

Research Paper

Understanding Childhood Emotional Neglect and Burnout and Their Relationship with Conformity and Social Media Addiction

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ABSTRACT

This study has been undertaken to investigate the relationship of Childhood Emotional Neglect and Burnout with Conformity and Social Media Addiction. The sample of this study involved 314 adults, within the ages of 18-30 years. In this study, Copenhagen Burnout Inventory (Kristensen et al., 2005) was used to measure the level of Burnout, Childhood Emotional Neglect Scale was used to measure the level of Childhood Emotional Neglect, Bergen Social Media Addiction Scale was used to measure the level of Social Media Addiction and Conformity Scale (Mehrabian and Stefi, 1995) was used to measure the level of Conformity. The results of the study showed a weak but positive correlation between Conformity and Social Media Addiction, while it was found that there is a negative correlation between Childhood Emotional Neglect and Social Media Addiction. It was also found that there is a negative correlation between Childhood Emotional Neglect and Conformity, additionally, there is a negative correlation between Burnout and both Social Media Addiction and Conformity.

Keywords: *childhood emotional neglect, burnout, conformity, social media addiction, copenhagen burnout inventory, childhood emotional neglect scale, bergen social media addiction scale, conformity scale*

1.1 Burnout

Burnout was first introduced to the scientific literature in 1969, but it wasn't until Freudenberger's work in 1974 that the term gained prominence. Freudenberger described burnout as a decline in enthusiasm, motivation, and commitment in hospital volunteers, leading to psychological and physical symptoms. By 1981, Maslach expanded this definition, characterizing burnout as a prolonged response to emotional and interpersonal stress at work. It includes exhaustion, cynicism, and a sense of inefficacy. Burnout is not

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limited to professionals; students also experience it, with detrimental effects on their learning, motivation, and overall well-being.

1.1.1 Dimensions of Burnout

Burnout consists of three primary dimensions: emotional exhaustion, cynicism (or depersonalization), and reduced personal achievement. Emotional exhaustion, the first dimension, manifests as profound fatigue due to job demands. This can hinder an individual's ability to function effectively. Cynicism, or detachment from work, is marked by negative attitudes toward colleagues or clients. Lastly, reduced personal achievement involves self-doubt regarding professional competence, leading to lower morale and productivity. Burnout results from a combination of organizational factors, like workload, and individual factors, such as coping mechanisms. While organizational conditions primarily cause burnout, individual traits like optimism or effective coping can mitigate its impact.

1.1.2 Psychological Consequences

Burnout's psychological effects include cognitive and emotional disturbances, such as memory and concentration issues, difficulty making decisions, anxiety, depression, and insomnia. Some studies also link burnout with substance abuse and an increased risk of suicide.

1.1.3 Health Consequences

Burnout affects physical health, contributing to issues such as musculoskeletal pain, cardiovascular disorders, headaches, and chronic fatigue. It also raises cortisol levels and increases the risk of type 2 diabetes. However, these symptoms do not manifest uniformly across all individuals.

1.1.4 Behavioral Consequences

Burnout often leads to job dissatisfaction, absenteeism, and even presenteeism, where employees attend work but fail to fulfill their duties. It can also result in deviant behaviors such as aggression toward colleagues, substance abuse, or theft. Burnout progresses through stages, beginning with mild symptoms like headaches and culminating in severe behavioral and psychological disturbances, including isolation and suicidal tendencies. Recognizing burnout early is crucial to prevent its severe consequences.

1.2 Childhood Emotional Neglect

Childhood Emotional Neglect (CEN) occurs when parents fail to meet their child's emotional needs. It is a form of abuse that is often overlooked, despite its significant impact. Emotional neglect is more covert than other forms of abuse, making it harder to identify. Parents may be physically present but emotionally unavailable, or they may dismiss their child's feelings, leaving the child to internalize the belief that their emotions are unimportant. This neglect can lead to long-term emotional issues, including complex trauma or PTSD.

1.2.1 Types of Childhood Emotional Neglect

CEN can be passive or active. Passive CEN occurs when parents unintentionally fail to recognize or validate their child's emotional needs. This lack of emotional attunement sends the message that the child's feelings are irrelevant. Active CEN, on the other hand, involves overt actions that invalidate the child's emotions, such as punishing them for expressing

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feelings. Both forms of CEN can result in emotional suppression, low self-esteem, and difficulty forming healthy relationships in adulthood.

