypothesized that there would be a negative correlation between cyberbullying, fear of missing out, and self-perception among young adolescents. Inter-correlations among demographic and study variables are shown in Table 3.

**Table 3***Correlation of Demographics with Study Variables (N=417)*

	M	SD	2	3	4	5	6
1. Age	17.53	3.67	0.03	0.00	-	-	0.02
					0.05	0.003	
2. Gender	1.51	0.50	–	0.04	0.02	-0.01	0.03
3. Family Status	1.53	0.50		–	0.03	-0.01	-0.03
4. Cyberbullying	48.23	11.92			–	0.53*	-
						*	0.68**
5. Fear of Missing Out	28.51	6.61				–	-
							0.49**
6. Self-Perception	92.73	16.74					–

*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Self-perception has a correlation coefficient of -0.681 with Cyberbullying and -0.494 with FOMO. Both correlations are statistically significant, as indicated by the double asterisks (\*\*). Cyberbullying has a correlation coefficient of 0.534 with FOMO, also marked with double asterisks, indicating statistical significance. These correlations suggest a strong negative relationship between Self-Perception and both Cyberbullying and FOMO. Additionally, there is a positive correlation between Cyberbullying and FOMO. High values in Cyberbullying are associated with higher levels of FOMO, while better Self-Perception is associated with lower levels of both Cyberbullying and FOMO.

Table 4 reveals the model fit indices and Tables 4, 5, 6, 7, and 8 reveal the direct and indirect effects of study variables.



**Table 4***Model Fit Indices for Cyberbullying, FOMO, and Self-Perception (N=417)*

Model	$X^2$	<i>df</i>	<i>p</i>	CFI	TLI	RMSEA
Model 1	417.81	10	0.00	0.98	0.96	0.07

*Note.* N=417, All change in chi-square value is computed relative to the model,  $\chi^2 > .05$ . CFI= Comparative Fit Index; TLI= Tucker Lewis Index;  $\chi^2$  = chi-square. RMSEA=Root Mean Square Error of Approximation

The absolute fit results for Model 1 are displayed in the above table. The route model explains theoretical relationships between the research variables, such as self-perception, cyberbullying, and FOMO. Cyberbullying was an exogenous variable in the current model, whereas self-perception and FOMO were endogenous factors. To evaluate the model's underlying assumptions, path analysis was used for all exogenous and endogenous variables. The Chi-square should be non-significant, RMSEA was 0.07, RMSEA should be less than .08 or .05, and CFI and TLI values were 0.98 and .96 indicating a perfect fit for the model. Direct and Indirect effect estimates were calculated to analyze the mediation model with the bootstrapping method (95% Confidence Intervals).

**Table 5**

*Estimates of the Direct Effect of Cyberbullying on Self-perception, and Fear of Missing Out (N=417)*

Variables	Cyberbullying		
	B	$\beta$	SE
Self-Perception	-0.82*	-0.58*	0.06
Fear of Missing Out	0.29***	0.53***	0.02

*Note.* \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; B = Unstandardized Regression Coefficient;  $\beta$  = Standardized Regression Coefficient

Table 5 revealed that cyberbullying was a negative predictor of self-perception, cyberbullying was a positive predictor of fear of missing out but acted as a mediator between cyberbullying and self-perception. Hence, the first hypothesis was approved that there was a negative relationship between cyberbullying and self-perception and the second hypothesis was also approved as we can see there is a positive relationship between Cyberbullying and Fear of Missing Out.

**Table 6**

*Estimate of Direct Effects of Fear of Missing Out on Self-perception (N=417)*

Variable	Fear of Missing Out		
	B	$\beta$	SE
Self-Perception	-0.46*	-0.18*	0.11

*Note.* \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; B = Unstandardized Regression Coefficient;  $\beta$  = Standardized Regression Coefficient

Table 6 showed that there was no significant direct effect of Fear of Missing Out on Self-Perception which reveals that Fear of Missing Out was not a predictor of Self-perception.

**Table 7**

*Estimate of Indirect Effects of Cyberbullying on Self-perception (N=417)*

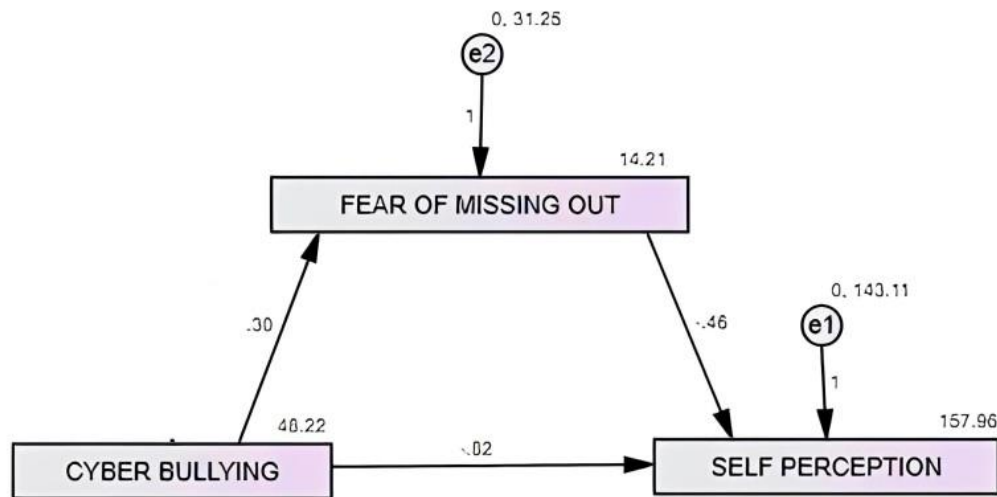
Variable	Cyberbullying		
	B	$\beta$	SE
Self-Perception	-0.14*	-0.09*	0.002

