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**Abstract**

The purpose of this study was to examine the relationship between the fear of missing out, perceived stress, academic motivation, and social media use. Fear of missing out (FOMO) is defined as the desire to stay continually connected with what others are doing (Przybylski, Murayama, Dehaan & Gladwell, 2013). A sample of 200 participants completed an online survey consisting of the Fear of Missing Out Scale, Academic Motivation Scale College Version, the Perceived Stress Scale, the Social Media Disorder Scale, and demographic questions. Correlations were run in order to find out which variables had a relationship with the fear of missing out. Results indicated that there was a significant positive relationship between FOMO and perceived stress, and FOMO and social media use. Limitations related to the present study are presented as are recommendations for future research related to the fear of missing out.
Acknowledgments

The first person I would like to thank for the completion of this project is my thesis advisor Dr. Sarah Wood. Thesis really is more of a marathon than a sprint and she helped me to complete this marathon and kept me going even when I thought I would never reach the finish line. The next people I would like to thank are my thesis committee members (Dr. Alicia Stachowski & Dr. Elizabeth Buchanan). These women offered me insightful advice in order to improve my project. I cannot thank them enough for all the feedback and willingness to meet with me in order to make the proper improvements. Lastly, I would like to thank all my family and friends who have kept me centered throughout this experience. Many of them have contributed to this project by editing and proofreading multiple drafts and have given me their input to the best of their ability. The project would not be in the quality it is in without them. I am very grateful to have had a wonderful support team like this in order to complete this project.
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Chapter I: Introduction

The growth of social media and the internet within the 21st century has brought anxiety among users known as the fear of missing out (FOMO). Fear of missing out (FOMO) is defined as a pervasive anxiety that others might have rewarding experiences from which one is absent, or as the desire to stay continually connected with what others are doing (Przybylski, Murayama, Dehaan & Gladwell, 2013). Przybylski et al., (2013) found that individuals with higher of FOMO tend to use more social media sites and are more likely to be on their phone during class.

The purpose of this research is to investigate whether the fear of missing out is related to perceived stress, academic motivation, and social media. Social media’s widespread usage among college students (Blackwell, Leaman, Tampsch, Osbirene, & Liss, 2017) and the increasing reports of anxiety in this demographic (Reinecke, et al., 2016) make understanding FOMO relevant in our technology filled world.

Theoretical Basis

Self-determination Theory (SDT; Deci & Ryan, 1985) of human motivation provides useful viewpoint for understanding the fear of missing out. SDT states that effective self-regulation and mental health are based on the satisfaction of three basic psychological needs: competence (the capacity to effectively act on the world), autonomy (personal initiative), and relatedness (closeness or connectedness with others; Deci & Ryan, 2014). Basic need satisfaction is strongly associated with proactive behavioral regulation. Individuals who experience FOMO can be in a self-regulating limbo occurring from situational or frequent shortfalls in psychological need satisfaction.
The Fear of Missing Out

The phenomenon of the fear of missing out became frequently mentioned in popular social media (Abel, Buff, & Burr, 2016). For example, college freshmen experienced FOMO frequently and reported the feeling being strongest later in the day, later in the week, and frequently while doing tasks such as working or studying (Saffran & Koestner, 2014). Researchers developed an interest in whether social media produces the same FOMO as experienced through direct social contact. People experience FOMO no matter how they find out about an alternative activity on which they are missing out on (Barber & Santuzzi, 2016). However, social media may still play a role in FOMO by increasing the likelihood that one finds out about certain activities (Saffran & Koestner, 2014). FOMO happens whether social media is involved in the situation or not. Social media makes FOMO more apparent to the person who is missing out.

Cellular devices, such as smartphones, which are widely used by college students, may exacerbate this problem even more (Adams, 2016). Smartphones now carry social media applications such as Facebook, Instagram, and Twitter. Facebook is one of the most widely used social media networking sites and it has produced addictive-like behaviors in some individuals (Macrynikola & Miranda, 2019). Facebook addiction is defined as excessive involvement in Facebook that can disrupt day-to-day activities and personal relationships (Blachnio & Przepiórka, 2018). High levels of FOMO and high narcissism are predictors of Facebook addiction (Blachnio & Przepiórka, 2018).

