

The Role of Social Media in the Development or Encouragement of Poor Social Interaction, FOMO, Perceived Emotional Support in Young Women

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ABSTRACT

The decline in mental health among Indian young adults is a significant concern. Research suggests that social media use may contribute to this decline. Heavy reliance on social media has been linked to feelings of loneliness and disconnection, psychological distress, and a fear of missing out on rewarding social experiences, which may ultimately affect social interaction. Using a foundation of gratification theory, the purpose of this quantitative study was to examine individual differences in the social media use as a predictor variable of perceived emotional support, fear of missing out, and poor social interaction can be inferred. Online survey data from 150 young females who use social media were collected using the Fear of Missing Out Scale, Social Networking Time Use Scale, Social Interaction Anxiety Scale and the Online Social Support Scale. Results from a correlation analysis revealed that increased social media use predicted heightened fear of missing out, perceived emotional support and effect social interaction. Social media use retaliation behavior in response to rejection. The predictor variables were not related to not acting friendly behavior in an offline situation. This study can promote social change by informing policy and instruction on digital media literacy, social media use in the classroom, and therapeutic interventions offered by educational setup and other organizations' psychological services, all of which can positively influence young females' mental health and wellbeing.

Keywords: *Social Media, Fear of Missing Out, Perceived Emotional Support, Social Interaction, Digital Media Literacy, Young Females*

The use of social media is widespread. 90% of people own a smartphone, according to research. According to another data, 72 percent of people own a smartphone, and more than 71 percent of teens aged 13 to 17 use Facebook on a regular basis. With 1.5 billion active members and at least 900 million of them signing in daily. According to Pittman and Reich (2016), 91 percent of smartphone owners utilize social networking sites at least once a day. Because of the widespread use of social media in our daily lives, the world's population is more linked than at any other point in history. As a result, it's possible

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that individuals believe they're happy because they're linked to more people. Nezelek, Richardson, Green, and Schatten-Jones (2002) discovered that those who were more socially active [offline] reported better life satisfaction and psychological well-being. Social contact in the virtual world, on the other hand, offers a different picture, particularly when those online connections affect our real interpersonal interactions.

The time spent on social media has increased at an increasing rate over the last decade, changing the way we connect with one another. Facebook and Instagram are the most widely used online media platforms in the world, with a great potential for influencing teenagers' emotions and relationships. The major goal of this article is to see if there is a link between excessive social media use and an individual's quality of their interpersonal connections. The second goal is to see if the user's emotional well-being, such as fear of missing out, perceived emotional support, and the connection between time spent on social media.

Statement of the Problem

The role of social media in the development or encouragement of poor social interaction, fear of missing out, perceived emotional support in young adult women. The current young population, labeled the wired generation, is the most digitally connected generation in history. Research indicates that 97% of Indian young adults use social media daily for social networking purposes, and this pervasive use has been found to be driven in part by the motivation for interpersonal connectivity (Ifinedo, 2016). As people have a fundamental need to form and maintain social bonds with others, engaging in social media is viewed as a convenient means to meet social needs while facilitating feelings of connectedness and fulfilling one's need to belong (Chiou, Lee, & Liao, 2015; Reich & Vorderer, 2013).

Although social media aims to simplify interpersonal interactions, there are indications that social media use has failed to produce these expected social benefits, and is instead associated with negative outcomes (Ryan, Allen, Gray, and McInerney, 2017). Research shows that students are increasingly replacing face-to-face contact with virtual interactions. These interactions lack meaningful emotional connections. Poor subjective well-being is related to sensitivity to social exclusion (Ahn & Shin, 2013; Cain, 2018; Chiou et al., 2015; Oberst, Wegmann, Stodt, Brand and Chamarro, 2017). Furthermore, some people believe that the use of social networks will increase the fear of missing social activities and feeling rejected by society (Buglass et al., 2017).

Perceived emotional support is defined as the perception of a deliberate exclusion or shunning from a social interaction that generates feelings of being devalued. Perceived emotional support can result in hurt feelings, sadness, anxiety, anger, loneliness, depression, low-self-esteem, and dysfunctional interpersonal behaviors; feeling rejected by online connections can also produce these negative psychological outcomes. As people increasingly use social media rather than face-to-face interactions, relying more and more on social media to satisfy a basic sense of belonging, it is necessary to examine the factors that can cause harmful effects from their use.

The fear of missing out is defined as a preoccupation with maintaining constant connections with what others are doing; this derives from a persistent fear that one is absent or excluded from rewarding social experiences (Przybylski et al., 2013). Research has shown that the fear of missing out is the result of defects in psychological needs, including a sense of

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belonging. People with unmet psychological needs participate in continuous social surveillance (that is, they use social networking sites to track and monitor behavior, beliefs, and other people's activities.) To meet these needs and avoid feeling excluded from important social experiences (Beynes et al., 2016; Buglass et al., 2017; Oberst et al., 2017; Park, Shen and Zhu, 2015). This triggers extreme social surveillance behaviors, forcing people to track status updates, photos, and videos of countless social media contacts. This information shows that the person has not been invited to participate in social activities. This study helps to advance the existing literature and by examining the relationship between the need to belong, fear of missing out, social media use, and perceived emotional support among female young adults.