*Note.* \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; B = Unstandardized Regression Coefficient;  $\beta$  = Standardized Regression Coefficient

Table 7 showed that there was a significant indirect effect of cyberbullying on Self-Perception which reveals that fear of missing was not a mediator between them. Hence, the hypothesis was approved.

**Figure 2**

*Figural Representation of Mediating Role of Fear of Missing Out between Cyberbullying and Self-Perception.*



For additional findings, a series of Independent Sample *t-tests* were employed to compare demographic variables in Cyberbullying, Fear of Missing Out, and Self-Perception.

**Summary of Results**

- Correlation suggests a strong negative relationship between Self-Perception and both Cyberbullying and Fear of missing out.
- There is a positive correlation between cyberbullying and fear of missing out.
- Results of mediation analysis proved that fear of missing out did not mediate the association between cyberbullying and self-perception.
- Independent samples *t*-tests were also run to assess the respective differences of study variables between demographic variables. Results indicated that there were no significant differences among variables.

## Chapter V

### Discussion

This study set out to investigate how adolescents used social media, what they thought about it, how much fear of missing out and cyberbullying they experienced, and to get their opinions on how to get over the difficulties of self-perception that come with using it. This research looked at a variety of teenage social media usage issues and how they related to their sense of self-perception, including cyberbullying, general mental health, and fear of missing out. Our research indicates that while fear of missing out functions as a mediator, cyberbullying brought on by social media usage is often not a good indication of self-perception. For this reason, concerns that using social media can lead to a mental health crisis may be unjustified. This study evaluated the connection between adolescents' self-perception and cyberbullying by checking whether the fear of missing out and cyberbullying would likely predict self-perception and assessed the mediating role of fear of missing out between cyberbullying and self-perception.

Interaction with others' idealized self-presentations on social media (Mascheroni, 2015; Yau & Reich, 2019) predicted a decline in appearance self-perception during the transition from childhood to adolescence. Our results further imply that this adverse effect is longitudinal and may negatively (cyberbullying) impact the development of appearance self-perception at a critical transitional time for identity formation, which builds upon earlier study (McLean, 2019). Please be aware that the participants mostly utilize picture-based social media platforms (such as Instagram and Snapchat). It may be important to further define the domains of active social media use for adolescents by taking into account activities that are self-oriented (such as posting photos or status

updates on one's account) versus other-oriented (such as commenting on and liking others' photos). Previous studies that have distinguished the effects of different types of social media use on well-being have frequently considered "active" versus "passive" social media use. This study focused on what are the impacts of cyberbullying on adolescents while using social media.

There is a connection between social, physical, and psychological issues and being the victim of cyberbullying. Even though a meta-analytic analysis found several important predictors of cyberbullying, additional research is required to determine what variables help adolescents who are victims of cyberbullying avoid the detrimental effects of their experience (Sukkyung, Lee & Kim, 2016). Our findings also support previous research on the protective effect of fear of missing out against the detrimental effects of being the victim of cyberbullying. Specifically, our results indicate that fear of missing out did not act as a moderator in the relationship between psychological maladjustment—defined as low self-perception and cyberbullying victimization.

Being the target of cyberbullying has a more detrimental impact on the behavior of adolescents' mental health than conventional bullying, despite the psychological effects of cyberbullying appearing to be quite similar to those of traditional bullying. Adolescents are increasingly experiencing cyberbullying. As previously mentioned, a Pew Research Center study from 2015 states that 59% of teenagers said they had experienced cyberbullying, up from 41% in 2012. This may be due to the fact that more teenagers are utilizing cell phones and that social media websites are becoming more and more popular with this age group (Selkie, Ellen, Fales & Megan, 2016). Specific characteristics may increase a child's susceptibility to negative consequences. When

someone uses social media and has high levels of FOMO, they may believe that other people are having more fun, which has been connected to depression (Przybylski, 2013). The results of cyberbullying and the fear of missing out showed a positive correlation in this study, indicating that people who experience cyberbullying also tended to have higher levels of FOMO.

