

The Relationship Between Fear of Missing Out and the Ability to Evaluate Information Credibility Among Library Science Students at Universitas Muhammadiyah Sinjai

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ABSTRACT

Research Objective. This investigation seeks to examine the relationship between Fear of Missing Out (FoMO) and the ability to evaluate information credibility among Library Science students at Universitas Muhammadiyah Sinjai, exploring the cognitive processes underlying this dynamic. **Research Method.** An explanatory sequential mixed methods design was employed, involving 38 respondents for the quantitative survey phase and 3 key informants for the subsequent qualitative phase. **Analysis Data.** Quantitative evaluations utilized simple linear regression to determine statistical associations, while textual data were examined using thematic analysis grounded in the ACRL Framework for Information Literacy for Higher Education. **Results.** Statistical analysis revealed a significant positive association between Fear of Missing Out and information credibility evaluation proficiency ($R^2 = 0.325$, $p = 0.000183$). Contrary to the normative premise that FoMO induces analytical disengagement, elevated FoMO scores in this sample were statistically correlated with higher evaluation scores. Qualitative findings provide an explanatory framework for this correlational pattern, indicating that students interpret online pressure through their specialized information literacy training. Rather than succumbing to viral trends, informants reported engaging in systematic cross-verification using academic databases and discounting virality metrics as indicators of factual credibility. Within this context, cognitive vigilance emerged as a key interpretive theme describing how students manage informational tension. **Conclusions.** Among students with specialized library science training, higher levels of FoMO are positively correlated with careful information credibility evaluation. The qualitative phase indicates that academic literature curation practices and literacy foundations help channel the urgency to stay connected into disciplined information verification.

Keywords: *Fear of Missing Out; Information Behavior; Information Credibility Evaluation; Information Literacy.*

A. INTRODUCTION

The contemporary higher education landscape is characterized by intensive social media engagement and rapid electronic information circulation. In Indonesia, university students represent one of the most active demographic segments in the digital environment. According to the Digital 2026: Indonesia report by We Are Social (2026), Indonesian internet users spend an average of over three hours daily

navigating social media platforms. While pervasive connectivity facilitates instant information sharing, it simultaneously introduces substantial socio-psychological pressures. Among these, Fear of Missing Out (FoMO), defined as a pervasive apprehension that others might be having rewarding experiences from which one is absent (Przybylski et al., 2013), has become prominent in higher education. Empirical evidence confirms that a majority of surveyed Indonesian undergraduates exhibit moderate to high levels of FoMO driven by social comparison and continuous connectivity needs (Kurnia et al., 2024). This psychological urgency to monitor timelines continuously raises critical concerns regarding how students allocate cognitive resources when processing online content.

Within academic environments, evaluating information credibility is an essential literacy competency. Students are expected to assess source authority, verify factual accuracy, and identify bias prior to utilizing literature (Blakeslee, 2004). However, empirical observations highlight persistent shortcomings in student practices; for instance, Haliq et al. (2025) found that a substantial proportion of Indonesian university students exhibit passive evaluation habits, frequently accepting online narratives without thorough cross-verification. The theoretical interplay between digital media exposure and evaluative behavior can be understood by integrating Wilson (1999) Information Behavior Theory with the Stimulus-Organism-Response model formulated by Mehrabian and Russell (1974). Continuous exposure to digital platforms functions as an environmental stimulus that triggers internal psychological tension (FoMO) within the user. This affective state theoretically introduces two alternative pathways: it may either strain cognitive bandwidth leading to superficial message processing, or alternatively, prompt adaptive coping mechanisms that reinforce analytical vigilance, particularly among students equipped with formal information training.