REVIEW OF LITERATURE

The most common theory used to understand why people engage with social media is uses and gratifications theory. This theory was first proposed by Elihu Katz and his partners Jay Blumler and Michael Gurevitch in 1973. It theorizes that individuals are actively engaged in seeking out media that they believe will satisfy certain needs. There is mounting evidence that social media provides a diverse experience for each user. One of the most popular reasons people use social media is to connect with others.

Online profiles often reflect a version of offline life that they represent. Use of social media also provides satisfaction in certain emotional, cognitive, social and habitual areas of users' lives. Interactions on social media are often referred to as social capital bridges and ties (Ellison, Steinfield, & Lampe, 2007; Putnam, 2000). Since it is related to social media, social capital is a relationship established online that can enrich virtual interactions. Bridge social capital consists of making connections with people who think differently from "me".

Social Interaction

Sponsil (Sponsil, M., and Gitimu, P. 2013) conducted research into the impact of social media on college students' communication and self-concept. In their research, they discovered that 50% of students feel social networking websites have a beneficial impact on their self-esteem, whereas 50% believe neither favorably nor negatively. Face-to-face communication is preferred by students over social media platforms. They also discovered that social media has influenced the behavior of pupils. The amount of lurking behavior is rising by the day. Students would rather look at other people's lifestyles, even if they don't know them, and chat to them than go out and make new acquaintances. This might imply that other users' opinions will have an impact on pupils' self-perception.

Gilani et al. conducted a study to determine the impact of social media sites on changing the mindset of teenagers. Social networking platforms have both beneficial and bad effects on young people, according to one study. To begin with, social media is heavily used by youth. The study discovered that youth's good usage of social media can affect their socio-political awareness and help them improve abilities like online communication and language fluency. This study also discovered that students' study and learning habits are affected by their excessive usage of social media in educational computer laboratories. The majority of pupils are unable to concentrate on their studies throughout class. They are prone to disregarding the lecturer's actions and tutorials. They often use the internet to communicate, remark, and even share videos on social networking sites like Facebook, Instagram, and Twitter. This has had an impact on their educational behavior. Negative and immoral pictures, videos, or links on social media sites also have an impact on the lives of young people. They begin to

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distribute meaningless information or pictures that harm the country's foreign relations and national dignity.

According to Al-Sharqi et al., their study looked at the differences and similarities in perceptions of social media's influence on social behavior among Arts and Science students. The goal of this study is to learn about students' perspectives on the benefits and drawbacks of social media. This study found that using social media allows students to learn about diverse thinking patterns, interact with others and groups, relieve boredom, and increase their capacity to be open-minded. Furthermore, social media has an effect on the behavior of each group of students due to two unusual variables. Students in science are interested in respecting other people's opinions, but students in the arts value freedom of speech. This influence on social behavior is significant since it provides several benefits to pupils. Furthermore, social media has a harmful influence on kids. The most widespread fear is that kids would become physically inactive as a result of their use of social media. After that, social media has an impact on pupils, exposing harmful ideas and causing inefficiency and distraction from regular activities. Because they waste so much time on social networking sites, students become less friendly and cognitively dull.

Chris conducted research on how social media influences the study habits of undergraduate students. Many students spent significant time on social media, particularly Facebook and WhatsApp, even during lecture hours, according to this survey. This study found that while social media is beneficial to students' study habits during the day, its addiction throughout the night hours has a detrimental impact on their revision time. These studies also revealed that students, particularly at night, were unable to exert self-control over the interference of social media with their revision. Social media had affected the students' revision habits which made them prefer to engage in social media during night time rather than doing revision.

The impacts of social media at universities can alter students' and lecturers' performance, decision-making, communication, engagement, trust, and leadership, according to Romero et al. The study discovered that university students utilize social media for public relations, branding, and advertising. Users of social networking sites made better use of social media technologies in terms of information and utility. Despite the fact that transparency has been pushed, the relationship discovered is medium to low. Students' interactions and communication with instructors and staff are influenced by social media. The interaction between students and professors has evolved as a result of the usage of technology.

Kerkhof, Finkenauer, and Muusses (2011) called this phenomenon a "syntopia" explaining that the physical/social situations and history of a person influenced what they did and learned online which spilled over into their offline experiences. Conversely, Jenkins-Guarnieri, Wright, and Hudiburgh (2012) found that those with lower levels of perceived competency at initiating offline relationships was related to increased use of Facebook. Additionally, heavy social media users have decreased interpersonal competency at initiating offline relationships meaning that the more a person uses social media Park, Kim, and Park, (2016) revealed that a person who had developed a dependency to their cell phone experienced decreased attention and increased depression which led to a negative impact on their social relationships with their friends. Additional research revealed that overuse of social networking sites significantly affects the lives of adolescents with negative

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consequences on their personal, psycho-social well-being (Marino, Vieno, Pastore, Albery, Frings, & Spada, 2016).

Finally, Seo, Park, Kim, and Park, (2016) claimed that the more problematic mobile phone addiction becomes, the more people will experience decreased self-esteem and emotional well-being. From the aforementioned research, it is clear that our use of social networking sites influences our offline relationships and vice-versa.

