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RELATIONSHIP BETWEEN SOCIAL SELF-EFFICACY AND MINDFUL ATTENTION: MEDIATING ROLE OF FEAR OF MISSING OUT AMONG ADOLESCENTS

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Abstract

The aim of the current study was to investigate the relationship between social self-efficacy and mindful attention. Mediating role of fear of missing out among adolescents. Cross sectional design was used in this study in which 600 individuals were gathered through purposive sampling from different schools and colleges of Rawalpindi and Islamabad. The age range was 10-19 years. The scales used to assess the study variables were fear of missing out (FOMO), Social self-efficacy scale (SSES), Mindful attention awareness scale (MAAS). The Pearson Correlation, independent sample t-test, Anova, and Mediation analysis were used for data analysis. It was hypothesized that there was a positive relationship between social self-efficacy and mindful attention among adolescents. There was a negative relationship between mindful attention and fear of missing out among adolescents. Females scored higher on fear of missing out, social self-efficacy and mindful attention as compare to males. There were significant differences on age and education between mindful attention and fear of missing out among adolescents. Fear of missing out act as mediator between social self-efficacy and mindful attention among adolescents. The finding concluded that the negative impact of FOMO on social self-efficacy and mindful attention, highlighting the requirement to address the harmful effects of excessive fear of missing out experiences. Results showed fear of missing out has moderately significantly mediated the relationship between mindful attention and social self-efficacy. Males show slightly higher mean score on mindful attention, FOMO, social self-efficacy compared to females again this difference is not statistically significant.

Keywords: Social self-efficacy, Mindful attention, Fear of missing out, Gender differences.

1. Introduction

In today's interconnected world, adolescents navigate a complex landscape shaped by intense competition and the omnipresence about media networks. This heightened connectivity, while fostering a sense of belonging, also exposes them to the pressures of comparison and a constant need for validation.

The chance for interacting, exchanging, and sharing experiences with acquaintances and friends has significantly increased as a result of social networks' ongoing accessibility (Fuster et al., 2017).

The sensation or belief that others are enjoying more, leading more fulfilling lives, or encountering superior experiences than you is referred to as FOMO, resulting in heightened envy and diminished self-esteem. Currently, it's not a commonplace to miss out on enjoyable experiences. While FOMO likely persisted throughout history, formal exploration started in 1996 with Dr. Dan Herman coining the term. This phenomenon distorts your sense of "normalcy", making you feel inadequate compared to peers, especially with the increased visibility of others' activities in the digital age (Herman, 2000).

According to Anderson and Betz (2001), social self-efficacy refers to an individual's confidence in their ability to participate in the social interactions necessary for forming and maintaining interpersonal connections in their social spheres (Anderson & Betz, 2001).

It is characterized as the individual's confidence in initiating interactions and forming new bonds; it also aids in evaluating one's achievements in social relationships (Wei, Russel & Zakalik, 2005).

In mindful attention, you focus on keenly acknowledging your senses and emotions in the current moment, devoid of analysis or assessment. (Khoury, 2019).

Another way to describe mindful attention is the intentional and non-judgmental focus on the current moment, with purposeful awareness (Kabat-Zinn, 2005).

Understanding how social self-efficacy influences the development of mindful attention can shed light on the psychological mechanisms that shape adolescents' cognitive and emotional well-being.

Investigating why the mediation role of is crucial. Adolescents may experience FoMO as a result of perceived social inadequacies or the fear of being excluded, potentially impacting their ability to sustain mindful attention. Adolescence is a period of heightened vulnerability, and insights from this study can contribute to the development of targeted interventions to support positive psychological well-being.

It said that people will develop and keep more fulfilling connections and their levels of FoMO will diminish as their social self-efficacy rises (Erözkan, 2013).

Exploring how this provides insights into the impact of modern communication platforms on adolescents' mental well-being, contributing to a more nuanced understanding of the challenges they face.

By investigating these constructs, it aims to provide valuable insights into the mindful attention and social-cultural influences that shape adolescents' goal pursuit and overall well-being. These may inform interventions aimed at bolstering positive social self-efficacy, promoting mindful attention, and addressing the detrimental effects of FoMO on adolescent well-being.

Objectives of Study

Following were the objectives of the study:

- i. To explore the relationship between social self-efficacy, mindful attention and fear of missing out.
- ii. To find out differences across age, gender and education on social self-efficacy, mindful attention and fear of missing out.
- iii. To investigate the mediating role between social self-efficacy and mindful attention.

