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Analysis of Gender, Age, and Grade Difference on Fomo Score: Study at SMA (SLUA) Saraswati 1 Denpasar

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Abstract

Fear of Missing Out (FoMO) is an increasingly relevant psychological phenomenon for high school students due to the increasing use of social media and social pressure to stay connected. This study aims to investigate the variation of FoMO levels in Saraswati 1 Denpasar High School students by considering demographic factors such as gender, age, and class. Using a cross-sectional descriptive quantitative design, data were collected from 236 students through a FoMO Scale-based questionnaire by Przybylski et al. (2013). The results showed that 40.7% of the students experienced FoMO at a moderate level, with no statistical analysis finding any significant differences based on sex (p = 0.364), age (p = 0.643), or class (p = 0.174). These findings indicate that demographic factors may not be the main factor influencing FoMO levels in this population. This study highlights the need for further exploration of the psychosocial factors that contribute to FoMO, including the influence of social media, peer pressure, and students' emotional regulation. In addition, future research may explore school-based intervention strategies to reduce the impact of FoMO on mental health, such as digital literacy programs and psychological support to improve students' emotional well-being. As such, these findings could provide insights for schools and mental health practitioners in designing more effective approaches to help students manage FoMO and its impacts.

Keywords: Fear Of Missing Out; Social Media; Peer Pressure; Mental Health; High School Students.

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INTRODUCTION

Fear of Missing Out (FoMO) is a psychological phenomenon that describes a person's anxiety or fear of missing out on social experiences that are considered important. This phenomenon is often triggered by the use of social media, where individuals feel the need to stay connected to other people's activities so as not to feel left behind (Elhai et al., 2021; Przybylski et al., 2013; Rozgonjuk et al., 2020; Tanhan et al., 2022). In today's digital era, FoMO is increasingly becoming a special concern, especially for teenagers who have high involvement in online activities and technology-based social interactions. Adolescents are in a phase of psychosocial development characterized by the search for self-identity and strong peer influence, so they are more prone to experiencing FoMO (Rozgonjuk et al., 2021).

High school students are a group that is highly exposed to social media and has a high tendency to experience FoMO. Social media provides easy access to information about the social life of peers, but on the other hand, it can also create social pressure. When a person sees their friends attending a particular event, sharing an interesting experience, or gaining academic achievements, feelings of anxiety and fear of falling behind can arise. FoMO has been linked to a variety of negative impacts on mental well-being, such as an increased risk of stress, anxiety, and depression (Alhaj et al., 2024; Liu et al., 2023; Sultan Ibrahim et al., 2022; Tang et al., 2024). Students who experience FoMO tend to feel pressured by social activities they miss and can spend excessive time on social media to stay connected. As a result, sleep patterns are disrupted, life satisfaction levels decrease, and they are more susceptible to academic pressure.

A number of studies have tried to identify the factors that affect FoMO levels. Demographic factors such as gender, age, and class are often associated with differences in FoMO levels in adolescents. Some studies show that women are more prone to experiencing FoMO than men because they are more concerned about interpersonal relationships and social expectations (Beyens et al., 2016; Elhai et al., 2018; Komala & Rafiyah, 2022; Stead & Bibby, 2017; Yosep et al., 2019). They use social media more often to maintain social relationships and compare themselves to others, which ultimately increases the risk of FoMO. However, some other studies have found that men have higher FoMO scores (Qutishat, 2020; Vonna, 2022). Men tend to be more active in online gaming and other digital activities which can also contribute to higher levels of FoMO.

In addition to gender, age factors are also thought to have a role in the FoMO experience. Younger adolescents tend to be more susceptible to FoMO than older adolescents. This is due to their need for higher social acceptance, as well as a lack of skills in managing their social and emotional expectations (Blackwell et al., 2017; Gul et al., 2022; Rozgonjuk et al., 2021; Wegmann et al., 2021). Older teens tend to be better able to manage social pressures and have a better understanding of their priorities, so they may be less affected by FoMO.

In addition, the grade level or level of education is also a factor that can affect the level of FoMO. Some studies show that students in the early years of high school have higher levels of FoMO compared to students in the final year (Al-Nasa'h & Shadid, 2024; Baltaci & Ersoz, 2022; Perrone, 2016). Students who have just entered high school tend to be more prone to experiencing social anxiety because they are in the process of adjusting to a new environment and want to build a strong social network. In contrast, students in the final year are usually more focused on academic preparation and have a more stable social group, so their FoMO levels may be lower.

Although there are many studies that discuss FoMO in various countries, research on variations in FoMO levels based on demographic factors such as gender, age, and grade level is still limited in Indonesia, especially for high school students. Most of the existing research focuses more on the negative impact of FoMO on mental health and academics, without specifically comparing how demographic factors may affect the FoMO experience among adolescents. Therefore, it is important to explore how these factors play a role in determining FoMO levels in high school students in Indonesia.

