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THE RELATIONSHIP BETWEEN FEAR OF MISSING OUT AND ACADEMIC PERFORMANCE: EVIDENCE FROM STUDENTS AT HUNG VUONG UNIVERSITY

Cao Ho Thuy Linh^{1*}, Vi Thi Thanh Ngan², Nguyen Anh Quan³, Nguyen Ngoc Thang⁴,
PhD. Pham Thi Thu Huong⁵

*Correspondence: Cao Ho Thuy Linh

***Detailed author information and related declarations are provided in the final section of this article.*

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ABSTRACT

This study examines the relationship between Fear of Missing Out (FOMO) and academic performance among students at Hung Vuong University, with a particular focus on students from the Faculty of Economics and Business Administration. Drawing on Self-Determination Theory and Social Comparison Theory, the study conceptualizes FOMO as a multidimensional construct including four components: fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior. A mixed-method design was employed, combining literature review and quantitative survey analysis. Primary data were collected from 250 valid responses, and the measurement model included 24 observed variables. The results indicate that all four dimensions of FOMO negatively and significantly affect students' academic performance. Among them, frequent social media checking behavior exerts the strongest effect, followed by need for social connection, self-comparison with others, and fear of missing information. The findings suggest that FOMO is not merely an emotional state but also a behavioral mechanism that interferes with concentration, time use, and learning effectiveness. The study contributes to the growing literature on digital behavior and education by providing empirical evidence from a local Vietnamese university context and offers practical implications for students, lecturers, and universities in reducing the adverse educational consequences of excessive digital engagement.

Keywords: Fear of Missing Out; FOMO; academic performance; social media; university students; higher education; Vietnam.

1. Introduction

In contemporary higher education, students are increasingly embedded in digital environments in which academic activities, communication, and social interaction occur simultaneously. Social media platforms offer substantial benefits by enabling students to access information quickly, maintain peer connections, and participate in academic as well as extracurricular communities. At the same time, these platforms also create new psychological pressures, one of the most prominent being Fear of Missing Out (FOMO), a persistent apprehension that others may be having rewarding experiences from which one is absent. Abel et al. (2016) further demonstrated that FOMO is closely associated with social media engagement and developed a scale to assess this construct in digitally connected environments.

A growing body of research has shown that FOMO is associated with more frequent social media use, problematic smartphone behaviors, distraction in everyday activities, and negative affective outcomes. In educational settings, these patterns are highly relevant because university learning requires self-regulation, sustained concentration, time allocation, and disciplined task completion. Students who are repeatedly drawn into checking notifications, monitoring online activities, or comparing themselves with others may experience fragmented attention, delayed study behavior, and reduced academic effectiveness. Meta-analytic evidence also indicates that FOMO is positively associated with both general social networking site use and problematic social networking site use, reinforcing its relevance as a risk factor in digitally mediated daily life (Fioravanti et al., 2021).

Despite the increasing international literature, empirical studies on FOMO and academic performance remain relatively limited in Vietnam, especially in local university contexts. At Hung Vuong University, students not only face academic responsibilities but also participate actively in online communities, extracurricular events, and peer networks. In such an environment, the pressure to remain constantly updated and socially present may intensify FOMO and, in turn, affect students' attention, study habits, and academic outcomes. This pattern is also consistent with findings by Rozgonjuk et al. (2020), who showed that FOMO contributes to social media-related disruption in daily life and productivity through repeated checking behavior.

Therefore, this study aims to examine the relationship between FOMO and academic performance among students at Hung Vuong University. More specifically, the study investigates four dimensions of FOMO - fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior - and evaluates their effects on students' academic performance. This study is expected to provide empirical evidence from a local Vietnamese university context and to generate practical implications for promoting healthier digital behaviors and more effective learning habits.

2. Research Methodology

This study employs a mixed-method research design, combining qualitative and quantitative approaches. The qualitative stage was used to review previous studies, clarify the concept of FOMO, identify relevant theoretical perspectives, and construct the research model. The quantitative stage was then implemented to test the relationships among variables through a structured student survey. The development and evaluation of the measurement scales in this study are consistent with widely accepted recommendations for scale-based research in the social and behavioral sciences (Boateng et al., 2018).

The study focuses on students from the Faculty of Economics and Business Administration at Hung Vuong University. Primary data were collected from December 2025 to February 2026 through direct and online questionnaires. A total of 300 questionnaires were distributed, of which 250 valid responses were retained after screening, equivalent to a usable response rate of 83.3%. From a methodological perspective, the final sample size is also acceptable for multivariate analysis and is broadly consistent with recommendations regarding sample adequacy in model-based quantitative research (Wolf et al., 2013).

The questionnaire consisted of two sections. The first section collected demographic and academic information, including gender, academic year, major, average daily time spent on social media, current GPA, and devices most frequently used for social media access. The second section measured the research constructs using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The use of a five-point Likert scale is appropriate for measuring attitudes, perceptions, and self-reported behavioral tendencies in educational and social research (Sullivan & Artino, 2013).

Academic performance was treated as the dependent variable and measured through four observed items reflecting learning goal attainment, concentration, study time management, and participation in learning activities. FOMO was modeled as a multidimensional independent construct represented by four dimensions: fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior. Together, these four dimensions were measured with 20 observed items.

The data were processed using SPSS. The analytical procedure included descriptive statistics, reliability testing using Cronbach's Alpha, exploratory factor analysis, and multiple linear regression. Multicollinearity was examined through tolerance and VIF values, while the Durbin-Watson statistic was used to assess residual autocorrelation.

