

Araştırma Makalesi/Research Article

The Relationship Between Impulsivity and Emotional Intelligence Traits and Fear of Missing Out in Adolescents

Dürtüsellik ve Duygusal Zeka Özelliklerinin Ergenlerde Gelişmeleri Kaçırma Korkusu ile İlişkisi

Sercan MANSUROĞLU¹, Seda TEK SEVİNDİK²

Abstract: Objective: Adolescence is a critical life stage in which individuals discover their identities, shape their social relationships and undergo emotional maturation. In this study, we aimed to examine the relationship between impulsivity and emotional intelligence traits of adolescents with the fear of missing out. Methods: The sample of this cross-sectional study consisted of 1222 adolescents (458 males, 764 females) aged 14-17 years. Data were collected face-to-face using a sociodemographic data form, Barratt Impulsivity Scale-Brief, Trait Emotional Intelligence Questionnaire-Short Form and Fear of Missing Out Scale. Data were analyzed by t-test, One-Way ANOVA, correlation, and regression analyses using SPSS 25.0 package program. Results: Statistically significant differences were found between impulsivity and age, gender, father's education level, parental relationship and total time spent on daily social media; between emotional intelligence traits and gender, income level and total time spent on daily social media; and between fear of missing out and gender, grade and total time spent on daily social media. A moderate negative relationship ($r=-0.444$) was found between impulsivity and emotional intelligence traits. A weak positive correlation ($r=0.223$) was found between fear of missing out and impulsivity, and a weak negative correlation ($r=-0.303$) was found between emotional intelligence traits. It was determined that 5% of adolescents' fear of missing out was explained by impulsivity ($R^2=0.050$; $p<0.001$) and 5.2% was explained by emotional intelligence traits ($R^2\text{change}=0.052$; $p<0.001$). Conclusions: The levels of impulsivity, emotional intelligence traits and fear of missing out differed according to the sociodemographic information of the adolescents. It was observed that impulsivity increased the fear of missing out, whereas impulsivity and fear of missing out decreased when emotional intelligence traits were developed. It was determined that emotional intelligence traits of adolescents reduced the effect of impulsivity on the fear of missing out by half.

Keywords: Adolescent, Impulsivity, Emotional intelligence traits, Fear of missing out.

Öz: Amaç: Ergenlik dönemi, bireylerin kimliklerini keşsettikleri, sosyal ilişkilerini şekillendirdikleri ve duygusal olgunlaşma sürecinden geçtikleri kritik bir yaşam evresidir. Bu çalışmada, ergenlik döneminde olan bireylerin dürtüsellik ve duygusal zeka özelliklerinin gelişmeleri kaçırma korkusu ile ilişkisinin incelenmesi amaçlandı. Gereç ve Yöntem: Kesitsel tipte yapılan bu çalışmanın örneklemini 14-17 yaş aralığında olan 1222 ergen (458 Erkek, 764 Kadın) oluşturdu. Veriler, sosyodemografik veri formu, Barratt Dürtüsellik Ölçeği-Kısa Formu, Duygusal Zeka Özellikleri Ölçeği-Kısa Formu ve Gelişmeleri Kaçırma Korkusu Ölçeği Kullanılarak yüz yüze toplandı. Verilerin analizi, SPSS 25.0 paket programı kullanılarak t test, One-Way ANOVA, korelasyon ve regresyon analizleri ile gerçekleştirildi. Bulgular: Ergenlerin yaş, cinsiyet, baba eğitim durumu, ebeveyn birlikteliği ve günlük sosyal medyada geçirilen toplam süre değişkenleri ile dürtüsellik arasında, cinsiyet, gelir düzeyi ve günlük sosyal medyada geçirilen toplam süre değişkenleri ile duygusal zeka özellikleri arasında, cinsiyet, sınıf ve günlük sosyal medyada geçirilen toplam süre değişkenleri ile gelişmeleri kaçırma korkusu arasında istatistiksel olarak anlamlı farklılıklar bulundu. Dürtüsellik ile duygusal zeka özellikleri arasında orta düzeyde negatif bir ilişki ($r=-0,444$) olduğu tespit edildi. Gelişmeleri kaçırma korkusu ile dürtüsellik arasında pozitif zayıf bir ilişki ($r=0,223$), duygusal zeka özellikleri arasında ise negatif zayıf bir ilişki ($r=-0,303$) bulundu. Ergenlerin gelişmeleri kaçırma korkusunun %5'inin dürtüsellik tarafından ($R^2=0,050$; $p<0,001$), %5,2'sinin ise duygusal zeka özellikleri tarafından açıklandığı belirlendi ($R^2\text{change}=0,052$; $p<0,001$). Sonuç: Dürtüsellik,

¹Sorumlu yazar: Dr. Öğr. Üyesi, Kütahya Sağlık Bilimleri Üniversitesi, Kütahya Meslek Yüksekokulu, ORCID: 0000-0001-7562-0843, sercanmansuroglu@gmail.com

Asst. Prof., Kütahya Health Sciences University

² Dr. Öğr. Üyesi, İstanbul Medeniyet Üniversitesi, Sağlık Bilimleri Fakültesi, ORCID: 0000-0002-1310-5384, seda_tek@hotmail.com

Asst. Prof., İstanbul Medeniyet University

duygusal zeka özellikleri ve gelişmeleri kaçırma korkusu düzeyleri ergenlerin sosyodemografik bilgilerine göre farklılık gösterdi. Dürtüsellik gelişmeleri kaçırma korkusunu arttırdığı, duygusal zeka özelliklerinin gelişmesi durumunda ise dürtüsellik ve gelişmeleri kaçırma korkusu düzeyinin azaldığı görüldü. Ergenlerin duygusal zeka özelliklerinin, dürtüsellik gelişmeleri kaçırma korkusu üzerindeki etkisini yarı yarıya düşürücü etki yarattığı tespit edildi.

Anahtar Kelimeler: Ergen, Dürtüsellik, Duygusal zeka özellikleri, Gelişmeleri kaçırma korkusu.

Introduction

Adolescence is a challenging period that leaves a mark on individuals throughout their lives. During adolescence, which is a challenging process, individuals experience different physiological, psychological, emotional, cognitive and social changes as they transition from childhood to adulthood (Yavuzer, 2014; Kulaksızoğlu, 2019; Mansuroğlu, 2025). They face specific developmental tasks such as gaining identity, personal autonomy, and redefining relationships with adults and peers (Borca et al., 2015). During this transition period, adolescents have to cope with stressful life events and challenges caused by these changes. Developmental changes during adolescence, especially in cognition, stress and motivation, highlight the vulnerability of this age group (Casey et al., 2005; Hammond et al., 2014).

Impulsivity is defined as the tendency to react quickly and in an unplanned manner to internal and external stimuli, to oneself and others, without thinking about the negative consequences. Impulsivity is associated with many psychiatric disorders seen in adolescents such as attention deficit hyperactivity disorder, substance use disorder, conduct disorder, suicidal behavior, bipolar disorder, internet addiction, pathological gambling, and intermittent explosive disorder (Benk Durmuş et al., 2022; Tek Sevindik, 2024). According to dual system models, impulsive behaviors reach their peak in adolescence due to the early maturation of the emotional system and slower maturation of the cognitive control system (Shulman et al., 2016). Impulsive individuals are known as individuals who have difficulty in inhibiting sudden reactions to achieve a goal, waiting for a desired object or planning the future. In this respect, impulsive adolescents are likely to exhibit risky behaviors (aggression, substance use, etc.) at school (Jwad, 2020). In addition, individuals with high impulsivity who face different academic challenges at school may have difficulty controlling their emotions and behaviors. These students are more likely to be affected by factors that reduce their learning efficiency and lead to a lack of motivation for success (Martinez-Gonzalez et al., 2020). Over time, behavioral inhibition, impulsive decisions, and attention interruptions may increase negative thoughts about school (Savina, 2021).

