# Fear of missing out as the predictor of academic success for college students post-covid lockdown

*Nadia* Khairina[1] and *Raissa* Dwifandra*[1]

[1]Faculty of Psychology, Universitas Negeri Malang, Indonesia

**Abstract.** The COVID-19 pandemic had various impacts on human life, one of which is on the aspect of education. Especially after the pandemic period ended, the learning process changed again and underwent adjustments, especially, poses new challenges for students. Various studies show that there is a decline in student academic success after the pandemic. On the other hand, the use of social media has also increased, giving rise to the phenomenon of fear of missing out (FoMO). This study aims to determine the role of FoMO in student academic success, which is measured through ten subscales in the Academic Success Inventory for College Students (ASICS), namely, General Academic Skill, Internal Motivation/Confidence, Perceived Instructor Efficacy, Concentration, External Motivation/Future, Socializing, Career Decidedness, Lack of Anxiety, Personal Adjustment, External Motivation/Current. This study used a correlational quantitative research design involving 77 students. Data analysis was carried out using simple linear regression to see the role of FoMO on each subscale. The results of the study show that there is a role of FoMO in general academic skill, lack of anxiety, and external motivation/current. These findings provide a comprehensive overview of how FoMO can affect specific aspects of student academic success.

## 1 Introduction

The COVID-19 pandemic has had various impacts on human life, one of which is on the aspect of education. This impact not only has an impact on learning methods but also has an impact on teachers and students. Teachers or students need to adapt as quickly as possible so that the learning process can continue. One of them is the change in learning methods from face-to-face to online. This then poses several challenges, such as low student involvement in the learning process and even often leads to mental health problems, such as depression, anxiety, and stress. Study shows that the COVID-19 pandemic has had an impact on declining academic performance in students [1]. After the pandemic ended, the learning process changed again and underwent adjustments. This condition also poses new challenges for students, one of which is students.

∗. Corresponding author: raissa.dwifandra.fpsi@um.ac.id

Studies in college students in the USA show a decrease in post-lock-down scores compared to before and during the lock-down period and after the pandemic [2]. This can be caused by academic anxiety caused by the shift from online learning to offline learning. For individuals who are able to adapt, it will show the opposite result. Good academic achievement shows that students successfully pass in each subject and achieve the desired targets of learning including knowledge and development of individual skills.

This academic achievement is often associated with an individual's academic success, and vice versa. The previous concept of academic success was often associated with academic achievement measured based on grades rather than on the concept of academic success as a whole. According to Kuh et al. dalam Vergara & Balquedra (2024), the definition of academic success must be seen more broadly in order to cover various types of student learning. Therefore, academic success is defined as a combination of academic achievement, meaningful participation in educational activities, satisfaction, acquiring important knowledge, abilities, and competencies, perseverance, achieving educational goals, and performance after completing college [3]. A study conducted by Vergara & Balquedra (2014) [3] explained that factors in academic success, such as concentration, career decision-making (carrer decidedness), and social involvement are predictors of academic achievement in the field of mathematics. Prevatt et al. (2011) in their study also developed measures related to academic success by involving psychosocial factors such as general learning skills, career decidedness, intrinsic motivation and self-confidence, low anxiety experienced especially in academics, concentration, social involvement, self-adjustment ability, external motivation, and perceptions related to teacher effectiveness [4]. This shows that academic success can not only be measured through grades, such as GPA, but involves internal and external factors of individuals.

Academic success for students is important because academic success is closely related to the long-term aspects of student life. Students who strive to achieve their academic goals will face various challenges and when these challenges can be overcome, this can lead students to achieve success that not only graduates but also shapes their character, self-resilience, and career. Individuals with academic success will tend to have good decision-making skills [3], i.e academic success for students will have an impact on future careers. In addition, data from National Commission for Academic Accreditation in 2015 state that student success is also an important component of the quality of educational institutions.

The academic success shown during the pandemic and compared to before the pandemic did show a positive effect. However, another effect that occurs with online learning is that many students abuse online learning by using their learning time with activities that are less relevant to the learning process, thus harming the students themselves [5]. The existence of this abuse has an impact on students' academics. One of the effects of the pandemic is to reduce students' motivation to learn. With a decrease in motivation to learn, which ultimately has an effect on the decline of students' academic success. This shows different findings from research on students from various majors that show an increase in academic success.