In summary, recognizing the signs of burnout and CEN is essential for addressing their long-term consequences. Early intervention through therapy and self-awareness can help individuals heal and foster healthier emotional responses and professional well-being.

1.2.2 Factors Affecting Childhood Emotional Neglect

Childhood Emotional Neglect (CEN) significantly impacts a child's development across various domains, leading to a range of observable consequences. One of the most prominent outcomes is the development of poor social skills. Children who experience emotional neglect often struggle to interact with others effectively, finding it difficult to articulate their thoughts and emotions. This deficiency in social competence can result in challenges forming and maintaining relationships, as well as inappropriate behavioral responses due to an inability to understand social cues (Roos et al., 2017).

Anxiety and depression are also common outcomes of emotional neglect. Affected children often feel a pervasive sense of sadness and unease, which can diminish self-esteem and hinder their ability to cope with everyday challenges. In some cases, these emotional struggles manifest as aggression or violence, as neglected children fail to regulate their emotions. This aggression may be directed toward others or expressed inwardly as self-harm, creating cycles of distress and conflict (Windle et al., 2011).

Perfectionism often arises as a coping mechanism in children experiencing emotional neglect. These children may strive for perfection in appearance, behavior, or performance to compensate for feelings of inadequacy and neglect. However, this relentless pursuit only perpetuates dissatisfaction and feelings of failure (McLeod, 2016). Moreover, emotional neglect can lead to inattention and impulsivity, making it difficult for children to concentrate and exhibit self-control. This lack of emotional stability can hinder academic and personal development, further exacerbating their feelings of frustration and incompetence.

Low self-confidence and diminished self-worth are also prevalent outcomes of emotional neglect. These children may internalize feelings of worthlessness due to the perceived emotional abandonment, making it harder for them to pursue their goals and dreams. The absence of proper emotional regulation further compounds these difficulties, as children find it challenging to manage their emotions and cope with stressors effectively. This emotional dysregulation often results in heightened feelings of fear, anger, and sadness, which can prevent them from adapting to various situations (Norman et al., 2012).

1.3 Conformity

Conformity refers to the process of adjusting one's behavior to align with the actions or responses of others. Deutsch and Gerard (1955) distinguished between two primary motivations for conformity: informational and normative. Informational conformity is driven by the desire to form an accurate interpretation of reality and behave correctly, while normative conformity is motivated by the need for social approval. Although these motivations are conceptually distinct, they are often interrelated and difficult to separate both theoretically and empirically (David & Turner, 2001). These forms of conformity are tied to broader goals of maintaining one's self-concept, which involves self-esteem protection and self-categorization.

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The American Psychological Association (APA) defines conformity as adjusting one's opinions, judgments, or actions to align with group norms or the behaviors of others. This adjustment can occur in response to real (i.e., physical presence) or imagined (i.e., perceived social expectations) group pressure. Conformity can manifest in diverse forms, including explicit adherence to laws or regulations, or implicit acceptance of others' beliefs without following any explicit guidelines.

Crutchfield (1955) defined conformity simply as “yielding to group pressures.” This pressure may take various forms, such as persuasion, teasing, bullying, or criticism. Conformity, also referred to as majority influence or group pressure, arises when individuals align with the majority either to fit in (normative conformity) or to be correct (informational conformity).

While conformity fosters societal cohesion, it can also inhibit individual creativity and critical thought. The extent of conformity varies across cultures and historical periods, reflecting the influence of societal norms and expectations.

Jenness (1932) was one of the first psychologists to study conformity. In his experiment, participants were asked to estimate the number of beans in a bottle both individually and in a group setting. After discussing as a group, participants were asked to estimate the number again individually, and most altered their original guesses to align more closely with the group's estimate. Solomon Asch (1951) conducted one of the most famous conformity experiments, showing how social pressure can lead individuals to conform even when the majority is wrong.

History shows that conformity occurs frequently in social contexts, often without conscious awareness. Some of the most well-known studies on the psychology of conformity reveal that people often conform to group norms even when they disagree or know the group is wrong. These studies highlight the powerful influence of social pressure on individual decision-making.