Hypothesis

Following were the hypothesis of the study:

- i. There was a positive relationship between social self-efficacy and mindful attention among adolescents.
- ii. There was a negative relationship between social self-efficacy and fear of missing out among adolescents.
- iii. There was negative relationship between mindful attention and fear of missing out among adolescents.
- iv. Females scored higher on FoMO, social self-efficacy and mindful attention as compared to males.
- v. There were significant differences on age and education between mindful attention and FoMO among adolescents.
- vi. Fear of missing out act as mediator between social self-efficacy and mindful attention among adolescents.

2. Literature Review

Previous research has demonstrated that fear of being missed out on opportunities is connected with negative outcomes such as decreased life satisfaction, increased stress, and a greater likelihood of addictive behaviors (Przybylski et al., 2013).

When individuals have confidence in their social abilities, they may be less likely to feel anxious or apprehensive about missing out on social experiences. For example, increased degree of fear of missing out have been associated with lower social self-efficacy, which in turn, can lead to negative outcomes such as lower life satisfaction or higher social anxiety. In this context, social self-efficacy acts as a mediator that helps explain how fear of missing out (FOMO) influences individuals' well-being. (Dhir et al., 2018).

Mindfulness also promotes social self-efficacy by increasing self-awareness and self-confidence in social situations (Rosenberg & Siegel, 2018). Participants who reported practicing mindfulness meditation regularly showed higher levels of mindful attention, regardless of their level of fear of missing out (FOMO). This suggests that mindfulness meditation may help individuals develop the ability to remain present and engaged in their current experiences, even in the face of fear of missing out (Milyavskaya et al., 2018).

Carleton and McGill researchers unearthed intriguing insights into teenage FOMO, finding that students grappled with the phenomenon consistently throughout the day. Overcoming FOMO proved most challenging in the latter part of the day and as the week drew to a close. Interestingly, FOMO cut across various personality types, with individuals of diverse temperaments experiencing its impact. Notably, the fear of missing out was not tethered to specific character traits, such as extroversion (Staff, 2022).

Few researchers found that mindfulness interventions can help reduce FOMO and improve well-being (Seppälä et al., 2014).

Social Determination Theory is like umbrella which cover all the topics of our research like social self-efficacy, mindful attention and the FOMO. This theory is about motivation, how people motivate themselves for doing anything, how people motivate themselves for their goal and about how people struggle to find the energy, to find that feeling for achieving their goal (Deci & Ryan, 1985).

The Dual-Process Model of Social Information Processing model addresses how individuals process social information. It posits that individuals engage in two distinct processes when interpreting social information: an automatic process and a controlled process. Individuals with higher mindful attention may exhibit greater awareness and non-judgmental focus in social situations. FOMO, arising from a perceived lack of participation in social activities, might influence the automatic process by intensifying the need for social connection. Individuals with higher social self-efficacy may approach social situations with greater confidence this confidence is likely to enhance the controlled processing of social information, leading to more deliberate and thoughtful evaluations (Strack & Deutsch, 2004).

Social Cognitive Theory (SCT) given by Albert Bandura's framework is a thorough structure that highlights the significance of observational learning, replication, and exemplification in the shaping of behavior (Bandura, 1986).

Individuals with high mindful attention become more elective in their observational learning, focusing on behaviors that align with their values and goals. Social self-efficacy can influence the extent to which individuals believe they can successfully adopt and execute observed behaviors in social situations.

Studies set out to determine if among teenagers, this relationship exist or not. A continuous worry that others "may be experiencing pleasant experiences from which one is absent" is referred to as FOMO. When a person is a teenager, they leave their family and must find a place in the new social milieu they have created. According to studies, FoMO has a detrimental impact on a number of factors, including social well-being, emotional stability, conscientiousness, problematic internet usage, psychological need fulfilment, and mood. FoMO, on the other hand, has a positive relationship with problematic Instagram usage, problematic social media engagement, problematic anxiety, and rumination (Hu & Bentler, 1999).

Social self-efficacy, denoting an individual's confidence in undertaking social tasks crucial for establishing and maintaining interpersonal connections, exhibits significant associations in various aspects of one's life. Research indicates a negative correlation between social self-efficacy and factors such as academic stress, interpersonal relationship stress, internet addiction, loneliness, susceptibility to external influence, self-alienation, and shyness. Conversely, there are positive links between social self-efficacy and perceived social support, authentic living, communication skills, and problem-solving abilities. Interestingly, the relationship between Fear of Missing Out (FoMO) and self-efficacy has been observed to lack a substantial correlation. These findings highlight the nuanced connections between social self-efficacy and diverse elements shaping an individual's well-being and social interactions (Can & Satici, 2019).