Prior scholarly literature addressing these dynamics generally converges into two distinct thematic strands. The first strand underscores the disruptive consequences of cyber-related anxiety, documenting that FoMO is linked to attentional distraction (Al-Furaih & Al-Awidi, 2021), academic procrastination (Balasubramanian & Parayitam, 2023), digital fatigue (Wijaya et al., 2025), and the uncritical forwarding of unverified digital narratives (Ahmed et al., 2023). The second strand examines information literacy competencies in higher education, showing that Library Science students typically demonstrate robust credibility evaluation capabilities and disciplined verification routines (Batubara et al., 2023; Volasoohy & Erlianti, 2026). However, the assumption that functional literacy automatically insulates individuals from digital distress remains contested, as advanced literacy skills do not consistently neutralize emotional strain (Rachmadianty, 2024; Usman et al., 2022).

Synthesizing these two bodies of literature reveals an evident knowledge gap: while prior research has broadly examined FoMO across general student populations, the nature of its relationship with information credibility evaluation among students trained in systematic literature curation remains largely unaddressed empirically. This leaves an open question as to whether digital socio-emotional pressure compromises evaluative rigor, or if formal literacy

competencies serve as an adaptive mechanism that guides critical appraisal. To resolve this empirical ambiguity, this study aims to examine the relationship between Fear of Missing Out and the ability to evaluate information credibility among Library Science students at Universitas Muhammadiyah Sinjai. Furthermore, this research seeks to explore the cognitive routines, verification practices, and evaluative reasoning students employ when navigating digital information under social media pressure

B. METHODS

The methodological framework of this research relied on a mixed-methods strategy structured as an explanatory sequential design, executing the investigation across two successive phases (Creswell, 2014). This approach was specifically chosen because examining the relationship between socio-psychological factors and information evaluation behaviors requires quantitative measurement followed by qualitative inquiry to explain the cognitive mechanisms underlying the statistical trends. The two phases were connected at two distinct integration points: first, at the intermediate sampling stage, where the quantitative survey scores served as the empirical baseline to purposefully select key informants; and second, at the integrative interpretation stage, where qualitative thematic findings were synthesized with statistical metrics to elucidate how students navigate information credibility under digital pressure.

The research was conducted within the Library and Information Science study program at Universitas Muhammadiyah Sinjai. For the quantitative phase, the study adopted a total sampling approach Sugiyono (2017), incorporating all 38 active undergraduate students enrolled in the program. The inclusion criteria required respondents to be actively registered students, regular smartphone and social media users, and willing to participate voluntarily. Utilizing total sampling ensured comprehensive empirical coverage across the entire student population of the department.

For the subsequent qualitative phase, 3 key informants were purposefully selected from the survey respondents to provide explanatory depth. The selection criteria targeted distinct score profiles observed in the quantitative survey: Informant 1 represented high FoMO with high evaluative awareness; Informant 2 represented moderate FoMO with balanced verification habits; and Informant 3 represented high FoMO combined with rigorous search persistence. In addition, all selected informants demonstrated active engagement in academic literature search assignments.

Data collection techniques encompassed primary and secondary data gathering [see figure 1].

