

## Impact of Online Self-Presentation on Fear of Missing Out and Self-Esteem Among Young Adults: The Mediating Role of Social Comparison

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ARTICLE INFO			ABSTRACT
<b>Article History:</b>			<i>The purpose of this study was to investigate the relationship between online self-presentation, Fear of missing out (FOMO) and self-esteem, considering social comparison as a mediator. A quantitative research design was employed, consisting of 200 young adults selected through convenience sampling from four institutions in Islamabad. The administered questionnaires included POSSA, FOMO, Rosenberg self-esteem scale and INCOM. Pearson's correlation, linear regression, mediation analysis, independent samples t-test, ANOVA was used to analyze the effects of online self-presentation on FOMO, self-esteem, and social comparison, as well as influence of demographic factors involving gender, educational level, and institutions. Results indicates a significant positive relationship between online self-presentation, FOMO, and social comparison as a mediator. While, online self-presentation had a moderate positive correlation with self-esteem. The study highlights the need for social media literacy, developing interventions for healthier online behaviors, addressing online social comparison tendencies, guidance for policy makers, mental health interventions, and educational initiatives to address these issues.</i>
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## Introduction

Social networking sites become very popular as far as people are in a position to change their lives and present the best side. At the beginning of 2024, there were about 188.9 million mobile phone connections count in the total population of Pakistan, representing 77.8 percent of total population, 54.38 million users above the age of 18, which was 38.9% of this population, actively used social media (Kemp, 2024).

The rise of Facebook, Instagram, TikTok, Snapchat in the young generation is also highlighted this area of research as online self-presentation is a process of presenting an ideal or specific image that

may slightly or highly be different from a person's real-life image on social media platforms. People always change their position depending on the audience, they manage the impression by selective presentation in the framework of digital spaces (Goffman, 1959). Digital platforms empower users to carefully curate their self-disclosure, enabling them to present a tailored image or even to reinvent their identities (Bullingham & Vasconcelos, 2013). Social network sites provide a possibility for a more self-selected self-presentation in which people share selected information that users want others to know. This can lead to identity formation that is markedly different from the real life, which often tends to be the more socially desirable (Manago et al., 2008). Thus, online self-presentation is a type of selective self-presentation, where individuals aim to fabricate desired images by amplifying positive traits and minimizing negative ones, especially on social media (Toma & Hancock, 2010).

FOMO (Fear of Missing Out) is the desire of individualities who always want to be connected to the activities of others through social media. However, it'll develop social anxiety if this desire is not met (Przybylski et al, 2013). FOMO is the desire to continue using the internet and engaging in virtual activities because other individuals are reported to be having fun than the individual himself or herself (Alt, 2015). FOMO involves social comparison and fear of remorse, where individuals feel they are missing out on valuable social experiences. This feeling can lead to obsessive checking of social media to remain connected and avoid the sensation of rejection (Oberst et al., 2017).

Social comparison is defined by Leon Festinger as a process used to compare oneself with others in order to evaluate one's feelings or abilities (Festinger, 1954). people compare themselves to others to either boost self-esteem (downward comparison) or to seek self-improvement (upward comparison) (Bunk & Gibbons, 2007). self-esteem of person overall assessment of their own worth (Rosenberg, 1965) where low self-esteem is often believed to be psychologically troubled or depressed (Tennen & Afleck, 1993).