The decline in academic success that occurs can be caused by several factors that can be studied through psychosocial factors that affect academic success itself. One of the factors that is relevant to students today is the use of social media. During the pandemic, exposure to technology cannot be avoided by individuals, one of which is the use of social media. The use of social media is part of an individual's psychosocial

factors that can affect academic performance [6]. According to data from APJJI (2023), 98.88% of students have the most internet penetration, with the purpose of using it to access social media, for example to build interaction and relationship. However, excessive use of social media can also lead individuals to negative impacts. Continuous exposure to information on social media can affect an individual's feelings, thoughts, and behavior. One of them is that individuals are prone to comparing themselves to what others show on social media or feel that they have to follow the standards displayed by others on social media. The desire to continue to meet these trends and anxiety when left behind with others is known as fear of missing out (FoMO) [7].

FoMO is considered a form of social anxiety, which is a compulsive worry that a person may lose the opportunity to interact socially, gain new experiences, or experiencing other pleasant events that are often caused by posts seen on social media [8]. FoMO is characterized by an individual's tendency to stay connected to the thoughts and behaviors of others. This means that individuals who tend to FoMO do not like it if they miss information about current events, and do not like it if they feel social rejection by others to cause physical or social pressure. Previous research has shown that FoMO is associated with poor motivation, causing individuals to lack rest sleep time, and causing a person to engage in alcohol addiction, experiencing anxiety and depression [9].

The individual's tendency to fear does not feel the same pleasure as his other friends, resulting in the individual's tendency to not focus on doing their tasks and their attention is distracted by thoughts of fear and anxiety about feeling "left behind" by their friends. So when their friends post photos or videos without the individual's presence, it will cause the individual to focus too much on their smartphones and ignore the task at hand. This can happen to individuals who have a high level of Fear of Missing Out, because individuals who experience a high Fear of Missing Out tend to use social media more often. According to Qutishat and Sharour, if an individual's focus continues to be on their smartphones and social media, it can interfere with learning motivation, hinder cognitive abilities, especially inhibit the emergence of creative ideas, and interfere with academic activities, because most of their time is spent on activities outside of learning, so that it can affect the academic results of students and students [7].

However, previous studies that aimed to look at the relationship between Fear of Missing Out and Academic Success showed quite different findings. Research conducted by Qutishat and Sharour showed that there was no significant relationship between FoMO and Academic Performance, with a value $\rho = 0.313$ with the magnitude of FoMO's influence on Academic Outcomes being only 0.7% or it can be said that it had no effect at all ($r^2 = 0.007$) [7]. Similar findings were also found in the study of Çatiker, Büyüksoy, and Özdil (2022), which also showed no significant influence between FoMO and Student Academic Success [7]. Similar findings are also seen in the study of Lemay et al. (2019) which showed a positive relationship between FoMO and Academic Outcomes [10]. From these results, it was shown that individuals with high levels of FoMO got better academic results. This is due to their strong desire to gain social acceptance so that they have high motivation to succeed and succeed academically.

Meanwhile, studies that use mediation and moderation in the relationship between FoMO and Academic Success show several findings. In a study by Lemay et al. (2019) that measured an individual's internal motivation or basic needs (Competence,

Autonomy, and Relatedness) which were associated with feelings of loneliness and FoMO on students' Academic Performance [10]. The results show that when viewed through each dimension of basic human needs consisting of Competence, Autonomy, and Relatedness, it is found that only the Autonomy dimension has a significant negative influence on Academic Performance. Meanwhile, FoMO has a significant positive influence on Academic Performance. Furthermore, in the study of Çatiker, Büyüksoy, and Özdil (2022), which looked at the relationship between FoMO and Student Academic Success mediated by Nomophobia, the results showed that FoMO had a significant positive effect on Nomophobia. Meanwhile, one of the dimensions of Nomophobia, namely Not being able to communicate, has a significant influence on the Academic Success of Nursing Students. So Çatiker, Büyüksoy, and Özdil (2022) concluded that FoMO has an indirect influence on Academic Success [7].