According to the social comparison theory, people compare themselves to others to help define and comprehend who they are as well as to lessen ambiguity in particular situations. When comparing oneself to someone who is seen to possess superior traits, this is known as upward social comparison; conversely, when comparing oneself to someone who is thought to possess inferior qualities, this is known as downward social comparison (Suls, Jerry & Wheeler, 2012). Because social media users frequently offer an idealized, positively biased picture of themselves when using social media, it may thus contribute to upward social comparison (Rosenberg & Egbert, 2011). The emergence of FOMO may be influenced by this upward social comparison. For instance, Facebook users, particularly those who did not know these individuals well, believed that other users were happier and more successful than themselves. Children's FOMO and urge to fit in may be further impacted by this, particularly when mixed with upward social comparison (Chou & Edge, 2012).

Although there is a negative effect of cyberbullying and mediator fear of missing out on self-perception, some writers speculate that victims of bullies who harass and make fun of them online may be more prone to have poor self-perception, which can have detrimental effects on young people's psychological development and general well-being. Without question, social media may hurt one's mental and self-perception. The

reason behind this is that we compare our actual physical appearance to idealized pictures of ourselves on social media. Dissatisfaction with our looks and self-perception may result from this. On social media, comparing oneself to other people can become an inadvertent habit. But it could be doing more harm than good to your emotional well-being (Haferkamp, Nina & Krämer, 2011).

Our findings are mostly in line with other research, which contends that cyberbullying matters more for fear of missing out than self-perception. Our research adds the dimension of vague booking, which may be a consequence of cyberbullying and potentially serve as a visible risk marker for fear of missing out. Cyberbullying appears to be one of the predictors of numerous mental health difficulties like fear of missing out, among other concerns found in this article (Astleitner, Hermann, Bains & Hörmann, 2023). On the other hand, cyberbullying could be the predictor of fear of missing out but in mediation analysis when fear of missing out acts as a mediator these are not the predictor of self-perception.

According to previous research and our hypothesis on the predicted link between the variables, we discovered that being a victim of cyberbullying was adversely correlated with self-perception and positively correlated with the fear of missing out. These findings are consistent with other research (Takizawa, Ryu, Maughan & Arseneault, 2014) that suggests being a victim of cyberbullying has a detrimental influence on one's physical and psychological health. People generally have a basic psychological urge to fit in with their peers and be accepted by them. Consequently, psychological maladjustment and decreased well-being may result from adolescents' cyberbullying (Parker, 2006). Our findings also imply that experiencing cyberbullying



has a significant effect on the emergence of negative emotional reactions, which can lower psychological adjustment levels and increase fear of missing out on thoughts and actions, among other things. Furthermore, consistent with earlier studies, the findings indicated that females relative to boys reported greater levels of detrimental psychological maladjustment and cyber victimization (Craig, 2009; Zych, 2015). A possible answer might be found in the description of cyber victimization, which can be seen as a form of indirect bullying that is more common among girls (Beckman, 2013). To give a more comprehensive picture of the disparities in mental health indicators related to gender and other sociodemographic factors, additional research is necessary (Zych, 2015).

Based on previous meta-analytical research (Chen, 2017), we hypothesized that fear of missing out could play a buffering role in the relationship between cyber victimization and self-perception. Our findings suggest that fear of missing out may also be a personal resource that helps adolescents who are at risk of cyber victimization with their negative psychological symptoms. At all levels of self-perception, cyberbullying is not linked to low self-perception rather than other aspects, suggesting that cyberbullying has a seriously detrimental impact on the victims' mental health. Teens who are bullied online may suffer from detrimental psychological effects as a result of constant online hostility that they are unable to stop (Willard & Nancy, 2007).

Despite all assumptions, adolescents with higher fear of missing out were, however, less likely than their peers with lower self-perception to express symptoms of cyberbullying. Thus, if teenage victims of cyberbullying have a high fear of missing out (FOMO), it may have less of an effect on their cyberbullying and sense of self

(Valkenburg, Patti & Peter, 2009). Being emotionally intelligent (EI)—that is, having the capacity to perceive emotions, comprehend the origins and effects of emotions, and regulate one's own and other's emotions—may lessen the likelihood that teenage victims of cyberbullying may develop psychological issues as a result. This study provides strong negative evidence for the inclusion of topics within that curricula that include FOMO and its relationship with self-perception, and cyberbullying.

### **Conclusion**

The results of the study highlight the impact of social media and how they are affecting teenagers autonomously. Although there will undoubtedly be difficulties for kids on social media, the participants in this research seem comfortable handling them. To continue assisting teenagers in utilizing social media safely and enjoyably, further steps may be needed to delve further into the psychological underpinnings of social media use (Willard & Nancy, 2007).

Additional empirical data from the study supports the idea that fear of missing out (FOMO) should be viewed as a personal resource related to the detrimental symptoms of being a victim of cyberbullying. Our findings add to the theoretical body of knowledge on cyberbullying and its detrimental effects on adolescents. However, they may also be applied to the development of integrated, school-based bullying prevention programs that work to strengthen adolescents' self-perception and help them avoid, or at least lessen, the negative effects of being the target of cyberbullying.

