

Fear of Missing Out (FoMO) and Its Correlation with Mental Health of Saraswati 1 Denpasar High School Students

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Abstract. This research explores the relationship between Fear of Missing Out (FoMO) and mental health among high school students at Saraswati 1 Denpasar High School, Bali. Employing a cross-sectional quantitative approach, the study assessed FoMO levels using the FoMO Scale by Przybylski et al., and mental health aspects—depression, anxiety, and stress—using the DASS-21 scale. A total of 236 students, selected through convenience sampling, participated in the study, with data analyzed using descriptive and correlation tests. The findings indicate that 40.7% of students experienced moderate levels of FoMO, while significant proportions reported severe or very severe anxiety (38.1%) and stress (37.3%). Correlation analyses using Spearman and Pearson tests revealed positive and significant relationships between FoMO and depression ($r = 0.322, p < 0.01$), anxiety ($r = 0.361, p < 0.01$), and stress ($r = 0.404, p < 0.01$). These results emphasize the influence of excessive social media use on adolescents' mental health, highlighting the importance of interventions like counseling and educational programs to address FoMO's psychological effects. The study's limitations include sampling constraints and absenteeism, indicating the need for future research with more comprehensive methods.

Keywords: FoMO, Mental, Anxiety

1. INTRODUCTION

The use of social media among adolescents is increasing as many teenagers have used mobile phones personally. Online learning during COVID-19 also indirectly supports the use of mobile phones by adolescent students. The 2024 Internet Penetration Survey shows that the internet penetration rate in Indonesia is 79.50%, meaning that 221,563,479 people out of a total population of 278,696,200 Indonesians in 2023 are connected to the internet. The most widely used devices are mobile phones (handphones) or tablets at 89.44% and in the 13-18 age group 90.25% use mobile phones or tablets (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024). The highest reason for internet use in 2024 is accessing social media (3.31 out of a maximum scale of 4). The use of mobile phones by adolescent students not only has a positive impact because it makes it easier for students to find information related to learning independently and more flexibly, but there are also negative impacts such as Problematic Social Media Use (PSMU) (Jamun & Ntelok, 2022; Marino et al., 2021; Servidio et al., 2022).

The FoMO (Fear of Missing Out) phenomenon is associated with PSMU in adolescent students (Adrian & Sahrani, 2021; Franchina et al., 2018). This phenomenon is increasingly common, especially among adolescents who actively use social media. FoMO is a feeling

of worry or anxiety because they feel left behind or not involved in other people's interesting experiences (Przybylski et al., 2013). High school students who frequently use social media tend to experience FoMO because they constantly compare their lives with the lives of friends who look happier on social media (Rozgonjuk et al., 2020). This phenomenon can negatively affect mental health, such as increasing anxiety, stress, and even depression (Astleitner et al., 2023; Elhai et al., 2019; Liu et al., 2023; Tanhan et al., 2022). Therefore, a better understanding of the influence of FoMO and its impact on the mental health of high school students is very important because mental health is very important for adolescent development.

The internet penetration rate in Bali itself shows 85.47% with a national contribution of 1.70% (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024). This high internet penetration rate poses a risk of FoMO and unhealthy use of social media in high school students as users of cellphones/tablets as a tool to connect to social media. The results of Simangunsong and Sawitri's (2017) study showed that there was a significant positive correlation between stress levels and smartphone addiction (Simangunsong & Sawitri, 2017). A positive correlation was also shown between FoMO and incidents of internet addiction (Setyaningsih et al., 2023) and research from Aprilia et al. (2018) found that almost 50% of teenagers at SMAS Plus experienced high levels of social media addiction (Aprilia et al., 2018). Research on FoMO and mental health has never been conducted at Saraswati 1 Denpasar High School, therefore it is necessary to study FoMO and its correlation with the mental health of Saraswati 1 Denpasar High School students.