Existing literature proved the connection between variables as in the literature proves that social media readiness positively links with FOMO and that FOMO links with social media addiction in students. In the same research, according to the study, students addicted to social media is positively correlated with factors of FOMO and self-presentation (Zhu & Xiong, 2022). One article also explores the relationship between FOMO, social comparison and the addiction to social networking sites among young adults. The result showed that male, as compared to female participants had higher FOMO while FOMO and social comparative concern were significant and positively correlated with social networking sites dependence however, the findings revealed no significant difference in gender (Parveiz et al., 2023). Another article looks into the effects of social comparison on self-esteem. An experiment that was conducted show that those people who frequently use the Facebook tend to have low self-esteem since, there is high probability of coming across persons with higher status as per the Facebook. It was found that women time on site edit photos more and experience more distress after comparing self-rated attractiveness with that of others. This one relates to feelings as to body image and self-esteem (Fox & Vendemia, 2016). Another article that deals with relationship between online self-presentation and self-esteem reveals that the level of social approval-the comments and likes for their post were mentioned to provide a temporary high in one's self-esteem. But develops dependency upon that positive reinforcement and resulted in the long-term decline of self-esteem (Meeus et al., 2019).

The increasing use of social media demands for an exploration of its effects on young adults. While existing literature have examined these factors individually or in combination with others, this research aims to investigate the interconnections between online self-presentation, FOMO,

self-esteem, and social comparison among young adults. The purpose, therefore, is to establish how these factors co-interact in order to raise awareness and help develop strategies for promoting healthier social media practices in the future.

### **Objectives**

1. The purpose of the present study was to demonstrate the effect of online self-presentation on self-esteem, as well as FOMO among young adults.
2. To examine the interrelation between online self-presentation, self-esteem, and FOMO among young adults.
3. To test the mediation effects of social comparison in the relationship between self-presentation online and self-esteem, and FOMO among young adults.
4. To investigate the impact of the demographic characteristics including; gender, education level and institutions on the identified study constructs among young adults.

### **Hypothesis**

1. The positive correlation between online self-presentation and social comparison as well as online self-presentation and FOMO among young adults.
2. The negative relationship between online self-presentation and self-esteem, self-esteem and FOMO among young adults.
3. The negative relationship between social comparison and self-esteem among young adults.
4. The positive correlation between social comparison and FOMO among young adults.
5. The online self-presentation leads towards FOMO and low esteem among young adults.
6. Social Comparison is a mediator between the study constructs of online self-presentation, self-esteem, FOMO, among young adults.
7. Female young adults will experience higher online self-presentation, FOMO, and social comparison than male young adults.
8. Female young adults will experience low self-esteem as compared to male young adults.
9. Undergraduate young adults will experience higher online self-presentation, FOMO, and social comparison as compared to post-graduate young adults.
10. Undergraduate young adults will experience lower self-esteem as compared to post-graduate young adults.

### **Conceptual framework**



*Figure 1: Conceptual framework*

## **Method**

### **Research design**

This study is quantitative in nature and utilizes a correlational research design, a non-experimental research method for examining the relationship between two or more variables without manipulating them.

### **Sample**

This research constituted a convenient sampling method to collect data from a targeted sample of 200 young adults age range from 18-30 years (n=100 females, n=100 males). The participants are undergraduate and postgraduate university students from four institutes (IIUI, FAST, NUML, AIOU) of Islamabad. The demographic variables considered are gender, educational level, and institutions. Students that lack access to and do not have social media accounts are excluded.

### **Measures**

#### ***Presentation of Online Self Scale for Adults (POSSA)***

POSSA (Strimbu et al., 2021) that aims to measure online self-presentation among the adults having high correlation with such components of personality as Extroversion and Conscientiousness. The scale is reliable, coefficients varied in a range of 0.72-0.87. It is a 5-point Likert scale consisting seventeen items divided into three factors: Adaptable Self (6 items), Authentic Self (4 items), and Freedom of Self Online (7 items), participants with high amounts of these factors will portray multiple versions of themselves online.

#### ***Fear of Missing Out scale***

FOMO scale originated by Przybylski et al in 2013. FOMO scale demonstrates good internal consistency across three studies of  $\alpha = .87, .90$ , and  $.89$ , it includes 10 statements ranging from 1 to 5. Scale is freely available for personal and academic use.

