Fear Of Missing Out (FoMo) And Nomophobia In Women Students

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ABSTRACT

Nomophobia is a feeling of fear, anxiety, and discomfort when away from the reach of a smartphone so that it cannot interact, obtain information, or connect with others through smartphone devices. One of the things that affects nomophobia is fear of missing out (FoMO). This study aims to determine the relationship between fear of missing out (FoMO) and nomophobia in female students. The hypothesis proposed in this study is that there is a relationship between fear of missing out (FoMO) and nomophobia in female students. The research subjects totaled 162 with the characteristics of being active female students, aged 18-24 years, and active users of smartphone. The sample collection used purposive sampling technique. The data collection method in this study used the fear of missing out (FoMO) scale and the nomophobia scale. The data analysis method uses product moment correlation. The results of data analysis obtained a correlation coefficient of $r = 0.349$ and $p = 0.000$ ($p < 0.01$). This shows that there is a significant positive relationship between fear of missing out (FoMO) and nomophobia in female students. The coefficient of determination (R^2) is 0.117 which indicates that fear of missing out (FoMO) contributes 11.7% to nomophobia. Thus the hypothesis is accepted.

Keywords: FoMO, Nomophobia. Female college students

Introduction

Current technological developments can increase social interaction by using more sophisticated and multifunctional communication devices, namely smartphones (Farhan and Rosyidah, 2021). Based on data from goodstats.com in 2023 Indonesia is the sixth largest smartphone user in the world. According to databoks.com, the average smartphone user is 6.5 hours per day in 2023. The presence of this new technology causes a lack of face-to-face interaction which also causes disruption of individual behavior and bad feelings, disruption of social

interactions, isolation, economic problems, and physical pathologies such as radiation exposure and psychologically such as distress related to fear and anxiety when unable to use technological devices (Farhan and Rosyidah, 2021). The impact felt by smartphone users consists of three aspects, namely psychological aspects, social aspects, and health aspects (Badwilan, 2004).

The various features provided by smartphones provide convenience and comfort in various human activities so that many spend time staring at the smartphone screen (Asih & Fauziah, 2017). The use of smartphones with such complete features can provide convenience in doing various daily activities. Moreover, smartphone devices that can now be accessed with internet networks increasingly make the use of smartphones constantly using smartphones (Maghfiroh, Wardani & Dewi, 2023). The APJII (Association of Indonesian Internet Service Providers) survey results show that the number of internet users is 211,563,479 people with a percentage that has reached 79.2% (APJII, 2024). The results of this survey show that individuals with an age range of 14 to 25 years are the highest internet users, which is in the adolescent phase to the early adult phase. Students have an age range of 18 to 21, which is a transition from the late adolescence phase to early adulthood, contributing to the high number of smartphone and internet usage in Indonesia.

The results of Gifary's research (2015) found that smartphone users are dominated by women. These findings are in line with research by Rahmi and Sukarta (2020) which found that smartphone use is higher among female students than male students. Women more often use social media through smartphones as emotional focus coping (EFC) to solve a problem (Sutanto, 2016). This makes women use smartphones more often.

Research in Pune City on 560 female students, which shows 80% of the subjects spend a lot of time using smartphones from morning when they wake up to night when they go to bed again to check chat or messages from friends, ask how they are doing or say goodnight, or just say hello to friends or family (Maiseptian, Rosdialena, Dewita, 2021). According to Rahmi and Sukarta (2020) female students use smartphones more often to interact, obtain information, and use social media than male students. This is due to the need for affiliation and social relations which is higher among female students than male students (Rahmi and Sukarta, 2020). Features in smartphones that provide convenience and comfort to their users, which if done excessively, will result in addiction or nomophobia (Asih & Fauziah, 2017).