3. Literature Review

FOMO as a multidimensional construct

Fear of Missing Out (FOMO) has emerged as an important concept in research on digital behavior, social media use, and psychological well-being. It is commonly defined as a pervasive apprehension that other people may be having rewarding experiences from which one is absent, accompanied by a strong desire to stay continually connected with what others are doing (Przybylski et al., 2013). In their foundational study, Przybylski et al. not only introduced a validated FoMO scale but also showed that the construct is associated with lower psychological need satisfaction, lower life satisfaction, and stronger social media engagement. This suggests that FOMO should not be viewed merely as a temporary emotional reaction, but as a broader psychological tendency that influences cognition, emotion, and behavior in digital contexts. Abel et al. (2016) extended this line of inquiry by linking FOMO more explicitly to social media use and by providing an empirical basis for its measurement in digitally connected populations.

Later scholarship has further clarified that FOMO is multidimensional in nature. Elhai et al. argued that FOMO is best understood as a construct that involves emotional concern, cognitive preoccupation, and behavioral responses such as repeated checking of digital platforms and heightened online monitoring. Their review also emphasized that FOMO is closely related to negative affectivity and problematic technology use, which means that it extends beyond simple curiosity or social interest and becomes relevant in understanding maladaptive digital engagement. Similarly, Rozgonjuk et al. (2020) found that FOMO contributes to disruptions in daily life and productivity by increasing compulsive checking tendencies across multiple social media platforms.

In the context of this study, treating FOMO as a multidimensional construct is especially important because university students' online experiences are shaped not only by the fear of missing information but also by comparison with peers, the desire to remain socially connected, and habitual checking of social media. A multidimensional approach therefore provides a more comprehensive framework for examining how different manifestations of FOMO may influence academic performance.

Theoretical foundations

One major theoretical lens for understanding FOMO is Self-Determination Theory (SDT). According to Deci and Ryan (1985), human well-being depends on the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When the need for relatedness is insufficiently fulfilled, individuals may become more motivated to seek connection and validation

through external channels, including digital media. In online environments, this need for relatedness may manifest as a constant desire to stay informed about peers' activities, participate in online interaction, and avoid being excluded from social experiences. From this perspective, FOMO can be interpreted as a compensatory response to unmet relational needs.

A second theoretical foundation is Social Comparison Theory. Festinger (1954) proposed that individuals evaluate their own abilities, achievements, and status through comparison with others. Social media amplifies this process because users are continuously exposed to selective and often idealized portrayals of others' lives. As a result, comparison-based thoughts may intensify the feeling that one is missing out on better opportunities, more enjoyable experiences, or greater success. In this way, social comparison provides an important explanatory mechanism linking social media exposure to FOMO-related pressure.

Together, these theories suggest that FOMO is rooted in both motivational and comparative processes. SDT explains why individuals feel compelled to remain connected, while Social Comparison Theory explains why exposure to others' activities may produce dissatisfaction, anxiety, and a perceived sense of exclusion. These theoretical perspectives provide a strong foundation for analyzing FOMO in higher education settings, where students' academic and social identities are still actively developing.

FOMO and problematic digital behavior

A substantial body of empirical research has linked FOMO with problematic forms of digital behavior. Franchina et al. found that FOMO positively predicts problematic social media use and phubbing behavior among adolescents, indicating that individuals with higher FOMO are more likely to develop maladaptive digital habits and compulsive checking tendencies. Their findings suggest that FOMO is not simply associated with the frequency of social media use, but also with dysfunctional patterns of engagement that can interfere with everyday functioning. In addition, Fioravanti et al. (2021), through a meta-analysis, confirmed that FOMO is significantly related to both social networking site use and problematic social networking site use, suggesting that it is not only a motivational concern but also a predictor of maladaptive digital engagement.

Similarly, Elhai et al. concluded that FOMO is closely related to problematic technology use, including smartphone overdependence and excessive online social engagement. They argued that FOMO contributes to a cycle in which individuals repeatedly check digital platforms to regulate uncertainty, maintain social awareness, and reduce psychological discomfort, even though such checking may in fact intensify stress and distraction over time.

This line of research is particularly relevant for the present study because repeated social media checking, online monitoring, and persistent concern about missing information may directly affect students' daily routines. In the context of higher education, these digital behaviors can become especially problematic when they intrude into study sessions, classroom engagement, and independent learning time.

FOMO and academic outcomes

The relationship between FOMO and academic outcomes has received increasing scholarly attention. Prior studies suggest that students with stronger FOMO tendencies are more likely to experience digital distraction, fragmented attention, and weaker self-regulation during learning activities. Alt (2017), for example, showed that students' social media engagement and FOMO are closely related in classroom contexts, where students may use social media not only for communication but also as a response to anxiety about missing out on peer interactions or useful information. This behavior can interfere with concentration and classroom participation. From a broader self-regulation perspective, repeated digital interruption may also reinforce procrastination tendencies, which have long been recognized as a major source of reduced performance and self-regulatory failure in academic settings (Steel, 2007).

Przybylski et al. also reported that FOMO is linked to social media use during lectures, suggesting that the construct has direct implications for students' academic attention and learning discipline. Because effective academic performance depends on sustained concentration, time control, and active engagement in study tasks, repeated interruptions driven by FOMO may reduce learning quality even if each episode appears minor in isolation.