#### ***Rosenberg Self Esteem Scale***

Rosenberg Self-Esteem Scale (Rosenberg, 1965) consists of 10 items Guttman scale, scoring involves a method of combined ratings, a 4-point Likert scale contains items for reverse scoring. RSE Scale reflects excellent reliability evidenced by a Guttman scale coefficient of  $.92$  and test-retest reliability correlations of  $.85$  to  $.88$  over a two-week interval.

#### ***Lowa-Netherlands Comparison Orientation Measure (INCOM)***

INCOM (Gibbons & Bunk, 1999) is considered as a measure of once tendency to do a social comparison. INCOM consists of 5-point Likert scale includes 11-items. The range of Cronbach's alpha values is  $0.75$  to  $0.87$ , sometimes the scales are subdivided into two subscales namely upward and downward comparison.

### **Procedure**

The samples consisted of 200 young adults (n=100 females, n=100 males) from four universities of Islamabad. Preliminary information about the research topic was educated to participants and after building the rapport, an informed consent form including voluntary participation was given. Ethical issues were also taken into account while collecting the data such as protecting the

confidentiality of respondents, protecting their anonymity, and right to withdraw. Participants received oral and written instructions on correctly completing the questionnaire, after the completion participants were thanked. Data and results were analyzed by using a statistical package of social sciences (SPSS).

## Results

Pearson's correlation, linear regression, mediation analysis, independent samples t-test, and ANOVA was used to investigate the effects of online self-presentation on FOMO, and self-esteem: the role of social comparison as a mediator. Also, to explore the role of demographic variables of gender, educational level, and institutions on the study constructs.

**Table 1**

*Frequencies and percentage of demographic variables (N=200)*

Variables	Category	<i>f</i>	%
Gender	Male	100	49.80
	Female	100	49.80
Education	Undergraduate	191	95.00
	Postgraduate	9	4.50
Institute	IIUI	95	47.30
	FAST	49	24.40
	NUML	47	23.40
	AIOU	9	4.50

*Note.* *f*=Frequency, %= Percentage

Table 1 shows the profile of the respondents randomly selected from the population of one hundred males and one hundred females with 18- 30 years of age with percentage distribution of 49. 8%. about 191 (95. 0 %) of the participants are undergraduate students and a major number of respondents are of IIUI 95(47. 3%). Other institutes have contributed a smaller number of students FAST (49, 24. 4%), NUML (47, 23. 4%), AIOU (9, 4. 5%).

**Table 2**

*Descriptive statistics of psychometric properties of presentation of online self (POSS), fear of missing out (FOMO), Self-esteem, and social comparison.*

Variables	<i>k</i>	$\alpha$	M(SD)	Range		Skewness	Kurtosis
				Actual	Potential		
POSS	17	.73	48 (9.69)	25-69	17-85	-.05	-.43
FOMO	10	.76	26.14(7.44)	10-48	10-25	-.03	-.05
Self-esteem	10	.40	23.19(4.11)	10-35	10-20	.09	.50
Social comparison	11	.70	32.74 (6.95)	11-48	11-25	-.22	-.08

*Note.*  $\alpha$ = Coefficient of Alpha; M= Mean; S.D= Standard Deviation

Table 2 presents the Cronbach's alpha ( $\alpha$ ) values of POSS ( $\alpha$ =.73), FOMO ( $\alpha$ =.76), self-esteem ( $\alpha$ =.407), and social comparison ( $\alpha$ =.70). The mean scores and standard deviations for the scales indicate variability in responses, with POSS showing a mean of 48 (9.69) and a range from 25-69.

FOMO has a mean of 26.14(7.44) range from 10-48. Self-esteem reports a mean of 23.19(4.11) within its range (10-35). social comparison shows a mean of 32.74 (6.95) within an actual range of 11-48.

The distribution of the scale was mostly symmetrical as the skewness values for all variables within -2 to +2, but self-esteem exhibits a slight positive skew, most measures show the negative value of kurtosis a platykurtic distribution (flattened) except for self-esteem which exhibits a peaked distribution.

