

Has a Fear of Missing Out Contributed to Phubbing Among Students?

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Smartphones have a negative impact on changes in student behaviour; the social interaction that is done directly has turned into communication with the help of smartphones and internet access. The purpose of this study is to describe the contribution of FoMO to Phubbing in school. The sample consisted of 1534 male students ($n = 646$), female ($n = 888$) spread in junior high schools ($n = 295$), high schools ($n = 734$), and vocational high schools ($n = 505$), which was selected by using the Purposive Random Sampling technique. Data were collected through two questionnaires administered online, namely: (1) internet FoMO (Fear of Missing Out) instruments, and (2) Phubbing instruments. The instrument used was a Likert scale model, with five answer choices. The results showed that the contribution of internet FoMO (X) was significant towards phubbing behaviour (Y), seen from the contribution given by FoMO internet by 35.2% to students' phubbing behaviour.

Keywords: *Fear of Missing Out (FoMO), Phubbing, Predictor, Smartphone.*

Introduction

In the era of 4.0, like now, humans are very dependent on technology. This condition makes technology a basic necessity for everyone. From parents to children, experts to ordinary people also use technology in various aspects of life, from the city to the village. This condition causes individuals to prefer something instant and has an impact on the development of individual creativity (Alizamar & Afdal, 2017; Alizamar Alizamar et al., 2019). One of the technologies that are the basic needs of every person is a smartphone. People tend to prefer smartphones to computers when online, mobile phones have a strong influence on people's social relationships and daily lives, and smartphones have become an integral part of people's daily lives (Roberts et

al., 2014). Although mobile phones have made life easier and more comfortable, their frequent use can lead to cell phone addiction. Mobile addiction is often referred to as maladaptive cell phone usage with a very long duration, resulting in several sleep problems, health symptoms, anxiety, and poor school performance. Cell phone addiction in adolescents is influenced by parental phubbing behaviour; Xie, Chen, Zhu, & He (2019) suggested that parental phubbing is positively related to adolescent cellphone addiction ($\beta = 0.30$, $p < 0.001$).

Phubbing or phone and snubbing is constant use of smartphones and causes a lack of human interaction or the attitude of hurting the other person by using excessive smartphones (T'ng et al., 2018). "Phubbing," is a kind of social exclusion and interpersonal neglect; the word "phubbing" comes from two words: "phone" and "snubbing" and is used to indicate a disruption in social relationships caused by phone cell use (David & Roberts, 2017). In agreement with research of Błachnio & Przepiork, (2018), someone looks at a phone call during a conversation with someone nearby. Phubbing is a culture that arises because of the impact of uncontrolled modernisation. Modern society prefers to do various activities themselves by using various technologies so that they become individualistic and do not care about social conditions (Burlian, 2016). Another thing that explains about phubbing is when an individual sees his cell phone during a conversation with another person, deals with a phone call, and runs away from interpersonal communication (Karadag et al., 2015). Millennial society is faced with a culture that is not in harmony with the values that apply to the general public (Mahani & Nazlinda, 2013).

While phubber is a term for individuals who do phubbing (Hanika, 2015), the results showed individuals who were indicated to have become phubbers would check smartphones an average of 221 times per day (Tecmark, 2014). Even when it doesn't vibrate or ring, they keep checking the smartphone, and 70% -80% of the people who drive uses a smartphone while on the road (Pinchot et al., 2011). Some recent surveys regarding phubbing, said that students find that women spend an average of 10 hours each day on their phones, while men spend an average of 8 hours every day (Roberts et al., 2014). This is in contradiction with the results of Yusnita and Syam's research which reveals that most of the individuals and people around them seem to feel appreciated even if they don't pay attention when they convey the things discussed (Yusnita & Syam, 2017). It happens because people who do these behaviours are phubbers.

Some researchers argue that problematic smartphone behaviour is closely related to the addition of the Internet and may have some similar consequences (Chotpitayasunondh & Douglas, 2016). Excessive use of smartphone's and repeated checking of smartphones are also related to interpersonal relationship problems such as inhibition of interpersonal closeness and the development of trust, disruption of social activities others (Walsh et al., 2008), and insecurity in



romantic relationships (Kuss & Griffiths, 2011). Also, in a recent study, internet addiction was positively related to phubbing behaviour (Karadag et al., 2015). Researchers investigate the predictive value of fear of loss (FoMO), which is described as "fear, worry, and anxiety that people may have in relation to (or not related) to events, experiences, and conversations about phubbing behaviour.