More broadly, the literature suggests that the academic impact of FOMO is likely to occur through multiple pathways. These include excessive social media engagement, compulsive checking behavior, increased comparison pressure, and reduced self-regulation. Therefore, examining FOMO in relation to academic performance requires attention not only to emotional concern, but also to the behavioral routines and cognitive pressures associated with digital participation.

Research gap in Vietnam

Although the international literature on FOMO has grown considerably, empirical evidence from Vietnam remains limited, particularly in the context of higher education outside major metropolitan areas. Existing studies have mainly focused on conceptual discussions, general social media behavior, or broader psychological correlates of digital overuse, while fewer studies have examined

the specific relationship between multidimensional FOMO and academic performance in university settings.

This gap is especially evident in provincial universities, where students' digital behavior may be shaped by different academic, social, and institutional conditions compared with students in large urban universities. In the case of Hung Vuong University, there is still little empirical evidence on how FOMO operates among students in the Faculty of Economics and Business Administration and how its different dimensions may influence academic performance. Therefore, the present study addresses an important gap by examining FOMO as a multidimensional construct and testing its effects on students' academic outcomes in a local Vietnamese university context.

Overall, the reviewed literature suggests that FOMO is a conceptually rich and practically relevant construct that links psychological needs, social comparison, digital behavior, and academic functioning. However, the lack of context-specific empirical evidence in Vietnam justifies the need for further investigation. This study seeks to contribute to that gap by providing evidence from Hung Vuong University and by clarifying how different dimensions of FOMO relate to students' academic performance.

4. Hypotheses and Conceptual Model

H1: Fear of missing information negatively affects students' academic performance.

H2: Self-comparison with others negatively affects students' academic performance.

H3: Need for social connection negatively affects students' academic performance.

H4: Frequent social media checking behavior negatively affects students' academic performance.

The conceptual model therefore includes one dependent variable, academic performance, and four independent variables: fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior.

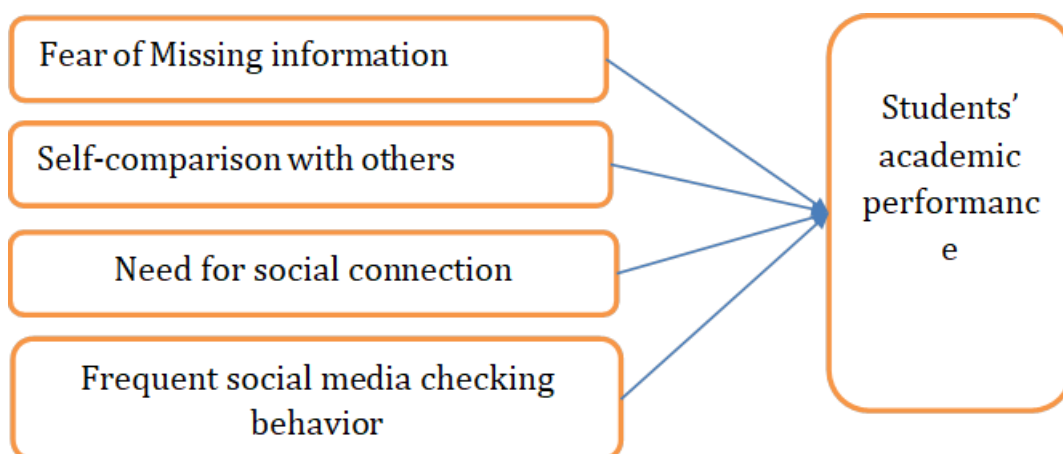


Figure 1: Conceptual model of the relationship between FOMO dimensions and academic performance

5. Results and Discussion

5.1. Descriptive Statistics of the Research Sample

Table 1 presents the descriptive statistics of the research sample, which consists of 250 valid responses collected from students in the Faculty of Economics and Business Administration at Hung Vuong University. The sample covers students from different academic years and majors, thereby providing a relatively broad overview of students’ academic characteristics and learning context.

In terms of gender, the sample includes 153 female students (61.2%) and 97 male students (38.8%). This distribution indicates that female students account for a larger proportion of respondents, which may reflect the actual gender composition of several majors within the faculty. Regarding academic year, the largest proportion of respondents belongs to K21, with 163 students (65.2%). This is followed by K22 with 47 students (18.8%), K23 with 35 students (14.0%), and K20 with only 5 students (2.0%). The results suggest that the sample is heavily concentrated in the K21 cohort, while students from other cohorts are represented at lower levels.

Table 1. Descriptive Statistics of the Research Sample

Characteristic	Category	Frequency	Percent (%)
Gender	Female	153	61,2
	Male	97	38,8
Academic year	K20	5	2,0
	K21	163	65,2
	K22	47	18,8
	K23	35	14,0
Major	Accounting	40	16,0
	Business administration	70	28,0
	Economics	110	44,0
	Banking finance	30	12,0
Cumulative GPA	<2.0	3	1,2
	2.0-2.49	92	36,8
	2.5-3.19	122	48,8
	3.2-3.59	33	13,2

Source: Authors’ calculation based on survey data and SPSS output.