2. LITERATURE REVIEW

Fear of Missing Out (FoMO)

Fear of Missing Out (FoMO) is a feeling of fear or anxiety due to feeling left out or not participating in interesting experiences experienced by others (Przybylski et al., 2013). Cambridge Dictionary (2020) defines FoMO as a state of anxiety that occurs when someone is unaware of fun and interesting events shared by their friends on social platforms. According to Urban Dictionary (2006), FoMO is defined as a form of anxiety due to not being aware of valuable experiences in a social organization or meeting or missing important events shared on social media. According to Oxford Dictionary (2018), FoMO also includes anxiety due to missing more interesting or exciting events on social media (Tanhan et al., 2022). This phenomenon often arises due to the use of social media, where users tend to compare their lives with the lives of others who look more enjoyable. FoMO can trigger the

urge to keep checking social media, in the hope of not missing something important or interesting (Elhai et al., 2021; Rozgonjuk et al., 2020; Tanhan et al., 2022).

FoMO Phenomenon Among Adolescents

FoMO is a fairly common phenomenon among adolescents, especially with the increasing use of technology and social media. Adolescents tend to have a high need for social acceptance and are often involved in online social activities, which makes them susceptible to FOMO (Coskun & Karayagız, 2019; Franchina et al., 2018)). The tendency to always want to know what their friends are doing, access various content that shows happy moments, and upload their personal lives, contributes to increased feelings of FoMO. This phenomenon can affect adolescents' daily habits, such as reducing sleep time, decreasing learning productivity, and increasing the pressure to always be connected with others online (Adams et al., 2020; Fitria, 2023).

Mental Health

Mental health refers to a state of emotional, psychological, and social well-being that affects how a person thinks, feels, and acts. Good mental health enables individuals to cope with the stresses of everyday life, work productively, and contribute to their communities. Conversely, mental health disorders can lead to a variety of emotional and behavioral problems that affect a person's quality of life (Elhai et al., 2019; Liu et al., 2023).

Depression

Depression is a mood disorder characterized by persistent feelings of sadness, loss of interest in normally pleasurable activities, and decreased energy. In adolescents, depression can be triggered by a variety of factors, such as academic pressure, family problems, or feelings of social exclusion. FoMO can worsen these conditions by increasing feelings of worthlessness or loneliness, especially when adolescents feel left behind or unable to keep up with certain social trends or activities (Elhai et al., 2019, 2021).

Anxiety

Anxiety is a psychological condition characterized by excessive and often irrational feelings of worry about certain situations. In adolescents, anxiety can arise for a variety of reasons, including uncertainty about the future, problems with peers, or pressure to achieve certain achievements. FoMO can exacerbate anxiety because it encourages adolescents to constantly monitor social media and feel anxious if they are not involved in activities that their friends are doing (Adrian & Sahrani, 2021; Elhai et al., 2021).

Stress

Stress is the body's reaction to challenging situations or demands, either physically or emotionally. Teenagers can experience stress due to various factors, such as academic demands, parental expectations, or friendship dynamics. FoMO has the potential to increase stress levels, because teenagers feel pressured to always appear socially active and participate in various activities carried out by their environment (Adrian & Sahrani, 2021).

FoMo and Adolescents Mental Health

The FoMO phenomenon is closely related to adolescent mental well-being. When adolescents experience FoMO, they tend to feel less satisfied with their own lives, which in turn can negatively affect their mental health. For example, the desire to always follow trends or stay connected with friends on social media can reduce sleep time and increase emotional exhaustion. In addition, the social pressure generated by FOMO can cause feelings of low self-esteem and trigger mental health problems such as depression, anxiety, and stress. Adolescents who are unable to manage FOMO feelings well may experience more severe impacts, including sleep disorders, decreased academic performance, and problems in interpersonal relationships (Adams et al., 2020; Fitria, 2023).