FOMO and Anxiety

Fear of missing out (FOMO) is a mental state where people may miss opportunities or social occasions. This mentality requires them to keep in touch with others and keep abreast of the latest developments of their friends (Beyens et al., 2016; Elhai et al., 2016). The fact that these people had to constantly stay in touch with their colleagues resulted in smartphone usage problems. One side effect of excessive smartphone use is decreased emotional self-control which is determined by two processes: decreased cognitive reassessment (inability to assess mental or emotional state in a different way) and increased emotional inhibition (regular suppression of emotions leads to a build-up of pressure and stress) both of which lead to an inability to regulate emotions properly (Elhai et al., 2016). Elhai et. al (2016) argued:

Excessive use of smartphones does not fully explain depression or anxiety; on the contrary, other intervention variables may influence. Specifically, less behavioral activation and (only for depression) more emotional suppression seem to explain this relationship. Problematic smartphone use can interfere with other enjoyable activities and disrupt social activities, reducing behavioral activation and subsequently increasing depression. Emotional suppression may be linked to problem use, which disrupts adaptive processing of emotions, which in turn is linked to more severe depression.

In a study conducted by Lai, Altavilla, Ronconi, and Aceto (2016), EEG brain scans are used to detect the parts of the brain that glow when participants are exposed to certain images. In this study, they examined FOMO, inclusive social experience, and exclusive social experience. Their findings indicate that those with higher FOMO scores are more aware of the mental states of other people participating in active social interactions, and show a greater need for self-recognition, which may be the reason why people continue to return to social media.

Closely related to FOMO is the anxiety that often manifests in the lives of people who use social media and experience FOMO. Cheever, Rosen, Carrier, and Chavez (2014) attempt to explore when anxiety appears in the lives of college students separated from mobile phones. After collecting the reasons for each participant's mobile phone use and obtaining data on the amount of time each participant used the mobile phone in the activities they mentioned, the researchers found that each college student spends 4444 hours on their mobile phone on average per day in a year. The main reasons for using it for hours (in order of most frequently used to least frequently used) are as follows: sending text messages, listening to music, visiting websites, calling, using email, watching TV/movies, playing games, and reading books. The time of each activity is averaged together and divided into three categories: low-day use (17 hours), moderate-day use (7.5-16.5 hours), and high-day use (17-64.5 hours). The study results showed that those with low daily use had barely experienced or had no anxiety during the survey. Compared to the times it took to complete

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the first survey, moderate users initially experienced high anxiety due to the longer time to complete the second survey, but the anxiety leveled off during the third survey. For the group of high daily use, the time it took to complete each of the three surveys increased significantly, indicating that anxiety increased over time and continued to increase (Cheever et al., 2014). These findings have little to do with whether this person is separated from the mobile phone, but they have to do with the weight of its user. This study emphasizes that people who abuse mobile phones experience a high level of anxiety when separated from them. This may explain why those who carry mobile phones and use them often experience a high level of anxiety when detaching from those who are active on social media.

Perceived emotional support

With the widespread use of the Internet and social media in the 21st century, chances for connection and support have grown both in number and complexity. Between 2005 and 2013, the number of internet users aged 18–29 who use social media climbed from 9% to 90%, with over 74 percent of all online adults now claiming use. It's possible that electronic social networks are modeled after face-to-face social networks, which have been shown to boost emotional support. According to some findings, greater social networks and perceived audiences are associated with better levels of life satisfaction. Similarly, increasing social capital has been linked to increased social network usage. Positive feelings were shown to be more widespread than negative emotions in a research of Facebook user replies, suggesting that Facebook use is linked to happiness.

Furthermore, according to a recent Facebook study, users perceive emotional support to be higher than that of other internet users with similar demographic features. The ability of social media to assist in building both strong and weak social bonds is one option for social media's possible good influence on emotional support. Depending on the strength of the bond, it may be useful for emotional support or acquiring new sources of knowledge. Others have said that using social media promotes an ambient awareness among users, keeping them aware of one other's daily social activities. Social Presence Theory is beneficial in attempting to explain what we feel while engaging with people using digital technology in order to comprehend how mediated social connectedness could give emotional advantages akin to conventional social connectivity.

According to Gunawardena's (1995) Social Presence Theory, mediated communication is considered "real" to the extent that it is viewed as both immediate and personal. Because digital technology allows for immediate connection and response, every social media now has the potential for immediacy. Intimacy, on the other hand, is a far more subjective aspect that most likely exists in the "eye" of the beholder, and it is the most important factor. Intimacy, according to Granovetter (1973), is described as mutual confiding or disclosure, in which both partners may comfortably reveal facts about themselves. Because specific forms of social media have been associated with reduced loneliness (Pittman, 2015) and enhanced happiness (Pittman & Reich, 2016), it is hypothesized that frequency of social media usage alone will predict a reduction in loneliness and an increase in happiness in this study. Taking things a step further, this study theorizes that because lonely individuals use social media less frequently than others, they would experience it as less personal, and hence less beneficial for interacting with others. On the other hand, the more one uses social media, the more likely it is to provide gratifications like social interaction, entertainment, or relaxation (Whiting & Williams, 2013). People who are happy are more likely to perceive social media

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as intimate, or at the very least as more useful in facilitating disclosure and self-presentation to others and the world.