**Table 3**

*Correlation of POSS, FOMO, Self-esteem, Social comparison*

No	Variable	1	2	3	4
1.	POSS	1	.47**	.08	.19**
2.	FOMO	-	1	.12	.36**
3.	Self-esteem	-	-	1	.31**
4.	Social comparison	-	-	-	1

*Note.* \*\*P<0.01

Table 3 presents the correlation matrix, indicate POSS is positively correlate with FOMO ( $r = .47^{**}$ ,  $p < .01$ ), Self-esteem ( $r = .08$ ,  $p < .01$ ) and social comparison ( $r = .19^{**}$ ,  $p < .01$ ). similarly, FOMO shows significant positive relationship with self-esteem ( $r = .120$ ,  $p < .01$ ) and social comparison ( $r = .36^{**}$ ,  $p < .01$ ). finally, self-esteem is significantly positively related with social comparison ( $r = .31$ ,  $p < .01$ ). The findings show the relationship between the constructs being studied and imply that higher levels of one variable are linked to larger levels of the others.

**Table 4**

*Simple linear regression showing Presentation of Online Self (POSS) leads young adults towards FOMO.*

Variables	B	SEB	$\beta$	t	P
Constant	8.80	2.35		3.73	<.001
POSS	.36	.04	.47	7.50	<.001

*Note.*  $R = .471$ ,  $R^2 = .221$

Table 4 demonstrate moderate positive relationship between the Presentation of Online Self (POSS) and Fear of Missing Out (FOMO) among young adults, as indicated by  $\beta = 0.47$ . The correlation coefficient ( $R = 0.47$ ) and the coefficient of determination ( $R^2 = 0.22$ ) suggest that POSS explains about 22% of the variance in FOMO. The t-value of 7.50 and the p-value of less than 0.001 indicate that the relationship between POSS and FOMO is statistically significant.

**Table 5**

*Simple linear regression showing Presentation of Online Self (POSS) leads young adults towards Self-esteem.*

Variables	B	SEB	$\beta$	t	P
Constant	21.369	1.471		14.529	<.001
POSS	.038	.030	.089	1.263	.208

Note.  $R=.089$ ,  $R^2=.008$

Table 5 results suggested a weak positive relationship between Presentation of Online Self (POSS) and self-esteem among young adults. As Regression Coefficient ( $B = 0.038$ ) indicates that although POSS increases self-esteem this effect is small therefore, it is not statistically significant, and POSS does not explain much of the variation in self-esteem ( $R^2 = 0.008$ ). Secondly, standard error of B ( $SEB = 0.030$ ) is close to the value of B indicates that the relationship between them is not strong. A  $\beta$  of 0.089 value is close to 0, suggesting that POSS has only a minor effect on self-esteem and have a very weak positive relationship. A t-value ( $t = 1.263$ ) which is less than 2, results in a non-significant relationship between them, a p-value of 0.208 represent POSS is not significantly affecting self-esteem as the value is greater than the 0.05. The correlation coefficient ( $R = 0.089$ ) and the  $R^2$  value (0.008) indicate that POSS explains only 0.8% of the variance in self-esteem. This suggests that POSS has a minimal influence on self-esteem.

**Table 6**

*Mediating Effect of Social Comparison in relation between Presentation of Online-Self (POSS) and Fear of Missing Out (FOMO) of N=200*