1.3.2 Reasons for Conforming

Morton Deutsch and Harold Gerard (1955) identified two key reasons why individuals conform to group norms. The first is normative conformity, which occurs when people adjust their behavior to fit in with the group, often due to the fear of rejection. In the famous Asch Line Study, participants conformed to the incorrect judgments of the group to avoid social disapproval. Although individuals may publicly comply with group norms, they often privately disagree. This form of conformity is known as compliance, where people outwardly conform to avoid conflict but don't necessarily believe in the group's views.

The second reason for conformity is informational. This occurs when individuals look to a group for guidance in situations where they lack knowledge or experience, often in ambiguous circumstances. An example is Sherif's experiment, where participants adjusted their perception of a light's movement based on the group's answers. Unlike normative conformity, informational conformity leads to internalization, where individuals genuinely adopt the group's beliefs as their own.

In summary, normative conformity is driven by the desire to avoid rejection, leading to compliance without internal agreement. Informational conformity, on the other hand, occurs

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in uncertain situations where individuals look to the group for accurate information, resulting in a true change of beliefs.

1.4 Social Media Addiction

Social media addiction is characterized by excessive and compulsive use of social media platforms, leading to negative impacts on personal, social, and professional life. The cognitive-behavioral model suggests that compulsive social media use stems from maladaptive thoughts, reinforced by environmental factors (Badawoud et al., 2023b). The social skill model attributes it to poor self-presentation skills, leading individuals to prefer virtual over face-to-face communication (Han et al., 2020b). Lastly, the socio-cognitive model emphasizes the expectation of positive outcomes and poor self-regulation as factors that lead to addictive behavior (Brailovskaia et al., 2022b).

The widespread use of social media, fueled by advances in Web 2.0 technologies, has transformed users into content creators. However, excessive use can lead to pathological behaviors that affect personal and professional responsibilities. Social media addiction is often seen as a subtype of internet addiction, characterized by a strong desire for constant updates and virtual interactions, which can lead to various behavioral issues.

1.4.1 Signs and Symptoms

Signs of social media addiction include spending excessive time online, using social media as a coping mechanism for stress or loneliness, and feeling restless when unable to access these platforms (Kuss & Griffiths, 2017). This can lead to neglect of responsibilities in school or work and withdrawal from real-life relationships. As individuals prioritize virtual interactions, personal connections may deteriorate, resulting in feelings of isolation and disconnection.

1.4.2 Effects of Social Media Addiction

Social media addiction can lead to anxiety, depression, and feelings of inadequacy due to constant comparisons with others online (Karim et al., 2020). Additionally, it can increase feelings of loneliness, as excessive online interaction diminishes face-to-face social engagement (Youssef et al., 2020). Physical health may also suffer, as sedentary behavior and disrupted sleep patterns become common among those addicted to social media.

Social media can also erode self-esteem, as people compare themselves to the unrealistic standards set by filtered and curated online content (Pellegrino et al., 2022). Furthermore, it can impair academic and professional performance due to procrastination and constant distractions.

1.4.3 Downsides of Social Media Addiction

Social media addiction often leads to a lack of empathy, as individuals prioritize digital over face-to-face interactions (Gackenbach, 2007). It can disrupt sleep patterns, driven by late-night social media use, and exacerbate mental health issues (Orzech et al., 2016). Fear of missing out (FOMO) also drives excessive use, as individuals feel the need to stay updated on others' lives (Przybylski et al., 2013).

Over time, social media addiction can cause individuals to lose interest in offline activities, leading to feelings of emptiness and disconnection. It can also strain real-life relationships, as digital communication replaces meaningful, in-person interactions (Tandoc et al., 2015).