For many individuals, excessive smartphone use interferes with everyday life (Blackwell et al., 2017; Casale et al., 2018; Wegmann et al., 2017; Wolniewicz et al., 2017). Smartphone use can be social (e.g., communication) and/or non-social (e.g., games; Van Deursen et al., 2015).
Both social and non-social smartphone use to excessive levels can be related to the fear of missing out and psychopathology-related constructs (e.g., depression; Harwood, Dooley, Scott, & Joiner, 2014).

Due to excessive smartphone use, both social and nonsocial, becoming such an issue, researchers have become interested in examining whether FOMO is related to problematic smartphone use. Problematic smartphone use is defined as the excessive use of one’s smartphone that interferes with work, school, or social activities (Billieux et al., 2015). Researchers have concluded that FOMO was strongly related to problematic social smartphone use (Wolniewicz, Tiamiyu, Weeks, & Elhai, 2018). It has also been associated with causing issues associated with subjective well-being. Subjective well-being can be defined in terms of emotional, physical, and personal relationships (Steel, Schmidt, & Schultz, 2008). All these constructs can be affected by the fear of missing out. FOMO and problematic internet use are both negatively associated with emotional well-being, personal relationships well-being and physical well-being (Stead & Bibby, 2017). In other words, FOMO can have a substantial impact on relationships, emotional well-being, and physical well-being of individuals affected by it.

Many of these FOMO issues such as problematic internet use and changes in subjective well-being stem from smartphone use and the large use of cell phones to keep in contact. Psychopathological symptoms (e.g., depression, social anxiety) and the fear of missing out can change expectations towards internet-communication applications and/or social networking sites (e.g., Facebook, Twitter, Instagram) in the expansion of symptoms of an internet-communication disorder (e.g., being addicted to using the internet). The frequent use of these social networking sites may trigger an individual’s fear of missing out on content when they are not able to access
these sites. Psychopathological symptoms can predict a higher fear of missing out and the amount of an individual’s internet communication (Wegman, Oberst, Stodt, & Brand, 2017).

**Perceived Stress**

Students at all levels in higher education deal with stress due to the many pressures a rigorous academic workload can put on a student (Ford, Olotu, Tach, Roberts, & Davis, 2014). Many students deal with multiple roles outside school (e.g., jobs, family, friends, hobbies) as well as also having to achieve a high level in their education. When students must hold down jobs, be parents, and go to school they can deal with extremely high stress levels. Students who work have higher every day and perceived stress levels than students who did not work (Ting, Morris, McFeaters, & Eustice, 2006). Pressures such as finances, lack of time, being able to afford school, and juggling multiple roles were all areas of concern for working students. Students with higher perceived stress indicated missing two or more days of class and had higher avoidant coping strategies (Thomas & Borrayo, 2016).

Digital stress adds to perceived stress in a person’s life (Weinstein & Selman, 2014). Psychological health effects can result from the use of products such as smartphones and laptops. Private e-mails and social media messages (that are connected to these devices) were positively related to perceived stress and had significant indirect effect on burnout, depression, and anxiety (Reinecke et al., 2016). Digital stress needs to be studied more in order to fully understand these effects.

Therefore, hypothesis 1 is participants with higher levels of fear of missing out will have higher levels of perceived stress. Because fear of missing out is likely to be experienced as a form of low-level anxiety it seems probable that it is associated with increases in overall
perceived stress. When students are dealing with FOMO and perceived stress, these are all aspects that can affect their academic motivation.

**Academic Motivation**

A large area of concern is the effect FOMO has on students’ academic motivation. It is estimated that 5 billion people now have access to mobile phones (over two thirds of the world’s population; Emmanuel, 2013; https://www.pewresearch.org/internet/fact-sheet/mobile/). Smartphones are a very common device seen on university campuses. Smartphones give students the opportunity to check in with friends between class or sometimes during class. Phones may help contribute to the fear of missing out which results in negative effects on students’ schoolwork by reducing student’s motivation, increasing procrastination, and disrupting sleep habits (Alt, 2015; Gao et al., 2011; Orzech et al., 2016) Extrinsic (external reward focused) and amotivated (lack of motivation) students are more likely to use social media during class (Alt, 2015). This excessive social media use has also been linked to maladjustment to college (Alt, 2015; Alt, 2016). Similarly, procrastination increases when academic motivation decreases (Cerino, 2014; Gao et al., 2011).