However, the usage of social media is more complicated than simple linear effects. Scholars must reconcile seemingly contradicting facts. On the one hand, Primack et al. (2017) discovered that young people in the highest quartile of social media usage (compared to those in the lowest) were twice as likely to feel socially isolated. Conversely, (Pittman & Reich, 2016) discovered that college students who utilized Instagram more regularly (as opposed to those who did not) were less likely to be lonely. Granted, loneliness and social isolation are not the same thing; social isolation refers to a sense of being alone, whereas loneliness refers to emotional suffering caused by a gap between perceived and desired social support. According to the Primack et al. (2017) study, it's likely that people use social media a lot, but it's all for naught because it doesn't provide them with any emotional or social advantages. What distinguishes those individuals from those in Pittman and Reich's (2016) study, which found a correlation between high social media usage (of image-based platforms) and higher emotions of social connection? Perhaps image-based platforms allowed for more closeness, and hence more sense of social connection. Users, on the other hand, will not see all social media sites as equally "intimate," and these individual variances may explain the disparities in emotional well-being impacts. As a result, this study proposes a mediation model to explain how social media use can reduce loneliness and happiness. That is, while frequent usage may appear to have a direct influence on favorable emotional outcomes (e.g., decreased loneliness and greater happiness), it really has an indirect effect via perceived closeness. To put it another way, the more one uses social media, the more intimate one perceives their use, and it is this perceived closeness with others that makes one feel better.

METHODOLOGY

Objective

The purpose of this study is to examine the correlation between use of social media and the development of poor social interaction, fear of missing out, and perceived emotional support in young adult women. Research methodology chapter describes the quantitative research design and the statistical procedures utilized in the study. The sample and sampling techniques are described, as well as participant inclusion/exclusion criteria, recruiting, and data collecting. The tools used to measure the variables are also given their reliability, validity, and rationale. The processes for descriptive and inferential data analysis are explained in this chapter, followed by a discussion of risks to validity and ethical considerations.

Sample

The target population for this study is female young adults in India. Participants were required to be aged 15 to 18 school going students, aged 19 to 23 currently enrolled in an Undergraduate program & post-graduate program (i.e., traditional on-campus, online, and hybrid format), aged 25 to 30 working women and had at least one social media account. The sample was limited to Indian participants to minimize cultural factors that may influence differences in the independent variables (i.e., social media use) and the perception of social emotional support in general. Furthermore, it has been established that high-school and college-aged students use social media more than any other age group, and young adults are generally more impacted by the fear of missing out compared to other age groups (Pryzbylski et al., 2013; Smith & Anderson, 2018).

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Tools

- **Social Networking Time Use Scale (SONTUS)** - The SONTUS is a 29-item self-report questionnaire that was used to measure time spent, places, and situations in which people have used social networking sites during the past week (Olufadi, 2016).
- **Fear of Missing Out Scale (FOMO)**- The FOMO is a 10-item Likert-type scale that was used to assess individual differences in fears, worries, and anxieties people have about being in (or out of) touch with events, experiences, and conversations occurring within their social environment (Przybylski et al., 2013).
- **Social Interaction Anxiety Scale (SIAS)**- The Social Interaction Anxiety Scale (SIAS) is a 20 item self-report scale designed to measure social interaction anxiety defined as “distress when meeting and talking with other people” (Mattick and Clarke, 1998, p. 457). This tool is helpful in tracking social anxiety symptoms over time, and may be helpful as part of an assessment for social phobia or other anxiety related disorders.
- **Online Social Support Scale (OSSS)**- Online Social Support Scale, was developed based on previous theory, research, and measurement of in-person social support including four subscales: esteem/emotional support, social companionship, informational support, and instrumental support. The OSSS has been compared with other scales which measure perceived emotions, including MCSF-C (social desirability) and EPQR-S (lie scale) for evidence of *discriminant validity*.

Data Collection

Data Collection occurred across a one-month period in December 2021, Study participants were recruited from recruited from the school, college and private organizations based on the study’s inclusion criteria requiring participants to be India, aged 15 to 30, currently enrolled in an undergraduate/postgraduate program (i.e., traditional on-campus, online, and hybrid format), working in a company, or school going student and had at least one social media account. International students and students with children were excluded. The survey took place in an online format and began with the consent form that explained the purpose of the study was to “explore how psychological needs are related to social behavior. The consent form also included a description of procedures, the voluntary nature of the study, risks and benefits, privacy, and contact information. The survey was anonymous; no identifying information was collected to protect participant privacy. Respondents who did not provide consent were directed to the end of the survey. Respondents who did provide consent were directed to six screening questions designed with a skip logic feature to disqualify participants who did not meet the inclusion/exclusion criteria. Respondents who did not meet the inclusion/exclusion criteria were directed to a thank you page ending the survey.

Respondents who met all of the study's inclusion criteria were forwarded to the survey section. To avoid missing data, every survey question had a mandatory validation feature that required participants to answer all survey questions. After all survey questions were answered, participants were directed to a debriefing page that explained the use of incomplete disclosure about the purpose of the study, a practice typically used when revealing the true purpose of the study might bias participant responses. Debriefing informed participants of the true nature of the study, which was to “examine how individual

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differences in the perceived emotional support, fear of missing out, and poor social interaction developed by the overuse of social media.”