The results of previous research that are quite contrasting or different from each other, can be caused by the instruments used in measuring each variable. Such as Academic Achievement which is often measured using test scores [10] and GPA each semester [7]. With the difference in findings from several studies, it shows that there is an inconsistency in the findings in the relationship of FoMO to student academic outcomes. In addition, student academic outcomes measured through GPA are more often used to describe academic success. Meanwhile, the concept of academic success has developed by looking at academic success more thoroughly through individual psychosocial factors [4]. Therefore, the inconsistency of results and new views related to academic success are interesting to be further researched in this study. Thus, the purpose of this study is to find out the role of Fear of Missing Out on Academic Success of postcovid-19 students.

## 2 Methods

This study uses quantitative research. Quantitative research aims to test theories objectively by measuring the relationships between variables. The independent variable in this study is Fear of Missing Out (FoMO) which is defined as a person's desire to stay connected with others and always want to get the latest news so as not to feel left behind by others. Meanwhile, the dependent variables in this study are Academic Success which is defined as a combination of academic achievement, involvement in activities aimed at education, satisfaction, as a desire to acquire knowledge, skills and competencies, perseverance, achievement of educational results and results after completing education in higher education.

### 2.1 Participants

The participants in this study amounted to 77 students (Male = 13). The sampling method used is nonprobability sampling, using the convenience sampling technique. This convenience sampling technique is used by selecting subjects when the subject is willing to be a participant and is able to be reached at the moment. Participants in this study were selected based on their willingness to participate in offline research with a duration of 15-20 minutes.

## 2.2 Research Instrument

### 2.2.1 Fear of Missing Out (FOMO)

The instrument used in this study is using the Likert scale. The measurement tool in collecting data is the Fear of Missing out uses the Fear of Missing Out Scale instrument developed by Przybylski et al. [8]. Fear of Missing Out Scale with unidimensional totals 10 items. Before conducting the readability test, the translated instrument will be assessed first by 3 expert judgement experts who are experts in the field of Psychology. After being assessed by expert judgment, a readability test was carried out on 10 teenagers with an age range of 18-20 years. Furthermore, a trial was carried out for 30 students. Followed by validity and reliability tests. The validity test in the study used the Pearson product moment correlation method by testing the results of the analysis of each item using the Pearson Product Moment Correlation Coefficient ($r > 0.361$) table value ($r = 0.361$). To test whether the items in the instrument used are reliable to measure the variables in this study, the Cronbach's Alpha ($\alpha$) value is used with the provision of $> 0.6$. The Fear of Missing Out (FoMO) instrument in this study can be concluded to be a reliable/reliable instrument to measure Fear of Missing Out with a Cronbach Alpha's ($\alpha$) value of 0.716.

### 2.2.2 Academic Success

The instrument used to measure academic success in this study is The Academic Success Inventory for College Students (ASICS) developed by Prevatt and Friends (2011) [4]. The ASICS instrument was developed with the aim of measuring the academic success of students at the University in a general scope. This instrument consists of 10 sub-dimensions, namely: 1. General Academic Skill, 2. Internal Motivation/Confidence, 3. Perceived Instructor Efficacy, 4. Concentration, 5. External Motivation/Future, 6. Socializing, 7. Career Decidedness, 8. Lack of Anxiety, 9. Personal Adjustment, 10. External Motivation/Current [4,11]. Items in ASICS total 50 items. All items in the measuring tool are tested for validity and reliability. Validity testing uses corrected-item correlation analysis by looking at the value of each item. If the Corrected Item Total Correlation value $> 0.3$, then the item can be said to be valid. In the validity analysis process at the trial stage, there were 14 items that were concluded to be invalid, leaving 36 valid items. The trial was also carried out to 30 students with an age range of 18-20 years. For reliability testing, the Academic Success measure uses Cronbach's Alpha ($\alpha$) value with a $>$ of 0.6. Cronbach's Alpha ($\alpha$) value for 36 items is 0.926, so it can be stated that The Academic Success Inventory for College Students (ASICS) measuring tool that has been adapted to Indonesian can be relied upon to measure the academic success of college students.