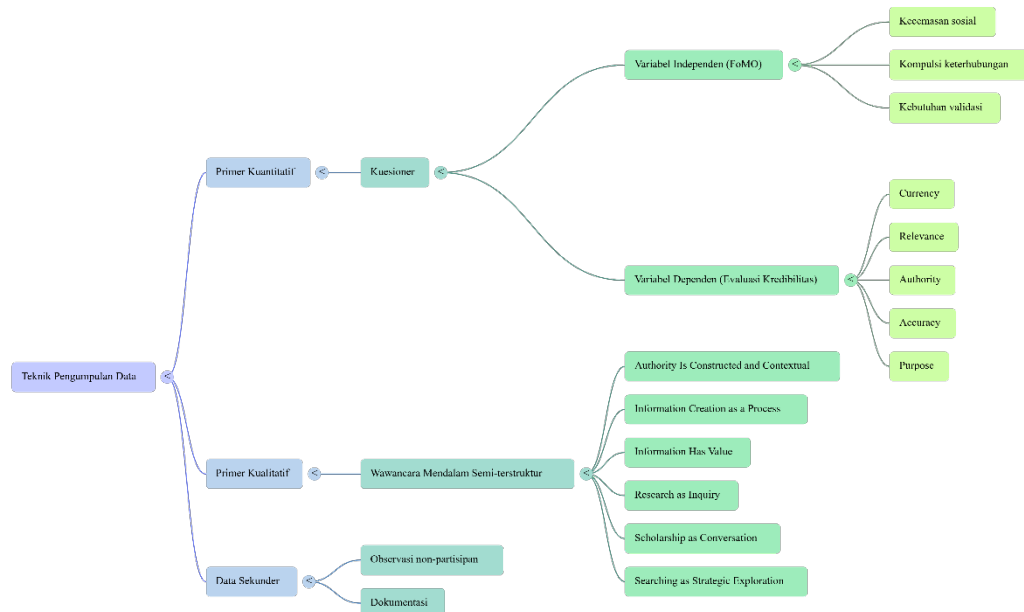


Figure 1. Mapping of Data Collection Techniques

Quantitative primary data were collected using a closed questionnaire distributed on May 10, 2026, utilizing a 5-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The predictor variable, Fear of Missing Out, comprised 10 statement items measuring dimensions of social anxiety, compulsion for connectivity, and validation needs adapted from Przybylski et al. (2013). The outcome variable, Information Credibility Evaluation, comprised 14 statement items measuring currency, relevance, authority, accuracy, and purpose adapted from the CRAAP framework (Blakeslee, 2004).

Qualitative primary data were gathered on June 8, 2026, through semi-structured, in-depth interviews guided by the ACRL Framework for Information Literacy for Higher Education (Association of College and Research Libraries, 2016). Each interview session lasted approximately 30 to 45 minutes, conducted on campus, recorded using audio devices upon obtaining informant consent, and transcribed verbatim for textual processing. Non-participant observations were conducted by observing students' literature curation and timeline-browsing practices in academic settings, while institutional documentation including study program curriculum guides and demographic records served as secondary data to contextualize academic training and behavioral patterns.

Prior to administering the final survey, the instruments underwent quality testing. Item validity was verified using Pearson correlation analysis, where observed r -count values were compared against the critical table value (r -table = 0.320) based on degrees of freedom ($df = N - 2 = 36$) at $\alpha = 0.05$. Internal consistency was evaluated via Cronbach's Alpha, establishing 0.60 as the baseline threshold for satisfactory reliability in social research (Hair et al., 2010) [see table 1].

Quantitative computations were performed using Microsoft Excel Data Analysis tools. Descriptive statistics (mean, median, mode, and standard deviation)

mapped central tendencies and score distributions. Classical assumption tests were conducted prior to inferential testing: the Lilliefors test evaluated normality ($L_{\text{count}} < L_{\text{table}}$), the Deviation from Linearity test evaluated linear relationships ($p > 0.05$), and the Glejser test assessed homoskedasticity ($p > 0.05$) (Gujarati & Porter, 2009). Simple linear regression was subsequently applied to determine the statistical association, regression direction, and predictive capacity of FoMO toward information credibility evaluation performance. Concurrently, qualitative interview transcripts were analyzed following the interactive framework of Miles et al. (2014), encompassing data condensation, data display, and conclusion drawing. Finally, data integration was achieved using a joint display matrix to juxtapose quantitative metrics with qualitative excerpts, explaining the empirical relationship through the lens of ACRL literacy concepts.

C. RESULT AND DISCUSSION

I. Quantitative Phase

a. Instrument Quality

Prior to conducting comprehensive data collection, the research instruments were tested to ensure their feasibility through validity and reliability tests [see table 1]. Pearson correlation analysis confirmed that all statement items across both the Fear of Missing Out and Information Credibility Evaluation variables yielded correlation values exceeding the critical r-table threshold of 0.320 at a 5% significance level, declaring all items valid. Furthermore, the Cronbach Alpha reliability coefficients exceeded the 0.60 threshold, confirming that the instruments possess robust internal consistency

Table 1. Summary of Validity and Reliability Test Results

Variable	Total Items	Valid Items	Pearson Correlation Range (r-count)	Critical Value (r-table)	Cronbach's Alpha	Status
Fear of Missing Out (X)	10	10	0.334 – 0.682	0.320	0.624	Valid & Reliable
Credibility Evaluation (Y)	14	14	0.345 – 0.701	0.320	0.766	Valid & Reliable

b. Analysis Prerequisite

Prerequisite tests were applied to ensure that the empirical data fulfilled classical parametric assumptions, preventing biased regression estimates. The diagnostic evaluations confirmed that the data satisfied all assumptions of normality, linearity, and homoskedasticity [see table 2].