With respect to major, the largest group of respondents comes from Economics, accounting for 110 students (44.0%). The second largest group is Business Administration, with 70 students (28.0%), followed by Accounting with 40 students (16.0%), and Banking and Finance with 30 students

(12.0%). This distribution shows that the sample includes students from multiple majors, although Economics students represent the largest share. Regarding cumulative GPA, the largest proportion of students falls into the 2.5–3.19 range, with 122 students (48.8%). This is followed by the 2.0–2.49 group, consisting of 92 students (36.8%), and the 3.2–3.59 group, with 33 students (13.2%). Only 3 students (1.2%) report a GPA below 2.0. These results indicate that most respondents are concentrated in the medium-to-fairly-good academic performance range, suggesting that the analysis is based on students with varied but generally stable learning outcomes rather than an academically extreme sample. Overall, the descriptive statistics indicate that the sample is relatively diverse in terms of gender, academic year, major, and GPA. At the same time, the concentration of respondents in particular categories, especially female students, K21 students, and those with a GPA between 2.5 and 3.19, should be taken into account when interpreting the findings of the study.

5.2. Students’ Evaluation of FOMO Dimensions

Table 2 presents students’ evaluation of the impact of fear of missing information on academic performance. Overall, this dimension records an average mean score of 3.39, indicating a moderate level of agreement among students. The result suggests that concerns about missing information, online trends, and social updates are relatively common in students’ digital experiences.

Table 2. Students’ Evaluation of the Impact of Fear of Missing Information on Academic Performance

Code	Measurement item	Mean
LO1	I'm worried when I don't know what's going on on social media.	3.44
LO2	I get annoyed when I miss out on new news or trends online.	4.08
LO3	I regularly check social media to avoid missing out on new information.	3.45
LO4	I feel like I'm falling behind if I don't keep up with new information.	2.59
LO5	I feel anxious when I can't access the internet for a long time	2.55
Average		3.39

Source: Authors’ calculation based on survey data and SPSS output.

Among the five observed items, LO2 (“I get annoyed when I miss out on new news or trends online”) records the highest mean score of 4.08, showing that many students are particularly sensitive to missing newly emerging information on digital platforms. This indicates that the

pressure to stay updated with online trends is a noticeable feature of students’ daily social media use. Two other items also report relatively high mean values: LO3 (“I regularly check social media to avoid missing out on new information”) with a mean of 3.45, and LO1 (“I’m worried when I don’t know what’s going on on social media”) with a mean of 3.44. These findings suggest that students not only feel concerned about missing information but also translate this concern into habitual checking behavior. In other words, informational pressure appears to operate both at the emotional level and at the behavioral level. By contrast, LO4 (“I feel like I’m falling behind if I don’t keep up with new information”) has a lower mean of 2.59, while LO5 (“I feel anxious when I can’t access the internet for a long time”) records the lowest mean score of 2.55. These results indicate that although students are concerned about staying informed, they are less likely to perceive a prolonged lack of internet access as a severe source of anxiety. This suggests that fear of missing information among students is more strongly related to the pressure of staying socially and informationally updated than to full psychological dependence on permanent online access. Overall, the descriptive results indicate that fear of missing information is clearly present but unevenly expressed across different aspects. Students appear to be more affected by the need to keep up with new information and trends than by a deeper form of internet-related anxiety. From an academic perspective, this is important because the pressure to remain updated may continuously compete with students’ concentration, reduce the continuity of study sessions, and weaken their ability to devote sustained attention to learning tasks.

Table 3 presents students’ evaluation of the impact of self-comparison with others on academic performance. Overall, this dimension records an average mean score of 3.17, indicating a moderate level of agreement among respondents. This result suggests that social comparison on digital platforms is a noticeable aspect of students’ online experience, although it is not expressed at a very high level.

Table 3. Students’ Evaluation of the Impact of Self-Comparison with Others on Academic Performance

Code	Measurement item	Mean
SS1	I often compare my life to what others share on social media.	3.15
SS2	I often feel that other people have more interesting experiences than me.	3.16
SS3	When I see my friends participating in interesting activities, I feel like I'm missing out on something.	3.25
SS4	I feel pressure when I see other people achieve so much success on social media.	3.16
SS5	I often think about whether I'm missing out	3.17

	on good opportunities.	
Average		3.17

Source: Authors' calculation based on survey data and SPSS output.

The mean scores of the five observed items range from 3.15 to 3.25, showing relatively consistent responses across the items in this dimension. Among them, SS3 (“When I see my friends participating in interesting activities, I feel like I’m missing out on something”) reports the highest mean score of 3.25. This finding indicates that students are most likely to experience comparison-based pressure when they observe their peers engaging in attractive or socially valued activities. In this sense, the feeling of missing out is closely linked to how students interpret the experiences of others on social media. The other items also show moderate agreement. SS5 (“I often think about whether I’m missing out on good opportunities”) has a mean of 3.17, while both SS2 (“I often feel that other people have more interesting experiences than me”) and SS4 (“I feel pressure when I see other people achieve so much success on social media”) record mean values of 3.16. Meanwhile, SS1 (“I often compare my life to what others share on social media”) has the lowest mean score, although only slightly lower, at 3.15. These results suggest that comparison with others is present in multiple forms, including comparison of lifestyle, success, opportunities, and experiences. Overall, the descriptive findings indicate that self-comparison with others is visible at a moderate level and is relatively stable across different manifestations. Students show noticeable agreement with statements suggesting that exposure to others’ activities and achievements on social media may trigger a feeling of missing out. This result confirms that online comparison is not merely passive observation but a meaningful source of psychological pressure. From an academic perspective, such comparison may reduce students’ concentration, increase dissatisfaction or anxiety, and indirectly weaken study motivation and learning effectiveness.

Table 4 presents students’ evaluation of the impact of need for social connection on academic performance. Overall, this dimension records an average mean score of 3.50, which is higher than the average scores reported for fear of missing information and self-comparison with others. This result indicates that the desire to remain socially connected is a relatively prominent aspect of students’ digital behavior.