The forced validation procedure obviated the need to remove responses to missing or incomplete data. The total sample size for the study was N = 150. Three outcome variables (i.e., perceived emotional support, fear of missing out, and poor social interaction) and one predictor variable (i.e., social media use) were used to examine the research questions and hypotheses.

Data Analysis

Data collected from the survey platform would be downloaded into the SPSS for data analysis. Inferential statistics is used to determine the correlation between use of social media and development of fear of missing out, deterioration in social interaction and encouraging perceived emotional support. In hierarchical multiple regression, the independent variables are gradually entered into the regression equation in the order of predictive power based on theoretical reasoning to determine the degree of variance explained by adding each independent variable or block of variables to the dependent variable (Segrin, 2010).

RESULTS AND DISCUSSION

The demographics (i.e., age, current education level, occupation, number of social media accounts used) for participants are displayed in Tables 2. The average age of participants was 22.5 (SD = 4.76), although the sample is nearly evenly distributed across school, college and working female categories. Participants most frequently reported being in their 18 years of age in school level participants (n = 20, 40.0%). The majority of students also reported having two social media handles (n = 14, 28%) at school level. For the college level participants most frequently reported being in their 20 years of age (n= 20, 40%), the majority of participants reported having 4 social media accounts (n=17, 34%). In the category of working women participants most frequently reported being in the age of 25 years (n=15, 30%) and also reported having 3 social media accounts (n=15, 30%).

Table 2 Frequencies: Age, Number of social media account of participants

Group	Age	No. of Social media handles	N	%
School level	15-18	1	11	22.0%
		2	14	28.0%
		3	10	20.0%
		4	7	14.0%
		More than 4	8	16.0%
College level	19-23	1	8	16.0%
		2	8	16.0%
		3	11	22.0%
		4	17	34.0%
		More than 4	6	12.0%
Working level	24-30	1	10	20.0%
		2	8	16.0%
		3	15	30.0%
		4	6	12.0%
		More than 4	11	22.0%

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Participants were asked about the type of social media accounts they hold. The majority of students indicated they used Whatsapp (n = 150, 100%) followed by Youtube(n = 143, 95.3%), Instagram(n = 135, 90%), Telegram (n=112, 74.7 %), Facebook (n = 109, 72.7%), Snapchat (n= 94, 62.7%), LinkedIn (n = 93, 62%), Twitter (n=70, 46.7%), and minimum use of other accounts.

Table 3 *Frequencies: Types of Social media accounts of participants*

Variables	N	%
Facebook	109	72.7 %
Instagram	135	90 %
Twitter	70	46.7 %
Whatsapp	150	100 %
Snapchat	94	62.7 %
Pinterest	89	59.3 %
Youtube	143	95.3 %
LinkedIn	93	62%
Telegram	112	74.7 %
Dating Site/app	26	17.3 %

As a convenience sampling method was used in the study, it is unknown whether the sample characteristics are representative of the Indian school going female of 10th to 12th grade, college going female population as well as young working female population. Accordingly, the results of the study cannot be generalized to all Indian females. Although probability sampling would enhance sample representativeness and generalizability, random sampling was not possible in this study due to the limits of doing research online; hence, external validity is limited.

Descriptive statistics

The total sample included 150 participants who completed the study, 50 participants in each group. The following means and standard deviations were calculated for three outcome variables: fear of missing out, poor social interaction, and perceived emotional support [emotional, social, informational, instrumental]. Mean and standard deviations also calculated for the predictor variable social media use (SONTUS). Table 4 displays the means and standard deviations for the predictor and outcome variables for three different groups.

For the school level group age between 15 to 18 the outcomes for the variables are: fear of missing out (M = 29.14, SD = 7.28), poor social interaction (M = 36.48, SD = 16.52), and perceived emotional support [emotional(M= 30.74, SD= 8.99), social(M= 30.40, SD= 7.77), informational(M= 31, SD=8.42), instrumental(M=26.3, SD= 10.08)]. Mean and standard deviations also calculated for the predictor variable social media use (SONTUS) (M= 11.78, SD= 3.45).

For the college level group age between 19 to 24 the outcomes for the variables are: fear of missing out (M = 29.36, SD = 7.74), poor social interaction (M = 38.26, SD = 15.63), and perceived emotional support [emotional(M=27.36, SD= 8.37), social(M= 27.82, SD= 7.28), informational(M= 28.68, SD=7.57), instrumental(M=23.5, SD= 10.24)]. Mean and standard deviations also calculated for the predictor variable social media use (SONTUS) (M= 9.92, SD= 3.23).

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For the working women group age between 25 to 30 the outcomes for the variables are: fear of missing out(M = 25.54, SD = 8.88), poor social interaction (M = 32.86, SD = 15.92), and perceived emotional support[emotional(M= 30.36, SD= 9.30), social(M= 29.00, SD= 8.01), informational(M= 29.82, SD=8.37), instrumental(M=23.62, SD= 9.91)]. Mean and standard deviations also calculated for the predictor variable social media use (SONTUS) (M= 10.66, SD= 3.72).