LITERATURE REVIEW

Florence Martin and Chuang Wang et al. (January 2018) studied 'Middle School Students' Social Media Use.' The purpose of this study was to gather middle school students' perceptions on the use of social media and their opinions towards cyber safety. A total of 593 middle school students were surveyed about digital footprints and concerns about social media. The results show that 17% started using social media at age nine or younger, 40% accepted friend requests from people they do not know, and 40% reported that their parents did not monitor their social media use, which calls for the need for cyber-security education. Tanvi Pawar and Jeel Shah (December 2019) studied 'The Relationship Between Social Media Addiction, Self Esteem, Sensation Seeking and Boredom among College students.' The study examined social media addiction among 105 college students, between the age range of 18 to 30 years. The methodology used for data collection and the tools used were: Social Media Addiction Scale, Rosenberg Self-Esteem Scale, Brief Sensation-seeking Scale, and Boredom scale. To verify the hypotheses of the study statistical analysis used Descriptive Statistics, Correlation and for further analyses regression was carried out to see the social media addiction as a predictor for the other dependent variables. Results found the significant relationship between social media addiction and boredom and self-esteem. No significant relationship was found between social media addiction and sensation-seeking.

Robert Young, Susan Lennie, Helen Minnis (March 2011) studied 'Children's Perceptions of parental emotional neglect and control and Psychopathology.' They used the method of school-based longitudinal study of nearly 1,700 children aged 11–15 we explored children's perceptions of parenting, as measured by the Parental Bonding Instrument (PBI) at age 11, and their associations with later psychiatric diagnosis at age 15, as measured by computerized psychiatric interview. At the end findings were limited by having no objective evidence that children's perceptions of emotional neglect are directly associated with actual neglect, children's perceptions of neglect and control are associated with over twice the odds of psychiatric disorder at age 15.

Norman A. Polansky and Mary Ann Chalmers et al. (June 1979) studied 'The Absent Father in Child Neglect.' Two contrasting hypotheses were tested in this study of 125 low-income families, of whom forty-six were referred to as neglectful: (a) that the father contributes directly to income and to household maintenance and indirectly by bolstering the mother's morale and functioning, (b) that mother's character structure largely determines whether there will be a father figure present. Both hypotheses, then, were partially supported. results also indicate that paternal absence has a deleterious effect on the child's level of living, but this is rather specifically in the realm of physical care rather than cognitive or emotional. Results of the present study indicate that the presence of the father typically means the family will have a markedly better income, not only among average low-income families but also among those deemed neglectful.

Daeun Kim, JuYoung Kim, and Hackjin Kim (July, 2021) studied 'Increased Conformity to social hierarchy under public eyes.' The subjects were 60 Korea University students who had not participated in an independent image rating experiment previously (25 females, mean age = 23.7 ± 3.5 years). They hypothesized that social conformity would be affected by social hierarchy, especially when one's decisions are publicly known. The results showed that the participants were more likely to change their preferences in line with those of the superior partner and in the public rather than in the private condition. The findings support a useful framework for understanding social conformity where people who are more oriented

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toward social dominance tend to follow the opinions of those with higher social status particularly when their decisions are visible to those who hold power.

Kevin James and Spears Zollman (2010) studied 'Social structure and the effects of conformity.' The paper finds that in some contexts conformity effects are reliability inducing and, more surprisingly even when it is counterproductive, not all methods for reducing its effect are helpful. These conclusions contribute to a larger discussion in social epistemology regarding the effect of social behaviour on individual reliability. They in result showed the members are more reliable than chance, an individual does better when he joins a group and engages in conformist behaviour than the person would have done by merely relying on his own, private judgement. Judged from individual perspective, one would regard social influence as epistemically productive. But Groups, however, do not necessarily do better when their members participate in a dialog with each other and are affected by conformist behaviour.

Xiaobo Yu Pengyuan Wang and Xuesong Zhai et al. (July, 2015) studied 'The Effect of Work Stress on Job Burnout Among Teachers.' A total of 387 middle school teachers were as participants involved in this research. Data were collected by using the Perceived Stress Scale, General Self-Efficacy Scale and Maslach Burnout Inventory-General Survey. The results revealed that both work stress and self-efficacy were significantly correlated with job burnout. Participants were 387 teachers from two middle schools, which consisted of 183 men 204 women. The ages of students ranged from 30 to 35. Participants completed the questionnaires in a classroom environment. They found that when they are faced with a greater level of pressure in their work, teachers tend to develop lower self-efficacy and feel tired of working. And a lower self-efficacy may increase job burnout among teachers.