This study aims to analyze the differences in FoMO levels based on gender, age, and class in students of Saraswati 1 High School Denpasar. Using a descriptive quantitative approach, the study

will measure FoMO levels in students and see if there is any significant variation based on those demographic factors. The results of this study are expected to provide further insight into the dynamics of FoMO in adolescents and become the basis for the development of more effective intervention strategies in helping students manage social pressure due to FoMO.

RESEARCH METHODS

This study is a descriptive quantitative with cross sectional approach, focusing on gender, age, and grade level difference on FoMO level of SMA (SLUA) Saraswati 1 Denpasar students. This study was conducted in December 2024 at SMA (SLUA) Saraswati 1 Denpasar. Data collection using a questionnaire which was distributed via Google Form®.

FoMO level was measured with FoMO Scale by (Przybylski et al., 2013) where this questionnaire consists of 10 questions using a 5-point Likert Scale to measure variable indicators, where the gradation of respondents' answers starts from the most negative to the most positive categories, including Very Incompatible with Me, Slightly In Accordance with Me, Quite In Accordance with Me, In Accordance with Me, Very In Accordance with Me. Questions are scored 1 to 5 according to the conditions felt by the respondent, so that a score range of 10 - 50 is obtained. The interpretation of the FoMO Scale is as follows:

43 - 50: very high
35 - 42: high
27 - 34: moderate
19 - 26: low
10 - 18: very low

The population of this study is the total number of students of SMA (SLUA) Saraswati 1 Denpasar, where there are 383 students from grade X, XI and XII. The minimum sample size that must be met using the Slovin Formula as follows:

$$n = \frac{N}{(1+Nxe^2)}$$

n = number of samples needed
N = population size
e = error margin

Using the Slovin Formula above with an error margin of 5%, the minimum sample size in this study was 196. The sampling technique uses convenience sampling and 236 respondents were obtained, which means that the number of respondents has met the minimum sample size.

The collected data was analyzed using SPSS version 26 to describe gender, age, and grade difference on FoMO level in SMA (SLUA) Saraswati 1 Denpasar as the research site. The data was analyzed descriptively then test of normality was conducted and finally Mann Whitney U-test and Kruskal-Wallis test were conducted to determine whether there were differences in FoMO scores between gender, age, and grade groups.

RESULTS AND DISCUSSION

Characteristics Responden

Univariate analysis using descriptive analysis was carried out to describe the distribution of respondents based on gender, age, class, and FoMO level. The results of the analysis are shown in table 1 as follows:

Table 1. Respondents' Characteristics

Variable	Frequency	Percentage (%)
Sex		
Male	109	46.2
Female	127	53.8
Age (years old)		
15	57	24.2
16	88	37.3
17	68	28.8
18	22	9.3

19	1	4
Grade		
X	90	38.1
XI	77	32.6
XII	69	29.2
FoMO Level		
Very Low (10-18)	28	11.9
Low (19-26)	79	33.5
Moderate (27-34)	96	40.7
High (35-42)	30	12.7
Very High (43-50)	3	1.3
Total	236	100.0

Table 1 shows that there are 109 male respondents (46.2%) and 127 female respondents (53.8%). The majority of respondents (37.3%) were 16 years old, with 90 students (38.1%) in class X. Meanwhile, the level of FoMO was being observed with the most participants (96 students, 40.7%).

Descriptive Analysis of Gender, Age, and Grades on FoMO Score

Descriptive analysis was also carried out to determine the distribution of FoMO scores based on gender, age, and class. In the analysis of FoMO scores and age, age is grouped into two main categories, namely young age (15 – 16 years old) and middle age (17 – 19 years). This is done because there is only one student who is 19 years old, so it will be easier to do an analysis by creating a category by including one student who is 19 years old into the middle-age category. The results of the analysis are presented in the following table:

Table 2. Descriptive Analysis of FoMO Score with Gender, Age Category, and Grade

	Gender		**Statistic**	**Std. Error**
FoMO Score	Male	Mean	27.35	.684
		Median	28.00	
		Std. Deviation	7.137	
		Minimum	10	
		Maximum	50	
		Range	40	
	Female	Mean	26.51	.627
		Median	26.00	
		Std. Deviation	7.064	
		Minimum	10	
		Maximum	50	
		Range	40	
	Age Category			
FoMO Score	Young Age (15-16 y.o)	Mean	26.82	.579
		Median	27.00	
		Std. Deviation	6.972	
		Minimum	10	
		Maximum	50	
		Range	40	
	Intermediate Age (17-19 y.o)	Mean	27.02	.768
		Median	28.00	
		Std. Deviation	7.324	
		Minimum	10	
		Maximum	50	
		Range	40	