Table 2. Summary of Classical Assumption Test Results

Assumption Test	Statistical Method	Test Statistic / P-value	Critical Threshold	Decision / Conclusion
Normality	Lilliefors	0.091	0.144 ($\alpha = 0.05$)	Normally Distributed
Linearity	Deviation from Linearity	$p = 0.081$	$p > 0.05$	Linear Relationship
Heteroskedasticity	Glejser	$p = 0.214$	$p > 0.05$	Free of Heteroskedasticity

c. Descriptive Analysis

Descriptive statistics mapped the central tendency and dispersion size of each variable [see table 3].

Table 1. Descriptive Analysis of Research Variables

Statistic	Fear of Missing Out (X)	Information Credibility Evaluation (Y)
Mean	19.815	50.868
Median	20	49.5
Mode	20	47
Standard Deviation	3.494	6.818
Minimum	13	35
Maximum	29	70

To provide a standardized framework for interpreting the empirical scores, three-tiered benchmark intervals were established based on the theoretical scale ranges [see table 4].

Table 4. Score Categorization Benchmarks and Empirical Positioning

Variable	Items	Range	Low (Interval)	Moderate (Interval)	High (Interval)	Mean	Category
Fear of Missing Out (X)	10	10 – 50	10 – 23.33	23.34 – 36.67	36.68 – 50	19.815	Low
Credibility Evaluation (Y)	14	14 – 70	14 – 32.67	32.68 – 51.33	51.34 – 70	50.868	Moderate (Approaching Upper Bound)

Referring to Table 4, the empirical mean score for Fear of Missing Out ($M = 19.815$, $SD = 3.494$) falls within the low category. Given that the maximum observed score among respondents reached 29, online connectivity apprehension across this cohort is largely confined to low-to-moderate boundaries. Conversely, the mean score for Information Credibility Evaluation ($M = 50.868$, $SD = 6.818$) is situated within the moderate tier, closely approaching the high boundary. This placement indicates active and structured verification routines during academic literature curation while acknowledging that evaluative practices are not uniformly at the highest threshold.

d. Simple Linear Regression and Hypothesis Testing

Inferential analysis using simple linear regression was applied to determine the statistical association, predictive strength, and significance between the variables [see table 5] and [see table 6].

Table 5. Summary of Estimation Model

Regression Statistics	Value
Multiple R	0.570
R Square	0.325
Adjusted R Square	0.306
Standard Error	5.676
Observations	38

The estimation model indicated a moderate correlation between the variables, evidenced by a Multiple R of 0.570. The R-squared value was 0.325, indicating that the regression model with FoMO as the predictor accounts for 32.5% of the variance in students' information credibility evaluation scores. The remaining 67.5% of the variance is attributable to external factors not examined within this model.

Table 6. Regression Coefficients and Significance

Model	Coefficients	Standard Error	t Stat	P-value
Constant	28.799	5.372	5.360	0.000005
Fear of Missing Out	1.113	0.267	4.169	0.000183

Table 6 defines the linear regression equation: $Y = 28.799 + 1.113X$. The constant (28.799) represents the projected baseline evaluation score when FoMO is zero. The positive regression coefficient of 1.113 ($t = 4.169$) indicates a positive directional relationship: each single-unit increase in FoMO score statistically predicts an increase of 1.113 points in the credibility evaluation score. The significance probability was $p = 0.000183$, falling well below the 0.05 threshold and thereby supporting the alternative hypothesis. Within this sample, Fear of Missing Out displays a statistically significant positive relationship with students' information credibility evaluation capabilities.