Being a social being, human beings, unlike other living things, have a will and a mind that they can use, and thus it is more possible for them to adapt to life and survive. In this

adaptation process, the emotional intelligence of the person is also very important rather than cognitive intelligence. Emotions have a guiding function in making decisions and implementing these decisions for the meaning and value of life (Gürsoy and Çelik, 2020). Goleman (2000) stated that emotions contribute to the functioning of the rational mind, while the rational mind shapes or sometimes rejects emotional data. Intelligence, on the other hand, is defined as a capacity belonging to the brain in which information is learned and recorded, interpreted and recorded by establishing a relationship, and has abilities such as reasoning, perception, association and intuition. Based on this, the concept of emotional intelligence is simply the intelligent use of emotions (Çakar and Arbak, 2004). According to Salovey and Mayer (1990), emotional intelligence includes the dimensions of (a) evaluating and expressing emotions accurately, (b) organizing emotions in a desired way, and (c) using emotions in a desired way. In addition, it is thought to include the concept of “social intelligence”, which was proposed by Thorndike in 1920 and represents the ability to understand and manage people and to act wisely in human relations, and the areas of intelligence defined by Gardner (1983) as intrapersonal intelligence. According to Goleman (2000), emotional intelligence is the relationship between oneself and the people around one. Emotional intelligence is positively related to the perception of social support. This is because emotions are fundamental in communication functions and are related to recognizing one's feelings and thoughts and evaluating others. Individuals with high emotional intelligence are more successful in regulating their emotions and evaluating social cues, more skilled in encouraging social relationships, and more accepted by others (Erdoğan et al., 2021).

It was reported that the number of mobile phone users worldwide was 5.61 billion at the beginning of 2024, 69.4% of the world's total population now uses a mobile device, and more than 66 percent of the world's population uses the internet. Internet users have increased by 1.8% since the beginning of 2023 (approximately 97 million new users) and the number of active social media users has exceeded the 5 billion mark (Mansuroğlu and Tek, 2024). In Türkiye, according to the results of the “household information technology usage survey”, the proportion of households with access to the internet from home in 2023 was 95.5%, an increase of 1.4% compared to 2022, and the rate of internet usage in 2024 was 88.8% among individuals in the 16-74 age group, an increase of 1.6% compared to 2023 (TÜİK, 2024). The rapidly increasing number of internet, smartphone and social media platform applications has affected and changed interpersonal relationships (Birinci and Terkan, 2023). Most of the individuals who use the Internet and social media live their social communication and interactions by

depending on virtual environments and are curious about what others share in social environments. Sharing in virtual environments and viewing at people's personal pages on social media platforms has become attractive and easy to access (Mansuroğlu and Tek Sevindik, 2024).

This change in interpersonal relationships and interactions, together with the changing communication culture, has led to the emergence of a new situation called “Fear of Missing Out (FoMO)”, which is characterized by a picture that includes individuals' belonging, sense of curiosity, sense of competition, desire to access what they desire but cannot have, and feeling of inadequacy (Tarhan et al., 2022). FoMO is also defined as the fear of missing out or missing out on something that other people experience (Przybylski et al., 2013). According to another definition, FoMO is explained as the increase in anxiety, inadequacy/deficiency and anger that people experience, especially when using social media platforms such as Facebook, Twitter and Instagram (Riordan et al. 2021). FoMO emerges as a result of reasons such as the desire to satisfy one's curiosity, sense of belonging, the need for popularity, the satisfaction of discovering something new, and the search for novelty and diversity, especially in social media (Przybylski et al., 2013). Any communication breakdown perceived by the individual may lead to a feeling of social exclusion or alienation, which may lead to the emergence of FoMO over time (Al-Saggaf and O'Donnell, 2019). It is also stated that FoMO and the emotional negativity it creates play a role in the emergence of psychopathologies and addictive behaviors due to excessive internet use (Elhai et al., 2020; Wang et al., 2019; Wolniewicz et al., 2018).

It is seen that Fear of Missing Out is an important factor affecting the ways of interaction with the digital world and psychosocial adaptation processes, especially in adolescents, and as seen in the literature, studies on how FoMO is associated with individual characteristics are mostly addressed in the context of social media use, psychological well-being, depression and general anxiety level. In this context, it is thought that there is a need for studies to understand how FoMO is shaped by cognitive-behavioral processes. Although FoMO, impulsivity and emotional intelligence have been studied separately with adolescents (Aydın and İmir, 2023; Kartol and Peker, 2020; Demir, 2019), a comprehensive model that addresses the effects of individual characteristics such as impulsivity and emotional intelligence on FoMO together has not been put forward. For this reason, it is thought that examining the changes caused by impulsivity level and emotional intelligence traits of adolescents on the FoMO and the relationship between these changes will be an important guide for further research.

The aim of the study was to investigate the relationship between impulsivity and emotional intelligence traits and the fear of missing out. From this point of view, the following questions were sought to be answered within the scope of the research:

1. What are the impulsivity levels of adolescents?
2. What are the emotional intelligence traits of adolescents?
3. What are the fear of missing out levels of adolescents?
4. Is there a significant difference between adolescents' sociodemographic information and impulsivity, emotional intelligence traits and fear of missing out?
5. Is there a significant relationship between impulsivity, emotional intelligence traits and fear of missing out in adolescents?
6. Do impulsivity and emotional intelligence traits significantly predict adolescents' fear of missing out?

Methods

This study, utilizing a correlational survey design, aims to examine the relationship between impulsivity, emotional intelligence traits, and fear of missing out in adolescents, as well as to identify the factors influencing these variables.

Sample

The sample of the study consisted of students studying in secondary education institutions in the central district of Kütahya between September and November 2024. High school students between the ages of 13-17 who volunteered to participate in the study and whose parents' permission was obtained were included in the study. Students who were not between the ages of 13-17 and who did not agree to participate in the study (either themselves or their parents) were excluded from the study. The number of students studying in public secondary education institutions in the central district of Kütahya province in the 2023-2024 academic year was 12834 (MEB, 2023). In the study, it was calculated that at least 319 people should be reached with the simple random sampling method according to the values of $p=0.3$, $q=0.7$ at 5% sampling error (Yazıcıoğlu and Erdoğan, 2004). The study was completed with 1222 adolescents.

When the demographic variables of the adolescents were examined, it was determined that 28% were 14 years old ($X=15.42$; $SD=1.11$), 62.5% were female, 32.4% were in the 9th grade, 32.2% of their mothers and 46.2% of their fathers were high school graduates, 88.3% of their parents were together, 85.3% had an average income level and 57.1% spent between 1-3 hours a day on social media (Table 1).

Table 1: Sociodemographic Characteristics of Adolescents (n=1222)

Variable	Group	n	%
Age	14-15	632	51.7
	16-17	590	48.3
Gender	Male	458	37.5
	Female	764	62.5
Parental co-parenting	Yes	1079	88.3
	No	143	11.7
Income	Low	74	6.1
	Middle	1043	85.3
	High	105	8.6
Total time spent on social media per day	Less than 1 hour	61	5.0
	1-3 hours	698	57.1
	More than 3 hours	463	37.9

Data Collection and Tools

Research data were collected face-to-face from students studying in secondary education institutions in the fall semester of the 2024-2025 academic year. The administrators of secondary education institutions were contacted and planning was made for data collection. At the planned time, the relevant secondary education institutions were visited and students were asked to answer the following questionnaires/scales during a class hour when they were available.