Noona Kiuru and Kaisa Aunóla Et al. (January 2008), studied on 'Peer Group Influence and Selection in Adolescents' School Burnout.' The results at the individual level showed that academic achievement was associated with school burnout: adolescents who showed low academic achievement reported more burnout over their schoolwork irrespective of their peer group. These findings are in line with those of previous studies showing that failure at school is associated with various negative adjustment outcomes, such as psychological stress and negative affect, and subjective health complaints. Overall, the results of the present study suggested that in addition to directing prevention programs at individual adolescents, peer groups should also be considered. Their results suggest that low-achieving peer groups are particularly at risk for an increase in school burnout. Therefore, identifying adolescents' peer groups may provide a starting point toward improving their well-being at school.

METHODOLOGY

Objectives

- To study the relationship between Burnout and Conformity.
- To study the relationship between Burnout and Social Media Addiction.
- To study the relationship between Childhood Emotional Neglect and Conformity.
- To study the relationship between Childhood Emotional Neglect and Social Media Addiction.

Hypothesis

- **H1:** Childhood emotional neglect is positively correlated with burnout.

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- **H2:** The relationship between burnout and childhood emotional neglect is mediated by conformity.
- **H3:** The link between burnout and conformity is moderated by social media addiction.
- **H4:** There is a positive relationship between childhood emotional neglect and social media addiction.

Variables

- **Independent variables:** Burnout and childhood emotional neglect
- **Dependent variables:** Conformity and social media addiction.

Participants

The participants in this study consisted of individuals aged between 18 to 30 years who did not currently use psychiatric medications or have been diagnosed with psychiatric disorders. Participants were recruited through an online Google Form survey.

Demographic Details

The sample comprised 314 participants. Demographic details of the participants are as follows:

- Regarding age distribution, 84.1% (n = 264) of respondents were aged between 18 to 24 years. Additionally, 15.9% (n = 50) were aged between 25-30.
- In terms of gender, the sample consisted of 63.1% (n = 198) females and 36.9% (n = 116) males.
- Concerning current relationship status, 87.9% (n = 276) of respondents reported being single, followed by 4.5% (n = 14) who were married, and 1% (n = 3) who were separated. Furthermore, smaller proportions reported being in a relationship (1.6%, n = 5).

Inclusion Criteria

- Individuals between the age of 18 to 30 years old were included.

Exclusion Criteria

- Individuals outside the age range of 18 to 30 years were excluded.
- Individuals who reported current use of psychiatric medications or diagnosed psychiatric disorders were excluded.

Sampling Technique

Participants were recruited through a combination of convenience sampling and snowball sampling techniques. Convenience sampling served as the primary method of participant recruitment, allowing individuals to voluntarily access the survey link distributed via online platform. Interested candidates were encouraged to complete the survey. Additionally, snowball sampling was utilized to expand the participant pool. Initial participants who completed the survey were asked to share the survey link with their social networks and encourage others to participate. This method facilitated the recruitment of additional participants beyond the initial sample, reaching individuals who may not have been reached through traditional recruitment methods and enhancing the diversity of the sample.

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Materials

The Copenhagen Burnout Inventory by Kristensen et al., 2005, assessed participants' burnout along four dimensions. This well-established, 25-item self-report measure utilizes a 5-point Likert scale ranging from "1 (Strongly Disagree)" to "5 (Strongly Agree)" for each statement. The CBI explores burnout in four areas: Personal Burnout (PB; 6 items) focusing on exhaustion and emotional depletion, Studies-Related Burnout (SRB; 7 items) examining academic work-related burnout, Colleague-Related Burnout (CRB; 6 items) exploring burnout stemming from colleague interactions, and Teacher-Related Burnout (TRB; unspecified number of items) assessing burnout specific to teachers' experiences. Higher scores on the CBI reflect a greater level of burnout in each domain. The CBI demonstrates strong internal consistency (Cronbach's alpha: 0.85-0.90), suggesting the items within each dimension reliably measure a specific burnout construct.

The Childhood Emotional Neglect Test, developed by Parvez (2022), was used in the study, which assesses individuals' experiences of emotional neglect during their upbringing. The test consists of 18 items, each rated on a 5-point Likert scale where 1 corresponds to "Strongly agree" and 5 corresponds to "Strongly disagree." Respondents indicate their agreement or disagreement with statements related to feelings of belongingness, self-comparison, emotional expression, and worldview. Higher scores on the test are indicative of a greater likelihood of experiencing childhood emotional neglect.