Table 4 Descriptive statistics for Independent and Dependent variables of participants

Group	Age	N		Time spent on social media	Fear of missing out	Poor social interaction	Perceived emotional support [Emotion]	Perceived emotional support [Instrumental]	Perceived emotional support [Informational]	Perceived emotional support [Social]
School level	15-18	50	Mean	11.78	29.14	36.48	30.74	26.32	31.00	30.40
			SD	3.448	7.2759	16.516	8.991	8.424	10.08	7.777
College level	19-23	50	Mean	9.92	29.36	38.26	27.36	23.50	28.68	27.82
			SD	3.225	7.742	15.634	8.370	10.240	7.571	7.283
Working level	24-30	50	Mean	10.66	25.54	32.86	30.36	29.82	23.62	29.00
			SD	3.723	8.889	15.923	9.308	8.375	9.919	8.017

In addition to deriving a global score for social media use, the SONTUS also provides classifications that define low, average, high, and extremely high social media use. Specifically, a global score of 5 to 9 (low user), 10 to 14 (average user), 15 to 19 (high user), and 20 or greater (extremely high user).

The SONTUS classifications for participants are displayed in Table 5

Table 5 Frequencies for SONTUS classifications

Categories	N	%
Low social media use	62	41.33%
Average social media use	62	41.33%
High social media use	25	17.33%
Extremely high social media use	01	0.01%

The total score of FOMO (fear of missing out scale) score was derived from participants rating their responses on a scale from 1(not at all true) to 5 (absolutely true). The total scores of the scale range between 10 and 50, where higher scores indicate a higher level of fear of missing out.

To further examine the extent to which participants felt fear of missing out, mean and standard deviation were computed. Mean score was calculated 29.36 and standard deviation was 7.74 for the college students group, for the school student participants mean was 29.14and standard deviation was 7.27. For the working women group the calculated mean was 25.54 and standard deviation was 8.89.

The total score of SIAs (Social interaction anxiety scale) score was derived from participants rating their responses on a scale from 0(not at all) to 4(extremely). The total scores of the scale range between 0 and 80, where higher scores indicate a higher level of social phobia. A score of 43 or more indicates traditional social anxiety (generalized irrational fears across

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numerous social situations with avoidance and impairment). A score of 34 to 42 indicates what is sometimes called social phobia (specific situations of irrational social fears with avoidance and impairment).

To further examine the extent to which participants felt social interaction anxiety, mean and standard deviation were computed. Mean score was calculated 38.26 and standard deviation was 15.63 for the college students group, for the school student participants mean was 36.48 and standard deviation was 16.51. For the working women group the calculated mean was 32.86 and standard deviation was 15.92.

The total score of OSSS (Online social support scale) score was derived from participants rating their responses on a scale from 0 (never) to 4 (a lot) on how high or low they are on esteem/emotional support, social companionship, informational support, and instrumental support. To further examine the extent to which participants felt social interaction anxiety, mean and standard deviation were computed (Table 11). Mean score for informational support were higher than any other subscales (M=28.68, SD=7.57), followed by social companionship (M= 27.82, SD= 7.28), emotional/ esteem support (M= 27.36, SD= 8.37), instrumental support (M= 23.5, SD= 10.24) for the college students group, for the school student participants mean score for informational support were higher (M=31, SD=8.42) followed by emotional/esteem support (M=30.74, SD= 8.99), social companionship (M=30.40, SD= 7.77), and instrumental support (M=26.32, SD= 10.08). For the working women group the mean score for emotional/esteem support is higher (M= 30.36, SD= 9.30), followed by informational support (M= 29.82, SD= 8.37), social support (M= 29, SD= 8.01), and instrumental support (M= 23.62, SD= 9.91)

Correlations Analysis

Three separated correlations were conducted to determine the strength between time spent on social media and fear of missing out, poor social interaction and perceived emotional support [esteem/ emotional support, social companionship, informational support, and instrumental support].

Correlation Analysis for the participants in school, age 15-18: The first correlational study examined the predictor variable and three outcome variables. The Pearson correlation study was used to analyze the relationship between time spent on social media and development of FOMO, poor social anxiety and perceived emotional support. Table 4 shows that positive correlation coefficient between time spent on social media is moderately correlated with developing fear of missing out (0.487), correlation between poor social interaction and time spent on social media is negligibly correlated (0.188), whereas time spent on social media is having low correlation with emotional and informational support and low in correlational with social support but highly correlated with instrumental support.

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Table 6 A Correlation: Independent variables with three dependent variables in school level

Variables	Social media use	Fear of missing out	Poor social interaction	Perceived emotional support [Emotion]	Perceived emotional support [Instrument]	Perceived emotional support [Information]	Perceived emotional support [Social]
Social media use	1	.100	.189	.136	-.007	.125	.229
Fear of missing out	.100	1	.456**	.415**	.366**	.263	.407**
Poor social Interaction	.189	.456**	1	.174	.260	.271	.256
Perceived emotional support [Emotion]	.136	.415**	.174	1	.633**	.746**	.781**
Perceived emotional support [Instrument]	-.007	.366**	.260	.633**	1	.826**	.693**
Perceived emotional support [Information]	.125	.263	.271	.746**	.826**	1	.819**
Perceived emotional support [Social]	.229	.407**	.256	.781**	.693**	.819**	1

*Correlation is significant at 0.05 level (2 tailed)

**Correlation is significant at 0.01 level (2 tailed)

Correlation Analysis for the participants in college, age 19-23: The correlation coefficient between time spent on social media is lower correlated with developing fear of missing out (0.037), correlation between poor social interaction and time spent on social media is moderately correlated (0.407), whereas time spent on social media is having high correlation with emotional(0.956) and informational support is moderately high on correlation (0.609) and low in correlational with social support(0.379) but highly correlated with instrumental support(0.835).