Student Information Form: In line with the literature review conducted by the researchers, it consisted of a total of five questions including students' characteristics such as age, gender, parental co-parenting, income level and total time spent on social media per day (Çakmak et al., 2018; Sert and Traş, 2019; Kartol and Peker, 2020).

Barratt Impulsivity Scale-Short Form (BIS-Brief): The Turkish validity and reliability study of the BIS-11 scale developed by Steinberg et al. was conducted by Benk Durmuş et al. in 2022. The scale is a one-dimensional, four-point Likert-type self-report scale consisting of eight items. The scale has no cut-off score. The higher the total score of the BIS-Brief, the higher the level of impulsivity is interpreted. Cronbach's alpha coefficient indicating internal consistency is 0.78. In this study, it was calculated as 0.71.

Emotional Intelligence Trait Scale-Short Form (TEIQue-SF): Developed by Petrides and Furnham based on their conceptualization of emotional intelligence as a “personal character trait”, the TEIQue-SF is a scale developed to determine the individual's self-perception of emotional competencies. The 7-point Likert-type scale, which consists of 30 items in total, is a measurement tool designed to measure total emotional intelligence traits. The higher the scores obtained from the scale, the higher the emotional intelligence trait. In different studies,

Cronbach Alpha coefficients vary between .87-.90 (Deniz et al., 2013). In this study, it was calculated as 0.76.

Fear of Missing Out (FoMO) Scale: The fear of missing out scale developed by Zhang et al. (2020) is a 7-point Likert-type scale consisting of five items. The score obtained from the scale varies between 9 and 63. A high score on the scale indicates that FoMO is high. The Cronbach alpha value of the original scale is 0.89 (Çelik and Özkara, 2022). In this study, it was calculated as 0.88.

Ethics

Approval for the study was obtained from the non-interventional ethics committee of Kütahya Health Sciences University (Date: 25.06.2024 and Decision No: 2024/08-22). Permission was obtained from the Provincial Directorate of National Education to conduct the study. Participants were asked to approve/confirm the Child Consent Form/Parent Consent Form. In addition, scientific ethics and academic rules were carefully followed during the research process. The data of the study were recorded in accordance with the principles of confidentiality of personal data. Participation in the study was voluntary and no personal information other than the purpose of the study was requested from the students. The data were collected with the assurance that the data obtained from the scales would only be used for scientific purposes and that the answers given would not be shared with third parties. The study was conducted in accordance with the principles of the current Helsinki Declaration.

Data Analysis

SPSS 25.0 package program was used to analyze the data obtained from the study. Mean and standard deviation, number and percentage were used as descriptive statistics. Firstly, the conformity of the data to normal distribution was examined based on Sweekness-Kurtosis values. After it was determined that the data were normally distributed, significance tests were performed with t test, One-Way ANOVA test, Bonferroni Post Hoc test. Pearson correlation and linear regression analyses were performed to determine the relationship between dependent variables. $p < 0.05$ was considered statistically significant.

Results

When the scores of the adolescents from the scales were examined, it was determined that they received an average score of 17.14 ± 3.99 points from the BIS-Brief, 88.64 ± 15.99 points from the TEIQue-SF and 21.00 ± 11.13 points from the FoMO (Table 2).

Table 2: Descriptive Statistics and Correlations Between Variables (n=1222)

	BIS-Brief	TEIQue-SF	FoMO
BIS-Brief	-		
TEIQue-SF	-0.444*	-	
FoMO	0.223*	-0.303*	-
Mean	17.14	88.64	21.00
SD	3.99	15.99	11.13
Min-Max	8-31	28-140	9-63
Skewness	0.931	0.468	-0.038
Kurtosis	0.355	0.078	0.101
α	0.71	0.76	0.88

* $p < .001$, SD: standard deviation, α : Cronbach alpha value

When the relationship between the BIS-Brief, the TEIQue-SF and the FoMO in Table 2 was examined, it was seen that there was a statistically moderate negative significant relationship between the BIS-Brief and the TEIQue-SF ($r = -0.444$; $p < 0.001$), while there was a low level statistically positive significant relationship between the BIS-Brief and the FoMO ($r = 0.223$; $p < 0.001$). On the other hand, there was a statistically low level negative significant correlation between FoMO and the TEIQue-SF ($r = -0.303$; $p < 0.001$).

Table 3: Sociodemographic Information of Adolescents and Scale Score Comparisons (n=1222)

Variable	Group	BIS-Brief	TEIQue-SF	FoMO
Age	14-15	17.02±3.99	88.47±16.16	21.76±11.06
	16-17	17.33±3.99	88.83±15.82	20.19±11.17
	Test**	$t = -1.355$ $p = 0.176$	$t = -0.389$ $p = 0.698$	$t = 2.463$ $p = 0.014$
Gender	Male	16.72±3.78	91.77±15.66	19.32±10.86
	Female	17.43±4.09	86.77±15.91	22.01±11.18
	Test**	$t = -3.021$ $p = 0.003$	$t = 5.354$ $p < 0.001$	$t = -4.109$ $p < 0.001$
Parental co-parenting	Yes	17.08±3.95	88.69±15.86	21.13±11.23
	No	17.85±4.28	88.31±17.00	20.02±10.33
	Test**	$t = -2.172$ $p = 0.030$	$t = 0.266$ $p = 0.790$	$t = 1.125$ $p = 0.261$
Income	Low	17.20±4.45	85.43±17.61	21.79±10.45
	Middle	17.17±3.94	88.42±15.73	21.03±11.23
	High	17.13±4.18	93.15±16.65	20.16±10.65
Test*	$F = 0.007$ $p = 0.993$	$F = 5.803$ $p = 0.003$	$F = 0.491$ $p = 0.612$	
Total time spent on social media per day	Less than 1 hour	14.70±3.75	95.09±19.15	15.60±8.75
	1-3 hours	15.58±3.82	89.97±15.78	19.83±10.65
	More than 3 hours	18.38±3.94	85.80±15.37	23.47±11.59
Test*	$F = 43.411$ $p < 0.001$	$F = 15.011$ $p < 0.001$	$F = 23.241$ $p < 0.001$	

*One-Way ANOVA, **t test

As a result of the comparison of the sociodemographic data of the adolescents with the scale scores, it was determined that there was a statistically significant difference between the BIS-Brief and gender ($p < 0.01$), parental relationship ($p < 0.05$) and total time spent on social media per day ($p < 0.001$) variables. It was determined that there was a statistically significant difference between FoMO and gender ($p < 0.001$), income level ($p < 0.01$) and total time spent on

social media daily ($p < 0.001$) variables. There was a statistically significant difference between FoMO and age ($p < 0.05$), gender ($p < 0.001$) and total time spent on social media per day ($p < 0.001$) (Table 3).