It is also common for many students in any level of school to struggle with academic procrastination. This tendency is likely exacerbated by frequent use of social media and smartphones. Procrastination is a widespread problem that is expected to get worse due to the increased ubiquity of cellular devices. As students move into higher grades, the amount of time they use smartphones and psychological dependence on smartphone increases (Park & Park, 2014).

The fear of missing out could also be decreasing student motivation by making students less likely to get the proper amount of sleep. Circadian preferences, sleep, personality, and
academic motivation are all related to cumulative GPA (Önder, Beşoluk, Iskender, Masal, & Demirhan, 2014). Circadian preference is defined as whether one prefers to go to bed early and get up early or to stay up late and get up later in the day. Getting a full night of sleep is essential to having successful academic motivation and doing well with an academic workload. Students who stay up later than 11:30 PM, regardless of circadian preferences, have been found to have lower school performance and motivation (Merikanto, Lahti, Puusniekka, & Partonen, 2013). Adolescents with higher levels of FOMO were more likely to use social media more at night (Pryzbylski et al., 2013). Adolescents who used social media more heavily at night were more likely to go to bed later, feel more alert in bed, take longer to fall asleep, and sleep less (Orzech et al., 2016).

When students struggle to form proper sleep habits, they are more likely to develop a sleep disorder, which has a significant impact on academic motivation. Further, students at risk for a sleep disorder were more likely to leave their university over a four-year period (Peach, Gaultney, Gray, & Walla, 2016). Untreated sleep disorders among new college students can affect things such as retention rates, academic success, and academic motivation (Dewald-Kaufmann, Oort, Bögels, & Meijer, 2013). Therefore, the second hypothesis was made:

H2: Participants with higher levels of fear of missing out will have lower levels of academic motivation.

**Social Media Use**

An increased use of smartphones is now leading to new beliefs that an overuse of these devices can lead to an addiction issue (Grau, Kleiser, & Bright, 2019). Symptoms of social media disorder include negative impacts in personal or professional life due to social media, interrupting conversations in order to check social media, trying to stop or reduce your social
media more than once without being successful, and spending over six hours per day on social networking sites like Facebook, Twitter or Instagram (Regina et al., 2016). Most Americans now own a cellphone (96%), 81% of which are smartphone, and this up 35% since 2011 (https://www.pewresearch.org/internet/fact-sheet/mobile/). In Korea, smartphone addiction rates in adults went from 11.3% in 2013 to 14.2% in 2014 (Cho, Kim, & Park, 2017).

The increase of social media use can impact different personality types and can be used to predict what type of social media a person might use and his or her motives behind using social media. People who prefer using Instagram, Snapchat, and Facebook did report higher scores of problematic social media use (Kircaburun, Alhabash, Tosuntaş, & Griffiths, 2018). A profile of an individual who is likely to have problematic social media use is a female that is introverted, conscientious, agreeable, and neurotic. This evidence suggests that different personality traits predict different motives, different motives predict preference of different social media platforms, and individual differences such as personality, preference of platforms and specific use motives predict problematic social media use. Using this information can help identify individuals who are more at risk for overusing social media.

The increase use of smartphones and social media has increased research studies on how social media use could become a compulsive behavior among university students. Compulsive social media use arises due to self-awareness factors, and, together, they can predict problematic learning outcomes (De Cock et al., 2014). These relationships can be moderated by the influence of technology factors. Self-esteem has a significant negative influence on compulsive social media use. Compulsive social media use also has a significant direct influence on problematic learning outcomes (Aladwani & Almarzouq, 2016).
Similarly, high social media use is associated with depression (Mira & Rangaswamy, 2019). For example, Robinson et al. (2019) found that individuals who were more likely to compare themselves to others, indicate that they would be more bothered by being tagged in unflattering pictures, and less likely to post picture of themselves along with other people were more likely to meet the criteria for Major Depressive Disorders (MDD). Given the mounting evidence that social media use may have some addictive qualities and excessive use may make people more prone to negative emotional states, the following is expected:

H3: Participants with high levels of fear of missing out will have higher social media use.