The primary driving force behind people's excessive and constant use of social networking sites appears to be their fear of being excluded and missing out on

experiences (FOMO). This compulsive need to connect with others, even when engaging in activities requiring a certain level of concentration, may result in problems with job loss (Karaiskos, Tzavellas, Balta, & Paparrigopoulos 2010), poorer performance at work, lower grades in school, and worse performance overall (Koc & Gulyagci, 2013), as well as lower levels of social media usage. The overwhelming majority of participants admitted to using social networking sites for important everyday tasks. It serves as the last item many people check before going to bed and the first thing they check when they get up. Approximately one-third of participants—a behavior that may fall under the Pubbing category—also checked their profiles during meals and college hours. Consequently, it appears that the majority of participants are absorbed in using their smartphones, even in situations when they would be expected to communicate with others or pay attention to those in attendance based on the circumstances and social norms. This might point to a social disengagement motivated by a desire for virtual rather than in-person contact.

The data has allowed us to provide a comprehensive picture of young people's online and offline lives in the digital age, as well as practical recommendations for focused interventions that will meet people's real needs. When it comes to preventative strategies, adults and young people have reciprocal responsibilities: adults can teach young people how to use new technologies, their language, and their opportunities, and young people can teach adults how to use them appropriately and help them develop face-to-face communication skills (Cortés, 2010).

Acknowledging that these kinds of apps are a necessary part of today's professional and recreational culture is the first step in achieving the objective of a

possible educational program that can accurately direct college students toward responsible usage of technology (Kuss & Griffiths, 2011).

### **Limitations**

Other groups other than university students may not fully benefit from this study's findings. The results may not be generalizable because the sample was limited to a specific group.

To evaluate cyberbullying, fear of missing out, and self-perception, the study used only self-report measures. Limitations of this method include participants' subjective interpretations and social desirability bias.

Furthermore, the arrangement of variables in our analyses was based on theoretical research on the relationship between psychological issues, self-perception, and cyberbullying victimization, it is not feasible to establish causality due to the cross-sectional nature of the data.

The relationship between cyberbullying, fear of missing out, and self-perception may be influenced by additional unaccounted variables. The findings could have been influenced by personality traits, previous academic performance, or external stressors.

### **Suggestions**

Many limits to this study open up new possibilities for investigation. Although we measured self-perception using a self-report method, to generalize our results, future research should include emotional intelligence (EI) and other variables and use performance assessments such as the Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer, 2003).

More research, particularly in the area of cyberbullying, may be done online, which would decrease bias and save time when surveying a big sample. In this context, future research ought to look at the varied profiles of human resources, such as self-perception and fear of missing out, about cyber victimization experiences.

### **Implications**

These discoveries have many scientific and practical implications. Our data theoretically imply that experiencing cyberbullying has a higher impact on teenagers' feelings of self-perception and fear of missing out. In addition, these consequences may be more severe if victims feel that they lack the emotional capacity to deal with cyberbullying. Therefore, it is conceivable that stressful events, like being the target of cyberbullying, might negatively affect young people over time, resulting in low self-esteem and increased suicide ideation.

In terms of implementation, preventative and intervention initiatives should include curriculum-based activities to stop cyberbullying and a comprehensive anti-bullying policy for the entire school, in addition to a range of self-perception-based techniques to lessen the negative effects of peer cyberbullying. There are presently online programs accessible to prevent cyberbullying, so parents and caregivers may find information on how to talk to young people about cyberbullying by visiting the websites linked to these programs.

## References

- Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175-184.
- Astleitner, H., Bains, A., & Hörmann, S. (2023). The effects of personality and social media experiences on mental health: Examining the mediating role of fear of missing out, ghosting, and vaguebooking. *Computers in Human Behavior*, 138, 107436.
- Bem, D. J. (1972). Self-perception theory. In *Advances in experimental social psychology* (Vol. 6, pp. 1-62). Academic Press.
- Berryman, C., Ferguson, C. J., & Negy, C. (2018). Social media use and mental health among young adults. *Psychiatric quarterly*, 89, 307-314.
- 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.
- Burke, M., Marlow, C., & Lento, T. (2010, April). Social network activity and social well-being. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 1909-1912).
- Çam, E., & Isbulan, O. (2012). A new addiction for teacher candidates: Social networks. *Turkish Online Journal of Educational Technology-TOJET*, 11(3), 14-19.

- Chen, L. Q. (2014). SWEET sugar transporters for phloem transport and pathogen nutrition. *New Phytologist*, *201*(4), 1150-1155.
- Chou, H. T. G., & Edge, N. (2012). “They are happier and having better lives than I am”: the impact of using Facebook on perceptions of others' lives. *Cyberpsychology, behavior, and social networking*, *15*(2), 117-121.
- Craig, A. D. (2009). How do you feel—now? The anterior insula and human awareness. *Nature reviews neuroscience*, *10*(1), 59-70.
- D’Lima, P., & Higgins, A. (2021). Social media engagement and fear of missing out (FOMO) in primary school children. *Educational Psychology in Practice*, *37*(3), 320-338.
- David-Ferdon, C., & Hertz, M. F. (2007). Electronic media, violence, and adolescents: An emerging public health problem. *Journal of Adolescent Health*, *41*(6), S1-S5.
- Dennehy, R., Meaney, S., Cronin, M., & Arensman, E. (2020). The psychosocial impacts of cybervictimisation and barriers to seeking social support: Young people’s perspectives. *Children and youth services review*, *111*, 104872.
- Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International Journal of Information Management*, *40*, 141-152.
- Dunleavy, G., & Burke, J. (2019). Fostering a sense of belonging at an international school in France: An experimental study. *Educational & Child Psychology*, *36*(4).