2. Qualitative Phase

To explore the cognitive and evaluative processes students employ when navigating information credibility under digital pressure, the qualitative phase examines the six ACRL information literacy frames based on interview transcripts with three key informants:

a. Authority Is Constructed and Contextual

Exposure to rapid online content prompts critical reflection regarding source authority. High dissemination rates are not automatically equated with factual accuracy. Informant 2 noted, "If there is a viral news story shared by many people, the probability of it being true is 50-50. I have to cross-check first whether the news is truly valid or just an internet trend". This evidence indicates that apprehension

regarding unverified content encourages students to examine source authority rather than accepting trending narratives at face value.

b. Information Creation as a Process

Informants demonstrated mature epistemological understanding regarding the information quality hierarchy based on its creation process. They specifically dissect the fundamental differences between virtual content production and rigorous scientific publication procedures. Informant 1 explained, *"Publishing a journal article must go through many stages, planning, and peer review. This is different from social media like TikTok which has no reviewers. People can directly upload videos without data validity testing"*. Awareness of this creation process acts as an intellectual shield, preventing students from equating fast-paced viral content with thoroughly tested scientific knowledge.

c. Information Has Value

Students positioned themselves as critical entities who appreciate the ethical and moral value of information. They highlight the dangers of information commodification on social media, which often sacrifices empathy for virtual popularity. Informant 1 highlighted, *"Many people prioritize viral existence on social media rather than providing help during an accident. Human empathy is lost just for validation"*. This ethical grounding restricts their consumption of useless content and helps maintain their professional integrity amidst the fear of missing out.

d. Research as Inquiry

Instead of being passive toward trend exposure, the research subjects showed a strong tendency to initiate independent investigation processes whenever faced with controversial issues. Informant 3 stated, *"I search for it first on the internet. If the information is true, only then do I believe it"*. Informant 1 added, *"I always find out first where the information comes from, because there are reliable sources and unreliable ones"*. This internal curiosity is channeled through proper inquiry methodology, effectively minimizing the potential of blindly accepting disinformation.

e. Scholarship as Conversation

By navigating the diversity of modern information formats, students can place various types of literature in the appropriate proportion within the discourse. Audiovisual educational content is acknowledged as part of the academic conversation, but is not considered strong enough to monopolize the authority of primary literature. Respondent 2 noted, *"Educational channels on social media cannot be used as primary references. Those channels can only be used as supporting references."* They understand that science is an ongoing dialogue that requires accountable fundamental theoretical foundations.

f. Searching as Strategic Exploration

The students' cognitive resilience is most visible in their strategic search commitment. They suppress social compulsion urges to complete academic targets and are willing to sacrifice convenience to explore databases precisely. Informant 3 emphasized, *"I personally prefer finding references that are hard to get but have good quality results, compared to references that are easy to get but have poor results"*. Informant 2 confirmed, *"In my opinion, working on academic assignments must be*

prioritized first. Viral information can be seen afterwards". This dynamic proves that the overflow of viral currents does not hijack the students' executive focus when formulating academic problem-solving strategies.

Discussion

1. Fear of Missing Out as a Psychological Stimulus

The descriptive analysis recorded an empirical mean FoMO score of 19.815 across a theoretical scale range of 10 to 50. Categorized against the established benchmarks, this score positions the Library and Information Science students within a low-to-moderate tier of connectivity apprehension. Rather than reflecting an extreme addiction to social media, this finding indicates that students experience a measured, baseline urge to stay informed about contemporary discussions and peer activities. This contextual observation aligns with Kurnia et al. (2024), who noted that continuous connectivity expectations and social comparison frequently induce FoMO among Indonesian undergraduates, compelling them to monitor digital timelines to maintain relational relevance. In this setting, the phenomenon does not necessarily manifest as uncontrollable doom-scrolling, but rather as an underlying sensitivity to emerging news and social discourse.