Table 6B Correlation: Independent variables with three dependent variables in college level

Variables	Social media use	Fear of missing out	Poor social interaction	Perceived emotional support [Emotion]	Perceived emotional support [Instrument]	Perceived emotional support [Information]	Perceived emotional support [Social]
Social media use	1	.295*	.120	-.008	-.030	.074	.127
Fear of missing out	.295*	1	.269	.573**	.601**	.472**	.567**
Poor social Interaction	.120	.269	1	.188	.131	.162	.195
Perceived emotional support [Emotion]	-.008	.573**	.188	1	.753**	.770**	.795**
Perceived emotional support [Instrument]	.030	.601**	.131	.753**	1	.844**	.790**
Perceived	.074	.472**	.162	.770**	.844**	1	.887**

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emotional support [Information]							
Perceived emotional support [Social]	.127	.567**	.195	.795**	.790**	.887**	1

*Correlation is significant at 0.05 level (2 tailed)

**Correlation is significant at 0.01 level (2 tailed)

Correlation Analysis for the participants in working group, age 24-30: The correlation coefficient between time spent on social media is lower correlated with developing fear of missing out (0.057), correlation between poor social interaction and time spent on social media is lower correlated (0.271), whereas time spent on social media is having moderate correlation with emotional(0.551) and informational support is moderately high on correlation (0.709) and moderately high in correlational with social support(0.775) but highly correlated with instrumental support(0.803).

Table 6C Correlation: Independent variables with three dependent variables in working level

Variables	Social media use	Fear of missing out	Poor social interaction	Perceived emotional support [Emotion]	Perceived emotional support [Instrument]	Perceived emotional support [Information]	Perceived emotional support [Social]
Social media use	1	.271	-.159	.086	.036	.054	-.041
Fear of missing out	.271	1	.345*	.149	.127	-.109	.125
Poor social Interaction	-.159	.345*	1	-.174	.037	-.166	-.215
Perceived emotional support [Emotion]	.086	.149	-.174	1	.649**	.676**	.782**
Perceived emotional support [Instrument]	.036	.127	.037	.649**	1	.797**	.660**
Perceived emotional support [Information]	.054	-.109	-.166	.676**	.797**	1	.775**
Perceived emotional support [Social]	-.041	.125	-.215	.782**	.660**	.775**	1

*Correlation is significant at 0.05 level (2 tailed)

**Correlation is significant at 0.01 level (2 tailed)

One-way ANOVA

To further support, the one way ANOVA test was done on how much time a user spent on social media and their relationship with dependent variables between the groups to compare which group is mostly affected due to excess use of social media. Each group was distributed into lower use of social media and higher use of social media to compare the excess use of social media affecting increasing fear of missing out, poor social interaction and perceived emotional support.

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Table 7 shows that in the working women group, fear of missing out is significant (.021). For college level, fear of missing out is significant (.037) and perceived emotional support in the social domain is significant (.088). Whereas in school level poor social interaction (.060), perceived emotional support in emotion domain (.088), social domain (.010) and information domain (.071) are significant. Hence this implies that higher use of social media impacts social interaction, increased sense of missing out and increased perceiving emotional support.

Table 7 One-way ANOVA: Compare three variables between three age group

			Sum of Squares	df	Mean Square	F	Sig.
Working women level	Fear of Missing Out	Between Groups	412.875	1	412.875	5.728	.021
		Within Groups	3459.545	48	72.074		
		Total	3872.420	49			
	Poor social Interaction	Between Groups	25.524	1	25.524	.099	.755
		Within Groups	12398.496	48	258.302		
		Total	12424.020	49			
	Perceived emotional support_[emotion]	Between Groups	230.956	1	230.956	2.761	.103
		Within Groups	4014.564	48	83.637		
		Total	4245.520	49			
	Perceived Emotional support_[social]	Between Groups	122.581	1	122.581	1.944	.170
		Within Groups	3027.419	48	63.071		
		Total	3150.000	49			
	Perceived Emotional support_[information]	Between Groups	152.755	1	152.755	2.232	.142
		Within Groups	3284.625	48	68.430		
Total		3437.380	49				
Perceived Emotional support_[instrument]	Between Groups	111.366	1	111.366	1.135	.292	
	Within Groups	4710.414	48	98.134			
	Total	4821.780	49				
College level	Fear of Missing Out	Between Groups	258.023	1	258.023	4.622	.037
		Within Groups	2679.497	48	55.823		
		Total	2937.520	49			
	Poor social Interaction	Between Groups	85.151	1	85.151	.344	.560
		Within Groups	11892.469	48	247.760		
		Total	11977.620	49			
	Perceived emotional support_[emotion]	Between Groups	61.051	1	61.051	.869	.356
		Within Groups	3372.469	48	70.260		
		Total	3433.520	49			
	Perceived Emotional	Between Groups	154.880	1	154.880	3.041	.088
		Within Groups					
		Total					