H4: Participants with high levels of fear of missing out will have a higher rate of social media disorder.
Chapter II: Methodology

The purpose of this research is to investigate whether the fear of missing out is related to perceived stress, academic motivation, and social media. Social media’s widespread usage among college students (Blackwell, Leaman, Tampsch, Osbirne, & Liss, 2017) and the increasing reports of anxiety in this demographic (Reinecke, et al., 2016) make understanding FOMO relevant in our technology filled world. The following method included types of participants that were used, materials that were used, and the produce that was used to answer these questions.

Participants

The participants in this study consisted of 200 undergraduate students from a small midwestern university. Participants ages ranged from 18-35 and were recruited from SONA systems. A majority of the participants in the sample were freshman (61.5% Freshman, Sophomore 24.5%, Junior 7.0%, Senior 7.0%). Most participants in this sample had a smartphone (99.5%).

Materials

To create the survey a number of existing surveys were gather. The survey included questions related to the fear of missing out, academic motivation, perceived stress, and social media use. Completion of the survey took approximately 10 – 15 minutes.

The fear of missing out. FOMO was measured using the scale created by Przybylski, Murayama, DeHann, and Gladwell (2013). This scale consisted of 10 items that measured how life events relate to the fear of missing out with (1 = not at all true of me, 5 = extremely true of me). For example, “I get anxious when I don’t know what my friends are up too.” The scoring ranged from 10 to 50 with higher scores indicated greater amount of fear of missing out. The
reliability of the coefficient alpha of ($\alpha = .87$) (Przybylski, Murayama, DeHann, & Gladwell, 2013; See appendix A).

**Academic motivation.** Academic motivation was measured using the academic motivation scale (AMS-C 28) college (CEGEP) Version (Vallerand et al., 1992). This scale consisted of 28 items that measured a student’s feelings toward his or her academic motivation ($1 = \text{does not correspond at all}, 7 = \text{corresponds exactly}$). For example, “Because with only a high-school degree I would not find a high-paying job later on.” The scoring ranged from 28 to 196 with higher score indicating greater amount of academic motivation. The reliability of the coefficient alpha of ($\alpha = .80$; Vallerand et al., 1992; see appendix B).

**Perceived stress.** Perceived stress was measured using Cohen’s (1994) Perceived Stress Scale (PSS). This scale consisted of ten measurements focusing on how much life events relate to stress ($0 = \text{meaning never}, 4 = \text{very often}$). A possible sample question could look like, “In the last month, how often have you been upset because of something that happened unexpectedly?” The scoring ranged from 0 to 40 with higher scores indicating greater perceived stress. The reliability of the coefficient alpha of ($\alpha = .85$; Cohen, 1994; see appendix C).

**Social media disorder.** Social media disorder was measured using the scale developed by van den Eijnden (2016). This scale consisted of 27 items that measured how much a person used social media. Eijnden used possible questions like, “Have you felt the need to use social media more and more often?” The scoring is dichotomous (e.g. yes or no answers) and then added up for a total composite score (of yes and no). Reliability of the coefficient alpha of ($\alpha = .81$; van den Eijnden et al., 2016; see appendix D).
Procedure

The survey was administered using Qualtrics online survey software. Participants read a consent document prior to beginning the survey. The survey included questions regarding fear of missing out, academic motivation, perceived stress, social media use, and demographic questions. Completion of the survey took approximately 10 – 15 minutes. Respondents were then thanked and provided with additional details about the goals of the study.
Chapter III: Results

Overall, 200 individuals participated in the survey. Participants ages ranged from 18-35 ($M = 1.01$, $SD = .100$). Participants were asked about social media use over the last seven days (2.0% do not use social media, 2.0% less than a half hour a day, 6.0% 1 hour a day, 33.5% 2-3 hours a day, 26.0% 4-5 hours a day, 30.5% more than 6 hours a day). Additionally, participants were asked what social media site they use most frequently with Snapchat being the most frequently used social media site (75.5% snapchat, 61.6% Instagram, 34.7% Facebook, 25.5% TikTok, 20.8% Twitter, 7.9% other, 4.6% Tumbler).