Interpreted through the Stimulus-Organism-Response (SOR) framework of Mehrabian and Russell (1974), high-velocity digital media streams act as persistent environmental stimuli that continually engage the individual's perception. This environmental input places students in an affective organism state characterized by the internal tension of FoMO. In accordance with Wilson (1999) Information Behavior Theory, easy device accessibility and widespread platform notifications act as activating mechanisms that heighten the need to acquire real-time information. However, when digital influx remains unregulated, constant alerts can elevate cognitive load and lead to what Wijaya et al. (2025) categorize as digital fatigue. Consequently, the moderate FoMO documented here represents an active psychological stimulus an affective state that continually exerts pressure on the student's cognitive bandwidth during daily academic routines.

2. Information Credibility Evaluation Competence

Regarding the outcome variable, the credibility evaluation assessment yielded an empirical mean score of 50.868 out of a theoretical maximum of 70. Evaluated against the established three-tiered benchmark, this score places the cohort in the upper boundary of the moderate category, closely bordering the high-competence tier. This metric indicates that the surveyed students consistently maintain structured engagement in source verification routines during academic coursework. This pattern corroborates previous empirical investigations by Volasoohy and Erlianti (2026) as well as Batubara et al. (2023), which documented that Library and Information Science students typically exhibit elevated credibility awareness, methodological rigor, and an institutional habit of cross-verifying online narratives.

This evaluative orientation is largely grounded in the disciplinary curriculum of Library and Information Science. Through coursework focused on knowledge organization, indexing, and information curation, students internalize standard evaluative criteria specifically source authority, publication currency, and algorithmic bias. Consequently, when managing academic literature, they systematically prioritize peer-reviewed scholarly publications over instant social media streams. This finding substantiates the perspective of Usman et al. (2022), who posited that functional information literacy instills critical discipline that safeguards users against misleading narratives. By recognizing that algorithmic visibility does not equate to factual veracity, students apply methodical curation practices that mitigate the influence of unverified digital claims

3. The Transformation of Anxiety into Cognitive Vigilance

Simple linear regression analysis revealed a statistically significant positive association between FoMO and information credibility evaluation scores ($b = 1.113$; $p = 0.000183$), with the model explaining 32.5% of the evaluation variance ($R^2 = 0.325$). While broader cyberpsychology literature commonly reports that digital pressure correlates with academic distraction (Fitriani and Ardelia, 2026), the positive directional trend observed in this specific academic cohort requires integrative explanation through qualitative inquiry [see table 7].

Table 7. Joint Display of Quantitative Results and Qualitative Explanations

Quantitative Statistical Result	Informant Profile	Qualitative Framework (ACRL)	Verbatim Interview Excerpt	Integrative Interpretation
Positive regression coefficient ($b = 1.113$, $t = 4.169$, $p = 0.000183$). Each single-unit increase in FoMO score statistically predicts an increase of 1.113 points in the evaluation score.	Informant I (Library Science Student)	Information Creation as a Process & Information Has Value	"Publishing a journal article must go through many stages, planning, and peer review. This is different from social media like TikTok which has no reviewers..." and "Many people prioritize viral existence on social media rather than providing help... Human empathy is lost just for validation."	Epistemological awareness of scholarly publication standards and ethical accountability prevents students from treating instant viral content as validated evidence, turning the fear of missing out on trends into an ethical filter for literature curation.

Quantitative Statistical Result	Informant Profile	Qualitative Framework (ACRL)	Verbatim Interview Excerpt	Integrative Interpretation
The regression model accounts for 32.5% of the variance in evaluation scores ($R^2 = 0.325$). Mean evaluation score remains above the scale midpoint ($M = 50.868$ out of 70).	Informant 2 (Library Science Student)	<i>Authority Is Constructed and Contextual & Scholarship as Conversation</i>	"If there is a viral news story shared by many people, the probability of it being true is 50-50. I have to cross-check first whether the news is truly valid or just an internet trend" and "Educational channels on social media cannot be used as primary references..."	The urgency associated with FoMO prompts critical deconstruction of source authority. Students reject virality metrics as indicators of factual veracity and systematically subordinate informal social media posts beneath peer-reviewed scholarship.
Directional empirical pattern: Higher FoMO scores within this sample are aligned with increased search persistence and thoroughness.	Informant 3 (Library Science Student)	<i>Research as Inquiry & Searching as Strategic Exploration</i>	"I personally prefer finding references that are hard to get but have good quality results, compared to references that are easy to get but have poor results" supported by Informant 1: "I always find out first where the information comes from..."	The drive to remain informed is channeled into independent search persistence, motivating students to exhaustively query scientific databases for verified literature.