## 2.3 Data Analysis

Before analyzing the role of fear of missing out on academic success, a descriptive statistic was carried out which showed the mean, standard deviation, minimum, and maximum values. Furthermore, there is an assumption test that must be met before continuing the regression analysis. The assumption tests that must be met are the normality test, the linearity test, and the heteroscedasticity test. In testing whether the data collected is normally distributed or not, this study uses the Kolmogorov-Smirnov normality test. To test whether the FoMO and Academic Success variables have a significant linear relationship or not, the study looked at the value of the

Significance of Linearity and the Significance of Deviation from Linearity. As well as to see whether the regression model from FoMO to Academic Success has symptoms of heteroscedasticity or not, a glejser test was carried out. The data that has been collected in this study is analyzed using Simple Linear Regression. The purpose of this analysis is to measure and evaluate the impact of predictive variables on outcome variables. The predictor variable in this study was Fear of Missing Out, while the outcome variable was Academic Success. The influence seen is the role of Fear of Missing out on each subscale of Academic Success, which consists of 10 subscales, namely 1. General Academic Skill, 2. Internal Motivation/Confidence, 3. Perceived Instructor Efficacy, 4. Concentration, 5. External Motivation/Future, 6. Socializing, 7. Career Decidedness, 8. Lack of Anxiety, 9. Personal Adjustment, 10. External Motivation/Current.

## 3 Result

### 3.1 Statistic Descriptive

Before analyzing the role of Fear of Missing Out on Academic Success, a statistical descriptive analysis was carried out to determine the Mean and Standard Deviation values, as well as the minimum and maximum values of each variable. From the results of the Descriptive Statistics of Fear of Missing Out (FoMO) Statistics, it can be seen that the mean value (M)=28.57, and Std. Deviation = 7.257. The minimum value of the participant's Fear of Missing Out data is 13, while the maximum value is 46. Meanwhile, based on the results of the Descriptive Statistics for Academic Success, it shows the Mean value (M)=170.56, and Std. Deviation = 21.523. Meanwhile, the minimum score of Academic Success was obtained at 113, and the maximum score=217.

### 3.2 Participant Characteristics

The number of participants in this study amounted to 77 people with educational status as undergraduate students. The description of the gender and age of all participants can be seen in Table 1.

**Table 1.** Participant Characteristics

| Gender | N | Age | N |
|---|---|---|---|
| Male | 13 | 17 years old | 13 |
| Female | 63 | 18 years old | 41 |
| Unknown | 1 | 19 years old | 17 |
| | | 20 years old | 2 |
| Total | 77 | Total | 77 |

Based on the table 1, 13 people are male, while 63 people are female. However, there was 1 participant who did not fill in their gender data. There were 13 people with the age of 17, 41 people who were 18 years old, 17 people who were 19 years old and 2 people who were 20 years old, but there were 4 participants who did not fill in their age data.

### 3.3 Assumption Test

In looking for the role of Fear of Missing Out on Academic Success using Regression Analysis, it is necessary to conduct a Classical Assumption Test, namely: Normality Test, Linearity Test, Heteroscedasticity Test. For the normality test, this study uses the Kolmogorov-Smirnov normality test with the provision that the significance value obtained is greater than 0.05. The Kolmogorov-Smirnov normality value obtained was 0.200, so it can be concluded that the research data on the role of FoMO on academic success is normally distributed.

Next, in the assumption test, a linearity test is carried out, which is a test that aims to find out the relationship between the variables Fear of Missing Out and Academic Success have a significant linear relationship or not. The FoMO and Academic Success variables have a linear relationship if the significance value is less than 0.05 or by looking at the deviation from linearity value with a significance value of more than 0.05. It was found that the results were in the form of a significance value of less linearity (Sig.$<$ 0.05) which was 0.033, and when viewed from the significance value of deviation from linearity (Sig.$>$0.05) which was 0.102, so it can be concluded that the two variables, namely Fear of Missing Out and Academic Success have a significant linear relationship.