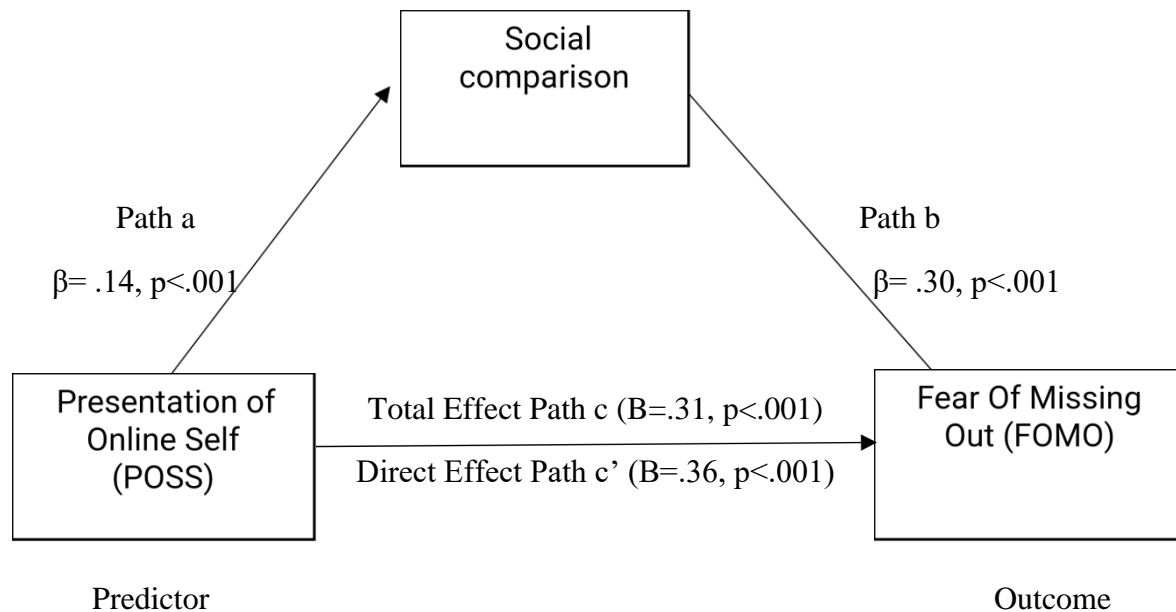
Predictors			FOMO			
	Model	$R^2$	$\beta$	p	t	95%BaCl
1	Constant		25.93	.000	10.60	(21.11, 30.76)
	POSS	.03	.14	.005	2.83	(.04, .24)
2	Constant		.93	.739	.33	(-4.59, 6.47)
	Social Comparison		.31	.000	6.81	(.22, .41)
	POSS	.29	.30	.000	4.65	(.17, .43)

Note. For step 1:  $F=8.04^{***}$ , For step 2:  $F=41.94^{***}$ ,  $R^2$ = Explained Variance, BaCl= Biased corrected confidence interval

Model 1 showed that POSS positively predicts the FOMO,  $\beta=.14$ ,  $t=2.83$ ,  $p=.005$ , 95% BaCl= (.04, .24) and explains 14% of its variation. POSS also positively predicts social comparison.

Model 2 demonstrated a significant positive correlation between POSS and FOMO,  $\beta=.30$ ,  $t=4.65$ ,  $p=.000$ , 95%BaCl= (.17, .43). The  $R^2$  tells that social comparison and POSS explains 30% of the variation in self-esteem.

A comparative analysis of models 1 and 2 showed that the direct effect (path  $c = .31^{**}$ ) is less than the total effect (path  $c' = .36^{**}$ ), although both are significant, suggesting partial mediation. There was a significant direct effect of POSS on FOMO as well as a significant mediating effect of social comparison in the relationship between POSS and FOMO. The indirect effect of POSS on FOMO through Social Comparison was significant,  $b=.04$ , 95% BaCl= (.00, .08).