Yildirim (2014) defines nomophobia as a modern phobia, where individuals feel fear and anxiety when they do not have access to smartphones and cannot interact

through the sophistication of technology and information. Nomophobia is a type of modern-day phobia that enters human life as a means of interacting with others, communication media, and utilization of technology accessed through smartphones (Yildirim & Correia, 2015). Nomophobia is a disorder in modern times as a form of discomfort or anxiety that individuals experience when they cannot reach a smartphone device or other digital communication tools (King et al., 2013). Yildirim and Correia (2015) said that there are four dimensions of nomophobia, including; unable to communicate, namely feelings of anxiety in individuals when they do not have access to communication with the closest people; loss of connectivity, namely individuals feel anxious when the connectivity or network on the smartphone is lost; unable to access information, namely feelings of anxiety from individuals when they cannot obtain information on smartphones; and comfort on smartphones, namely individuals who always check smartphones to check connectivity, notifications that appear, or smartphone battery power to ensure the smartphone is always connected.

Based on research conducted by Putri (2019), it shows that 82.4% of students have nomophobia at a high to moderate level. Research conducted by Safira (2021) found that 153 respondents experienced nomophobia in the high category. In the results of research by Farhan and Rosyidah (2021), it was found that the nomophobia category in female students in Surabaya was at a moderate level. This means that there is anxiety in the research subjects when they cannot communicate, loss of connectivity, cannot access information, and loss of comfort when not within reach of a smartphone. Meanwhile, Rahmi and Sukarta's research (2020) found that students experienced nomophobia at a high level category, and most were experienced at the age of 20.

Students as smartphone users should be able to have good self-control and be wise in using smartphones, by reducing the intensity of smartphone use, more often communicating directly (face-to-face), and more actively participating in student activities such as organizations or discussing face-to-face so as to minimize the tendency of nomophobia (Rakhmawati, 2017). Students tend to choose to interact via smartphones because of the many interesting features on smartphones, especially for female students. Even so, it is hoped that every female student can control herself and use smartphones as necessary and as appropriate (Maiseptian, Rosdialena & Dewita, 2021).

Nomophobia can have a negative impact on health due to electromagnetic waves contained in smartphones that cause headaches, fatigue, impaired immune system, poor sleep patterns, and eye irritation. In addition, nomophobia also has an impact on individual psychology such as sadness, anxiety, anxiety, sweating and body

trembling (Irham, Fakhri and Ridfah, 2022). Garcia, Guerrero & Belmonte, 2020) in their research that nomophobia shows a negative impact on personality, self-esteem, anxiety, stress, academic performance, academic performance, and physical health which causes psychological problems.

Based on the results of previous research, it was found that factors can influence nomophobia, including fear of missing out (FoMO) (Wahyuni & Nasution, 2024; Irwandila, 2021), loneliness (Fahira, Amna, Mawarpury, Faradina, 2021; Purtiningrum & Handayani, 2023; Rizal, 2023), self-esteem (Wijaya, 2021), self-control (Asih & Fauziah, 2017; Aldianita & Maryatmi, 2019), smartphone dependence (Raharja & Sumarno, 2023). In this study, Fear of Missing Out (FoMO) was chosen as a factor that became variable X or independent variable.

According to Przybylski, Murayama, DeHann & Gladell (2013) Fear of Missing Out (FoMO) is a concern when other individuals may have valuable experiences that individuals do not have characterized by a strong desire to keep up with what other individuals are doing. FoMO is a form of unpleasant individual emotions and feelings of being left out or left behind when friends do, know, or have something more valuable or better than them (Abel, Buff and Burr, 2016). There are 2 aspects of FoMO, namely not fulfilling the psychological needs of relatedness and not fulfilling the needs of self (Przybylski, Murayama, DeHaan and Gladwell, 2013).