The heteroscedasticity test is used to see if the data collected shows symptoms of heteroscedasticity. In looking at these symptoms, a glejser test was carried out with the decision that if the significance value was $>$ 0.05 in the regression coefficient between Fear of Missing Out and Academic Success, heteroscedasticity did not occur. It was found that the significance value of 0.168 in the research data between FoMO and Academic Success was greater than 0.05 (Sig.$>$0.05), so it can be said that the research between the two variables did not show symptoms of heteroscedasticity.

### 3.4 Hypothesis

The results of the regression analysis showed that there was a role of Fear of Missing Out on academic success on the subscale of general academic skills ($p < 0.05$; $\beta = 0.498$), lack of anxiety ($p = 0.041$; $\beta = -0.714$) and external motivation/current ($p = 0.035$; $\beta = 0.696$) (Table 2). This shows that hypotheses 1, 8, and 10 are accepted. A beta coefficient with a positive value indicates that there is a role of FoMO in improving general academic skills and also external motivation. Meanwhile, a negative beta coefficient indicates that there is a high role of FoMO in weakening the concentration of participants. Furthermore, there is no role of FoMO on other subscales, such as concentration, Internal Motivation/Confidence, Perceived Instructor Efficacy, External Motivation/Future, Socializing, Career Decidedness, Personal Adjustment.

Furthermore, the amount of FoMO's contribution to the subscale of general academic skills, lack of anxiety, and external motivation/current was 5% ($R^2 = 0.050$), 5.4% ($R^2 = 0.054$), and 5.8% ($R^2 = 0.058$). It can be said that the amount of Fear of Missing Out on General Academic Skill is 5%. The role of Fear of Missing Out on Lack of Anxiety is 5.4%, while the role of Fear of Missing Out on External Motivation/Current is 5.8% (Table 2).

## 4 Discussion

This study aims to look at the role of fear of missing out (FoMO) on each subscale of academic success. In this study, it was shown that of the 10 subscales used to

**Table 2.** Hypothesis Test Results

| Hipothesis | F | $\beta$ (Beta) | SE | t | p-value | $R^2$ | Conclusion |
|---|---|---|---|---|---|---|---|
| H1 FoMo → General Academic Skill | 3,973 | 0,498 | 0,25 | 1,993 | 0,05 | 0,05 | Accepted |
| H2 FoMo → Internal Motivation/Confidence | 0,4 | -0,163 | 0,258 | -0,632 | 0,529 | 0,005 | Rejected |
| H3 FoMo → Perceived Instructor Efficacy | 3,326 | 0,614 | 0,337 | 1,824 | 0,072 | 0,042 | Rejected |
| H4 FoMo → Concentration | 0,377 | -0,222 | 0,361 | -0,614 | 0,541 | 0,005 | Rejected |
| H5 FoMo → External Motivation/Future | 3,894 | 0,614 | 0,311 | 1,973 | 0,052 | 0,049 | Rejected |
| H6 FoMo → Socializing | 0,933 | -0,313 | 0,324 | -0,966 | 0,337 | 0,012 | Rejected |
| H7 FoMo → Career Decidedness | 0,177 | 0,1553 | 0,362 | 0,421 | 0,675 | 0,002 | Rejected |
| H8 FoMo → Lack of Anxiety | 4,306 | -0,714 | 0,344 | -2,075 | **0,041** | 0,054 | Accepted |
| H9 FoMo → Personal Adjusment | 2,94 | -0,859 | 0,496 | -1,715 | 0,091 | 0,038 | Rejected |
| H10 FoMo → External Motivation/Current | 4,623 | 0,696 | 0,324 | 2,15 | 0,035 | 0,058 | Accepted |

measure academic success from various aspects, both internal and external, the results of hypothesis testing were different. This study uses simple linear regression analysis by looking at p values to determine the influence of significance between variables, looking at beta coefficient values to determine the nature of relationships between variables (positive or negative) and looking at R square values to determine the role of FoMO on each academic success subscale.