There are few findings that specifically address the connection between social self-efficacy and FoMO. It can be said that people will develop and keep more fulfilling connections and their

levels of FoMO will diminish as their social self-efficacy rises. Improving a person's social self-efficacy enables them to build and sustain new relationships. Furthermore, those who develop strong social connections might choose addressing this demand in real-world settings less frequently. Through forming genuine social connections, the individual's door to greater mindful attention will be opened (Erözkan, 2013).

A study indicated that mindfulness could have an impact on FoMO. FoMO may be present in those who are not paying close attention to the current situation or occurrences. Yet, those who engage in mindfulness practises can control their attention to the present moment and are reported to have a lower propensity to feel FoMO. Raising awareness and control within oneself is accomplished via mindfulness. Nevertheless, research on the connection between mindfulness and FoMO has not been as well investigated as that on the connection between mindfulness and other factors, such as anxiety and problematic social media usage (Slagter et al., 2011).

3. Methodology

Research Design

Study design was cross sectional used in this study.

Sample and Sampling technique

Sample was excreted by the technique of purposive sampling , adolescents were selected ($N=600$), in which ($N=300$) males and ($N=300$) was females. The age range of adolescents was 10-19 years.

Data Collection Tools

1. Demographic sheet

Demographic sheet included age, gender and education.

2. Fear Of Missing Out (FOMO) Scale

Fear of missing out (FOMO) was forged by przybylski et al, 2013. The scale assessed the extent of individuals' apprehension about missing social events, particularly with friends, and their reliance on social media for staying connected. FOMO consists of 10 items from (1. Not at all true of me - 5. Extremely true of me). The scale's high consistency was reported ($\alpha=.82$), Reliability ($\alpha= 0.87, 0.90$), (Przybylski et al., 2013) (Lai et al., 2016).

3. Social Self Efficacy Scale (SSES)

Social self-efficacy (SSES) was formed by Muris 2001. SSE scale was used for assessing young individuals' self-perceived competence in navigating social scenarios and achieving successful interpersonal interactions. The scale consists of 8 items ranging from (1. Not very well to 5. Very well). Reliability of scale was reported 0.5 to 0.9 (Muris, 2001).

4. Mindful Attention Awareness Scale (MAAS-A)

Mindful Attention Awareness Scale (MAAS) was developed by Brown & Ryan, 2003. The MAAS was used to gauge how often one maintains open and receptive attention to ongoing events and experiences. This scale consists of 14 items, ranging from (1. Almost always to 6. Always never). Reliability coefficient was reported 0.80 to 0.87 (Brown & Ryan, 2003).

Data Analysis

Pearson Correlation, Independent T-test sample and One-way ANOVA and Mediation Analysis was used in the study. These were done by using SPSS. Mediation was found by using process

method.

4. Results and Discussion

The Findings of this study was presented in tables using SPSS for the analysis.

Table 1: Frequency and the percentage along with demographics variables

Variables	Category	F	%
Age	10-14	258	43
	15-19	342	57
Gender	Male	300	50
	Female	300	50
Education	O Levels/matric	179	29
	A Levels/FSC	224	37
	Others	197	32

Note: F = frequency, % = percentage

Sample mainly consisted of males and females consisting of 600 participants. The participants were divided into two categories of age which are 10-14 and 15-19 years old. Table 1 shows that 258 participants fall with in the category of 10-14 forming the 43 %. Rest of the participants fall in second category of 15-19 consisting of 342 participants forming 57 %. Among the 600 participants 300 were male forming 50 % and 50 were female forming 50 %. In the education category, frequency for the O levels/matric participants were 179 forming the 29 %, A levels/FSC participants were 224 forming 37 % and the participants from the others category were 197 forming the 32 %.

Table 2: Psychometric properties of variable Scale

Scales	N	α	M	SD	Range		Skewness	Kurtosis
					Actual	Potential		
FOMO	10	0.83	27.4	8.42	10-50	10-50	0.17	-0.06
MAASA	14	0.83	48.9	12.9	14-84	14-84	0.46	0.28
SSE	8	0.67	25.1	6.29	8-40	8-40	0.05	0.24

Note: N=Number of items, α = Alpha reliability, M= Mean, SD= Standard Deviation

Table 2 shows the scales psychometric characteristics and descriptive statistics from the study. All the scales have good and satisfactory alpha reliabilities, indicating that they are suitable for use in future investigation. The reliability of FOMO is 0.83, reliability of MAASA is 0.83 and reliability of SSE is 0.67. Values of skewness and kurtosis fell within the allowed range of -1 and +1 that represents the normal scattering of data and appropriate for parametric testing.