Table 4: Analyses to determine the effect of BIS-Brief and TEIQue-SF on FoMO

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% CI for B		
		B	Std. Error	Beta	t	Sig.	Lower	Upper
1	(Constant)	10.319	1.371		7.527	<0.001	7.629	13.008
	BIS-Brief	0.622	0.078	0.223	8.004	<0.001	0.470	0.775
2	(Constant)	31.378	2.845		11.030	<0.001	25.796	36.959
	BIS-Brief	0.309	0.084	0.111	3.655	<0.001	0.143	0.474
	TEIQue-SF	-0.177	0.021	-0.254	-8.381	<0.001	-0.218	-0.135

Dependent Variable: FoMO

Model 1: $R^2 = .050$; $F = 64.059$

Model 2: $R^2 = .102$; $F = 68.964$

Multiple regression analyses to determine the effect of impulsivity and emotional intelligence traits on FoMO showed that Model 1 was significant ($p < 0.001$) and impulsivity had a significant positive effect on FoMO. It was determined that 5% of adolescents' FoMO level was explained by their impulsivity ($F = 64.059$; $p < 0.001$; $R^2 = 0.050$). In Model 2, where emotional intelligence traits were included in the model, it was found that the model was significant ($p < 0.001$) and the rate of impulsivity and emotional intelligence traits explaining FoMO together was 10.2%. It was seen that emotional intelligence traits of adolescents had a negative effect on FoMO. It was determined that 5.2% of adolescents' FoMO level was explained by emotional intelligence traits ($F = 68.964$; $p < 0.001$; $R^2 = 0.102$; $R^2 \text{ change} = 0.052$).

Discussion

In this study, which examined the relationship between impulsivity and emotional intelligence traits of adolescents and fear of missing out, it was determined that the impulsivity of adolescents was at a moderate level. Hormonal changes in adolescence may cause difficulties in adolescents' behavioral adaptation. In this context, it is stated that both physical and psychological changes and adaptation to these changes are not easy (Çelik et al., 2008). In a study, it was reported that the adolescent population has a high level of impulsivity (Jo et al., 2017).

In other studies conducted on adolescents on the subject, it was stated that impulsivity differed according to the gender variable in line with the results of the current study and that females in adolescence had higher impulsivity levels compared to males (Demir, 2019; Gökçe

et al., 2017). It has been suggested that this difference in impulsivity based on gender may be due to the fact that women have estrogen hormone (Topkara, 2007). This difference in the current study may be thought to be due to the fact that the majority of adolescents (62.5%) were female.

The parenting roles of both mother and father are complementary to each other. For this reason, it is stated that parents' efforts to fill each other's places at home after the separation of the parents may have negative effects on the child and may cause adaptation problems (Amato, 2010; Kelly, 2012). In the current study, adolescents whose parents were separated had significantly higher levels of impulsivity. In studies conducted with adolescents, it has been reported that adolescents with separated parents have higher levels of anxiety, depression, stress and anger, lower levels of life satisfaction and higher suicidal thoughts (Obeid et al., 2021; Hadžikapetanović et al., 2017; Sejjo et al., 2016). While it was observed that the separation of parents caused significant negative changes on the mental health of adolescents, Çakmak et al. (2018) reported that parental separation did not have a significant effect on the impulsivity of adolescents.

It was determined that increasing the time spent on social media increased the impulsivity levels of adolescents. Social media is known to be effective in the emergence of a number of psychological symptoms as a result of its excessive use, as well as its benefits such as staying in touch with individuals' social circles or making new connections (O'Keeffe and Clarke-Pearson, 2011; Turel et al., 2018; Thorisdottir et al., 2019; Escobar-Viera et al., 2018). Evidence has been presented that addictive behaviors that may occur as a result of excessive use of social media may be related to impulsivity (Tutal et al., 2021; Ryu et al., 2018). This excessive use has been reported to cause decreases in the control of executive functions, resulting in more impulsive behaviors (Wagmann et al., 2020). It has even been stated that the ever-increasing use of social media creates a predisposition to impulsivity (Carvalho et al., 2023). According to the results of a bibliometric analysis of studies on social media use, impulsivity was found to be the least studied variable in studies on social media (Karakuş et al., 2024). Previous studies support the results obtained in the current study and it may be recommended to examine the effect of social media use on impulsivity in future studies.

It was determined that adolescents had high levels of emotional intelligence. Aydın and Emir (2023) found that the emotional intelligence scores of adolescents were high, similar to the results of this study (Aydın and Emir, 2023). Kılıç and Çeliköz (2021) reported that the emotional intelligence level of adolescents was slightly above the middle level (Kılıç and

Çeliköz, 2021). In this study, it was determined that male adolescents had higher levels of emotional intelligence compared to female adolescents. In contrast to the current study, most studies have reported that female adolescents have higher emotional intelligence traits compared to males (Tunca, 2022; Garaigordobil, 2020; Sarıkabak et al., 2019). There is also evidence that there is no significant difference between gender and emotional intelligence traits (Aydın and İmir, 2023). It is possible that the emotional intelligence traits of male adolescents were found to be higher than those of female adolescents due to the changes in parental styles in raising children from past to present and the fact that fathers assume a greater role in raising children with the common sharing of parenting responsibilities. It has been reported that these behavioral changes in fathers, who are role models for their children, cause their children to be more polite, empathetic, understanding and accurate reflectors of their emotions (Aydın and Emir, 2023). In addition, it has been stated that the fact that men are more successful than women in coping with stress and controlling their impulses is effective in making emotional intelligence traits more apparent (Mayer et al., 1999; Bar-on and Parker, 2000).

In the present study, adolescents with higher income levels were found to have more developed emotional intelligence traits. People are found in social hierarchical classes according to their economic conditions. This situation is effective in shaping basic social processes such as how a person interprets others or situations (Marmot, 2004). Previous studies have reported that individuals with higher economic status have higher self-efficacy, which makes them weaker in understanding emotions when evaluating others (Dienze and Knowles, 2016; Kraus et al., 2010). In line with the results of the current study, other studies have reported that individuals with high socioeconomic status are better at evaluating the emotions of others (Deveney et al., 2018). İyibaş and Akın (2021) found that the economic status of the family did not make a difference on the emotional intelligence of the adolescent (İyibaş and Akın, 2021). It may be thought that the result obtained in this study may be due to the fact that almost all of the adolescents included in the study had medium-high income levels. In other studies where income level is balanced among the participants, the results may vary.

It was determined that the emotional intelligence traits of adolescents decreased significantly as the daily time spent on social media increased. A previous study revealed that an increase in daily social media use may reveal social media addiction (Ergen and Akacan, 2021). There is evidence of a negative relationship between excessive social media use and emotional intelligence (Yudes et al., 2022). It can be said that the development of emotional intelligence in adolescents may be a protective factor in the formation of social media addiction.

In a systematic study examining the relationship between social media use and emotional intelligence in adolescents, it was reported that low levels of emotional intelligence were associated with high levels of perceived stress and depressive symptoms and that this was a predictor of problematic social media use (Piccerillo and Digennaro, 2024).

The results of the current study showed that adolescents have low levels of FoMO. When the literature was examined, it was reported that FoMO scores were found at higher levels in studies conducted with adolescents and this situation was higher in favor of female students (Stead and Bibby, 2017; Coşkun and Karayağız Muslu, 2019). In this study, it was observed that adolescents aged 14-15 years had higher levels of FoMO compared to adolescents aged 16-17 years. In line with this finding of the study, previous studies have also reported that FoMO is associated with younger age and more FoMO is experienced (Elhai et al., 2020; Rozgonjuk et al., 2021).

In this study, female adolescents had significantly higher FoMO scores compared to males. In their study, Kartol and Peker (2020) stated that female adolescents had higher FoMo compared to male adolescents and suggested that this may be due to the fact that girls exhibit more admiration and popularity behaviors during adolescence compared to boys and their need to be more appreciated or followed on social media (Kartol and Peker, 2020).