Table 4. Students’ Evaluation of the Impact of Need for Social Connection on Academic Performance

Code	Measurement item	Mean
NC1	I want to stay on top of what my friends are doing	4.02
NC2	I feel the need to participate in activities that my friends are participating in	3.53
NC3	I regularly follow my friends' activity on	3.59

	social media	
NC4	I feel happy to be updated and participate in the activities of my group	3.52
NC5	I feel uncomfortable not knowing what my friends are doing	2.87
Average		3.5

Source: Authors' calculation based on survey data and SPSS output.

Among the five observed items, NC1 (“I want to stay on top of what my friends are doing”) records the highest mean score of 4.02, suggesting that many students have a strong desire to stay informed about their friends’ activities. This finding reflects the importance of ongoing social awareness and peer connection in students’ online experiences. Two other items also show relatively high mean values. NC3 (“I regularly follow my friends' activity on social media”) has a mean of 3.59, while NC2 (“I feel the need to participate in activities that my friends are participating in”) records a mean of 3.53. In a similar way, NC4 (“I feel happy to be updated and participate in the activities of my group”) has a mean of 3.52. These results suggest that students not only want to observe their peers’ activities but also have a noticeable tendency to remain involved and socially present within peer networks. By contrast, NC5 (“I feel uncomfortable not knowing what my friends are doing”) reports the lowest mean score of 2.87, which is below the neutral-to-agreement threshold observed in the other items. This indicates that although students generally value social connection, they do not strongly experience discomfort in every situation when they are not updated about their friends’ activities. In other words, the need for social connection is present, but it does not always develop into intense anxiety. Overall, the descriptive findings indicate that need for social connection is another important dimension of FOMO and is expressed at a moderately high level among students. The results show that students tend to value ongoing online interaction, social awareness, and the feeling of remaining connected within peer networks. From an academic perspective, this dimension is important because an excessive need to maintain digital social presence may reduce concentration, fragment study time, and weaken students’ ability to sustain attention during learning activities.

Table 5 presents students’ evaluation of the impact of frequent social media checking behavior on academic performance. Overall, this dimension records an average mean score of 3.53, making it one of the highest-scoring dimensions in the study. The result indicates that repeated checking of social media is a relatively common behavior among students and represents a prominent behavioral manifestation of FOMO in their daily lives.

Table 5. Students’ Evaluation of the Impact of Frequent Social Media Checking Behavior on Academic Performance

Code	Measurement item	Mean
HV1	I regularly check my phone for notifications from social media.	3.58
HV2	I find it hard to resist opening social media when I have free time.	3.45
HV3	I often check social media even when I'm studying.	3.58
HV4	I feel restless when I can't check social media for a while.	3.44
HV5	I have a habit of opening social networks several times a day.	3.61
Average		3.53

Source: Authors' calculation based on survey data and SPSS output.

The mean values of the five observed items range from 3.44 to 3.61, showing a relatively consistent pattern across the items. Among them, HV5 (“I have a habit of opening social networks several times a day”) reports the highest mean score of 3.61, suggesting that frequent access to social media is already embedded in students’ daily routines. Similarly, both HV1 (“I regularly check my phone for notifications from social media”) and HV3 (“I often check social media even when I'm studying”) record mean values of 3.58. These findings indicate that checking behavior does not occur only in leisure time but also extends into students’ academic activities, including study sessions. In addition, HV2 (“I find it hard to resist opening social media when I have free time”) has a mean score of 3.45, while HV4 (“I feel restless when I can't check social media for a while”) records the lowest mean in this dimension, at 3.44. Although these two items are slightly lower than the others, they still indicate a noticeable degree of dependence on habitual checking behavior. This suggests that for many students, social media checking is not merely a conscious choice but also a routine response that can occur automatically in daily life.

Overall, the descriptive results indicate that frequent social media checking behavior is the clearest behavioral expression of FOMO among the surveyed students. The mean values in this dimension are relatively high compared with several other FOMO-related dimensions, suggesting that repeated checking behavior has become integrated into students’ daily digital habits. From an academic perspective, this result is particularly important because behavioral interruptions are the most direct mechanism through which FOMO can impair academic performance. Even brief but repeated checking episodes may disrupt concentration, delay task completion, and reduce the efficiency of self-study.

5.3. Reliability and Exploratory Factor Analysis

To assess the internal consistency of the measurement model, reliability analysis was first conducted using Cronbach’s Alpha. As presented in Table 6, all constructs achieved satisfactory

reliability levels, with Cronbach’s Alpha values ranging from 0.832 to 0.881. Specifically, the scale for fear of missing information reported an Alpha coefficient of 0.833, self-comparison with others reached 0.881, need for social connection recorded 0.832, and frequent social media checking behavior achieved 0.859. The dependent variable, academic performance, also showed a high level of reliability with a Cronbach’s Alpha of 0.861. These values all exceed the commonly accepted threshold of 0.70, indicating good internal consistency of the measurement scales. In addition, all corrected item–total correlations were above the acceptable minimum level, suggesting that no observed variable needed to be removed from the analysis. Overall, the reliability results confirm that the scales are sufficiently stable and appropriate for subsequent factor analysis and regression testing

Table 6. Reliability Analysis of the Measurement Scales

Construct	Number of items	Cronbach’s Alpha	Decision
Fear of missing information	5	0.833	Accepted
Self-comparison with others	5	0.881	Accepted
Need for social connection	5	0.832	Accepted
Frequent social media checking behavior	5	0.859	Accepted
Academic performance	4	0.861	Accepted

Source: Authors’ calculation based on survey data and SPSS output.