**Figure 1:** Mediating effect of social comparison in relation between POSS and FOMO

**Table 7**

*Mediating Effect of Social Comparison in relation between Presentation of Online-Self (POSS) and self-esteem of N=200*

Predictors		Self-esteem				
	Model	R <sup>2</sup>	β	p	T	95% BaCI
1	Constant		25.93	.000	10.60	(21.11, 30.76)
	POSS	.03	.14	.005	2.83	(.04, .24)
2	Constant		16.61	.000	9.44	(13.14, 20.08)
	Social Comparison		.01	.683	.40	(-.04, .06)
	POSS	.10	.18	.000	4.48	(.10, .26)

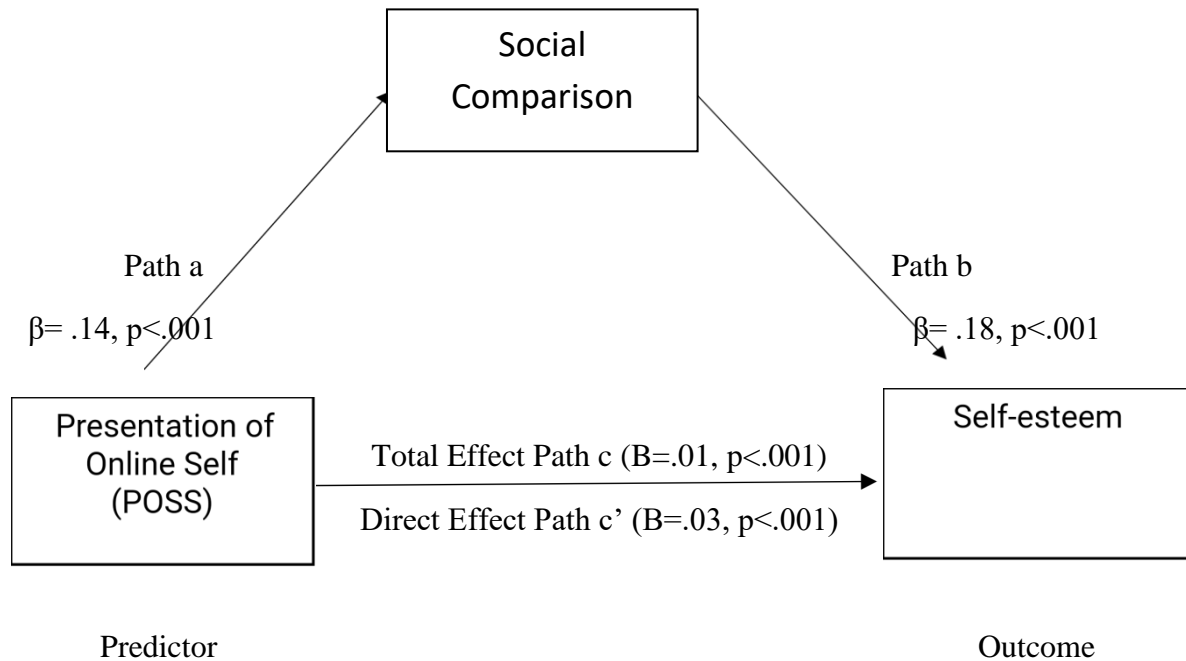
*Note.* For step 1: F=8.04\*\*\*, For step 2: F=10.95\*\*\*, R<sup>2</sup>= Explained Variance, BaCI= Biased corrected confidence interval

Model 1 showed that POSS positively predicts the self-esteem,  $\beta=.14$ ,  $t=2.83$ ,  $p=.005$ , 95% BaCI= (.04, .24) and explains 14% of its variation. POSS also positively predicts social comparison.

Model 2 demonstrated a significant positive correlation between POSS and self-esteem,  $\beta=.18$ ,  $t=4.48$ ,  $p=.000$ , 95% BaCI= (.10, .26). The R<sup>2</sup> tells that social comparison and POSS explains 18% of the variation in self-esteem.

A comparative analysis of models 1 and 2 showed that the direct effect (path c= .01\*\*) is less than the total effect (path c'= .03\*\*), although both are significant, suggesting partial mediation. There was a significant direct effect of POSS on self-esteem as well as a significant mediating effect of social comparison in the relationship between POSS and Self-esteem. The indirect effect of POSS on Self-esteem through Social Comparison was significant,  $b=.02$ , 95% BaCI= (.00, .05).