FoMO can influence nomophobia through habits in using social media. Intensive use of social media makes individuals always connected with other individuals, so they always monitor information or what other individuals are doing and follow them so as not to feel left behind. It is considered that this situation can cause individuals to lead to FoMO behavior and make individuals want to constantly check smartphones, which triggers nomophobia (Okur, Bulut & Çinar, 2022). Research by Gezgin, Hamutoglu, Sezen-Gultekin and Gemikonakli (2018) showed a positive relationship between nomophobia and FoMO with a moderate significant level. Students with high levels of FoMO have greater fear when unable to connect with other individuals through smartphones and social media, thus increasing nomophobia. Similar research also found that FoMO is positively related to nomophobia, which means that the higher the level of FoMO, the higher the level of nomophobia in students (Rahmi and Sukarta, 2020). Based on the description of the problems above, the problem formulation in this study is that is there a relationship between Fear of Missing Out (FoMO) and Nomophobia in Female Students?

Methods

The method used in this study is a quantitative method to measure the relationship between 2 variables. Determination of subjects in this study using purposive sampling technique, which is a sampling technique carried out in accordance with predetermined characteristics (Sugiyono, 2017). The characteristics of the subjects used are active female students aged 18-24 years and as active smartphone users.

Data collection for this study used the fear of missing out (FoMO) scale and the nomophobia scale. The type of scale used is a Likert scale. The fear of missing out (FoMO) scale used is a modification of previous researcher Larasati (2022) which is compiled based on aspects of fear of missing out (FoMO) according to Przybylski, Murayama, DeHaan, and Gladwell (2013), namely not fulfilling relatedness needs and not fulfilling self needs. The FoMO scale consists of 11 items with a reliability coefficient of 0.820.

The nomophobia scale uses a scale compiled by Fadila (2023) based on aspects of nomophobia expressed by Yildirim and Correia (2015), namely not being able to communicate, losing connectivity, not being able to access information and comfort on smartphones. The nomophobia scale consists of 17 items with an alpha reliability coefficient of 0.848. The answer options on both scales consist of Strongly Corresponding (SS) has a score of 4, the statement Corresponding (S) has a score of 3, the statement Not Corresponding (TS) has a score of 2, the statement Strongly Not Corresponding (STS) has a score of 1.

The data analysis method used in this study is product moment correlation analysis with the aim of measuring the relationship between FoMO and Nomophobia. The use of product moment correlation analysis is appropriate because it can calculate hypothesis testing regarding the relationship between two variables. Calculation of the correlation test of the relationship between FoMO and nomophobia in female students using SPSS version 25.

Results

Based on the data obtained from the fear of missing out (FoMO) scale and the nomophobia scale, the number of subjects studied is 162 subjects. Then the calculation of the hypothetical score and the calculation of the empirical score are carried out. On the FoMO scale, hypothetical data was obtained with a minimum score of 11 and a maximum score of 44 with a mean value of 27.5 and a standard deviation of 5.5. Empirical data on the FoMO scale obtained a minimum score of 16 and a maximum score of 35 with a mean of 25.49 and a standard deviation of 3.892.

Meanwhile, the nomophobia scale obtained hypothetical data with a minimum score of 17 and a maximum score of 68 with a mean of 42.5 and a standard of 8.5. Empirical data on the nomophobia scale obtained a minimum score of 35 and a maximum score of 62 with a mean of 48.45 and a standard deviation of 5.866.

Table 1. Descriptive Analysis Results

Variables	N	Hypothetical Data				Empirical Data			
		Score		M	SD	Score		M	SD
		Min	Max			Min	Max		
FoMO	162	11	44	27.5	5.5	16	35	25.49	3.892
Nomophobia	162	17	68	42.5	8.5	35	62	48.45	5.866

The results of data categorization of nomophobia variables (table 2) show that out of 162 subjects, there are 22 subjects (13.6%) in the category with a very high level, 56 subjects (34.%) are in the category with a high level, 77 subjects (47.5%) are in the category with a moderate level, 7 subjects (4.3%) are in the category with a low level, and 0 subjects (0%) in the very low category. Based on the categorization results, it can be concluded that most of the subjects in this study experienced nomophobia from moderate to high levels. The results of the categorization of FoMO variable data show that out of 162 subjects, 0 subjects (0%) were found in the category with a very high level. 20 subjects (12.3%) were in the category with a high level, 70 subjects (43.2%) were in the category with a moderate level, 65 subjects (40.1%) were in the category with a low level, and 7 subjects (4.3%) were in the category with a very low level. Based on the categorization results, it can be concluded that most of the subjects in this study experienced FoMO from low to moderate levels.