	Grade			
FoMO Score	X	Mean	27.61	.796
		Median	28.50	
		Std. Deviation	7.552	
		Minimum	13	
		Maximum	50	
		Range	37	
	XI	Mean	25.69	.726
		Median	26.00	
		Std. Deviation	6.367	
		Minimum	10	
		Maximum	38	
		Range	28	
	XII	Mean	27.32	.864
		Median	28.00	
		Std. Deviation	7.177	
		Minimum	10	
		Maximum	50	
		Range	40	

Test of Normality

The normality test was carried out as an assumption test to find out whether the data in the distributed group was normal or not. If the data are distributed normally, then the difference test chosen is a parametric test, i.e. a t-test (if there are two groups compared) or ANOVA (if there are 3 or more groups compared). Meanwhile, if the data is not distributed normally, a non-parametric test is performed, namely the Mann-Whitney U test (if comparing between two groups) or the Kruskal-Wallis H test (if there are 3 or more groups compared) (Hastono, 2016).

Table 3. Test of Normality FoMO Score with Gender, Age Category, and Grade

		Kolmogorov-Smirnov[a]		
	Gender	Statistic	df	Sig
FoMO Score	Male	.086	109	.046
	Female	.083	127	.032
	Age Category			
FoMO Score	Young Age (15 – 16 y.o)	.057	145	.200*
	Intermediate Age (17 – 19 y.o)	.103	191	.019
	Grade			
FoMO Score	X	.073	90	.200*
	XI	.054	77	.200*
	XII	.108	69	.045

* This is a lower bound of the true significance

[a] Lilliefors Significance Correction

Table 3 above shows that the Sig. for both sex groups is <0.05 (0.046 for males and 0.032 for females). This also revealed that the Sig. for the middle age category is <0.05 (0.019), so the two data are not normally distributed, therefore the difference test to be chosen is the Mann-Whitney U Test (both gender and age category consist of two groups). Meanwhile, the grade category also shows non-normal distributed data (Sig. 0.045), therefore the difference test to be chosen is the Kruskal-Wallis H Test (grades consist of 3 groups).

Difference Test

Based on the normality test that has been carried out above, a non-parametric difference test is applied, namely the Mann-Whitney U Test for gender groups and age categories, and the Kruskal-Wallis H Test for class groups. The results of the analysis are shown in the following table:

Table 4. Gender – FoMO Score Mann-Whitney U Test

Test Statistic[a]	
	FoMO Score
Mann-Whitney U	6448.000
Wilcoxon W	14576.000
Z	-.907
Asymp. Sig (2-tailed)	.364

[a] Grouping Variable: Gender

Table 4 above reveals the significance value or Asymp. Sig (2-tailed) = 0.364 (> 0.05), meaning that there was no difference in FoMO scores between male and female gender groups at SMA (SLUA) Saraswati 1 Denpasar.

Table 5. Age – FoMO Score Mann-Whitney U Test

Test Statistic[a]	
	FoMO Score
Mann-Whitney U	6361.000
Wilcoxon W	16946.000
Z	-.464
Asymp. Sig (2-tailed)	.643

[a] Grouping Variable: Age Category

The results of the analysis in table 5 show the significance value or Asymp. Sig (2-tailed) = 0.643 (> 0.05), meaning that there was no difference in FoMO Score between the younger and intermediate age groups at SMA (SLUA) Saraswati 1 Denpasar.

Table 6. Grade – FoMO Score Kruskal-Wallis H Test

Test Statistic[a,b]	
	FoMO Score
Kruskal-Wallis H	3.493
df	2
Asymp. Sig.	.174

[a] Kruskal Wallis Test
[b] Grouping Variable: Grade

Table 6 shows Asympt. Sig 0.174 (> 0.05), meaning there was no difference in FoMO scores between students in grades X, XI, and XII.

DISCUSSION

This study aims to measure the level of Fear of Missing Out (FoMO) among students of Saraswati 1 Denpasar High School (SLUA) and identify whether there is a difference in FoMO scores based on gender, age, and grade level. The results showed that most students (40.7%) were at moderate FoMO levels, while the proportion of students with high and very high FoMO levels was smaller (12.7% and 1.3%). Statistical analysis showed that there was no significant difference in FoMO scores based on gender (p = 0.364), age (p = 0.643), or grade level (p = 0.174).

Implications of Findings in the Context of Psychological Theory

The insignificance of differences based on demographic factors can be explained through several psychological approaches. Social Comparative Theory (Putra et al., 2019) states that individuals tend to compare themselves with others to evaluate themselves. However, in a highly

homogeneous environment like high school, students from different demographic backgrounds may have similar social media exposure and social pressures, so their FoMO levels are relatively undifferent. In addition, the Self-Determination Theory (Saeed & Zyngier, 2012) emphasizes that the need for social connectedness is universal and is not necessarily influenced by age or gender differences. In this case, high school students, both boys and girls, have the potential to experience FoMO-related social anxiety to similar levels because they are in a similar stage of psychosocial development.