- Egeberg, G., Thorvaldsen, S., & Rønning, J. A. (2016). The impact of cyberbullying and cyber harassment on academic achievement. In *Digital expectations and experiences in education* (pp. 183-204). Brill.
- Elhai, J. D., Levine, J. C., Dvorak, R. D., & Hall, B. J. (2016). Fear of missing out, need for touch, anxiety and depression are related to problematic smartphone use. *Computers in Human Behavior*, *63*, 509-516.
- Fabris, M. A., Marengo, D., Longobardi, C., & Settanni, M. (2020). Investigating the links between fear of missing out, social media addiction, and emotional symptoms in adolescence: The role of stress associated with neglect and negative reactions on social media. *Addictive Behaviors*, *106*, 106364.
- Ferguson, C. J. (2017). Should we panic about teens' social media use. *Houston Chronicle*.
- Glazzard, J., & Stones, S. (2019). Social media and young people's mental health. *Selected Topics in Child and Adolescent Mental Health*, *7*.
- Haferkamp, N., & Krämer, N. C. (2011). Social comparison 2.0: Examining the effects of online profiles on social-networking sites. *Cyberpsychology, Behavior, and Social Networking*, *14*(5), 309-314.
- Hogg, M. A. (2016). *Social identity theory* (pp. 3-17). Springer International Publishing.
- Iseleso, M. K., Kajula, L., & Yahya-Malima, K. I. (2016). The psychosocial problems of families caring for relatives with mental illnesses and their coping strategies: a



qualitative urban based study in Dar es Salaam, Tanzania. *BMC psychiatry*, 16(1), 1-12.

Juvonen, J., Wang, Y., & Espinoza, G. (2013). Physical aggression, spreading of rumors, and social prominence in early adolescence: Reciprocal effects supporting gender similarities?. *Journal of youth and adolescence*, 42, 1801-1810.

Karaiskos, D., Tzavellas, E., Balta, G., & Paparrigopoulos, T. (2010). P02-232-Social network addiction: a new clinical disorder?. *European Psychiatry*, 25(S1), 1-1.

Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of general psychiatry*, 62(6), 593-602.

Koc, M., & Gulyagci, S. (2013). Facebook addiction among Turkish college students: The role of psychological health, demographic, and usage characteristics. *Cyberpsychology, Behavior, and Social Networking*, 16(4), 279-284.

Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: a critical review and meta-analysis of cyberbullying research among youth. *Psychological bulletin*, 140(4), 1073.

Krämer, N. C., & Winter, S. (2008). Impression management 2.0: The relationship of self-esteem, extraversion, self-efficacy, and self-presentation within social networking sites. *Journal of media psychology*, 20(3), 106-116.

- Kuss, D. J., & Griffiths, M. D. (2011). Online social networking and addiction—a review of the psychological literature. *International journal of environmental research and public health*, 8(9), 3528-3552.
- Kwan, I., Dickson, K., Richardson, M., MacDowall, W., Burchett, H., Stansfield, C., ... & Thomas, J. (2020). Cyberbullying and children and young people's mental health: a systematic map of systematic reviews. *Cyberpsychology, Behavior, and Social Networking*, 23(2), 72-82.
- Musharraf, S., Bauman, S., Anis-ul-Haque, M., & Malik, J. A. (2019). General and ICT self-efficacy in different participants roles in cyberbullying/victimization among Pakistani university students. *Frontiers in psychology*, 10, 1098.
- Ngo, A. T., Tran, A. Q., Tran, B. X., Nguyen, L. H., Hoang, M. T., Nguyen, T. H. T., ... & Ho, C. S. (2021). Cyberbullying among school adolescents in an urban setting of a developing country: experience, coping strategies, and mediating effects of different support on psychological well-being. *Frontiers in psychology*, 12, 661919.
- Oliver, L. L. (2013). *Linking self-concept, social comparison and academic achievement in preadolescents* (Doctoral dissertation, Pepperdine University).
- Osman, F. (2018). *Tertiary students' perceptions of the impact of cyberbullying on their identity* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. *Journal of applied psychology*, 91(3), 636.

- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth violence and juvenile justice, 4*(2), 148-169.
- 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*(4), 1841-1848.
- Rafi, M. S. (2019). Cyberbullying in Pakistan: Positioning the aggressor, victim, and bystander. *Pakistan Journal of Psychological Research, 34*(3), 601-620.
- Reyes Reyes, J., Buenrostro Nava, A., Espíndola Bautista, M. D. J., Garduño Hernández, G. A., Cortés Quiroz, R., & Cózatl Cervantes, J. M. (2010). Griego I.
- Rodrigo, A., & Mendis, T. (2023). Impact of social media influencers' credibility on millennial consumers' green purchasing behavior: a concept paper on personal and social identities. *Management Matters*.
- Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of computer-mediated communication, 17*(1), 1-18.
- Selkie, E. M., Fales, J. L., & Moreno, M. A. (2016). Cyberbullying prevalence among US middle and high school-aged adolescents: A systematic review and quality assessment. *Journal of Adolescent Health, 58*(2), 125-133.
- Spears, B. A., & Zeederberg, M. (2013). 13. *Emerging methodological strategies to address cyberbullying: online social marketing and young people as co-researchers* (pp. 166-180).

- Spears, B. A., Taddeo, C. M., Daly, A. L., Stretton, A., & Karklins, L. T. (2015). Cyberbullying, help-seeking and mental health in young Australians: Implications for public health. *International journal of public health, 60*, 219-226.
- Suls, J., & Wheeler, L. (2012). Social comparison theory. *Handbook of theories of social psychology, 1*, 460-482.
- Sultan, A. J. (2021). Fear of missing out and self-disclosure on social media: the paradox of tie strength and social media addiction among young users. *Young Consumers, 22*(4), 555-577.
- Takizawa, R., Maughan, B., & Arseneault, L. (2014). Adult health outcomes of childhood bullying victimization: evidence from a five-decade longitudinal British birth cohort. *American journal of psychiatry, 171*(7), 777-784.
- Valkenburg, P. M., & Peter, J. (2009). Social consequences of the Internet for adolescents: A decade of research. *Current directions in psychological science, 18*(1), 1-5.
- Varchetta, M., Frascetti, A., Mari, E., & Giannini, A. M. (2020). Social Media Addiction, Fear of Missing Out (FoMO) and online vulnerability in university students. *Revista Digital de Investigación en Docencia Universitaria, 14*(1), e1187.
- Vogelmeier, C. F., Criner, G. J., Martinez, F. J., Anzueto, A., Barnes, P. J., Bourbeau, J., ... & Agusti, A. (2017). Global strategy for the diagnosis, management, and prevention of chronic obstructive lung disease 2017 report. GOLD executive

summary. *American journal of respiratory and critical care medicine*, 195(5), 557-582.

Walker, K., & Sleath, E. (2017). A systematic review of the current knowledge regarding revenge pornography and non-consensual sharing of sexually explicit media. *Aggression and violent behavior*, 36, 9-24.

Werner, E. E., & Smith, R. S. (2019). Overcoming the odds. In *Overcoming the Odds*. Cornell University Press.

Willard, N. E. (2007). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats, and distress*. Research press.

Yee, N., & Bailenson, J. N. (2009). The difference between being and seeing: The relative contribution of self-perception and priming to behavioral changes via digital self-representation. *Media Psychology*, 12(2), 195-209.


You, S., Lee, Y., & Kim, E. (2016). Physical, social, and cyberbullying: Relationships with adolescents' psychosocial factors. *Child Indicators Research*, 9, 805-823.

Zych, I., Ortega-Ruiz, R., & Del Rey, R. (2015). Systematic review of theoretical studies on bullying and cyberbullying: Facts, knowledge, prevention, and intervention. *Aggression and violent behavior*, 23, 1-21.

## Appendices

### APPENDIX-A

#### Scale Permissions

 **Sofia.Buelga@uv.es** to me Mon, Mar 13, 5:17 PM

Dear Mehak,

Thanks for your interest in our research. Regarding your request, you have our permission for using our scale Victimization through Mobile Phone and Internet Scale (CYBVIC) for your research. I send you in the attachment the new updated CYBVIC scale published in the Social Sciences magazine (2019), in case you are more interested in this new version. The scale is at the end of the article. The scale is for research with large or small Samples. The analyzes that are done depend on the purposes of your research. For example, with the Software SPSS Statistics, taking the 25, 50, 75 percentiles as the cut-off point, you can establish three groups of victims. These categories can also be made, with the mean + Standard deviation (1.5 SD, for example). You can see the differences between these groups with the dependent variables of your research.

Best regards,  
Sofia



**Nicholas D Bowman** <nbowman@syr.edu>  
to me

So long as you cite the publications necessary, you can feel free to use that scale for this or any other project. =)

#### **Nick Bowman (包尼克)**

Associate Professor  
Department of Communications/Magazine, News and Digital Journalism  
S.I. Newhouse School of Public Communications

[nbowman@syr.edu](mailto:nbowman@syr.edu)  
[@bowmanspartan](#)

215 University Place, Syracuse, NY 13244-2100  
<http://newhouse.syr.edu>

**Syracuse University**

**Steven A. Melnick**   
NOVEMBER 19, 2015 AT 8:44 AM

Yasemin:

The RSPS2 is a public domain instrument, so you don't need our permission, but there are some guidelines for its use. First, the tool cannot be put to any commercial use whatsoever. Second, the instrument cannot be changed in any manner. Third, it cannot appear in its entirety anywhere in your dissertation as a figure or in the appendices. It's fine to include sample items in the body of the text, but if you go too far in that regard, you could be in violation of the copyright, which is held by the International Reading Association.