Table 2. Nomophobia Scale Data Categorization

Category	Guidelines	Score	N	Percentage
Very high	$(\mu + 1.5 \cdot \sigma) < X$	$55,25 < X$	22	13,6%
High	$(\mu + 0.5 \cdot \sigma) < X \leq (\mu + 1.5 \cdot \sigma)$	$48,75 < X \leq 55,25$	56	34,6%
Medium	$(\mu - 0.5 \cdot \sigma) < X \leq (\mu + 0.5 \cdot \sigma)$	$38,25 < X \leq 48,75$	77	47,5%
Low	$(\mu - 1.5 \cdot \sigma) < X \leq (\mu - 0.5 \cdot \sigma)$	$29,75 < X \leq 38,25$	7	4,3%
Very Low	$X \leq (\mu - 1.5 \cdot \sigma)$	$X \leq 29,75$	0	0%
Total			162	100%

Table. 3 FoMO Scale Data Categorization

Category	Guidelines	Score	N	Percentage
Very high	$(\mu + 1.5. \sigma) < X$	$35{,}75 < X$	0	0%
High	$(\mu + 0.5. \sigma) < X \le (\mu + 1.5. \sigma)$	$30{,}25 < X \le 35{,}75$	20	12,3%
Medium	$(\mu - 0.5. \sigma) < X \le (\mu + 0.5. \sigma)$	$30{,}24 < X \le 24{,}75$	70	43,2%
Low	$(\mu - 1.5. \sigma) < X \le (\mu - 0.5. \sigma)$	$19{,}25 < X \le 24{,}75$	65	40,1%
Very Low	$X \le (\mu - 1.5. \sigma)$	$X \le 19{,}25$	7	4,3%
Total			162	100%

The normality test results obtained sig value. Kolmogorov-Smirnov on the nomophobia variable is p = 0.200 (p> 0.050) and sig value. Kolmogorov-Smirnov on the FoMO variable is p = 0.002 (p < 0.050) which indicates that the data is normally distributed on the nomophobia variable, while the FoMO variable is not normally distributed. According to Hadi (2017) data is said to be normally distributed if it has as many subjects as $N \ge 30$. In this study, there were N = 162 subjects ($N \ge 30$) so that the nomophobia and FoMO variables were calculated to be normally distributed and could be continued in the next calculation.

The linearity test calculation aims to determine and test whether the FoMO and nomophobia variables have a linear relationship or not. The rule used to test linearity is if the significance value <0.050, then the two variables have a linear relationship, and vice versa. The linearity test results obtained the value of F = 2.423 with p = 0.002. So it can be concluded that the relationship between nomophobia and FoMO variables has a linear relationship.

Table 4. Hypothesis Test Results of Nomophobia and FoMO

Variables	FoMO		Nomophobia	
	Pearson Correlation	Sig. (1-tailed)	Pearson Correlation	Sig. (1-tailed)
FoMO	1		.349	.000
Nomophobia	.349	.000	1	

The results of the correlation analysis obtained a correlation coefficient of r = 0.349 and p = 0.000 (p < 0.01) which means that there is a significant positive relationship between fear of missing out (FoMO) and nomophobia. This shows that the hypothesis proposed in this study can be accepted. This shows that the hypothesis proposed in this study can be accepted. The higher the level of FoMO, the higher the nomophobia. Conversely, the lower the level of FoMO, the lower the

nomophobia. Then, the coefficient of determination (R^2) obtained in this study is 0.117, this shows that the FoMO variable has a contribution of 11.7% to nomophobia and the remaining 88.3% is influenced by other variables.