This finding is in line with the research of (Amimi & Yusra, 2024) which showed that there was no significant difference in FoMO levels by gender ($p = 0.480$). However, these results contradict (Vonna, 2022) research which found that male students have a higher tendency to FoMO than female students ($p = 0.000$). A study in Oman also reported gender differences in FoMO experiences, where male students obtained higher FoMO scores than women ($p = 0.009$) (Qutishat, 2020). On the other hand, some studies show that women are more prone to experiencing FoMO due to their attachment to social relationships and interpersonal expectations (Beyens et al., 2016; Elhai et al., 2018; Komala & Rafiyah, 2022; Stead & Bibby, 2017; Yosep et al., 2019). In addition to gender, the study also found no significant differences based on age and grade level, contrary to previous studies that stated that younger adolescents were more prone to experiencing FoMO due to higher social acceptance needs (Blackwell et al., 2017; Wegmann et al., 2021). Other research also reports that students in the first year of school experience FoMO more often than students in the final year (Al-Nasa'h & Shadid, 2024; Baltaci & Ersoz, 2022; Perrone, 2016). One possible explanation for the results of this study is that technological developments and the increasing use of social media have created a uniform digital environment for students of various ages and school levels. In other words, social media consumption patterns and attachment to online information may have been the dominant factors in the formation of FoMO, so that age and class level factors become less relevant.

In addition, from a cultural perspective, differences in social values in Indonesia can also play a role in how students experience FoMO. A strong collectivistic culture can cause students to focus more on group togetherness, where social pressure to stay connected can be more evenly distributed across age groups and genders (Bhagat & Hofstede, 2002). In an environment that tends to emphasize this togetherness, social pressures may be experienced relatively similarly by all students, which explains the lack of significant differences in FoMO scores.

Other Factors That May Affect

Since demographic factors do not show a significant relationship with FoMO, there may be other variables that are more influential. For example, the duration of social media use, the number of social media platforms used, and psychological aspects such as self-esteem and life satisfaction can have a greater role in predicting FoMO levels. FoMO is often associated with life dissatisfaction and low self-esteem (Elhai et al., 2018; Wegmann et al., 2021), so measuring these variables could help further explain how FoMO develops among high school students.

The distribution of FoMO scores in this study shows that the majority of students have moderate to low FoMO levels. This implies that although FoMO is a real phenomenon, it may not be extreme enough to show significant variation based on demographic characteristics. However, students in the high and very high FoMO categories (14% of the total sample) require further attention as they may be more susceptible to the negative impact of FoMO on mental health.

The results of this study highlight the importance of school-based interventions to help students manage FoMO. Digital literacy programs can equip students with an understanding of healthy social media use, while mindfulness and stress management training helps them cope with FoMO-related anxiety. School counseling services are also needed for students who experience social pressure due to FoMO. Additionally, social awareness campaigns can encourage more meaningful social relationships without over-reliance on social media. By implementing this program, schools can play a role in improving students' mental well-being and helping them develop healthier patterns of social interaction, both in the real world and in the digital environment.

With this study, researchers can explore other psychosocial factors that are more relevant in shaping the FoMO experience, such as the duration and pattern of social media use, the number of platforms used, and the relationship between self-esteem, life satisfaction, and mental health with FoMO levels. Individuals with low self-esteem tend to be more prone to feelings of being left behind, while the use of various social media platforms can increase the risk of FoMO. The results of this study can be the basis for the development of more effective interventions in supporting students' psychological well-being.

CONCLUSION

This study found that 40.7% of students of Saraswati 1 Denpasar High School (SLUA) had a moderate FoMO level, with a relatively even distribution of scores across various gender, age, and grade level categories. Statistical analysis showed no significant differences in FoMO levels based on these demographic factors, indicating that other factors, such as psychosocial aspects or patterns of social media use, may play a greater role in shaping the FoMO experience in students.

In the context of developmental psychology, FoMO can be associated with a basic need for social connectedness. Students who experience high FoMO tend to be more susceptible to social anxiety and academic pressure, which can impact their mental well-being. Therefore, schools need to adopt policies that support digital balance, such as digital literacy programs that teach students about healthy social media use and social expectation management.

The study also opens up opportunities for further study of psychosocial factors that influence FoMO, such as emotional regulation, social support, and peer group pressure. Qualitative studies are also needed to explore students' subjective experiences in dealing with FoMO and its impact on their emotional well-being. This approach can help design more effective interventions, such as self-awareness-based counseling guidance and adaptive coping strategies, to improve students' psychological well-being.

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