Grounded in this joint display matrix, cognitive vigilance serves as a central interpretive theme that contextualizes the positive association between the two variables. When navigating high-velocity digital media, students experience tension between monitoring online trends and upholding academic verification standards. The concern over citing inaccurate claims motivates them to channel the affective drive of FoMO into structured cross-verification routines across scholarly databases prior to utilizing information.

4. Theoretical Implications

The empirical integration of these findings extends existing conceptual boundaries regarding how digital psychological strain intersects with information literacy in higher education. Prior investigations by Al-Furaih and Al-Awidi (2021), Balqis and Syaikh (2023), as well as Ahmed et al. (2023) established a dominant premise that Fear of Missing Out invariably compromises cognitive focus, inducing academic disengagement and uncritical content dissemination. In contrast, the

positive association documented in this study challenges the universality of that assumption by demonstrating that the behavioral expressions of FoMO are strongly contextualized by disciplinary background and professional identity.

Within the architectural framework of Wilson (1999) Information Behavior Theory, affective stressors often function as an activating mechanism that drives individuals to seek information. While such pressure typically yields erratic or superficial browsing among general users, the findings here indicate that professional information training serves as an essential cognitive regulator. The internalization of standards from the Association of College and Research Libraries transforms what would otherwise be disruptive emotional tension into systematic, persistent inquiry across scientific databases.

Furthermore, this dynamic offers an important refinement to the Stimulus-Organism-Response model formulated by Mehrabian and Russell (1974). Environmental cyber stimuli generate the internal affective tension of FoMO within the student organism; however, the subsequent behavioral response does not manifest as avoidance or analytical paralysis. Instead, the specialized evaluative habits instilled by the curriculum guide students toward constructive approach behaviors, specifically thorough cross-verification and the deconstruction of source authority. This observation adds vital depth to the arguments of Rachmadianty (2024) and Usman et al. (2022). Information literacy should not be conceptualized as an emotional shield that erases digital anxiety, but rather as an intellectual apparatus that equips students to harness and redirect that psychological urgency into rigorous literature curation.

E. CONCLUSION

Based on the explanatory sequential mixed methods investigation involving 38 students in the Library and Information Science study program at Universitas Muhammadiyah Sinjai, Fear of Missing Out (FoMO) exhibits a statistically significant positive relationship with students' information credibility evaluation capabilities. The findings indicate that within this specific academic cohort, the socio-psychological drive to maintain digital connectivity does not necessarily correspond with analytical disengagement during academic tasks. Instead, qualitative insights reveal that students navigate digital information through the lens of advanced information literacy frameworks. Informants reported channeling the affective urgency to remain informed into structured inquiry routines, systematically cross-verifying online claims against academic databases, and discounting virality metrics as indicators of factual veracity. In this context, cognitive vigilance serves as an informative interpretive concept illustrating how specialized curricular training guides affective online pressure into disciplined literature evaluation practices.

Several practical and academic recommendations emerge from these outcomes. First, the Library and Information Science Study Program is encouraged to sustain and refine its information literacy curriculum by incorporating modules on digital self-regulation and emotional management when handling online disruptions. Second, while connectivity apprehension is accompanied by thorough

evaluation habits in academic contexts, students are advised to maintain balanced screen-time routines to prevent cognitive fatigue arising from continuous information exposure. Finally, future research should consider expanding the empirical scope by examining student populations across diverse academic disciplines to investigate whether similar evaluative tendencies occur among individuals without formal information management education. Integrating additional psychological constructs, such as academic self-efficacy, may also offer broader insights into the complex dynamics of digital information behavior.

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