Table 3: Correlation between all the variables of the study

Variables	1	2	3
FOMO	–	-0.034	-0.116**
MAASA	–	–	0.214**
SSE	–	–	–

Note: *p<0.05 **p<0.01

Table 3 shows that fear of missing out scale is negatively correlate with mindful attention awareness scale for adolescents ($r = -0.034$, $p < 0.01$) as well as negatively correlation with social self-efficacy scale ($r = -0.116^{**}$, $p < 0.01$) and mindful attention awareness scale for adolescents is positively correlate with social self-efficacy scale ($r = 0.214^{**}$, $p < 0.01$)

Table 4: Difference along age on study variable

Variables	Age (10-14) (N= 258)		Age (15-19) (N= 342)		t(598)	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
FOMO	28.2	8.7	26.7	8.1	2.1	0.2	0.1	2.8	0.17
MAASA	48.5	13.4	49.2	12.6	-0.7	0.4	-2.8	1.3	0.05
SSE	24.8	6.6	25.4	6.0	-1.2	0.2	-1.6	0.3	0.11

Note: M= mean; SD= standard deviation; t= difference; p= significance; LL= lower limit; UL= upper limit; CL= confidence interval

Table 4 shows significant mean difference in Fear of Missing out Scale, Mindful Attention Awareness Scale, and Social Self Efficacy Scale along with age. Findings shows that people from age range 10-14 show higher on Fear of Missing Out Scale ($M=28.2$, $SD=8.7$) as compared to the age range 15-19 ($M= 26.7$, $SD= 8.1$). Age range from 15-19 show higher on the Mindful Attention Scale ($M=49.2$, $SD=12.6$) as compared to the age range 10-15 ($M=48.5$, $SD=13.4$) as well as age range from 15-19 show higher on the Social Self Efficacy Scale ($M=25.4$, $SD=6.0$) as compared to the age range from 10-14 ($M=24.8$, $SD=6.6$).

Table 5 : Difference along gender on study variable

Variables	Male (N= 300)		Female (N= 300)		t(600)	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
FOMO	27.09	8.26	27.72	8.63	-0.91	0.36	-1.95	0.72	0.07

MAASA	49.53	13.5	48.36	12.43	1.1	0.27	-0.91	3.25	0.09
SSE	25.63	6.31	24.7	6.24	1.74	0.08	-0.11	1.9	0.14

Note: M= mean; SD= standard deviation; t= difference; p= significance; LL= lower limit; UL= upper limit; CL= confidence interval

Table 5 shows significant mean difference in Fear of Missing out Scale, Mindful Attention Awareness Scale, and Social Self Efficacy Scale along with gender. Findings shows that females show higher on Fear of Missing out Scale (M=27.72, SD=8.63) as compared to males (M= 27.09, SD= 8.26). Males show higher on the Mindful Attention Scale (M=49.53, SD=13.5) as compared to females (M=48.36, SD=12.43) as well as males show higher on the Social Self Efficacy Scale (M=25.63, SD=6.31) as compared to females (M=24.7, SD=6.24).

Table 6: One way ANOVA to investigate differences based on education in Fear of Missing out Scale, Mindful Attention Awareness Scale and Social Self Efficacy Scale

Variables	O Levels/Matric (N= 179)		A Levels/FSC (N=224)		Others (N=197)		F	P
	M	SD	M	SD	M	SD		
FOMO	27.31	8.6	26.88	8.5	28.09	8.07	1.08	0.33
MAASA	49.64	12.9	48.6	13.4	48.6	12.4	0.36	0.69
SSE	24.36	6.7	25.4	6.2	25.5	5.8	2.17	1.11

Note: p= significance; F = F Statistic; **p < .01; *p < .05

Table 6 shows the one-way ANOVA to investigate differences based on education in Fear of Missing out Scale, Mindful Attention Awareness Scale and Social Self Efficacy Scale. Results show that differences are not statistically significant, all the P values are more than 0.05, FOMO (F=1.08, p=0.33), MAASA (F=0.36, p=0.69), SSE (F=2.17, P=1.11)