If you have any other questions, you can reach me directly through my Penn State email address.

**APPENDIX-B****Informed Consent:**

I Ms/Mr. \_\_\_\_\_ state that I voluntarily agree to participate in the research on cyber bullying, fear of missing out and self-perception in adolescents conducted by Mehak Shahzadi, BS Psychology of Department of Humanities under the supervision of Ms. Hamna Zahid. The researcher has ensured me that if I feel any distress at any stage of the study, I can withdraw from participation. The researcher has explained the procedure of the research to me. She has assured me that any information that I will give will be kept confidential, anonymous and will be used only for research purpose.

Participant's Signature: \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_

\_\_\_\_\_

**APPENDIX- C****Demographic Information Sheet:**

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

No. of Siblings: \_\_\_\_\_

University/College name: \_\_\_\_\_

Degree Name: \_\_\_\_\_

Degree level:

Intermediate

Bachelors

Marital Status:

Single

Married

Family System:

Nuclear

Joint

Diagnosed with mental disorder:

No

Yes



**APPENDIX- D****Instructions**

Please rate your agreement or disagreement with each item.

**Key:** 1= Strongly Disagree; 2= Disagree; 3= Few times (between 3 and 5); 4= Several times (Between 6 and 10); 5= Many times (more than 10).

No	Statements	1	2	3	4	5
1	Someone insulted or ridiculed me in social networks or groups like WhatsApp to really hurt me.					
2	Someone called my cellphone and hung up to bother or frighten me.					
3	Someone used threats to make me do things on the Internet or smartphone that I did not want to do (like recording myself on video, giving money, doing bad things).					
4	Someone told my secrets or revealed personal things about me in social networks or groups (WhatsApp, snapchat . . .).					
5	To make fun of me, someone made or manipulated videos or photos of me and uploaded or distributed them on social networks or by smartphone.					
6	Someone logged into my profile and I could not avoid it.					
7	Someone pretended to be me saying or doing bad things on the Internet.					
8	Someone purposely created a webpage, a forum, or a group just to make fun of me and criticize me in front of everyone.					
9	Someone put my cellphone number on the Internet and said bad things about me so that people would call me to get into trouble.					
10	Someone took my smartphone and used it to send photos, videos, or mean messages to others to get me into trouble with them					
11	Someone criticized me or made fun of comments, photos, or videos I uploaded to social networks or groups like WhatsApp.					
12	Someone created a false profile on the Internet with my personal data in order to impersonate me saying or doing bad things.					
13	Someone ignored and did not answer messages or things I shared in groups or social networks, just to make me feel bad.					
14	Someone provoked me in social networks or groups by insulting or taunting me to make me angry and cause a big argument					
15	Someone eliminated or blocked me from groups to leave me without any friends.					
16	Someone stole my photos, videos, or private conversations and uploaded them or sent them to others.					
17	Someone changed my password to social networks so that I could not access them.					
18	Someone sent me taunting messages to bother and annoy me.					

## APPENDIX- E

### Instructions

Please rate your agreement or disagreement with each item using the following guidelines.

**Key:** 1= Not at all true of me; 2= Slightly true of me; 3= Moderately true of me; 4= Very true of me; 5= Extremely true of me.

No	Statements	1	2	3	4	5
1	I fear others have more rewarding experiences than me.					
2	I fear my friends have more rewarding experiences than me.					
3	I get worried when I find out my friends are having fun without me.					
4	I get anxious when I don't know what my friends are up to.					
5	It is important that I understand my friends "in jokes.					
6	Sometimes, I wonder if I spend too much time keeping up with what is going on.					
7	It bothers me when I miss an opportunity to meet up with friends.					
8	When I have a good time it is important for me to share the details online (e.g. updating status).					
9	When I miss out on a planned get-together it bothers me.					
10	When I go on vacation, I continue to keep tabs on what my friends are doing.					

**APPENDIX- F****Instructions**

Please rate your agreement or disagreement with each item using the following guidelines.

**Key:** SA= Strongly Agree; A= Agree; U= Undecided; D= Disagree; SD= Strongly Disagree.

No	Statements	SA	A	U	D	SD
1	I think I am a good reader.					
2	I can tell that my teacher likes to listen to me read.					
3	My teacher thinks that my reading is fine.					
4	I read faster than other kids.					
5	I like to read aloud.					
6	When I read, I can figure out words better than other kids.					
7	My classmates like to listen to me read.					
8	I feel good inside when I read.					
9	My classmates think that I read pretty well.					
10	When I read, I don't have to try as hard as I used to.					
11	I seem to know more words than other kids when I read.					
12	People in my family think I am a good reader.					
13	I am getting better at reading.					
14	I understand what I read as well as other kids do.					
15	When I read, I need less help than I used to.					
16	Reading makes me feel happy inside.					
17	My teacher thinks I am a good reader.					
18	Reading is easier for me than it used to be.					
19	I read faster than I could before.					