The validity of the measurement model was then examined through Exploratory Factor Analysis (EFA). For the independent variables, the results of the Kaiser–Meyer–Olkin (KMO) test and Bartlett’s Test of Sphericity indicate that the data are suitable for factor extraction. As shown in Table 7, the KMO value is 0.823, which is well above the minimum recommended threshold of 0.50, demonstrating adequate sampling adequacy. At the same time, Bartlett’s Test of Sphericity is statistically significant with Approx. Chi-Square = 2154.719, df = 190, and Sig. = 0.000, confirming that the observed variables are sufficiently correlated to justify factor analysis. These results provide strong evidence that the correlation matrix is appropriate for identifying the latent structure of the independent constructs.

Table 7. KMO and Bartlett’s Test for Independent Variables

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.823
Bartlett's Test of Sphericity	Approx. Chi-Square	2154.72
	df	190
	Sig.	0

Source: Authors' calculation based on survey data and SPSS output.

The rotated component matrix presented in Table 8 further supports the construct validity of the independent variables. The results show that the observed variables load clearly onto four distinct factors, corresponding to the four theoretical dimensions of FOMO proposed in the research model. Items SS1–SS5 load strongly on the first factor, with loadings ranging from 0.775 to 0.856, indicating that these items consistently represent the construct of self-comparison with others. The second factor consists of items HV1–HV5, with factor loadings from 0.680 to 0.850, confirming the construct of frequent social media checking behavior. The third factor includes items LO1–LO5, with loadings between 0.671 and 0.808, representing fear of missing information. Finally, items NC1–NC5 load on the fourth factor, with coefficients ranging from 0.716 to 0.819, supporting the dimension of need for social connection. Importantly, all factor loadings exceed the commonly accepted threshold of 0.50, and the items cluster according to their intended theoretical constructs without problematic cross-loading patterns. This result indicates satisfactory convergent validity and supports the adequacy of the four-factor structure of the independent variables.

Table 8. Rotated Component Matrix for Independent Variables

	Component			
	1	2	3	4
SS4	0.86			
SS5	0.84			
SS2	0.83			
SS3	0.78			
SS1	0.78			
HV5		0.85		
HV1		0.84		
HV3		0.81		
HV4		0.78		
HV2		0.68		
LO4			0.81	
LO5			0.8	
LO3			0.79	
LO1			0.79	
LO2			0.67	
NC4				0.82
NC5				0.8
NC2				0.77
NC3				0.77
NC1				0.72
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 5 iterations.				

Source: Authors' calculation based on survey data and SPSS output.

For the dependent variable, academic performance, EFA results are also satisfactory. As reported in Table 9, the KMO value is 0.814, indicating adequate sampling adequacy, while Bartlett’s Test of Sphericity is statistically significant with Approx. Chi-Square = 456.409, $df = 6$, Sig. = 0.000. These findings confirm that the data for the dependent construct are also appropriate for factor analysis. Taken together, the reliability and factor analysis results demonstrate that the measurement model possesses acceptable internal consistency and construct validity, thereby providing a sound basis for subsequent regression analysis.

Table 9. KMO and Bartlett’s Test for Academic Performance

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.814
Bartlett's Test of Sphericity	Approx. Chi-Square	456.41
	df	6
	Sig.	0

Source: Authors’ calculation based on survey data and SPSS output.

Overall, the results of Cronbach’s Alpha and EFA indicate that the proposed constructs are measured reliably and validly. The independent variables are grouped into four clear dimensions that match the theoretical framework, while the dependent variable also satisfies the conditions for inclusion in the final empirical model. These findings support the adequacy of the research instrument and justify the use of multiple regression analysis to test the proposed hypotheses.

5.4. Multiple Regression Results

To examine the effects of the four FOMO dimensions on academic performance, the study employed multiple linear regression analysis. The model summary shown in Table 10 reports a correlation coefficient of $R = 0.79$, indicating a relatively strong overall association between the set of independent variables and the dependent variable. The reported $R\text{ Square} = 0.624$ and $\text{Adjusted } R\text{ Square} = 0.618$ suggest that the model explains approximately 62.4% of the variance in academic performance, and 61.8% after adjustment for the number of predictors. If these values are confirmed from the original SPSS output, they indicate a relatively strong explanatory power for a behavioral and educational model. However, because the coefficient table and ANOVA table below reflect a more modest level of overall model effect, these figures should be cross-checked carefully with the original software output to ensure full consistency across tables.

Table 10. Model Summary of the Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.79 ^a	0.62	0.618	0.43	1.95

a. Predictors: (Constant), THV, TNC, TLO, TSS
b. Dependent Variable: THQ

Source: Authors' calculation based on survey data and SPSS output.

The ANOVA results reported in Table 11 indicate that the regression model is statistically significant overall, with $F = 5.190$ and $Sig. = 0.000$. This confirms that the set of predictors, taken together, significantly explains variation in students' academic performance. In other words, the four FOMO-related dimensions jointly contribute to predicting academic outcomes and the model is meaningful for hypothesis testing.

Table 11. ANOVA Results of the Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.477	4	2.37	5.2	.000 ^b
	Residual	111.85	245	0.46		
	Total	121.33	249			
a. Dependent Variable: THQ						
b. Predictors: (Constant), THV, TNC, TLO, TSS						

Source: Authors' calculation based on survey data and SPSS output.