The results of this study show that there is a role of FoMO in general academic skills. General academic skills are related to a combination of individual effort, learning skills, and the ability to organize themselves [4]. In General Academic Skill, there are aspects described, such as the use of tools that help students focus on learning (calendar, planner board, to-do list, and others), setting achievement goals for each course, reading the course syllabus, time management, also organization and planning to improve learning skills. This is in line with research by Putri and Saraswati (2023) which states that students who experience FoMO will be encouraged to catch up through self-development [12]. Cognitively, a person who is motivated to do self-development will prepare himself, then make a plan or plan to change himself. Furthermore, individuals who have a plan to develop themselves will make efforts that

can help in their self-development, such as setting learning achievements, reading material according to the course or before exams, reading many references related to topics in class, and so on. In addition, if directed to good and specific purposes, FoMO can have a good impact, including in the academic field. FoMO can motivate individuals to be actively involved in the work on academic tasks. This is related to the role of FoMO which is prone to paradoxes, namely on the one hand FoMO can act as a motivational force that encourages students to remain involved in academic activities so that they are not left behind.

Furthermore, the 8th hypothesis shows that fear of missing out has a significant negative role in the lack of anxiety. Lack of anxiety refers to the absence of anxiety in studying or taking exams [4]. This means that a high fear of missing out (FoMO) will also make individuals more anxious. A study shows that FoMO is positively correlated with anxiety [13]. The existence of disturbances in academic results is caused by excessive anxiety resulting in cognitive overload. This leads to difficulty concentrating on academic tasks

Individuals with FoMO are prone to anxiety because the individual is consistently exposed to situations where he or she feels left behind in activities or experiences. Individuals who continue to be exposed to these feelings of lag will easily feel anxious, worthless, helpless, and dissatisfied with their lives. Individuals with FoMO tendencies to prefer to compare themselves with others tend to be vulnerable to negatively impact the individual's well-being condition, thus triggering anxiety. Moreover, if it is associated with the age category, the participants of this study are also in the emerging adulthood stage. At this stage, individuals have the characteristics of self-focus, identity exploration, and also becoming independent. This makes individuals vulnerable to comparing themselves to others and seeing the achievements of others as a measure of success.

Furthermore, there is also the role of FoMO in external motivation/current (H10). The results show that the higher the fear of missing out, it can also increase external motivation/current. External motivation/current is related to the desire to display abilities due to current external factors, such as grades, or validation from parents and others. It is relevant to the tendency of individuals with FoMO to seek validation from the social environment, in the academic field, individuals with FoMO will tend to increase the desire for validation from external factors. It is also consistent with previous research that the fear of missing out is related to the need for validation and appreciation from external sources (such as parents, friends, and others) [9].

Meanwhile, the role of fear of missing out on internal motivation (H2) was found to be not significant. This shows that FoMO does not affect students' self-confidence in their academic achievements. The results in this study are supported by research conducted by Tanrikulu and Mouratidis (2023) which shows that FoMO does not have a significant relationship with a person's internal drive. Internal motivation is often associated with a person's motivation to remain effective, feel capable and able to direct themselves, so as to achieve their desired goals [9].

Furthermore, in this study, there was also no role of FoMO on perceived instructor self-efficacy (H3). Perceived instructor self-efficacy is the perception that individuals have about the teacher's ability to teach in the classroom [4]. This is formed through direct experience of students with lecturers in academic interactions. Meanwhile, FoMO simply focuses on the individual's feelings because they do not want to be left behind with activities/things done by others [8]. Thus, the tendency of FoMO tends not to directly affect the perception of the teacher's ability.

On the role of fear of missing out (FoMO) on concentration, previous research showed that fear of missing out affects students' concentration in the classroom [14]. However, in this study there was no significant role (H4). This insignificance can be due to low learning concentration more influenced by the intensity of social media use or the urge to open social media during the learning process.

The next subscale is external motivation/future, which includes an individual's awareness of the importance of the course for the future, with an emphasis on work-related issues [4]. In this study, there is no role of FoMO on external motivations/future. The characteristics of FoMO that focus on short-term needs and immediate social connectedness [8], thereby inhibiting the individual's ability to think long-term and focusing on the future relevance of learning. Another study also explained that there is no relationship between FoMO and goals in life. Individuals who have a purpose in life will direct themselves to the future, while individuals with FoMO tend to focus on current social connectedness.