3. METHODS

This research is a quantitative cross sectional to measure FoMO level and its correlation with mental health of Saraswati 1 Denpasar High School. FoMO level was measured with FoMO Scale by Przybylski et al (2013) and DASS-21 for mental health. Data was collected using questionnaire via Google Form[®]. The population in this study were students of Saraswati 1 Denpasar High School and sampling method using convenience sampling so that 236 respondents were obtained from a total of 383 students. The minimum sample size in this study was determined using the Slovin formula as follows:

$$n = \frac{N}{(1+Ne^2)}$$

n = number of samples needed

N = population size

e = error margin

With a population of 383 and an error margin of 5%, the minimum sample size in this study was 196. Therefore, the number of respondents who filled out the questionnaire, which was 236, exceeded the minimum sample size required.

The collected data was analyzed both univariate and bivariate using SPSS version 26 to describe the level of FoMO and its correlation with the mental health of students at Saraswati 1 Denpasar High School.

4. RESULTS

Demographic Data

Univariate analysis using descriptive analysis was conducted to provide an overview of the distribution of respondents based on gender, age, grade, FoMO level, depression, anxiety, and stress level. The result is shown in table 1 below.

Table 1. Demographic Data of Respondents, FoMO Level, Depression, Anxiety, and Stress Level

Variable	Frequency	Percentage (%)
Sex		
Male	109	46.2
Female	127	53.8
Age (years old)		
15	57	24.2
16	88	37.3
17	68	28.8
18	22	9.3
19	1	4
Grade		
X	90	38.1
XI	77	32.6
XII	69	29.2
FoMO Level		
Very Low (10-18)	28	11.9
Low (19-26)	79	33.5
Moderate (27-34)	96	40.7
High (35-42)	30	12.7
Very High (43-50)	3	1.3
Depression Level		
Normal (0-9)	94	39.8
Mild (10-13)	30	12.7
Moderate (14-20)	52	22.0
Severe (21-27)	19	8.1
Extremely Severe (28+)	41	17.4
Anxiety Level		
Normal (0-7)	50	21.2
Mild (8-9)	19	8.1
Moderate (10-14)	34	14.4
Severe (15-19)	43	18.2
Extremely Severe (20+)	90	38.1
Stress Level		
Normal (0-14)	90	38.1

Variable	Frequency	Percentage (%)
Mild (15-18)	30	12.7
Moderate (19-25)	28	11.9
Severe (26-33)	51	21.6
Extremely Severe (34+)	37	15.7
Total	236	100.0

Table 1 shows that there were 109 male respondents (46.2%) and 127 female respondents (53.8%). The age of most respondents was 16 years old (37.3%) with the grade of respondents mostly coming from Xth grade with 90 people (38.1%). Meanwhile, moderate FoMO level was recorded the most with 96 people (40.7%), while respectively the most levels of depression, anxiety, and stress were normal (94 people or 39.8%), very severe (90 people or 38.1%), and normal (90 people or 38.1%). Although the levels of depression and stress were mostly normal, it should be noted that there were high rates of severe and very severe depression and stress level (severe depression 8.1%, very severe depression 17.4%, severe stress 21.6%, and very severe stress 15.7%).

Normality and Linearity Test

Bivariate analysis was conducted to see the correlation between dependent and independent variables, namely the correlation between FoMO levels with depression, anxiety, and stress. The correlation test was carried out with the Pearson Correlation Test and the Spearman Correlation Test, but previously it was necessary to carry out a normality (Kolmogorov-Smirnov) test to determine which correlation test was used for these variables and a linearity test as a requirement for carrying out the Pearson Correlation Test.