Analyses

To explore Hypothesis 1, a two-tailed Pearson correlation was used. As expected, results showed a significant positive correlation between fear of missing out and perceived stress, $r(199) = .48$, $p < .001$. Those who reported a higher level of fear of missing out also reported greater perceived stress. Therefore, Hypothesis 1 was supported.

To explore Hypothesis 2, a two-tailed Pearson correlation was used to measure results. Contrary to expectations, a significant correlation between the fear of missing out and academic motivation did not exist, $r(199) = .14$, $p = .053$. Hypothesis 2 was not supported.

To explore Hypothesis 3, researchers used a two-tailed Pearson correlation. Results showed a significant positive correlation between the fear of missing out and social media use, $r(199) = .23$, $p < .001$. Those who reported a higher level of fear of missing out also reported greater social media use. Hypothesis 3 was supported.

To explore hypothesis 4, a two-tailed Pearson correlation was used in the study. Unexpectedly, a significant negative correlation between the fear of missing out and social media disorder was discovered, $r(199) = -.37$, $p < .001$. These results suggest that those who reported a
stronger fear of missing out had lower social media disorder scores. Therefore, Hypothesis 4 was not supported.

Table 1

*Correlation Table*

<table>
<thead>
<tr>
<th></th>
<th>Fear of Missing Out</th>
<th>Academic Motivation</th>
<th>Perceived Stress</th>
<th>Social Media Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of Missing Out</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Motivation</td>
<td>0.137</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived Stress</td>
<td>0.484**</td>
<td>0.070</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Social Media Disorder</td>
<td>-0.370**</td>
<td>-0.094</td>
<td>-0.284**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Correlations is significant at the 0.01 level (2-tailed)**
Chapter IV: Discussion

The internet, social media sites, and the ubiquity of highly portable computers like smartphones are making it easier than ever to know what friends and acquaintances are doing. These social networking sites do have positive real-world purposes (e.g., connecting people and new opportunities). However, they may also create anxiety in people as they are faced with virtually constant access to what kinds of activities members of their social network are engaging in at any given moment. The goal of the current study was to explore whether the fear of missing out (FOMO) is related to perceived stress, academic motivation, and social media use.

Consistent with previous research, results showed the fear of missing out was related to both perceived stress and social media use. Those who reported feeling a stronger sense of FOMO were also more stressed and using social media more frequently. These results suggest that FOMO is not a trivial experience. Although we cannot infer a causal direction from these results, a clear connection between FOMO and stress exists. People, in this case students, who are already dealing with stress may be creating additional stress due to FOMO which potentially lead to a stress overload and health issues (Baker, Krieger, & Leroy, 2016). As stated earlier, social media does have addictive tendencies (Grau, Kleiser, & Bright, 2019). Many addictive behaviors are used as means to temporarily relieve anxiety (Grau, Kleiser, & Bright, 2019). It is possible in this case that the people are using social media to cope with FOMO.

One finding from this study that was surprising was the fear of missing out did not have a significant negative association with academic motivation. One reason this could be true is if students are high in intrinsic academic motivation, they do not let the fear of missing out take them away from their studies (Alt, 2015). Another reason academic motivation was expected to be correlated with FOMO was due to the reality that FOMO tends to interfere with everyday life
(Blackwell et al., 2017; Casale et al., 2018; Wegmann et al., 2017; Wolniewicz et al., 2017).

Academics tend to be a part of everyday life for students and FOMO can cause a constant need to be interacting with others as to not miss out. FOMO can be a distracting when an individual could be trying to get schoolwork done thus academic motivation could reduce.

This study also highlighted the significant negative correlation the fear of missing out had with social media disorder. Spending so much time using social media and viewing these activities of others makes an individual feel like he or she is not missing out because he or she is satisfied with the connection they are getting on social media sites. This change in perception of socialization could be hazardous. If individuals become too comfortable only socializing on social media sites it could lead to a decrease in person-to-person interaction. The more time you spend on social media the more isolated you may feel because you are not interacting with real people (Hunt, Marx, Lipson, & Young, 2018).