Table 7: By Using Process Method to Investigate fear of missing out as a mediator

	fear of missing out		
	<i>B</i> [95% CI]	SE <i>B</i>	<i>B</i>
Step I			
Constant	31.1035** (28.46, 33.73)	1.3411	
Mindful attention	-0.0755** (-0.12 , -0.02)	0.0265	0.0045
R = 0.1159, R ² = 0.0134, F (1, 598) = 8.129, p >0.05			
Social self-efficacy			
Step II			
Constant	20.3357** (17.67, 22.99)	1.355	
Mindful attention	0.1031** (0.06, 0.14)	0.0195	0.0000
Fear of missing out	-0.0072 (-0.06 , 0.05)	0.3000	0.8095
R = 0.2138, R ² = 0.0457, F (1, 598) = 14.2689, p >0.05			

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

Table 8 shows process analysis to investigate mediation. In step-II the R^2 value which is 0.0457 explained 4.5 % variance in the outcome variable by the mediator fear of missing out, $F(1, 598) = 14.2689, p < .05$. Results show that fear of missing out ($B = 0.8095, p > .05$) partially significantly mediated the relationship between mindful attention and social self-efficacy among adolescents.

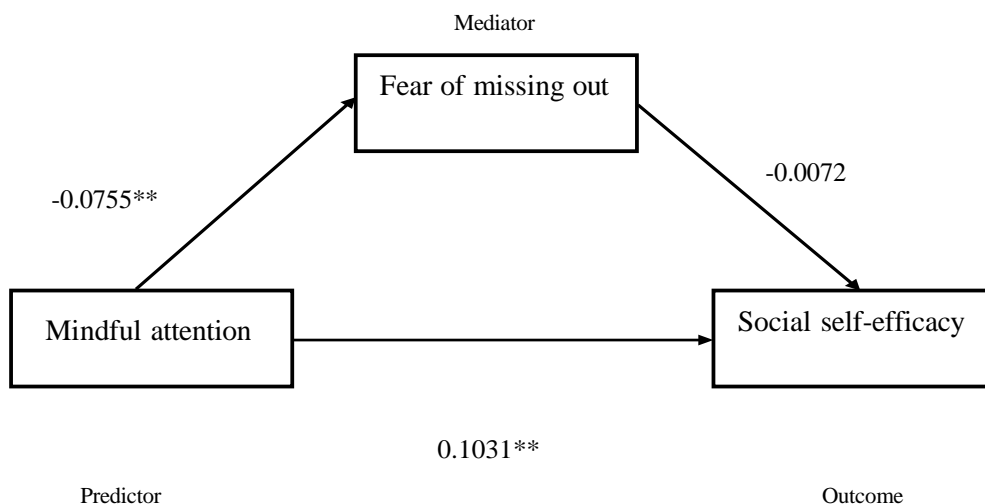


Figure 1. Figure is showing the direct effect of mindful attention on social self-efficacy ($B = 0.1031, p > .01$) and an indirect effect of mindful attention through fear of missing out ($B = -0.0755, p < .01$) on social self-efficacy among adolescent ($B = -0.007, p < .01$)

5. Conclusion

The purpose of the study was to explore the impact of social self-efficacy, mindful attention, and the role of mediator by fear of missing out (FoMO) among adolescents. The study shed light on the negative impact of FoMO on social self-efficacy and mindful attention, highlighting the need to address the detrimental effects of excessive fear of missing out experiences among adolescents.

Considering longitudinal or experimental design for a more robust examination of casual relationships. Cultural and contextual differences might influence the interpretation and manifestations of constructs like mindfulness, social self-efficacy and FoMO. Future studies could reflect deeper into these variations for a comprehensive understanding.

The study will help to schools to integrate mindful attention practices into their curriculum, nurturing mindful attention skills among the students. Program designed to boost social self-efficacy could empower adolescents with the confidence and skills necessary for successful social interactions.

6. Recommendation

Based on the findings and conclusions of the study following recommendations are offered:

- i. The comprehensive educational approach might foster healthier relationships with social media and alleviate FOMO's negative impact on adolescents' well-being. This can help in the domain of mental health where mental health professionals could leverage this understanding to devise interventions that specifically address FoMO related stress anxiety and depressive symptoms.
- ii. Armed with this knowledge parents can have meaningful conversations with their adolescents, guiding them to strike a healthier balance between social media engagement and mindful encouraging activities that promote mindful attention while nurturing positive social interactions can positively influence family dynamic and overall well-being.

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