**Figure 2:** Mediating effect of social comparison in relation between POSS and self-esteem

**Table 8**

Mean Standard deviation of Gender Male/Female on study variables (POSS, FOMO, Self-esteem, and Social Comparison) of sample (N=200).

Variables	Males (n=100) M(SD)	Females (n=100) M(SD)	95%CI				
			t	p	Lower	Upper	Cohen's d
POSS	47.56(9.80)	48.44(9.62)	-.64	.91	-3.58	1.82	0.09
FOMO	26.81(7.62)	25.84(7.22)	1.26	.80	-.742	3.40	0.13
Self-esteem	23.48(4.41)	22.90(3.71)	.99	.04	-.56	1.72	0.14
Social Comparison	32.69(7.27)	32.79(6.65)	-.10	.36	-2.04	1.84	0.01

Note. CI= confidence interval

Table 8 indicate the results of a comparison between male and female young adults on POSS, FOMO, Self-esteem, and Social Comparison. Results showed non-significant difference between male and female young adults on POSS (Cohen's d=0.09), FOMO (Cohen's d=0.13), and Social Comparison (Cohen's d=0.01). However, results indicate significant difference in Self-esteem (Cohen's d=0.14) but effect size is small. Therefore, the gender differences in these variables are small, with minor effect size.

**Table 9**

*Mean Standard deviation of education undergraduate/postgraduate on study variables (POSS, FOMO, Self-esteem, and Social Comparison) of sample (N=200).*

Variables	Undergraduate (n=191) M(SD)	Postgraduate (n=9) M(SD)	95%CI				Cohen's d
			t	p	lower	upper	
POSS	48.10(9.68)	45.77(10.19)	.70	.80	-4.20	8.85	0.23
FOMO	26.05(7.30)	23.21(10.35)	-.76	.11	-6.95	3.06	0.31
Self-esteem	23.21(4.14)	22.55(3.57)	.47	.68	-2.11	3.43	0.17
Social Comparison	32.68(6.89)	34.00(8.42)	-.55	.25	-6.00	3.36	0.08

*Note.* CI= confidence interval

Table 9 indicate the results of a comparison of education between undergraduate and postgraduate among young adults on POSS, FOMO, Self-esteem, and Social Comparison. Results shows the non-significant difference between undergraduate and postgraduate among young adults on POSS, self-esteem. However, there is a significant difference in education between undergraduate and postgraduate among young adults on FOMO (Cohen's  $d=0.31$ ), Social Comparison (Cohen's  $d=0.08$ ) but effect size is small, with low to negligible effect size.

**Table 10**

*One Way Analysis on institutes for study variables (N=200).*

Variables	IIUI (n=95) M(SD)	FAST (n=49) M(SD)	NUML (n=47) M(SD)	AIOU (n=9) M(SD)	F	P
POSS	47.61(9.29)	49.81(10.86)	46.95(9.46)	47.66(8.55)	.80	.49
FOMO	24.94(7.46)	28.00(8.266)	26.82(6.20)	25.11(7.04)	2.05	.10
Self-esteem	23.18(3.86)	23.28(4.73)	22.48(3.96)	26.33(2.73)	2.25	.08
Social Comparison	32.37(6.68)	35.85(6.74)	30.38(6.98)	31.88(5.44)	5.57	.001

*Note.* F=f-ratio

Table 10 indicates the results of a one-way analysis of variance examining the relationship among institutes including IIUI, FAST, NUML and AIOU on presentation of online-self (POSS), FOMO, self-esteem, and social comparison. The results indicate a non-significant difference among IIUI, FAST, NUML, and AIOU on POSS ( $p=0.49$ ), FOMO ( $p=.10$ ), and Self-esteem ( $p=.08$ ). However, there is a significant difference among IIUI, FAST, NUML, AIOU on Social Comparison ( $p=.001$ ), where FAST students score higher than other institutes.