The research data is said to be normally distributed if in the Kolmogorov-Smirnov Test the significance value (Sig.) is greater than 0.05, otherwise if the significance value (Sig.) is smaller than 0.05 then the data is not normally distributed. If the data is not normally distributed, the Rank Spearman Correlation Test is used. In contrast, if the data normally distributed, Pearson Correlation Test is used. The Pearson Correlation Test also requires that there is a linear relationship between the research variables. The independent variable and the dependent variable are said to have a significant linear relationship if the value of Deviation from Linearity Sig. > 0.05. On the contrary, if the value of Deviation from linearity Sig. < 0.05, then there is no significant linear relationship between the independent variable and the dependent variable. The Kolmogorov Smirnov Normality Test and Linearity Test are shown in Table 2 and 3 below.

Table 2. Normality Test (Kolmogorov-Smirnov)

Variable	Sig.	Interpretation
FoMO - Depression	0.000	Data not normally distributed
FoMO - Anxiety	0.200	Data normally distributed
FoMO - Stres	0.069	Data normally distributed

Table 3. Linearity Test

Variable	Deviation from Linearity Sig.	Interpretation
FoMO - Depression	0.451	Significant linear relationship
FoMO - Anxiety	0.567	Significant linear relationship
FoMO - Stres	0.557	Significant linear relationship

From Table 2 and 3 above, The FoMO variable with depression showed that the data was not normally distributed (Sig. 0.000) so the Rank Spearman Correlation Test was used. While FoMO variables with anxiety and stress showed normally distributed data (Sig. 0.200 and 0.069) and have significant linear relationship (Deviation from Linearity Sig. 0.567 and 0.557), so the Pearson Correlation Test was used.

FoMO Level with Depression Correlation

The Spearman Rank Correlation Test was conducted to determine the correlation between FoMO level and depression. The correlation is categorized as strong if the correlation coefficient value is 0.51 - 0.75, the closer to 1 the stronger the correlation. The correlation coefficient is also used to determine the direction of the correlation, if the correlation coefficient value is positive then the relationship between the two variables is said to be unidirectional. Meanwhile, the relationship between variables is said to be significant if the Sig value. (2-tailed) is smaller than 0.05 or 0.01.

Table 4. FoMO with Depression Correlation (Rank Spearman Correlation Test)

Spearman's rho	FoMO	Correlation Coefficient	Depression
			.322**
		Sig. (2-tailed)	.000
		N	236

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

Table 4 showed a moderately strong and significant correlation between FoMO level and depression (Correlation Coefficient = 0.322; Sig. (2-tailed) = 0.000). The level of FoMO and depression also showed a positive relationship (Correlation Coefficient = 0.322), which means that the higher the level of FoMO, the higher the depression.

FoMO Level with Anxiety and FoMO Level with Stress Correlation

The correlation between FoMO level with anxiety and FoMO level with stress was determined by Pearson Correlation Test. Two variables that are connected have a correlation if the Sig value. (2-tailed) <0.05, or if the calculated r value (Pearson Correlation) is greater than the r table. The Pearson Correlation value also shows the direction of the correlation of the variables. A positive Pearson Correlation value indicates a unidirectional correlation, while a negative value indicates an opposite correlation.

Table 5. FoMO with Anxiety and Stress Correlation (Pearson Correlation Test)

		Anxiety	Stress
FoMO	Pearson Correlation	.361**	.404**
	Sig. (2-tailed)	.000	.000
	N	236	236
** Correlation is significant at the 0.01 level (2-tailed)			

Pearson correlation test results show a correlation between the level of FoMO and anxiety (Sig. (2-tailed) = 0.000; r = 0.361) with a unidirectional correlation direction, which means that the higher the level of FoMO, the higher the anxiety. Similar results were also shown in the significant correlation test of FoMO level with stress (Sig. (2-tailed) = 0.000; r = 0.404), with the direction of the correlation is unidirectional.

5. DISCUSSION

This study aims to measure the level of FoMO and mental health of Saraswati 1 Denpasar High School students, as well as to determine whether there is a correlation between the level of FoMO and mental health (depression, anxiety, and stress). This study can contribute to the literature review on FoMO, especially in the context of the impact of FoMO on the mental health of high school students. This study can also provide insights to educators, parents, and students regarding the importance of understanding FoMO and its management and prevention of its negative impact on students' mental health. And last but not least, this study can be used as a basis for policy formulation in schools or related institutions regarding the wise and healthy use of social media among students.