The regression coefficients presented in Table 12 show that all four independent variables have negative and statistically significant effects on academic performance. Specifically, fear of missing information (TLO) has an unstandardized coefficient of $B = -0.188$ and a standardized coefficient of $Beta = -0.186$ ($p = 0.002$), indicating that stronger concern about missing information is associated with lower academic performance. Self-comparison with others (TSS) also has a significant negative effect, with $B = -0.236$, $Beta = -0.198$, and $p = 0.001$, suggesting that the more students compare themselves with others on social media, the lower their academic effectiveness tends to be. Similarly, need for social connection (TNC) exerts a negative and significant influence on academic performance, with $B = -0.221$, $Beta = -0.214$, and $p = 0.000$. Finally, frequent social media checking behavior (THV) has the strongest negative effect among the four predictors, with $B = -0.229$, $Beta = -0.237$, and $p = 0.000$. This indicates that repeated checking of social media is the most influential FOMO-related behavior in reducing students' learning effectiveness.

Table 12. Regression Coefficients for the Effects of FOMO Dimensions on Academic Performance

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2.145	0.395		5.43	0		

	TLO	-0.188	0.06	-0.186	-3.133	0.002	0.983	1.017
	TSS	-0.236	0.071	-0.198	-3.324	0.001	0.983	1.018
	TNC	-0.221	0.061	-0.214	-3.623	0	0.997	1.003
	THV	-0.229	0.057	-0.237	-4.018	0	0.994	1.006

Source: Authors' calculation based on survey data and SPSS output.

The collinearity statistics further confirm that multicollinearity is not a concern in this model. All Tolerance values range from 0.983 to 0.997, while all VIF values remain very close to 1.0, far below the commonly accepted cut-off level of 10. These results indicate that the independent variables are sufficiently distinct from one another and that the estimated coefficients are not distorted by collinearity problems.

Based on the unstandardized coefficients, the regression equation can be written as follows:

$$THQ = 2.145 - 0.188TLO - 0.236TSS - 0.221TNC - 0.229THV$$

This equation indicates that, holding other variables constant, an increase in any of the four FOMO dimensions is associated with a decline in academic performance. In particular, the negative signs of all coefficients consistently support the theoretical expectation that higher levels of FOMO are detrimental to students' learning outcomes.

Taken together, the regression findings support all four proposed hypotheses. The results indicate that students who are more concerned about missing information, more likely to compare themselves with others, more dependent on social connectedness, and more inclined to check social media repeatedly tend to report lower academic performance. From a substantive perspective, these findings suggest that FOMO affects academic performance not only as an emotional experience but also as a set of cognitive and behavioral tendencies that interfere with concentration, time management, and sustained academic engagement. In particular, the fact that frequent social media checking behavior has the strongest negative effect highlights the importance of behavioral interruption as the most immediate mechanism through which FOMO undermines learning effectiveness.

5.5. Discussion

The findings of this study confirm that FOMO is a meaningful factor affecting academic performance among university students. This result is consistent with the broader literature, which suggests that FOMO is associated with stronger social media engagement, greater technological distraction, and weaker self-regulation. The present study extends this line of inquiry by showing

that the relationship is also evident in the context of a local Vietnamese university and that it can be explained more clearly when FOMO is treated as a multidimensional construct rather than as a single psychological state. From the perspective of self-regulatory failure, these repeated interruptions may gradually reinforce procrastination and weaken task persistence, which are both detrimental to academic performance (Steel, 2007). This result also aligns with Abel et al. (2016), who argued that FOMO should be examined not merely as a general emotional concern but as a measurable construct closely tied to patterns of digital engagement.

Among the four dimensions, frequent social media checking behavior exerts the strongest negative effect on academic performance. This result is theoretically plausible because checking behavior represents the most direct and observable pathway through which FOMO disrupts learning. Unlike emotional concern or comparison-based perception, repeated checking behavior directly interrupts study sessions, reduces continuity of attention, and makes it more difficult for students to maintain cognitive engagement with academic tasks. Even when each interruption lasts only a short time, repeated episodes may accumulate and lead to lower study efficiency, weaker discipline, and delayed completion of academic tasks. This finding is in line with Rozgonjuk et al. (2020), who showed that FOMO-driven checking behavior is closely linked to disruption of everyday functioning and reduced productivity.

Need for social connection emerges as the second strongest predictor. This finding supports Self-Determination Theory, particularly the role of relatedness needs in shaping digital behavior. Students who strongly desire to remain connected with peers may become more vulnerable to online distraction, since the need for social presence can compete directly with academic demands. In the university context, where students are exposed to numerous online group interactions and peer activities, this dimension may significantly reduce the capacity to sustain attention on learning-related tasks.

Self-comparison with others also has a significant negative effect on academic performance. This result aligns with Social Comparison Theory and indicates that students who more frequently compare themselves with peers on social media may experience greater dissatisfaction, anxiety, and cognitive distraction. Importantly, the descriptive statistics show that students moderately agree with statements reflecting comparison-based pressure, especially when they see peers participating in interesting activities. This suggests that social media may not only distract students behaviorally but also affect them cognitively by creating a persistent sense of inadequacy or missed opportunity.