In the current study, the Bergen Social Media Addiction Scale (BSMAS; Andreassen et al., 2012) served to evaluate participants' risk of social media addiction. This reliable and valid six-item self-report scale measures core addiction concepts relevant to social media use, such as salience, mood modification, tolerance, withdrawal, conflict, and relapse (Andreassen et al., 2012). Participants responded to the BSMAS using a five-point Likert scale ranging from "very rarely" (1) to "very often" (5). Total scores range from 6 to 30, with higher scores indicating a greater risk of social media addiction. The BSMAS demonstrates good internal consistency, with Cronbach's alpha coefficients typically ranging from 0.84 to 0.89 (Andreassen et al., 2012).

In the current study, the Conformity Scale (Mehrabian & Stefl, 1995) was employed to assess the dependent variable conformity. This well-established, 11-item self-report scale measures an individual's tendency to align with the opinions or behaviors of others (Mehrabian & Stefl, 1995). Participants indicated their agreement or disagreement with each statement on a 7-point Likert scale ranging from "1 (almost never true)" to "7 (almost always true)". Four items (2, 7, 9, and 11) were reverse scored to control for response bias. The scale shows satisfactory internal consistency, with a Cronbach alpha of 0.77 in the original study (Mehrabian and Stefl, 1995).

Procedure

A survey was administered using Google Forms, wherein participants were presented with a series of inquiries concerning their locus of control, self-concept, and psychological well-being. It was emphasized that participation in the survey was entirely voluntary, and prior to engaging in the questionnaire, individuals were provided with details regarding their rights as participants, and informed consent was obtained.

The Survey was designed to gather data on how burnout and childhood emotional neglect (independent variables) affect conformity and social media effect (dependent variables).

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At the beginning of the survey Informed consent was obtained from all participants through the Google Form survey. Participants were provided with detailed information about the study objectives, procedures, risks, and benefits, and they were required to indicate their consent before proceeding with the survey. Participants were assured of their right to withdraw from the study at any point without penalty.

The demographic information provided by participants, such as age, gender, and educational background, was also considered to understand any potential correlations or patterns within the data. This process adhered to ethical standards, ensuring confidentiality and anonymity of the participants' responses. The main aim of the study was to understand the relationship of burnout on conformity, childhood emotional neglect on conformity and on social media addiction. To assess this four scales were used which are:-

- Copenhagen Burnout Inventory
- Bergen Social Media Addiction Scale
- Conformity Scale
- Childhood Emotional Neglect Scale

Upon completion of the survey, the responses were collected and analyzed to draw insights into how burnout and childhood emotional neglect are correlated to conformity and social media addiction.

Scoring

The collected data was analyzed using descriptive statistics to summarize sample characteristics, including means, standard deviations, and distributions. Scale reliability analyses were conducted to assess the internal consistency of measurement tools.

Correlation analyses were then performed to explore relationships between variables, indicating the strength and direction of associations. Additionally, Student T-test was employed to examine differences in variable means across age groups, evaluating potential age-related effects on study variables.

This comprehensive data analysis aimed to uncover patterns and relationships among burnout, childhood emotional neglect, conformity, and social media addiction, while also considering demographic factors such as age.

RESULTS AND DISCUSSION

For data analysis, Descriptive statistics and Correlation along with T-test were used to determine the relationship between the variables.

Descriptive Statistics

The mean was calculated to understand where the average falls for all the variables and the standard deviation was calculated to understand how much the data deviates in the normal probability curve.

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Table 01: Table representing Descriptive Statistics for Social Media Addiction, Conformity, Childhood Emotional Neglect, and Burnout

	Social Media Addiction	Conformity	Childhood Emotional Neglect	Burnout
Valid	314	314	314	314
Missing	0	0	0	0
Mean	15.596	39.615	53.306	64.092
Std. Deviation	5.348	8.081	12.962	14.373
Reliability Cronbach's α	0.824	0.643	0.903	0.916

The descriptive statistics table indicates that, for Social Media Addiction, the participants had a mean score of 15.596 (SD= 5.348). For Conformity, the participants had a mean score of 39.615 (SD= 8.081). The mean score for childhood emotional neglect was 53.306 (SD= 12.962). The mean score for burnout was 64.092 (SD= 14.373).