In addition, it was determined that the FoMO level of adolescents increased as the time spent on social media increased. Excessive social media use, the attempt to fulfill the need for connection or belonging by networking online, brings with it the intensity of social media use and this may lead to an increase in FoMO. This increased social networking activity may produce more feelings of not being connected enough in people and they may engage in more social media engagement to try to compensate for this (Oberst et al., 2017). At this point, there are also some studies (Błachnio and Aneta, 2018; Zhang et al., 2021) that found that excessive use of social media increases the level of FoMO. Due to the permanent accessibility of social media through mobile devices, the opportunities to connect with acquaintances, share and have rewarding experiences have increased significantly. Because social media apps provide almost limitless possibilities for receiving information and making connections, they may increase the likelihood that people subjectively miss others' communications about issues that may concern them psychologically or practically (Wegmann et al., 2017).

In this study, it was found that higher levels of impulsivity increased the level of FoMO. Among the most important reasons for the emergence of FoMO is the desire to have social media networks and to increase the possibility of having a happier and more enjoyable time

there (Holt-Lunstad et al., 2010). It has been hypothesized that social media use may be a product of impulse control disorder (Liau et al., 2015). Moreover, impulsivity has also been reported to lead to behavioral addictions (Swann et al., 2007). In particular, this has been reported to be more pronounced in young and middle adolescence (Cerniglia et al., 2019). Due to the immaturity of the cerebral cortex and the imbalance in the development of different brain regions, adolescents are prone to exhibit problematic behaviors in the use of new technologies, social networks and the internet. This can lead to emotional and behavioral dysregulation (Ismail et al., 2017). The emergence of impulsive behaviors can also be considered as a factor that facilitates the occurrence of FoMO in adolescents.

In the results of the current study, it was found that the development of emotional intelligence traits reduced the level of impulsivity and FoMO of adolescents. It was determined that this improvement in emotional intelligence traits reduced the effect of impulsivity on fear of missing developments by half. It can be assumed that emotional intelligence traits have a regulatory function in the relationship between impulsivity and fear of missing out. Considering the studies on the relationship between emotional intelligence and impulsivity, it has been reported that individuals with low emotional intelligence tend to be more impulsive and manage their emotions worse (Merchán-Clavellino et al., 2020; Coccaro et al., 2016). There are studies reporting that there is no relationship between emotional intelligence and impulsivity (Lawal and Muhammed, 2024). On the other hand, Süral et al. (2018) stated that low emotional intelligence may lead to problematic social media behaviors (Süral et al., 2018). Previous studies have reported that emotional intelligence has a negative significant relationship with FoMO, which is in line with the findings of the current study (Nidhi et al., 2024; Kartol & Gündoğan, 2020). FoMO has been shown to play an important role in the onset and maintenance of technological addiction (Elhai et al., 2020). Some studies have suggested that problematic social media use is a coping mechanism resulting from the need to regulate individuals' emotional states (Andreassen and Pallesen, 2014; Marino et al., 2019; Blachnio and Przepiorka, 2018). When this situation is evaluated, it shows that if a person manages their emotions appropriately, it may be a protective factor against problematic use of social media (Drach et al., 2020). According to the results of this study, it can be said that the development of emotional intelligence traits helps adolescents to be more controlled in their impulsive behavior and plays a protective role in the formation of FoMO.

Strengths and Limitations of the Study

This research provides strong evidence for the prevention of behavioral disorders and addictions, and the importance of emotional intelligence traits and their development for the protection of adolescent mental health. However, it has some limitations. First of all, this study is a cross-sectional study and longitudinal studies are needed in terms of causal inferences of the results. The results of the study are based on participants' self-reports and the relationships between variables should be tested with more diverse samples (including clinical ones). As the participants were not examined for the presence of any clinical psychopathology, it is recommended that the variables examined be revised to take into account the influence of this factor. Despite these limitations, the results of this study will make an important contribution to the literature.

Conclusions

In this study, which examined the relationship between impulsivity, emotional intelligence traits and fear of missing out in adolescents, adolescents were found to have moderate impulsivity, high emotional intelligence traits and low FoMO. Impulsivity was found to differ according to gender, parental relationship and time spent on social media per day. It was determined that emotional intelligence traits of adolescents changed in terms of gender, income level, and daily time spent on social media. FoMO scores were found to vary in adolescents in terms of age, gender and time spent on social media. While there was a positive relationship between impulsivity and FoMO, there was a negative relationship between these two variables and emotional intelligence traits. Regression analyses showed that impulsivity was a positive predictor of FoMO, whereas when emotional intelligence traits came into play, adolescents' impulsivity decreased and emotional intelligence traits were found to have a negative predictive effect on FoMO. Impulsive behaviors can be managed by developing emotional intelligence-based training programs for adolescents or intervention studies to manage impulsivity. In this way, it can be said that the development of FoMO, which may prepare the ground for behavioral addictions, can be prevented. In addition, more detailed information about adolescents' FoMO experiences can be obtained through qualitative research to understand how this fear is shaped by individual and environmental dynamics.

Ethics Committee Approval: The Non-Interventional Ethics Committee of Kütahya Health Sciences University (Date: 25.06.2024 and Decision No: 2024/08-22).

Informed Consent: After the participants were informed in detail about the purpose of the study, their voluntary consent was obtained. Every stage of the study was conducted in

accordance to the ethical principles of the current Declaration of Helsinki.

Declaration of conflicting interest: The authors declare no conflict of interest.

Funding: None.

Acknowledgments: We would like to thank students for their valuable time.

Data availability: The data are available from the corresponding author, upon reasonable request.

Author Contributions: Idea: SM; Design: SM, STS; Check: SM, STS; Sources: SM, STS; Ingredients: SM, STS; Data Collecting: SM, STS; Analysis: SM, STS; Literature Review: SM, STS; Posted by: SM, STS; Critical Review: SM, STS.

Peer Review: Internal/External independent.

References

- Al-Saggaf, Y., & O'Donnell, S. B. (2019). Phubbing: Perceptions, reasons behind, predictors, and impacts. *Human Behavior and Emerging Technologies*, 1(2), 132–140. <https://doi.org/10.1002/hbe2.137>
- Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72(3), 650–666. <https://doi.org/10.1111/j.1741-3737.2010.00723.x>
- Andreassen, C., & Pallesen, S. (2014). Social network site addiction-an overview. *Current Pharmaceutical Design*, 20(25), 4053–4061. <https://doi.org/10.2174/13816128113199990616>.
- Aydın, Ş. ve İmir, H. M. (2023). Ergenlerin duygusal zekâ düzeyleri ile sosyal görünüş kaygı düzeyleri arasındaki ilişkinin incelenmesi. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 25(2), 723-741. <https://doi.org/10.32709/akusosbil.1034986>
- Bar-On, R. & Parker, J.D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. San Francisco: Jossey-Bass.
- Benk Durmuş, F., Yusufoglu Torlak, C., Tüğen, L. E., & Güleç, H. (2022). Psychometric properties of the Turkish version of the Barratt Impulsiveness Scale-Brief in adolescents. *Noro Psikiyatri Arsivi*, 59(1), 48–53. <https://doi.org/10.29399/npa.27527>
- Birinci, C. M., & Terkan, R. (2023). İletişim aracı olan sosyal medya'nın sosyal değişime kazandırdığı boyut. *Journal of Management Theory and Practices Research*, 4(2), 180-195. <https://dergipark.org.tr/tr/pub/jmtptr/issue/82444/1327541>
- Błachnio, A., & Przepiórka, A. (2018). Facebook intrusion, fear of missing out, narcissism, and life satisfaction: A cross-sectional study. *Psychiatry Research*, 259, 514–519. <https://doi.org/10.1016/j.psychres.2017.11.012>
- Borca, G., Bina, M., Keller, P. S., Gilbert, L. R., & Begotti, T. (2015). Internet use and developmental tasks: Adolescents' point of view. *Computers in Human Behavior*, 52, 49–58. <https://doi.org/10.1016/j.chb.2015.05.029>
- Bóthe, B., Tóth-Király, I., Potenza, M. N., Griffiths, M. D., Orosz, G., & Demetrovics, Z. (2019). Revisiting the role of impulsivity and compulsivity in problematic sexual behaviors. *Journal of Sex Research*, 56(2), 166–179. <https://doi.org/10.1080/00224499.2018.1480744>
- Carvalho, C. B., Arroz, A. M., Martins, R., Costa, R., Cordeiro, F., & Cabral, J. M. (2023). “Help me control my impulses!”: Adolescent impulsivity and its negative individual, family, peer, and community explanatory factors. *Journal of Youth and Adolescence*, 52(12), 2545–2558. <https://doi.org/10.1007/s10964-023-01837-z>
- Casey, B. J., Tottenham, N., Liston, C., & Durston, S. (2005). Imaging the developing brain: what have we learned about cognitive development?. *Trends in Cognitive Sciences*, 9(3), 104–110. <https://doi.org/10.1016/j.tics.2005.01.011>
- Cerniglia, L., Guicciardi, M., Sinatra, M., Monacis, L., Simonelli, A., & Cimino, S. (2019). The use of digital technologies, impulsivity and psychopathological symptoms in adolescence. *Behavioral Sciences (Basel, Switzerland)*, 9(8), 82. <https://doi.org/10.3390/bs9080082>
- Coccaro, E. F., Zagaja, C., Chen, P., & Jacobson, K. (2016). Relationships between perceived emotional intelligence, aggression, and impulsivity in a population-based adult sample. *Psychiatry Research*, 246, 255–260. <https://doi.org/10.1016/j.psychres.2016.09.004>