Fear of missing information, although the weakest among the four predictors, still has a significant negative influence on academic performance. This finding suggests that the pressure to remain

informed about trends, events, and online developments may continuously compete with students' academic attention. Students may not necessarily experience severe anxiety when disconnected from the internet, but they still show a noticeable tendency to worry about missing information. In academic terms, this informational pressure may reduce the continuity of study, fragment attention, and weaken students' ability to focus deeply on learning materials.

Taken together, the results show that FOMO is not merely an abstract emotional concern. Rather, it operates through interconnected cognitive, emotional, and behavioral mechanisms that directly or indirectly reduce academic effectiveness. The findings also suggest that the academic impact of FOMO should be understood not simply in terms of "time spent online," but more broadly in relation to how digital habits, psychological pressure, and social monitoring shape students' ability to concentrate, manage time, and sustain effort in their studies

6. Implications

This study offers several important implications, both theoretically and practically. From a theoretical perspective, the findings reinforce the argument that FOMO should be conceptualized as a multidimensional construct rather than a single emotional state. By distinguishing among fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior, the study provides a more nuanced account of how FOMO affects academic outcomes. This multidimensional approach extends prior literature by showing that different components of FOMO do not exert identical effects; instead, some dimensions, particularly behavioral checking tendencies, appear to be more directly linked to weaker academic performance than others.

The findings also contribute to the theoretical application of Self-Determination Theory and Social Comparison Theory in the context of digital higher education. The significant role of need for social connection supports the argument that unmet relatedness needs may intensify students' inclination to remain continuously connected online. At the same time, the negative effect of self-comparison with others highlights the relevance of comparison-based psychological pressure as a mechanism shaping academic behavior in social media environments. In this sense, the study broadens current understanding of academic performance by demonstrating that learning outcomes are influenced not only by traditional educational variables, but also by emerging psychological and behavioral pressures associated with digital life.

From a practical perspective, the results suggest that students need to recognize FOMO as a potential academic risk rather than merely a normal aspect of social media use. Since frequent

checking behavior emerges as the strongest predictor of reduced academic performance, students should be encouraged to develop stronger self-regulation strategies in their daily digital routines. This may include setting specific study periods without phone interruption, limiting social media notifications during class and self-study, and building more structured learning habits that reduce opportunities for distraction. In addition, students should be supported in reflecting critically on their tendency to compare themselves with others online, as such comparison may increase dissatisfaction and undermine academic focus.

For lecturers, the findings imply that teaching and course design should take into account the growing challenge of digital distraction. Lecturers can help reduce the negative academic impact of FOMO by designing learning environments that promote engagement, structure, and sustained concentration. For example, clearer study guidance, staged assignments, frequent feedback, and more interactive classroom activities may reduce students' tendency to disengage and return to social media during academic tasks. Lecturers may also integrate discussions of digital self-regulation and responsible social media use into academic advising or student support activities.

For universities, the results suggest the need for a broader institutional response to digital well-being. Universities should consider organizing workshops, counseling programs, or student development activities that address social media use, digital self-control, and learning effectiveness. Such initiatives could help students better understand the academic consequences of FOMO and provide them with practical strategies to manage their online behavior. At the same time, universities may encourage the constructive use of digital platforms for academic purposes, so that social media becomes a tool for learning support rather than a continuous source of distraction and pressure. In the longer term, building a healthier digital learning environment may contribute not only to improved academic performance but also to stronger student well-being and more sustainable learning habits.

Overall, the implications of this study suggest that addressing FOMO in higher education requires a combination of individual awareness, pedagogical adaptation, and institutional support. Because FOMO affects academic performance through multiple pathways, effective intervention should not focus solely on reducing screen time, but rather on helping students regulate their attention, manage their social comparison tendencies, and develop healthier digital engagement in relation to academic life.

7. Conclusion

This study investigates the relationship between Fear of Missing Out and academic performance among students in the Faculty of Economics and Business Administration at Hung Vuong University. Based on a mixed-method approach and survey data from 250 valid respondents, the study demonstrates that FOMO negatively affects students' academic performance through four distinct dimensions: fear of missing information, self-comparison with others, need for social connection, and frequent social media checking behavior.

The regression results show that all four dimensions have statistically significant negative effects, with frequent social media checking behavior exerting the strongest influence. These findings indicate that FOMO is both a psychological and behavioral issue that disrupts concentration, reduces effective time use, and weakens academic effectiveness.

Overall, the study contributes contextual evidence from a local Vietnamese university and provides a basis for future research as well as practical action in digital well-being and student academic support.

8. Limitations and Future Research

This study has several limitations. First, it focuses on students from a single faculty at one university, which limits the generalizability of the findings. Second, the study uses convenience sampling, so the sample may not fully represent the broader student population. Third, the data are based on self-reported questionnaire responses, which may be affected by subjective perception or response bias. Fourth, although the model is statistically significant, its adjusted explanatory power remains limited, indicating that academic performance is also shaped by many other factors beyond FOMO.

Future research should expand the sample to other faculties and universities, incorporate more objective academic measures such as official GPA records, and consider longitudinal designs to examine changes in FOMO and academic performance over time. Future models may also include mediating or moderating variables such as motivation, sleep quality, self-control, learning strategies, digital well-being, or time management.

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Author details

**Cao Ho Thuy Linh^{1*}, Vi Thi Thanh Ngan², Nguyen Anh Quan³, Nguyen Ngoc Thang⁴,
PhD. Pham Thi Thu Huong⁵**

^{1,2,3,4} Student of Economics and business administration, Hung Vuong University, Phu Tho

⁵ Lecturer of Economics and business administration, Hung Vuong University, Phu Tho

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