

FEAR OF MSSING OUT, BURNOUT AND ACADEMIC RESILIENCE AMONG WORKING SCHOLARS

A Thesis

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By

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List of Abbreviation

Abbreviations	Acronyms
SDT	Self-Determination Theory
FoMO	Fear of Missing Out
BAT	Burnout Assessment Tool
CD-RISC	Connor-Davidson Resilience Scale

Abstract

In modern era, individuals indulge themselves into multiple roles due to increasing life challenges. These multiple roles demand extra energies and time. While attending to the demands of multiple roles, individuals go beyond their capacities and undergo various health and mental health concerns. So, the current quantitative study investigated occurrence of FoMO and burnout in working scholars and explored the role of academic resilience in this process. For this purpose, four hypotheses were tested; 1) Fear of missing out would positively predict burnout among working scholars 2) Academic resilience of would negatively predict burnout working scholars, 3) Academic resilience will moderate the relationship between fear of missing out and burnout and, 4) There would be gender differences on the variables of fear of missing out, burnout, and academic resilience. Non-probability purposive quota sampling technique was used to recruit two hundred participants; one hundred male and one hundred female. The participants with an age range of 21 to 40 years who were studying doing employment were included from undergraduate, postgraduate, and PhD programs. The data was collected using self- designed demographic sheet, fear of Missing Out scale (Przybylski et al., 2013), Burnout Assessment Tool (Schaufeli et al., 2020a) and Conner Davidson Resilience Scale-10 (Connor & Davidson, 2003). The collected data was analyzed using SPSS V.22. The results displayed that FoMO is a significant predictor of burnout (F (1, 223) = 99.45, $p < .001$; R^2 0.308) and academic resilience was found to be non-significant predictor of burnout, (F (1, 223) = 3.738, $p > .001$; R^2 0.016). Moderation analysis showed that academic resilience does not moderate the relationship between FoMO and burnout (F (1.00, 222.000) = 0.984, p = 0.322; R^2 0.333). Lastly, in terms of gender differences,

burnout and academic resilience were found to be significant but there non-significant in FoMO.

Keywords: working scholars, study-work balance, FoMO, burnout, academic resilience