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School level	support_[social]	Within Groups	2444.500	48	50.927		
		Total	2599.380	49			
	Perceived Emotional support_[information]	Between Groups	76.880	1	76.880	1.351	.251
		Within Groups	2732.000	48	56.917		
		Total	2808.880	49			
	Perceived Emotional support_[instrument]	Between Groups	54.253	1	54.253	.512	.478
		Within Groups	5084.247	48	105.922		
		Total	5138.500	49			
	Fear of Missing Out	Between Groups	112.033	1	112.033	2.167	.148
		Within Groups	2481.987	48	51.708		
		Total	2594.020	49			
	Poor social Interaction	Between Groups	959.055	1	959.055	3.710	.060
		Within Groups	12407.425	48	258.488		
		Total	13366.480	49			
	Perceived emotional support_[emotion]	Between Groups	235.347	1	235.347	3.032	.088
		Within Groups	3726.273	48	77.631		
		Total	3961.620	49			
	Perceived Emotional support_[social]	Between Groups	384.118	1	384.118	7.147	.010
		Within Groups	2579.882	48	53.748		
		Total	2964.000	49			
Perceived Emotional support_[information]	Between Groups	230.624	1	230.624	3.409	.071	
	Within Groups	3247.376	48	67.654			
	Total	3478.000	49				
Perceived Emotional support_[instrument]	Between Groups	104.755	1	104.755	1.032	.315	
	Within Groups	4874.125	48	101.544			
	Total	4978.880	49				

Summary

A series of correlations were used to determine if the social media use significantly developed fear of missing out, poor social interaction, perceived emotional support among the young female population. The results revealed that all three outcome variables significantly related and positively correlated to the predictor variable. So, it can be said that over use of social media by an individual can lead to fear of missing out, developing social anxiety leads to poor social interactions and tendency of perceiving emotional support from online friends.

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Also, after interpreting one way ANOVA results of each level the outcomes indicate that independent variable (time spent on social media) is significant in increasing fear of missing out, affecting social interaction and perceiving emotional support. It has been found that school level participants are mostly affected by excess use of social media followed by college level and working women participants.

DISCUSSION

The number of social media users worldwide is 3.484 billion, up 9% year-on-year (Toff, 2020). Social media has many positive and enjoyable benefits, but it can also lead to mental health problems. Within the last decade, Indian students have experienced a decline in mental health and research suggests the upsurge in social media use may be a contributing factor. Over use of social media can influence various negative psychological consequences as well as dysfunctional interpersonal relationships (Leary, 2017). The purpose of this study is to address the gaps in the literature by examining the influence on increasing fear of missing out, poor social interaction and perceiving emotional support among the young female population.

CONCLUSION

One in three young adults experiences psychological distress that warrants clinical attention, and over half of youngsters report feelings of hopelessness, debilitating depression, loneliness, and overwhelming anxiety (ACHA, 2016; Lipson et al., 2019). Psychological distress, in turn, undermines academic progress and interferes with organization adjustment, motivation, and achievement (McIntyre et al., 2018; Peltzer & Pengpid, 2017). The aim of this study was to examine factors that may be contributing to the alarming increase of mental health problems for the Indian young female population. In this digitally driven era, education and other works rely on social media as their lifeline to the social world; research is just beginning to uncover the psychological effects of its use. For the younger generation, social media can be a double-edged sword: On one hand, social media can facilitate social adjustment and strengthen social bonds as students learn to navigate new and unfamiliar environments. On the other hand, its use can interfere with belonging needs that are critical to psychological health and fuel a fear of missing out, contributing to feelings of disconnection, and feeling socially rejected.

This study has dealt with how the use of social media impacts the emotional well-being of the user and their offline interpersonal relationships. As social beings, it is natural for us to want to connect with those around us and social media has certainly made it easier to do so. However, as has been shown in this study, social media is not without its pitfalls. Backed by quantitative data, this study provides compelling evidence that social media use offers more negative consequences than benefits. The data imply that unless some appropriate actions are taken to be more aware of how our social media use impacts us and what we can do to resolve those issues then we will likely develop negative habits and further plunge ourselves into a state of deeper emotional distress by passively allowing our health and relationships to deteriorate.

This study confirms prior research on uses and gratifications theory, social media effects, and relationship problems, but also offers additional data that perhaps takes past research beyond previous limits to showcase that social media play a role in creating addictive behaviors. It is highly possible that social media is creating a society of addicts. The question that each social media needs to ask themselves is how do we know if our social

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media use is too much, or if it has become an addiction for us? This may require taking a break from social media for a short while and taking inventory of our lives in order to better see what needs social media has been gratifying and then to make the choice of either continuing to use social media to fill those needs to or to find alternative sources of gratification that are more lasting.

One final thought for this research study is that social media are still relatively new to the world and as this phenomenon continues to develop, only continued research and time will be able to identify what is truly happening to mankind in the years to come.

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Conflict of Interest

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