Cronbach's alpha was used to assess the internal reliability of the scales. The reliability for social media addiction was 0.824, for conformity, it was 0.643, for childhood emotional neglect it was 0.903 and for burnout, the reliability was 0.916. The reliability of social media addiction, childhood emotional neglect, and burnout were greater than 0,7 which indicates a higher reliability and the data collected from the participants was consistent. However, reliability for conformity was lower than 0.7.

Correlation

Pearson's correlation coefficient, denoted by **r**, was calculated to assess the strength and direction of the relationship between the pair of variables.

Table 02: Correlation between Social Media Addiction, Conformity, Childhood Emotional Neglect and Burnout

Pearson's Correlations					
Variable		Social Media Addiction	Conformity	Childhood Emotional Neglect	Burnout
1. Social Media Addiction	Pearson's r	—			
	p-value	—			
2. Conformity	Pearson's r	0.400	—		
	p-value	< .001	—		
3. Childhood Emotional Neglect	Pearson's r	-0.311***	-0.304***	—	
	p-value	< .001	< .001	—	
4. Burnout	Pearson's r	0.365***	0.345***	-0.395***	—
	p-value	< .001	< .001	< .001	—

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

Table 02 of Pearson's Correlation findings indicated that a weak positive correlation existed between conformity and social media addiction ($r= 0.400$, $p < 0.001$). The weak positive correlation observed between conformity and social media addiction suggests a potential

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link between adherence to group norms and excessive engagement with social media platforms. Kim and Lim (2023) mentioned that peer pressure has been linked to the need for social relationships, suggesting its potential association with social conformity norms. This implies that individuals who tend to conform more to group behavior may also exhibit higher levels of social media addiction. This correlation indicates that social pressures to conform, whether online or offline, may drive individuals to spend more time on social media platforms, seeking validation and acceptance from their peers.

Furthermore, the negative ($r = 0.400$, $p < 0.001$) correlation between childhood emotional neglect and social media addiction hints at a protective effect of early emotional experiences on the development of social media addiction. Individuals who experienced emotional neglect during childhood may have learned to seek alternative coping mechanisms or sources of validation, reducing their reliance on social media for emotional fulfillment. This correlation suggests that early emotional experiences can shape an individual's relationship with social media, influencing their susceptibility to addiction later in life. There have been no or limited supporting ROLs for the same but this could establish a new base for further revealing research.

Moreover, the negative correlation ($r = -0.304$, $p < 0.001$) observed between childhood emotional neglect and conformity sheds light on the lasting impact of early emotional experiences on social behavior. Individuals who experienced emotional neglect during childhood may have developed a diminished desire for social approval or validation, stemming from a lack of trust in social relationships. Consequently, they may be less inclined to conform to group norms, preferring to maintain independence and autonomy in their actions and decisions. This could also mean that the individual might have DA (dysfunctional attitude), which moderates Childhood maltreatment and MDD (Major Depressive Disorder) (Raj Jugessur, et, al). Even it was suggested that people with maternal invalidation were associated with BPD symptoms only at a high conformity level and no significant moderating effects were found among participants with independent self-construal. (Shiam-Ling Keng and Chang Yuan Soh, 2018)

Burnout had a weak positive correlation with both, social media addiction ($r = 0.365$, $p < 0.001$) and conformity ($r = 0.345$, $p < 0.001$). This highlights the detrimental effects of excessive social media use and conformity on psychological well-being. Individuals experiencing higher levels of burnout may be more prone to engaging in maladaptive coping strategies, such as excessive social media use or conformity, as a means of managing stress and seeking relief. Interrelation between burnout, conformity, and social media addiction disrupts the mental health of the individual; research suggests conducted on employees that social media addiction leads to work-family imbalance (Suzanne Zivnuska, et al.) This correlation suggests a cyclical relationship where burnout leads to increased reliance on coping mechanisms, creating a self-perpetuating cycle of distress.