Discussion

The results of correlation analysis in this study showed a correlation coefficient of $r = 0.349$ and $p = 0.000$ ($p < 0.01$). This means that there is a significant positive relationship between fear of missing out (FoMO) and nomophobia in female students. Based on these results, the hypothesis in this study is accepted. The results of this study support research by Mudrikah (2019) which shows a significant positive correlation between FoMO and nomophobia with a significance value of $p = 0.000$ ($p < 0.05$) and $r = 0.717$. In line with research conducted by Fauzan (2022) with the results obtained that there is a positive correlation between FoMO and nomophobia with a significance value of $p = 0.000$ ($p < 0.01$) and $r = 0.470$. The existence of a positive relationship means that the higher the level of FoMO, the higher the level of nomophobia, on the contrary, the lower the level of FoMO, the lower the level of nomophobia. This means that female students feel afraid that they will miss information or activities carried out by others which makes them constantly monitor smartphones and social media. Someone who experiences FoMO will continue to bond with others through social media that is accessed using a smartphone, triggering nomophobia (Zhafirah, kosasih, & Zakariyya, 2023).

The results of FoMO categorization show that most subjects are in the low (40.1%) to medium (43.2%) category. Previous research by Oktorika, Pratikto and Suhadianto (2023) also showed the categorization of FoMO at a moderate (38%) to low (36%) level. This means that female students have a fear of missing out on the latest information that is being discussed. but not a few female students also feel that they do not want to keep up with the information shared or done by others. This may be because female students prefer to focus on developing themselves according to their potential rather than having to follow the activities carried out by others. Individuals are more likely to choose to develop themselves and make activities more interesting when they cannot connect with other individual activities, thereby reducing anxiety and making FoMO levels lower (Oktorika, Pratikto and Suhadianto, 2023).

The results of nomophobia categorization showed that most of the subjects were at the moderate (47.5%) to high (34.6%) category level. This is in line with research by Syania, Martina, Fajri (2022) which shows nomophobia in female students is in the moderate (44.8%) to severe (41.7%) category. High nomophobia is due to the fact that the subjects in the study were female students. The high level of nomophobia in

women is caused by hormonal factors that play a role in regulating mood and behavior (Karindra & Nurmala, 2022). Moods that often change due to hormonal influences and the many activities as students that can trigger stress so that they vent by using smartphones excessively make female students lead to nomophobic tendencies. Nurhayati, Sari and Arneliwati (2023) suggest that women want to be connected to smartphones continuously to fulfill their social needs. In addition, women often use smartphones because they are more interested in using social media to gossip or interact with friends (Nissa'adah, Sari & Afiati, 2019). The more often connected to smartphones in daily life, the higher the feeling of anxiety when away from the reach of smartphones, this is what makes female students afraid and anxious when away from smartphones or referred to as nomophobia.

Based on demographic data, the duration of smartphone use shows that most subjects use smartphones for more than 8 hours per day. This research is in line with Rahmadani and Mandagi (2021) who suggest that students spend the most time playing smartphones with a duration of more than 8 hours per day. The comfort and convenience of using a smartphone makes students want to continue using it. The use of smartphones for more than 8 hours every day is usually done to access internet content such as listening to music, watching movies, online shopping or accessing social media such as Instagram, YouTube, WhatsApp Twitter, Facebook, and others (Ferianti & Sunawan, 2021). Alt (in Mulyati and Frieda, 2018) revealed that using a smartphone for more than 6 hours a day is considered a smartphone addiction. It can be concluded that a large proportion of female students experience smartphone addiction.

Conclusion

Based on the overall results and discussion and it is concluded that there is a significant positive relationship between fear of missing out (FoMO) and nomophobia in female students. The direction of the positive relationship indicates that the higher the level of fear of missing out (FoMO), the higher the level of nomophobia in female students. Conversely, the lower the level of fear of missing out (FoMO), the lower the level of nomophobia in female students. The coefficient of determination (R^2) given by FoMO to nomophobia is 0.117. This means that FoMO contributes 11.7% to nomophobia.

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