**Limitations**

The limitations of this research project included the researcher only being able to sample from a small midwestern university. Another limitation this study faced was that no qualitative data was collected. Qualitative data could have helped the researcher to better understand why social media disorder and academic motivation did not have positive associations with FOMO. It could have also provided the researcher with more in-depth data in order to have a more holistic picture of FOMO and what it effects due to perceived stress, social media use, and academic motivation.

**Future Research**

The future of research related to FOMO is still developing and expanding. Since FOMO is still a relatively new concept, many areas of research can be pursued further. Instead of
looking at academic motivation, it would be interesting to see how FOMO effects things such as intrinsic and extrinsic motivation in the workplace. Because social media sites can generally be accessed while working, this may be causing a decrease in work getting accomplished due to social media use to avoid FOMO. All of this depends on the type of position an individual hold and how much access he or she may have to the internet. Another area that needs further investigation is FOMO and perceived stress. Since documentation exists, showing the connection between excess stress and negative health outcomes, exploring ways to relieve stress associated with FOMO can be beneficial.

Another area of future research that needs to occur is looking into moderators of the fear of missing out. As previously mentioned in this study very little research has been done on digital stress. Investigating how digital stress could be a potential mediator and/or a moderator between social media use and FOMO is another need area of research. Individual characteristics may vary with this relationship, but it is worth investigating in order to discover the impact of digital stress on FOMO and social media use.

The last area of investigation should be done on JOMO (the joy of missing out). Much like FOMO, JOMO was termed in the 21st century based on people who do not enjoy being a part of some social situations (Aranda & Baig, 2018). Little to no research has been done on this concept. It would be interesting to see what characteristics are similar and different between people with FOMO and JOMO. It would also be important to formally define this term and get it into literature with FOMO as they may correspond with each other.

To conclude this research is beneficial to adding to future knowledge on the fear of missing out and how it effects academic motivation, perceived stress and social media use. There are many more opportunities to continue research with this concept in order to better understand
how its effects individuals and ways in which interventions could be implemented for the
negative side effects associated with it. Lastly more work must be done in order to help prepare
the next generation (who will grow up with social media already very present in their lives at a
young age) in order to help lessen the effects of FOMO and teach them healthy social media use
tendencies.
References


Appendix A: Fear of Missing Out Scale (FOMO)

Below is a collection of statements about your everyday experience. Using the scale provided please indicate how true each statement is of your general experience. Please answer according to what really reflects your experiences rather than what you think your experiences should be. Please treat each item separately from every other item.

<table>
<thead>
<tr>
<th>Fear of Missing out Scale: FOMOs</th>
<th>Not at all true of me</th>
<th>Slightly true of me</th>
<th>Moderately true of me</th>
<th>Very true of me</th>
<th>Extremely true of me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I fear others have more rewarding experiences than me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I fear my friends have more rewarding experience than me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I get worried when I found out my friends are having fun without me.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4. I get anxious when I don’t know what my friends are up to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It is important that I understand my friends “in jokes.”</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sometimes, I wonder if I spend too much time keeping up with what is going on.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. It bothers me when I miss an opportunity to meet up with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. When I have a good time it is important for me to share the details online (e.g. updating status)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. When I miss out on a planned get-together it bothers me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. When I go on vacation, I continue to keep tabs on what my friends are doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Academic Motivation Scale (AMS-C 28) College (CEGEP) Version

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because with only a high-school degree I would not find a high-paying job later on.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2. Because I experience pleasure and satisfaction while learning new things.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3. Because I think that a college (CEGEP) education will help me better prepare for the career I have chosen.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4. For the intense feelings I experience when I am communicating my own ideas to others.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5. Honestly, I don't know; I really feel that I am wasting my time in school.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>6. For the pleasure I experience while surpassing myself in my studies.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7. To prove to myself that I am capable of completing my college (CEGEP) degree.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8. In order to obtain a more prestigious job later on.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>9. For the pleasure I experience when I discover new things never seen before.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>10. Because eventually it will enable me to enter the job market in a field that I like.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>11. For the pleasure that I experience when I read interesting authors.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>12. I once had good reasons for going to college (CEGEP); however, now I wonder whether I should continue.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>14. Because of the fact that when I succeed in college (CEGEP) I feel important.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
15. Because I want to have "the good life" later on.  