At present, the internet is used by around 3.7 billion people worldwide (InternetWorldStats, 2016). It can be seen from the telecommunications sector, which suggests an increase in smartphone purchases with 4G network support by up to 50% (Çelik et al., 2015; GfK, 2015). Especially many individuals use internet communication applications and social networking sites in communicating or interacting, such as Facebook, WhatsApp, Twitter, and Instagram (Beyens et al., 2016). As a result of this condition, many individuals are afraid of whether or not internet access is called Fear of Missing Out (FoMO). Fear of Missing Out (FoMO) causes feelings of discomfort or anxiety when information from a smartphone is not met through internet access (Young, 2010). Fear of Missing Out (FoMO) is a fear of the absence of the internet, which causes the loss of valuable moments of individuals or groups through cyberspace interaction. The purpose of this study is to investigate the contribution made by the fear of loss (FoMO) of the internet to student's phubbing behaviour.

Methods

This research is a quantitative descriptive study on students of junior high schools, senior high schools, and vocational high schools. The research sample consisted of 1534 male students ($n = 646$), female ($n = 888$) spread in junior high schools ($n = 295$), high schools ($n = 734$), and vocational high schools ($n = 505$), which was selected by using the Purposive Random Sampling technique. Data were collected through two questionnaires administered online, namely: (1) internet FoMO (Fear of Missing Out) instruments, and (2) Phubbing instruments. The instrument used was a Likert scale model, with five answer choices.

The results of the RASCH model analysis for internet FoMO measurements show that item reliability scores are 1.00, meaning that the quality of items for FoMO internet measurement is perfect. Besides that, the sensitivity value of items +1.01 logit (INFIT MNSQ) and the overall sensitivity value of items +0.98 logit (OUTFIT MNSQ) indicate that they are still in the ideal range ($+0.5 > \text{MNSQ} < +1.5$). While the analysis of the RASCH model for measuring phubbing shows that the item reliability score (non-extreme) is 1.00, meaning that the quality of the item for measuring internet usage is perfect. Besides that, the sensitivity value of item answer pattern +1.01 logit (INFIT MNSQ) and the sensitivity value of item answer pattern overall +1.03 logit (OUTFIT MNSQ) indicate that it is still in the ideal range $+0.5 > \text{MNSQ} < +1.5$ (Boone et al.,

2014; Sumintono & Widhiarso, 2015). It indicates that the items on both instruments are of excellent quality for the conditions of the measurements made. Furthermore, the data regarding the contribution of internet FoMO and the final value obtained for the phubbing behaviour of students is processed through simple linear regression analysis.

Results and Discussion

Table 1. Analysis of Linear Regression

Model	R	R Square	Sig.	Durbin-Watson
X.Y	0.594 ^a	0.352	0.000	1.978

The results of the analysis of the contribution of internet FoMO to phubbing behaviour can be seen in Table 1. Based on the analysis of table 1, there is a significant value of 0.000, which states that it is smaller than 0.05 ($0.000 < 0.05$), so it can be concluded that the internet FoMO variable (X) affects the phubbing variable (Y). Besides that, the R-value is 0.594; this indicates the regression coefficient between internet FoMO and phubbing behaviour. It can be seen the R Square value of 0.352, meaning that internet FoMO (X) contributes to phubbing behaviour (Y) of 35.2%.

In comparison, the remaining 64.8% is influenced by other variables that cannot be explained in the study of this paper. In a study conducted on students in India by Davey & Davey (2014), the prevalence of phubbing is as high as 49%, and the findings indicate that the predictors of phubbing are internet addiction, smartphone addiction, fear of lagging, and lack of self-control. Phubbing is negatively correlated with social, relational health, and self-development. Most importantly, 55% of participants reported experiencing depression and difficulty (Davey et al., 2017).

Chotpitayasunondh & Douglas (2016) emphasised that self-control and FoMO were expressed as predictors of phubbing behaviour. Schneider & Hitzfeld (2019) shows that both FOMO and POPC (permanently online and permanently connected) are significantly positively connected with phubbing behaviour but do not play a significant moderation role regarding the norm-phubbing relationship. Also, several studies have found that FoMO is associated with the use of smartphones and problematic social media are predictors of phubbing (Elhai et al., 2016).