Furthermore, the subscale tested is socializing, which is the level of socializing reasonably in students so that it does not interfere with learning activities. The level of socialization in question is the time spent when hanging out with friends (such as partying), or prioritizing interaction with friends over studying. The role of fear of missing out on the socializing subscale in this study also showed not significant results (H6). These results are similar to the findings in the study of Qutishat et al. (2019) [7] which show that fear of missing out does not play a role in student participation in academic activities, but rather peer-influence. If peer influence spends a lot of time doing academic activities, it will increase students' motivation to participate in similar activities. So students tend to choose to spend time with peers when it comes to academic activities.

The role of FoMO was also not found on the career decidedness subscale (H7). Career Decidedness is a definite and confident plan for career decisions [4]. The results of this study regarding future students' career decisions were also found in the results of a study conducted by Aydogdu, Demir, & İnceoğlu (2025) [15] which showed that there was no significant influence between FoMO and the career plans of dental students. The students' career plans are influenced by their motivation to continue their studies to a specialist level, such as staying in touch with the development of dentistry professionally, and financial benefits.

In the 9th hypothesis, this study also showed that there was no role of FoMO on personal adjustment, so the hypothesis was rejected. Personal adjustment is a condition that leads to the absence of personal problems that interfere with academic ability [4]. A similar study conducted by Lemay et al. [10] found that there was no association between FoMO and student academic adjustment. In this study, the measurement of personal adjustment is more directed at the individual's ability to overcome personal problems during learning, this is different from FoMO which tends to direct individuals to fulfill the need for relatedness, which does not always have implications for personal problems that can have an impact on academic performance, such as family conflicts, stress in life. So this explains that FoMO plays a more role as a mediator than a direct predictor in the context of personal adjustment disorders.

Overall, the results of this study are known that Fear of Missing Out has a role in academic success when viewed from the general academic skill of students (efforts to develop academics so as not to be left behind by others). FoMO also affects academic success when viewed from external motivation (recognition of achievements and appreciation from parents and others), to the role of FoMO in academic success

seen from the lack of anxiety from students (the absence of anxiety felt when studying or taking exams).

## 5 Conclusion

This study aimed to examine the role of fear of missing out (FoMO) on students' academic success after the COVID-19 lockdown. The findings indicate that FoMO significantly contributes to certain dimensions of academic success, specifically general academic skills, lack of anxiety, and external motivation/current. However, FoMO did not show significant contribution to other dimensions, such as internal motivation/confidence, perceived instructor efficacy, concentration, external motivation/future, socializing, career decidedness, and personal adjustment.

These results suggest that the inevitable exposure to technology following the pandemic and lockdown has increased individuals' vulnerability to fear of missing out, which in turn can influence academic success. While fear of missing out may have negative implications such as tend to more anxiety especially in academic settings, it can also play a positive role, such as fostering greater motivation in academic activities (general academic skills) because in some conditions FoMO makes students have external motivation to be success like their peers. However, this study has several limitations, such as the number of participants which is still limited, which is 77 participants. This may affect the findings, so it is recommended that future research involve a larger number of participants. Future research also may further explore other variables that could serve as mediators in the relationship between FoMO and academic performance due to some the small contribution that FoMO give to academic success.

## 6 Implication

This research plays a role in answering previous study who stated that further research needs to clarify the extent to which FoMO is a direct indicator of academic success in students. This research also contributes to looking at student academic success more comprehensively and how the role of fear of missing out in influencing academic success based on each subscale. For students to increasing their academic performance, they can change their perspective on fear of missing out (FoMO) into motivation to achieving academic equally or better than their peers. Students must also be smart in choosing their environment or group of friends to join so that they become a source of encouragement for better academic performance.

For the next research with the similar topic or variable, there are other factors besides FoMO that can be explored as a predictor of academic success, such as social media, personal characteristics, and social support. In addition, other approach models can be used such as using mediator or moderator variables in looking at the dynamics of FoMO's role in academic success

**Acknowledgements:** First Author, NK, Thank you to RDP as the Co-Author in this study and her contribution in analyzing data and writing ideas thus produce more scientific and better written works.

**Funding:** The financing in this study was fully funded by the two authors, namely NK and RDP.

**Data Availability Statement:** The data that support the findings of this study are available from the corresponding author, [raissa.dwifandra.fpsi@um.ac.id],upon reasonable request.