- Coskun, S., & Karayagız Muslu, G. (2019). Investigation of problematic mobile phones use and Fear of Missing Out (FoMO) level in adolescents. *Community Mental Health Journal*, 55(6), 1004–1014. <https://doi.org/10.1007/s10597-019-00422-8>
- Çakar, U., & Arbak, Y. (2004). Modern yaklaşımlar ışığında değişen duygu-zeka ilişkisi ve duygusal zeka. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6 (3), 23-48
- Çakmak, S., Gedikli, H., Demirkol, ME., & Tamam L. (2018). Effects of parental divorcement on impulsivity in adolescence. *Klinik Psikiyatri*, 21(2): 137-147 <https://dx.doi.org/10.5505/kpd.2018.44127>
- Çelik, F., & Özkara, B. Y. (2022). Gelişmeleri kaçırma korkusu (FoMO) ölçeği: Sosyal medya bağlamına uyarlanması ve psikometrik özelliklerinin sınanması. *Psikoloji Çalışmaları*, 42(1), 71-103 <https://doi.org/10.26650/SP2021-838539>
- Çelik, G., Tahiroğlu, A., & Avcı, A. (2008). Ergenlik döneminde beynin yapısal ve nörokimyasal değişimi. *Klinik Psikiyatri Dergisi*, 11(1), 42-47. https://jag.journalagent.com/kpd/pdfs/KPD_11_1_42_47.pdf
- Demir, Y. (2019). The relationship between impulsivity and time perspective in adolescents, *International Online Journal of Educational Sciences*, 11(4), 95-105. <http://dx.doi.org/10.15345/iojes.2019.04.007>
- Deniz, M. E., Özer, E., & Işık, E. (2013). Duygusal zekâ özelliği ölçeği–kısa formu: geçerlik ve güvenilirlik çalışması. *Eğitim ve Bilim*, 38(169). <https://egitimvebilim.ted.org.tr/index.php/EB/article/view/2485>
- Deveney, C. M., Chen, S. H., Wilmer, J. B., Zhao, V., Schmidt, H. B., & Germine, L. (2018). How generalizable is the inverse relationship between social class and emotion perception?. *PloS One*, 13(10), e0205949. <https://doi.org/10.1371/journal.pone.0205949>
- Dietze, P., & Knowles, E. D. (2016). Social class and the motivational relevance of other human beings: evidence from visual attention. *Psychological Science*, 27(11), 1517-1527. <https://doi.org/10.1177/0956797616667721>
- Drach, R. D., Orloff, N. C., & Hormes, J. M. (2021). The emotion regulatory function of online social networking: Preliminary experimental evidence. *Addictive Behaviors*, 112, 106559. <https://doi.org/10.1016/j.addbeh.2020.106559>
- Elhai, J. D. , Gallinari, E. F. , Rozgonjuk, D. , & Yang, H. (2020). Depression, anxiety and fear of missing out as correlates of social, non-social and problematic smartphone use. *Addictive Behaviors*, 105, 106335. <https://doi.org/10.1016/j.addbeh.2020.106335>.
- Erdoğan, A., Yılmaz, Y., & Hocaoğlu, Ç. (2021). Modern çağın yeni hastalığı: Gelişmeleri kaçırma korkusu “FOMO” nedir? Bir gözden geçirme. *Kıbrıs Türk Psikiyatri Ve Psikoloji Dergisi*, 3(3), 217-222. <https://doi.org/10.35365/ctjpp.21.3.23>
- Ergen, R. M., & Akacan, B. (2021). Üniversite öğrencilerinin sosyal medya bağımlılığı ile duygusal zeka düzeyleri arasındaki ilişkinin incelenmesi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 52, 582-599. <https://doi.org/10.53444/deubefd.956418>
- Escobar-Viera, C. G., Shensa, A., Bowman, N. D., Sidani, J. E., Knight, J., James, A. E., & Primack, B. A. (2018). Passive and active social media use and depressive symptoms among United States adults. *Cyberpsychology, Behavior and Social Networking*, 21(7), 437–443. <https://doi.org/10.1089/cyber.2017.0668>
- Garaigordobil, M. (2020). Intrapersonal emotional intelligence during adolescence: Sex differences, connection with other variables, and predictors. *Eur. J. Investig. Health Psychol. Educ.*, 10 (3), 899-914. <https://doi.org/10.3390/ejihpe10030064>
- Gardner, H. (1983) *Frames of mind: The theory of multiple intelligences*. Basic Books: New York.
- Goleman, D. (2000). *Duygusal zekâ* (17. basım). Varlık Yayınları: İstanbul.
- Gökçe, S., Yusufoglu, C., Akın, E., & Ayaz, M. (2017). Effect of gender differences on impulsivity in adolescents with attention-deficit/hyperactivity disorder. *Anatolian Journal of Psychiatry*, 18(4), 379-386, <https://doi.org/10.5455/apd.247542>.
- Gürsoy, E., & Çelik, S. B. (2020). Duygusal zeka beceri eğitiminin ergenlerde duygusal zeka, empatik beceri ve davranış problemleri üzerine etkisi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 21(1), 303-327. <https://dergipark.org.tr/tr/pub/kefad/issue/57218/808084>
- Hadžikapetanović, H., Babić, T., & Bjelošević, E. (2017). Depression and intimate relationships of adolescents from divorced families. *Medicinski glasnik: Official Publication of the Medical Association of Zenica-Doboj Canton, Bosnia and Herzegovina*, 14(1), 132–138. <https://doi.org/10.17392/854-16>
- Hammond, C. J., Mayes, L. C., & Potenza, M. N. (2014). Neurobiology of adolescent substance use and addictive behaviors: treatment implications. *Adolescent Medicine: State of the Art Reviews*, 25(1), 15–32.
- Holt-Lunstad, J., Smith, T. B., ve Layton, J. B. (2010). Social relationships and mortality risk: A meta-analytic review. *PLoS Medicine*, 7(7), e1000316. <https://doi.org/10.1371/journal.pmed.1000316>.
- Ismail, F.Y., Fatemi, A., & Johnston, M.V. (2017). Cerebral plasticity: Windows of opportunity in the developing brain. *Eur. J. Paediatr. Neurol.* 21, 23–48. <https://doi.org/10.1016/j.ejpn.2016.07.007>.