However, there existed a weak negative correlation between burnout and childhood emotional neglect ($r = -0.395$, $p < 0.001$). Burnout is a complex phenomenon influenced by various factors beyond childhood experiences. This negative correlation suggests that some individuals may possess strong coping mechanisms or resilience that allow them to overcome the effects of childhood emotional neglect. These individuals might be less prone to burnout, even in highly stressful environments. Individual characteristics, such as optimism or active coping, can lessen or even slow down the negative effect of

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organizational factors on burnout and its consequences (Edú-Valsania S, Ana Laguia & Moriano, 2022).

Student's T-test

The Student's t-test was used to determine if there was a significant difference between the means of the two groups.

Table 03: Independent Samples T-Test for Burnout

Test	Statistic	df	p	Mean Difference	SE Difference	95% CI for Mean Difference	
						Lower	Upper
Burnout Student	2.639	312.000	0.009	0.232	0.088	0.059	0.405

Table 03 represents the results of independent samples t-tests comparing two groups on their means. For the t-test, the 95% confidence interval for the mean difference does not include zero, indicating that there is a statistically significant difference between the means of the two groups. Therefore, the results indicated that the difference was significant in Burnout scores between the two groups, $t(312) = 2.639$, $p > .001$, with a mean difference of 0.232 (SE= 0.088). The levels of burnout were higher in the age group of 18-24 years as compared to the age group of 25-30 years. This suggests that the experience of burnout is more common among young adults as compared to late adults. Young adults may be balancing work, education, and personal relationships, leading to increased stress. Nowadays as the young population is more indulged in the world of social media therefore the need for constant connectivity and the pressure to maintain an online presence can contribute to burnout. A study on osteopathic medical students showed that higher perceived stress, poorer sleep quality, and higher smartphone addiction scores were associated with higher emotional exhaustion. Similarly, higher perceived stress, poorer sleep quality, and higher smartphone addiction scores were associated with higher depersonalization (Brubaker and Beverly, 2020).

CONCLUSION AND IMPLICATIONS

This study aims to investigate the relationship between Childhood Emotional Neglect and Burnout with Conformity and Social Media Addiction. One hypothesis predicting burnout through higher childhood emotional neglect was rejected because it depicted a negative correlation between childhood emotional neglect and burnout. A positive relationship between childhood emotional neglect and the symptoms of a social media addiction was also rejected by findings indicating otherwise. Finally, the hypothesis that higher levels of childhood emotional neglect would positively predict conformity was also rejected, with the opposite obtaining: a negative relationship between the variables. Such findings make up interesting interactions between early emotional experiences and psychological well-being in young adults.

This study has several important implications for mental well-being, intervention strategy, education, and policy development. The findings highlight the importance of childhood emotional neglect in early interventions to reduce its long-term effects on burnout and mental health. A consideration of conformity and social pressures is essential in burnout and social media addiction intervention strategies. For example, awareness of the impact of childhood emotional neglect, burnout, and social media addiction may be promoted by

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education programs, but good parenting and mental health support-promoting policies may counter these risks. At the workplace level, interventions related to stress management and emotional regulation may further reduce the impacts of burnout and social media addiction.

Limitations and Future Scope

Some of the limitations of the study can be outlined as follows: Hence, it would then be difficult to make causal inferences. Moreover, the self-report measures used may cause bias in the results. The smaller sample size and convenience sampling will further limit generalization of the results specifically to different age groups as well as diverse cultures. Common method bias may even be an issue since all the variables were measured by a self-report instrument. In addition, the applied measurement scales of the study might not be sensitive enough to adequately portray the complexities of the variables under consideration and results could well be due to variations because of cultural conditions under which the variables are interpreted and perceived.

Future research should attend to these limitations by the use of longitudinal designs for the capture of changes over time in these relationships. Further extension of this research can include diversified age groups and different cultural backgrounds to help determine the interaction between childhood emotional neglect and conformity, social media addiction, and burnout across populations. Other moderating variables - for example, personality traits or life stressors - can be explored further in additional research to come to a better understanding of the relative impact in these dynamics more intensely. Further studies may also include some qualitative approaches that will contextualize childhood emotional neglect toward better psychological well-being.

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Conflict of Interest

The author(s) declared no conflict of interest.

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