20	I read better than other kids in my class.					
21	I feel calm when I read.					
22	I read more than other kids. SA					
23	I understand what I read better than I could before					
24	I can figure out words better than I could before.					
25	I feel comfortable when I read.					
26	I think reading is relaxing.					
27	I read better now than I could before.					
28	When I read, I recognize more words than I used to.					
29	Reading makes me feel good.					
30	Other kids think I'm a good reader. SA					
31	People in my family think I read pretty well.					
32	I enjoy reading.					
33	People in my family like to listen to me read.					



Department of Humanities, COMSATS  
University Islamabad, Lahore Campus



REF:

Dated: 26/09/2023

Respected Sir/Madam,

It is stated that Mehak Shahzadi (CIIT/SP20-BPY-029/LHR) from Section A is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Cyberbullying, Fear of Missing Out and Self-perception in Young Adults" under my supervision. I will be grateful if you facilitate her in collecting data from your institute. I assure you that data obtained from your institute will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.

Research Supervisor

Hamna Zahid

Lecturer

Email: hamnazahid@cui lahore.edu.pk

Head of Department

Dr. Musferah Mehfooz

HOD, Humanities

CUI, Lahore

Head,  
Department of Humanities,  
COMSATS University Islamabad  
Lahore Campus Pakistan.

*[Handwritten signature]*

Senior Head Master  
Govt. High School  
Sukkatum (Sheikhupura)

*[Handwritten signature]*  
26/9/23  
Professors,  
Department of Humanities,  
COMSATS University Islamabad  
Lahore Campus

*[Handwritten signature]*  
26-09-2023



Department of Humanities, COMSATS  
University Islamabad, Lahore Campus



REF:

Dated: 26/09/2023

Respected Sir/Madam,

It is stated that Mehak Shahzadi (CIIT/SP20-BPY-029/LHR) from Section A is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Cyberbullying, Fear of Missing Out and Self-perception in Young Adults" under my supervision. I will be grateful if you facilitate her in collecting data from your institute. I assure you that data obtained from your institute will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.

26/9/23  
Research Supervisor

Hamna Zahid

Lecturer

Email: hamnazahid@cuihalore.edu.pk

Musferah  
26-09-2023  
Head of Department

Dr. Musferah Mehfooz

HOD, Humanities

CUI, Lahore

Head,  
Department of Humanities,  
COMSATS University Islamabad  
Lahore Campus 201320.

Numan  
Yaqoob  
Numan Yaqoob  
UCP



Department of Humanities, COMSATS  
University Islamabad, Lahore Campus



REF:

Dated: 26/09/2023

---

---

---

Respected Sir/Madam,

It is stated that Mehak Shahzadi (CIIT/SP20-BPY-029/LHR) from Section A is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Cyberbullying, Fear of Missing Out and Self-perception in Young Adults" under my supervision. I will be grateful if you facilitate her in collecting data from your institute. I assure you that data obtained from your institute will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.

Research Supervisor

Hamna Zahid

Lecturer

Email: hamnazahid@cui lahore.edu.pk

*Musferah*  
26-09-2023

Head of Department

Dr. Musferah Mehfooz

HOD, Humanities

CUI, Lahore

Head,  
Department of Humanities,  
COMSATS University Islamabad  
Lahore Campus Pakistan.

*Zaini*





Department of Humanities, COMSATS  
University Islamabad, Lahore Campus



REF:

Dated: 26/09/2023

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respected Sir/Madam,

It is stated that Mehak Shahzadi (CIIT/SP20-BPY-029/LHR) from Section A is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Cyberbullying, Fear of Missing Out and Self-perception in Young Adults" under my supervision. I will be grateful if you facilitate her in collecting data from your institute. I assure you that data obtained from your institute will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.

Research Supervisor

Hamna Zahid

Lecturer

Email: hamnazahid@cuihalore.edu.pk

Head of Department

Dr. Musferah Mehfooz

HOD, Humanities

CUI, Lahore

Head,  
Department of Humanities,  
COMSATS University Islamabad  
Lahore Campus 26/09/2023

Assistant Professor  
Department of Statistics  
and Computer Science  
UVAS, Lahore





COMSATS University Islamabad  
Lahore Campus  
Library Information Services

**TURNITIN Originality Report**

<b>Title</b>	CYBERBULLYING, FEAR OF MISSING OUT, AND SELF-PERCEPTION IN ADOLESCENTS
--------------	--

<b>Author</b>	Mehak Shahzadi : SP20-BPY-029
---------------	-------------------------------

<b>Submission Date</b>	18-Dec-2023 02:31AM (UTC-0800)
<b>Submitted Class</b>	BS
<b>Submission ID</b>	2261814952
<b>Word Count</b>	7637
<b>Character Count</b>	43721

**Similarity Index** 11% (Detailed report send to quarter concerned via email)

<b>Remarks</b>	Report seems OK
----------------	-----------------

Note: Bibliography and quoted materials are excluded as per HEC rules

<b>Report Generated By</b>	Raiqa Pervaiz, Library Assistant raiqa@cuilahore.edu.pk
<b>Dated on</b>	DEC 18, 2023