- İyibaş, M. A., & Akın, M. A. (2021). Öğrencilerin duygusal zekâ düzeyleriyle akademik başarıları arasındaki ilişkinin analizi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*(57), 188-218. <https://dergipark.org.tr/tr/pub/mauefd/issue/60050/590280>
- Jo, H. sic, Na, E., & Kim, D. J. (2017). The relationship between smartphone addiction predisposition and impulsivity among Korean smartphone users. *Addiction Research & Theory*, 26(1), 77–84. <https://doi.org/10.1080/16066359.2017.1312356>
- Jwad, J. J. (2020). Inhibition of the impulsive response of the secondary school students. *Multicultural Education*, 6(3), 119-124. <https://doi.org/10.5281/zenodo.4140763>
- Karakuş, M., Balcı, E. & Tiryaki, S. (2024). Examining the studies on “social media addiction”: a bibliometric analysis, *Cyprus Turkish Journal of Psychiatry & Psychology*, 6(1): 84-92 <http://doi.org/10.35365/ctjpp.24.1.91>
- Kartol, A., & Gündoğan, S. (2020). The mediating role of emotional intelligence in the relationship between the fear of missing out in social environments (fomo) and depression. *European Journal of Education Studies*, 0. doi:<http://dx.doi.org/10.46827/ejes.v0i0.2807>
- Kartol, A., & Peker, A. (2020). Ergenlerde sosyal ortamlarda gelişmeleri kaçırma korkusu (Fomo) yordayıcılarının incelenmesi. *OPUS International Journal of Society Researches*, 15(21), 454-474. <https://doi.org/10.26466/opus.628081>
- Kelly, JB. (2012). Risk and Protective Factors Associated with Child Adolescent Adjustment Following Separation and Divorce. In *Parenting Plan Evaluations: Applied Research for the Family Court*. Edited by Kuehnle K, Drozd L. New York, Oxford University Press.
- Keshavan, M.S., Giedd, J., Lau, J.Y., Lewis, D.A., & Paus, T. (2014). Changes in the adolescent brain and the pathophysiology of psychotic disorders. *Lancet Psychiatry*, 1, 549–558. [https://doi.org/10.1016/S2215-0366\(14\)00081-9](https://doi.org/10.1016/S2215-0366(14)00081-9).
- Kılıç, C., & Çeliköz, M., (2021). Ortaöğretim öğrencilerinin duygusal zekâlarının bazı değişkenler açısından incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi/The Journal of International Social Research*, 14(80), 45-57. <http://dx.doi.org/10.17719/jisr.2021.39413>
- Kraus M. W., Côté S., Keltner D. (2010). Social class, contextualism, and empathic accuracy. *Psychological Science*, 21, 1716–1723. <https://doi.org/10.1177/0956797610387613>
- Kulaksızoğlu, A. (2019). *Ergenlik Psikolojisi*. Remzi Yayınevi, İstanbul.
- Lawal, M.M & Muhammed, S.A. (2024). Emotional intelligence as a predictor of impulsive behaviour among secondary school students in ilorin metropolis. *Journal of Psychology and Behavioural Disciplines*, 4(1), 84-96. https://www.nigerianjournalsonline.com/index.php/JPBD_COOU/article/view/4232
- Liau, A. K., Neo, E. C., Gentile, D. A., Choo, H., Sim, T., Li, D., & Khoo, A. (2015). Impulsivity, self-regulation, and pathological video gaming among youth: testing a mediation model. *Asia-Pacific Journal of Public Health*, 27(2), NP2188–NP2196. <https://doi.org/10.1177/1010539511429369>
- Mansuroğlu, S. (2025). Digital addiction, perceived helicopter parental attitudes and dissociative experiences: examining relationality in adolescents. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23495>
- Mansuroğlu, S., & Tek Sevindik, S. (2024). *Ergenlerde Gelişmeleri Kaçırma Korkusu ve Ruh Sağlığına Etkisi*. In Güncel Psikiyatri Çalışmaları III (pp. 35–48). Akademisyen Kitabevi, Ankara.
- Marino, C., Caselli, G., Lenzi, M., Monaci, M. G., Vieno, A., Nikčević, A. V., & Spada, M. M. (2019). Emotion regulation and desire thinking as predictors of problematic facebook use. *The Psychiatric Quarterly*, 90(2), 405–411. <https://doi.org/10.1007/s11126-019-09628-1>
- Marmot M. (2004). *The status syndrome: How social standing affects our health and longevity*. Henry Holt and Company, LLC.
- Martinez-Gonzalez, A. E., Rodríguez-Jiménez, T., Piqueras, J. A., Vera-Villarroel, P., & Torres-Ortega, J. (2020). Emotional and behavioural symptoms, risk behaviours and academic success in chilean mapuche and non-mapuche adolescents. *Ethnicity & Health*, 25(3), 453-464.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267–298. [https://doi.org/10.1016/S0160-2896\(99\)00016-1](https://doi.org/10.1016/S0160-2896(99)00016-1)
- Merchán-Clavellino, A., Salguero-Alcañiz, M. P., Guil, R., & Alameda-Bailén, J. R. (2020). Impulsivity, emotional intelligence, and alcohol consumption in young people: A mediation analysis. *Foods*, 9(1), 71. <https://doi.org/10.3390/foods9010071>
- Nidhi, Sivakumar, P., Hegde, B., & Davis, A. (2024). The relationship between emotional intelligence, smartphone addiction, and Fear of Missing Out among students. *Inspa Journal of Applied And School Psychology*, 5 (Spacial Issue), 108-113. <https://ijasp.in/2024/06/01/the-relationship-between-emotional-intelligence-smartphone-addiction-and-fear-of-missing-out-among-students/>
- Obeid, S., Al Karaki, G., Haddad, C., Sacre, H., Soufia, M., Hallit, R., Salameh, P., & Hallit, S. (2021). Association between parental divorce and mental health outcomes among Lebanese adolescents: Results of a national study. *BMC Pediatrics*, 21(1), 455. <https://doi.org/10.1186/s12887-021-02926-3>