**Authors' Contributions Statement:** NK as the first author, initiator of the idea, data collector, analyzed the data, and RDP as co-author and corresponding author, writing the introduction, analyzed the data, and All authors read and approved the final version of the manuscript.

**Competing Interest:** The authors declare that there are not competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## References

1. M. J. Amer, A. Ayarza-Astigarraga, and M. C. Lopes, E-learning Engagement Gap During School Closures: Differences by Academic Performance, Appl. Econ. (2023) https://doi.org/10.1080/00036846.2023.2167924

2. Y. Zheng and S. Zheng, Exploring educational impacts among pre, during and post COVID-19 lockdowns from students with different personality traits, Int. J. Educ. Technol. High. Educ. **20**, 21 (2023) https://doi.org/10.1186/s41239-023-00388-4

3. C. R. Vergara and A. B. Balquedra, Academic Success and Achievement of Freshmen University Students in Mathematics, Open Access Libr. J. **11**, (2024) https://doi.org/10.4236/oalib.1111859

4. F. Prevatt, H. Li, T. Welles, D. V. Festa-Dreher, S. Yelland, and J. Lee, The Academic Success Inventory for College Students: Scale Development and Practical Implications for Use with Students, J. Coll. Admiss. **26** (2011)

5. A. R. Sari and E. Winingsih, Kecemasan Akademik Peserta didik dalam Pembelajaran Daring di Era Pandemi Covid-19 di SMA Negeri 2 Kota Mojokerto, J. BK Unesa **12**, (2021)

6. M. Owusu-Acheaw and A. G. Larson, Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana, J. Educ. Pract. **6**, 94 (2015)

7. A. Çatıker, G. D. B. Büyüksoy, and K. Özdil, Correlation between Nomophobia, Fear of Missing Out and Academic Success, Bağımlılık Derg. **23**, 283 (2022) https://doi.org/10.51982/bagimli.1015083

8. A. K. Przybylski, K. Murayama, C. R. DeHaan, and V. Gladwell, Motivational, emotional, and behavioral correlates of fear of missing out, Comput. Hum. Behav. **29**, 1841 (2013) https://doi.org/10.1016/j.chb.2013.02.014

9. G. Tanrikulu and A. Mouratidis, Life aspirations, school engagement, social anxiety, social media use and fear of missing out among adolescents, Curr. Psychol. **42**, 28689 (n.d.) https://doi.org/10.1007/s12144-022-03917-y

10. D. J. Lemay, T. Doleck, and P. Bazelais, Self-determination, loneliness, fear of missing out, and academic performance, Knowl. Manag. E-Learn. Int. J. **11**, 485 (2019) https://doi.org/10.34105/j.kmel.2019.11.025

11. K. Orçanlı, M. Bekmezci, and H. Boztoprak, Adaptation of Academic Success Inventory Scale for College Students to Turkish: Validity and Reliability Study, OPUS Int. J. Soc. Res. **17**, 3999 (2021) https://doi.org/10.26466/opus.879645

12. N. F. Putri and P. Saraswati, Fear of missing out dan personal growth initiative pada mahasiswa, Cognicia **11**, 133 (2023) https://doi.org/10.22219/cognicia.v11i2.28483

13. M. A.-S. A. Kareem and N. M. A. Al-Munif, An Exploratory Study on the Interaction Between Fear of Missing Out (FoMO) and Rumination in Increasing Social Anxiety and Excessive Social Media Use Among University Students, J. Ecohumanism **4**, 5404 (2025) https://doi.org/10.62754/joe.v4i1.6481

14. A. Delimasari, N. Fauziah, D. P. Anjarsari, and T. Arochman, Classroom's Environment and FOMO: Students' Perspectives, IDEAS J. Engl. Lang. Teach. Learn. Linguist. Lit. **11**, 1494 (2023) https://doi.org/10.24256/ideas.v11i2.3941

15. H. Aydogdu, P. Demir, and F. İnceoğlu, Influence Of Fear Of Missing Out (FoMO) On The Academic Career Choices Of Dental Students In Türkiye, Contemp. Pediatr. Dent. **6**, 56 (2025) https://doi.org/10.51463/cpd.2025.03