The relationship between FoMO and phubbing is based on the phubbing construct, when an individual sees his cell phone during a conversation with another person, deals with a cell phone, and runs away from interpersonal communication. People prefer to use smartphones when online. Individuals accessing social media accounts on smartphones to reduce feelings of anxiety, to access social media requires internet networks related to FoMO. As a result of

excessive access to social media activities that make individuals conduct phubbing behaviour, these activities have a negative impact on relational outcomes such as impression formation (Vanden Abeele et al., 2016). Phubbing which ignores his/her interlocutors with a focus on smartphones related to aggressive relational behaviour; this is based on the construct of relational aggression including giving silent treatment to peers, isolating peers from social groups (A Alizamar et al., 2018). The regression equation can be seen in Table 2.

Table 2. Regression Equations

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	24.795	0.830
Score FoMO	0.702	0.024

Based on the Table 2, the constant value (a) is 24,795, while internet FoMO (b) is 0.702. When entered into the formula for the regression equation $\hat{Y} = a + b1X1$, the regression equation becomes: $\hat{Y} = 24.795 + 0.702X1$. This regression formula shows that every one-point increase in internet FoMO is accompanied by an increase of 0.702 phubbing behaviour. The regression coefficient is positive, so it can be stated that the effect of the internet FoMO (X) variable on student's phubbing behaviour (Y) is positive, which means that an increase in internet FoMO will cause an increase in student's phubbing behaviour. Besides, phubbing is closely related to the addition of Internet quota (Chotpitayasunondh & Douglas, 2016). Internet addiction can cause significant side effects on teenagers' lives, such as anxiety, depression, physical and mental health decline, interpersonal relationships decline, and decreased performance (Wee et al., 2014). Turnbull (2010) asserts that a person who spends a lot of time accessing the internet, has little time to communicate with other people in real-time.

Phubbing is a multi-dimensional phenomenon, namely: smartphone addiction, internet addiction, social media addiction, and game addiction, as well as with psychological and psychosocial factors from compulsive online behaviour (Bulut & Nazir, 2019). FoMO is included in the dimension to predict phubbing or predictor phubbing (Karadag et al., 2015). When examined carefully, it appears that all these addictions themselves are nested and complex. It should be noted that not only is phubbing more general, but the effects might be more impressive than previously thought. For example, an average of 36 cases of phubbing is observed in one restaurant at lunch, which is equivalent to spending 570 days alone while with others. Besides, 87% of teens prefer to communicate through messages rather than face-to-face communication.

The study also provides an overview regarding the results of the analysis of the contribution of the internet FoMO sub variable to students' phubbing behaviour, which can be seen in Table 3.

Table 3. Contribution of Internet FoMO Sub variables to Student's Phubbing behaviour

Sub-variable FoMO Internet	R	R Square	Sig.
1. Autonomy (freedom that individuals have in doing things based on their own choices)	0.553	0.306	0.000
2. Competence (the desire to be the best and tend to feel dissatisfied if others are better than themselves)	0.581	0.337	0.000
3. Relatedness (the desire of individuals to be able to continue to connect with others)	0.469	0.220	0.000

Based on the review of table 3, there is a significant value of 0.000 for sub-variables 1, 2, and 3 which states that less than 0.05 ($0.000 < 0.05$), so it can be concluded that all internet FoMO (X) sub-variables influence the variable of phubbing behaviour (Y). Besides that, the R values for all sub-variables are 0.553, 0.581, and 0.469, and this indicates the regression coefficient between FoMO internet and phubbing behaviour. Furthermore, it can be seen the value of R Square in all sub-variables one to three is 0.306, 0.337, and 0.220. This means that internet FoMO (X), which most contributed to students' phubbing behaviour (Y), is the second sub-variables (competence) of 33.7%, while others are below that. So, it can be stated that the second sub variable has a considerable influence on phubbing behaviour.

Balta, Emirtekin, Kircaburun, & Griffiths's (2018) state that the problematic use of Instagram is directly linked to phubbing by 73%. Similarly, previous studies have a positive relationship between various internet use disorders and phubbing (Błachnio & Przepiorka, 2018). Franchina, Vanden Abeele, van Rooij, Lo Coco, & De Marez (2018) found a relationship between FOMO and phubbing behaviour mediated by PSMU (Problematic Social Media Use). FoMO has a direct and positive predictor of PSMU ($\beta = 0.40, p < 0.001$) and phubbing ($\beta = 0.20, p < 0.001$), which means that FoMO explains more about the use of teen social media than phubbing. Furthermore, if not addressed, phubbing behaviour in schools will have an impact on the low academic achievement of students (Afdal et al., 2019; A Alizamar et al., 2018). Next, it is explained that the distribution of student data by using pictures of data points, form a linear pattern as follows:

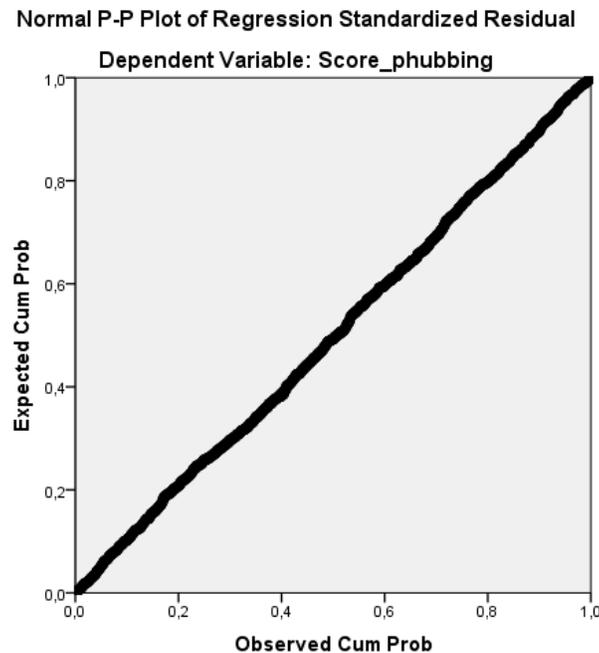


Figure 1. Normal P-P Plot

The normal P-P plot shows the response points given by the sample in the normal distribution forming linear lines or data points, creating normal lines. Data generated from the instrument shows good conditions, and there is no data indicated by outliers because from the picture, it is clear that all data are approaching the normal line. Figure 1 shows that the respondents were serious in giving their answers, the tendency of respondents to do phubbing behaviour. People who engage in phubbing behaviour may not be aware of their actions and behaviour. However, people often find their actions rude, annoying, indifferent, and cold. When individuals use their cellphones, individuals tend not to have eye contact with the speaker, and their body language seems to lack attention. It can intimidate or offend the other person; as a result, such behaviour can reduce communication, and people may feel wholly ignored and unimportant (Bulut & Nazir, 2019). Phubbing behaviour reduces the quality of social interaction, which results in less satisfying and meaningful communication. Phubbing can also have negative consequences on a person's "basic needs" such as ownership, self-esteem, sense of meaning, and control in life, which are basic psychological needs of humans (Maslow, 1971).

Based on the negative impacts presented in figure 1, researchers analysed from the phubbing construct itself; "phubbing is when someone sees his cellphone during a conversation with another person, dealing with cell phones and escaping from interpersonal communication (Karadag et al., 2015)"; from the phubbing construct researchers analysed treatments that were suitable for coping with phubbing behaviour. For this reason, there is the need for guidance and



counselling services with a transactional approach (Maddah-Shoorcheh et al., 2012) to overcome phubbing behaviour. This assumption is based on the construct of phubbing itself, which states it runs away from interpersonal communication, in the direction of a transactional approach that emphasises the dynamics of transactions between people through face to face contact (Syahputra et al., 2019).

Conclusion

This study concludes that the contribution of internet FoMO (X) is significant to the behaviour of phubbing (Y), seen from the contribution given by FoMO internet by 35.2% to the phubbing behaviour of students. The equation of regression is: $\hat{Y} = 24,795 + 0.702X_1$. The regression coefficient is positive, so it can be stated that the influence of the internet FoMO variable (X) on the phubbing behaviour (Y) of students is positive, meaning that an increase in internet FoMO will cause an increase in student phubbing behaviour. So, to reduce phubbing behaviour, students must start by interfering with the FoMO internet first, because if students do not feel afraid of internet access, then fewer and fewer phubbing behaviours occur among students. It is because the two variables are positively correlated with each other, or both can predict one another.

Furthermore, the results of the analysis of the contribution of internet FoMO sub-variables contribute to phubbing behaviour. The sub-variables that contribute the most is the competence sub-variable (the desire to be the best and tend to feel dissatisfied if others are better than themselves). Contributions are given competence of 33.7% of the behaviour of student's phubbing; for that reason, they need for counselling guidance services that focus on preventing fear of internet access to students, because these two variables are positively correlated between FoMO internet with phubbing behaviour.



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