<table>
<thead>
<tr>
<th>Does not correspond at all</th>
<th>Corresponds a little</th>
<th>Corresponds moderately</th>
<th>Corresponds a lot</th>
<th>Corresponds exactly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

WHY DO YOU GO TO COLLEGE (CEGEP)?

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.  

17. Because this will help me make a better choice regarding my career orientation  

18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.  

19. I can't see why I go to college (CEGEP) and frankly, I couldn't care less.  

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.  

21. To show myself that I am an intelligent person.  

22. In order to have a better salary later on.  

23. Because my studies allow me to continue to learn about many things that interest me.  

24. Because I believe that a few additional years of education will improve my competence as a worker.  

25. For the "high" feeling that I experience while reading about various interesting subjects.  

26. I don't know; I can't understand what I am doing in school.  

27. Because college (CEGEP) allows me to experience a personal satisfaction in my quest for excellence in my studies.  

28. Because I want to show myself that I can succeed in my studies.
Appendix C: Perceived Stress Scale (PSS)

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by answering how often you felt or thought a certain way.

<table>
<thead>
<tr>
<th>Perceived Stress Scale- Scale</th>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the last month, how often have you been upset because of something that happened unexpectedly?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. In the last month, how often have you felt that you were unable to control the important things in your life?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. In the last month, how often have you felt nervous and “stressed”?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. In the last month, how often have you felt confident about your ability to handle your personal problems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the last month, how often have you felt that things were going your way?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In the last month, how often have you found that you could not cope with all the things that you had to do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. In the last month, how often have you been able to control irritations in your life?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. In the last month, how often have you felt that you were on top of things?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In the last month, how often have you been angered because of things that were outside of your control?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Appendix D: Social Media Disorder Scale (SMDS)

For the following items answer either yes or no to each question.

Preoccupation
During the past year, have you …

... often found it difficult not to look at messages on social media when you were doing something else (e.g. school work)?

... regularly found that you can't think of anything else but the moment that you will be able to use social media again?*

... often sat waiting until something happens on social media again?

Tolerance
During the past year, have you …

... felt the need to use social media more and more often?

... felt the need to check messages on social media more and more often?

... regularly felt dissatisfied because you wanted to spend more time on social media?*

Withdrawal
During the past year, have you …

... often felt tense or restless if you weren't able to look at your messages on social media?

... regularly felt angry or frustrated if you weren't able to use social media?

... often felt bad when you could not use social media?*

Persistence
During the past year, have you …

... tried to reduce your use of social media, but failed?

... tried to spend less time on social media, but failed?*

... been unable to stop using social media, even though others told you that you really should?

Escape
During the past year, have you …

... regularly used social media to take your mind off your problems?

... often used social media so you didn't have to think about unpleasant things?

... often used social media to escape from negative feelings?*
**Problems**

*During the past year, have you …*

… often not paid attention at school, while doing homework or at work because you were using social media?

… regularly not had enough sleep because you were using social media too late at night?

… regularly had arguments with others because of your social media use?*

**Deception**

*During the past year, have you …*

… regularly lied to your parents or friends about the amount of time you spend on social media?*

… regularly hidden your social media use from others?

… often used social media secretly?

**Displacement**

*During the past year, have you …*

… regularly devoted no attention to people around you (e.g. family or friends) because you were using social media?

… regularly had no interest in hobbies or other activities because you would rather use social media?

… regularly neglected other activities (e.g. hobbies, sport) because you wanted to use social media?*

**Conflict**

*During the past year, have you …*

… had serious problems at school or at work because you were spending too much time on social media?

… had serious conflict with your parent(s) and sibling(s) because of your social media use?*

… jeopardized or lost an important friendship or relationship because you were spending too much time on social media?