Links between Adolescents' Deep and Surface Learning Approaches, Problematic Internet Use, and Fear of Missing Out (FoMO)

# Details

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## Sample

216, 13- to 18-year-old adolescents (51% males and 49% females), studying in two integrative public secondary and high schools in the Northern peripheral area of Israel (Western Galilee), at two different central cities out of seven.

# Abstract

This study was aimed at exploring links between adolescents' deep and surface approaches to learning, Fear of Missing Out (FoMO), and Problematic Internet Use (PIU) by using Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis corroborated the postulated positive links between surface learning, FoMO, and PIU. Moreover, the FoMO construct represented a complimentary mediation between the surface learning approach and PIU constructs. This study may lead to a plausible inference according to which both FoMO and surface learning share a common core characteristic of decreased levels of self-regulation that might lead to PIU. Having students acquire and practice skills of self-regulation might help them control their levels of FoMO, and consequently their PIU at schools or out-of-school learning environments.

# Outcome

The results showed a positive connection between FoMO and PIU (Problematic internet use). The results represent a complimentary mediation of the relationship between surface learning and PIU by FoMO.