## Discussion

The current research intended to establish the relationship between online self-presentation and self-esteem as well as FOMO with social comparison as mediator. Questionnaire data of 200 participants (male=49.8%, female=49.8%) in the age group of 18-30 years studying in four institutes (IIUI=47.3%, FAST=24.4%, NUML=23.4%, AIOU=4.5%) of Islamabad was collected and analyzed by using basic statistical measures. The descriptive statistics of POSS ( $\alpha=.73$ ),

FOMO ( $\alpha=.76$ ), self-esteem ( $\alpha=.407$ ), social comparison ( $\alpha=.70$ ). See table 2, the mean score and standard deviations for the scales indicates variability in responses. The results findings in table 3 showed that POSS positively correlate with FOMO ( $r=.47^{**}$ ,  $p<.01$ ), Self-esteem ( $r=.08$ ,  $p<.01$ ) and social comparison ( $r=.19^{**}$ ,  $p<.01$ ). A significant, positive relationship between online self-presentation and FOMO as there is 22% variation (see table 4) and moderate positive relationship with self-esteem but effect is small of 0.8% variation, this suggests minimal influence on self-esteem (see table 5). The comparative analysis of model 1 and 2 in table 6 showed that There was a significant direct effect of POSS on self-esteem as well as a significant mediating effect of social comparison in the relationship between POSS and Self-esteem. The indirect effect of POSS on Self-esteem through Social Comparison was significant,  $b=.02$ , 95% BaCI= (.00, .05). The comparative analysis of model 1 and 2 in table 7 showed significant direct effect of POSS on self-esteem as well as a significant mediating effect of social comparison in the relationship between POSS and Self-esteem. The indirect effect of POSS on Self-esteem through Social Comparison was significant,  $b=.02$ , 95% BaCI= (.00, .05). The results in table 8 indicates non-significant difference between male and female young adults on POSS (Cohen's  $d=0.09$ ), FOMO (Cohen's  $d=0.13$ ), Self-esteem (Cohen's  $d=0.14$ ) and Social Comparison (Cohen's  $d=0.01$ ). The findings in table 9 demonstrate the non-significant difference between undergraduate and postgraduate among young adults on POSS, self-esteem. One way analysis of variance in table 10 indicates a non-significant difference among IIUI, FAST, NUML, and AIOU on POSS ( $p=0.49$ ), FOMO ( $p=.10$ ), and Self-esteem ( $p=.08$ ). However, there is a significant difference among IIUI, FAST, NUML, AIOU on Social Comparison ( $p=.001$ ), where FAST students score higher than other institutes.

There are several limitations including small sample size, lack of generalizability, cross-sectional approach, no specific feature analysis of social media platform. On the other hand, there are many future implications such as helps in establishing ways of improving Mental Health by encouraging healthy Social Media Use, aid in raising awareness and developing policies that can boost self-esteem and reduce online social comparison and FOMO, help in developing Mental Health Support Services, interventions for healthy online behaviors, and become the foundation for the further investigation of the topics connected with Online self-presentation, FOMO, Self-esteem and Social Comparison.

## **Conclusion**

The study examines the impact of online self-presentation on self-esteem and FOMO among young adults, focusing on the mediating role of social comparison. The data yielded significant results, affirming the positive relationship between study variables. The demographic variables analysis revealed no significant difference across the study variables. The results indicates that POSS leads towards FOMO among young adults and showed a positive relationship between them. However, POSS showed no significant impact on self-esteem. The analysis of variance revealed the mediating effect of social comparison on POSS, FOMO, and self-esteem. The research offers valuable insights for Mental Health policies and interventions, highlighting the need for social media literacy, developing interventions for healthier online behaviors, and strategies to address online social comparison tendencies. It also emphasizes the importance of creating awareness programs and providing mental health support services. Further research on online self-presentation, fear of missing out, self-esteem, and social comparison is strongly recommended.

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