- Oberst, U., Wegmann, E., Stodt, B., Brand, M., & Chamarro, A. (2017). Negative consequences from heavy social networking in adolescents: The mediating role of Fear of Missing Out. *Journal of Adolescence*, 55, 51–60. <https://doi.org/https://doi.org/10.1016/j.adolescence.2016.12.008>
- O'Keeffe, G. S., Clarke-Pearson, K., & Council on Communications and Media (2011). The impact of social media on children, adolescents, and families. *Pediatrics*, 127(4), 800–804. <https://doi.org/10.1542/peds.2011-0054>
- Piccerillo, L., & Digennaro, S. (2024). Adolescent social media use and emotional intelligence: A systematic review. *Adolescent Research Review*. Advance online publication. <https://doi.org/10.1007/s40894-024-00245-z>
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848. <https://doi.org/10.1016/j.chb.2013.02.014>
- Riordan, B. C., Flett, J. A. M., Cody, L. M., Conner, T. S., & Scarf, D. (2021). The Fear of Missing Out (FoMO) and event-specific drinking: The relationship between FoMO and alcohol use, harm, and breath alcohol concentration during orientation week. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*, 40(8), 3691–3701. <https://doi.org/10.1007/s12144-019-00318-6>
- Riordan, B. C., Winter, D. T., Haber, P. S., Day, C. A., & Morley, K. C. (2021). What are people saying on social networking sites about the Australian alcohol consumption guidelines?. *The Medical Journal of Australia*, 214(3), 105–107.e1. <https://doi.org/10.5694/mja2.50902>
- Rozgonjuk, D., Sindermann, C., Elhai, J. D., & Montag, C. (2021). Individual differences in Fear of Missing Out (FoMO): Age, gender, and the Big Five personality trait domains, facets, and items. *Personality and Individual Differences*, 171, Article 110546. <https://doi.org/10.1016/j.paid.2020.110546>
- Ryu, H., Lee, J. Y., Choi, A., Park, S., Kim, D. J., & Choi, J. S. (2018). The relationship between impulsivity and internet gaming disorder in young adults: Mediating effects of interpersonal relationships and depression. *International Journal of Environmental Research and Public Health*, 15(3), 458. <https://doi.org/10.3390/ijerph15030458>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sarıkabak, M., Karakulak, İ., Sunay, H. (2019). Lise öğrencilerinin sosyal fizik kaygı durumları ve duygusal zeka düzeylerinin spor yapma durumlarına göre incelenmesi. *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, 17(3), 119-133. <https://doi.org/10.33689/spormetre.554925>
- Savina, E. (2021). Self-regulation in preschool and early elementary classrooms: Why it is important and how to promote it. *Early Childhood Education Journal*, 49(3), 493-501. <https://doi.org/10.1007/s10643-020-01094-w>
- Seijo, D., Fariña, F., Corras, T., Novo, M., & Arce, R. (2016). Estimating the epidemiology and quantifying the damages of parental separation in children and adolescents. *Frontiers in Psychology*, 7, 1611. <https://doi.org/10.3389/fpsyg.2016.01611>
- Sert, M. ve Traş, Z. (2019). Ergenlerin duygusal zekâ düzeyleri ile özyeterlik algıları arasındaki ilişkinin incelenmesi, *Manas Sosyal Araştırmalar Dergisi*, 8(Ek Sayı 1): 1205-1220 <https://doi.org/10.33206/mjss.500797>
- Shulman, E. P., Smith, A. R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience*, 17, 103-117. <https://doi.org/10.1016/j.dcn.2015.12.010>
- Stead, H., & Bibby, P. A. (2017). Personality, fear of missing out and problematic internet use and their relationship to subjective well-being. *Computers in Human Behavior*, 76, 534–540. <https://doi.org/10.1016/j.chb.2017.08.016>
- Süral, I., Griffiths, M. D., Kircaburun, K., & Emirtekin, E. (2018). Trait emotional intelligence and problematic social media use among adults: the mediating role of social media use motives. *International Journal of Mental Health and Addiction*, 17(2), 336–345. <https://doi.org/10.1007/s11469-018-0022-6>
- Swann, A. C., Moeller, F. G., Steinberg, J. L., Schneider, L., Barratt, E. S., & Dougherty, D. M. (2007). Manic symptoms and impulsivity during bipolar depressive episodes. *Bipolar Disorders*, 9(3), 206–212. <https://doi.org/10.1111/j.1399-5618.2007.00357.x>
- Tanhan, F., Özok, Hİ., & Tayız, V. (2022). Gelişmeleri Kaçırma Korkusu (FoMO): Güncel Bir Derleme. *Psikiyatride Güncel Yaklaşımlar*. 14(1):74-85. <https://doi.org/10.18863/pgy.942431>
- Tek Sevidik, S. (2024). Çocukluk Çağı Psikopatolojileri ve Şiddet Görünümleri. In *Güncel Psikiyatri Çalışmaları III* (pp. 95–108). Akademisyen Kitabevi.
- Thorisdottir, I. E., Sigurvinsdottir, R., Asgeirsdottir, B. B., Allegrante, J. P., & Sigfusdottir, I. D. (2019). Active and passive social media use and symptoms of anxiety and depressed mood among icelandic adolescents. *Cyberpsychology, Behavior and Social Networking*, 22(8), 535–542. <https://doi.org/10.1089/cyber.2019.0079>

- Thorndike, E.L. (1920). A constant error in psychological ratings. *Journal of Applied Psychology*, 4(1), 25–29. <https://doi.org/10.1037/h0071663>
- Topkara, M. (2007). *Kadın beyni nasıl çalışır*. İstanbul: Karma Kitap.
- Tunca, A. (2022). Çocuk ve ergenlerde duygusal zekânın cinsiyete göre incelenmesi: Bir meta-analiz çalışması. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 20(02), 134-148. <https://doi.org/10.18026/cbayarsos.1054512>
- Turel, O., Brevers, D., & Bechara, A. (2018). Time distortion when users at-risk for social media addiction engage in non-social media tasks. *Journal of Psychiatric Research*, 97, 84–88. <https://doi.org/10.1016/j.jpsychires.2017.11.014>
- Total, Ö., Erensoy, H., & Luş M. (2021). Relationship between psychological symptoms, impulsivity and social media use problems. *Bağımlılık Dergisi*. 22(1):43-52. <https://doi.org/10.1016/10.51982/bagimli.793837>
- TÜİK, Türkiye İstatistik Kurumu. (2024). *Hanehalkı Bilişim Teknolojileri (BT) Kullanım Araştırması*. [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2024-53492#](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2024-53492#)
- Wang, J., Wang, P., Yang, X., Zhang, G., Wang, X., Zhao, F., Zhao, M., & Lei, L. (2019). Fear of missing out and procrastination as mediators between sensation seeking and adolescent smartphone addiction. *International Journal of Mental Health and Addiction*, 17(4), 1049–1062. <https://doi.org/10.1007/s11469-019-00106-0>
- Wegmann, E., Müller, SM., Turel, O., & et al. (2020). Interactions of impulsivity, general executive functions, and specific inhibitory control explain symptoms of social-networks-use disorder: An experimental study. *Sci Rep*, 10, 3866. <https://doi.org/10.1038/s41598-020-60819-4>
- Wegmann, E., Obsert, U., Stodt, B., & Brand, M. (2017). Online-specific fear of missing out and Internet-use expectancies contribute to symptoms of Internet-communication disorder. *Addictive Behaviors Reports*, 5, 33-42. <https://doi.org/10.1016/j.abrep.2017.04.001>
- Wolniewicz, C. A., Tiamiyu, M. F., Weeks, J. W., & Elhai, J. D. (2018). Problematic smartphone use and relations with negative affect, fear of missing out, and fear of negative and positive evaluation. *Psychiatry Research*, 262, 618–623. <https://doi.org/10.1016/j.psychres.2017.09.058>
- Yavuzer, H. (2014). *Çocuk psikolojisi*. Remzi Kitabevi, İstanbul.
- Yazıcıoğlu, Y. & Erdoğan, S. (2004). *SPSS Uygulamalı Bilimsel Araştırma Yöntemleri*, Ankara: Detay Yayıncılık.
- Yudes, C., Rey, L., & Extremera, N. (2022). The moderating effect of emotional intelligence on problematic internet use and cyberbullying perpetration among adolescents: gender differences. *Psychological Reports*, 125(6), 2902-2921. <https://doi.org/10.1177/00332941211031792>
- Zhang, Y., Li, S., & Yu, G. (2021). The relationship between social media use and fear of missing out: A meta-analysis. *Acta Psychologica Sinica*, 53(3), 273–290. <https://doi.org/10.3724/SP.J.1041.2021.00273>