This study found that most of Saraswati 1 Denpasar High School students had moderate FoMO levels, normal depression level, very severe anxiety level, and normal

stress level. It also revealed that FoMO had significant positive correlation with depression, anxiety, and stress.

These findings are in line with the study in Malaysia by Ibrahim *et al* (2022), which stated FoMO had a significant positive correlation with depression ($r_s' = .149, p < .05$) and anxiety ($r_s' = .154, p < .05$) (Sultan Ibrahim et al., 2022). Research from Alhaj *et al* (2024) showed higher nomophobia, stress, anxiety, and depression levels correlated with elevated FoMO scores ($p < 0.001$) among university students in four Emirates (Abu Dhabi, Dubai, Sharjah, and Ajman) (Alhaj et al., 2024). Similar results were also shown in research from Tang *et al* (2024), where this study revealed that FoMO on COVID-19 information was positively associated with depression and anxiety (Tang et al., 2024).

Based on the research results seen in table 1, this study showed 40.7% of Saraswati 1 Denpasar High School students had moderate FoMO levels, 12.7% high, and 1.3% very high FoMO levels. The results of depression measurement showed 39.8% normal, but there were 8.1% severe depression and 17.4% very severe. In the measurement of anxiety, 38.1% of very severe anxiety was identified and in the measurement of stress, 38.1% of the results were normal, but there were 21.6% of severe stress and 15.7% of very severe stress. This study found that there is a correlation with a unidirectional correlation (positive correlation) between the level of FoMO and depression (Correlation Coefficient = 0.322; Sig. (2-tailed) = 0.000), anxiety (Sig. (2-tailed) = 0.000; $r = 0.361$), and stress (Sig. (2-tailed) = 0.000; $r = 0.404$) as listed in table 4 and 5.

School should pay attention to the results of this study to be able to provide consultation and counseling to particular students and recommend further consultation with a psychologist and or psychiatrist if needed because the DASS-21 questionnaire is a screening tool that requires further follow-up to ensure a more definitive diagnosis. On a broader scale, school can also engage parents and students to organize joint activities such as seminars or workshops involving students, teachers and parents to discuss the topic of FoMO and mental health. School can involve psychologists, counselors or psychiatrists in delivering practical strategies to overcome FoMO.

The limitation of this study is that there were students who were absent so data on FoMO levels and mental health may have been affected. This is related to the technique of using a convenience sample, which was originally planned to use the total population. Future researchers can use a more appropriate sampling technique to obtain data that more accurately represents the population.

6. CONCLUSION

This study concluded that most of Saraswati 1 Denpasar High School students had moderate FoMO levels (40.7%), normal depression level (39.8%), very severe anxiety level (38.1%), and normal stress level (38.1%). FoMO had significant positive correlation with depression (Correlation Coefficient = 0.322; Sig. (2-tailed) = 0.000), anxiety (Sig. (2-tailed) = 0.000; $r = 0.361$), and stress (Sig. (2-tailed) = 0.000; $r = 0.404$). School is recommended to provide consultation and counseling to affected students and assists further consultation with a psychologist and or psychiatrist. School can also facilitate parents and students to organize joint activities to discuss the topic of FoMO and mental health which involving psychologists, counselors or psychiatrists. This study is limited by student absence that affects the sampling technique, thus possibly affecting the data on FoMO levels and mental health.

LIMITATION

One limitation of this study is the absence of some students, which may have influenced the data on FoMO levels and mental health. This issue is tied to the use of a convenience sampling technique, despite the initial plan to include the entire population. Future studies are encouraged to employ more suitable sampling methods to gather data that better reflects the population.

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