



SOCIAL CONSTRUCTION OF FOMO (*FEAR OF MISSING OUT*) FOR PSYCHOLOGICAL WELL-BEING AMONG GENERATION Z

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Abstract:

The Fear of Missing Out (FOMO) phenomenon has become increasingly prominent among Generation Z as social media use has expanded, raising concerns about psychological well-being. This study aims to explain how FOMO is socially constructed through digital interactions and how it influences the mental health of Generation Z. Using a qualitative case-study approach, data were collected from Generation Z individuals, social observers, and psychologists through in-depth interviews and observations of social media behavior. The findings reveal that FOMO emerges primarily through social comparison, constant digital visibility, and perceived pressure to remain socially relevant. These conditions contribute to heightened anxiety, emotional distress, and reduced life satisfaction. This study offers a novel contribution by conceptualizing FOMO as a socially constructed experience rather than solely an individual psychological response. The results highlight the importance of social awareness and critical engagement with digital content. Practically, the findings suggest the need for media literacy education, emotional regulation strategies, and strengthened social support to mitigate the adverse psychological effects of FOMO among Generation Z.

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INTRODUCTION

In recent years, Fear of Missing Out (FOMO) has emerged as a critical social-psychological issue, particularly among Generation Z, whose daily lives are deeply intertwined with digital technology and social media. This phenomenon is important for society at large because psychological well-being constitutes a fundamental indicator of individual and social health. Excessive engagement with social media platforms exposes young people to ongoing social comparison, idealized portrayals of life, and perceived social exclusion, which can undermine emotional stability and life satisfaction. Empirical evidence indicates that unmanaged FOMO is associated with increased anxiety, stress, and psychological distress (Bloodhart, 2024; Hashanah, 2024; Alutaybi et al., 2023). Therefore, understanding FOMO is not merely an individual concern but a broader societal issue that affects mental health resilience, productivity, and social harmony among younger generations.

Despite its growing relevance, the problem of FOMO remains insufficiently managed in everyday life, particularly among Generation Z. In practice, many young individuals experience persistent pressure to remain connected, respond instantly, and

participate in online trends, even when such engagement negatively affects their mental health (Li et al., 2022; Klapp et al., 2024). Field observations and recent studies show that Generation Z often normalizes emotional exhaustion, sleep disruption, and feelings of inadequacy as unavoidable consequences of digital life. In Indonesia, where social media penetration is high and collectivistic values emphasize social belonging, FOMO is intensified by social expectations and peer validation (Ross et al., 2022). This condition illustrates a real-world phenomenon in which FOMO is socially reproduced and reinforced, yet rarely critically reflected upon or regulated at the individual or community level.

Previous studies have extensively examined the relationship between FOMO and psychological well-being. Research by Assunção et al. (2025) and Beemer et al. revealed that FOMO can increase levels of anxiety and depression in adolescents, especially those who are active on social media. Meanwhile, studies by Champ et al. (2022), Newaz et al. (2023), and Zhang et al. (2022) highlighted that FOMO affects sleep quality and concentration among Generation Z, thereby impacting their mental health. These studies show that FOMO significantly impacts an individual's psychological well-being. However, although many studies have discussed the adverse effects of FOMO, no study has explicitly examined the social construction of FOMO and its relationship with psychological well-being among Generation Z in Indonesia. This study aims to fill this gap by further exploring how FOMO is socially constructed and its effects on the psychological well-being of young people in Indonesia.

This study offers a state-of-the-art contribution by positioning FOMO as a socially constructed phenomenon rather than solely an individual psychological condition. The novelty of this research lies in integrating social construction theory with psychological well-being to explain how Generation Z interprets, internalizes, and negotiates FOMO within Indonesia's socio-cultural environment. Unlike prior studies that primarily focus on outcomes, this research emphasizes the processes by which social media discourse, peer expectations, and cultural values collectively produce FOMO experiences. Addressing this gap is important because without understanding these social mechanisms, interventions remain fragmented and less practical in promoting sustainable mental well-being.

Accordingly, this study seeks to answer the following research problem: How is FOMO socially constructed, and how does this construction influence the psychological well-being of Generation Z in Indonesia? The central argument of this study is that FOMO is not merely a personal emotional response but a socially shaped experience embedded in digital interaction patterns and cultural expectations of belonging. By uncovering this relationship, the study offers original insights into social psychology and mental health research, providing a contextualized understanding of FOMO and a foundation for culturally sensitive psychological interventions to improve the well-being of Generation Z in Indonesia and similar socio-cultural settings.

RESEARCH METHOD

This study uses a qualitative case-study design to examine the social construction of FOMO and its impact on psychological well-being among Generation Z in Indonesia (Cole, 2024; Scharp, 2021). This approach was chosen to explore, in depth, individuals' experiences and perceptions of FOMO and its effects on their psychological well-being within a broader socio-cultural context. The case study design enables researchers to

understand the phenomenon from participants' perspectives by attending to the subjective aspects that shape their experiences. The Research is focused on several major cities in Indonesia. The selection of these locations is based on the high prevalence of social media users in these cities and on the socio-cultural diversity that shapes interaction patterns and public perceptions of the FOMO phenomenon. In addition, these areas represent the typical social dynamics among Generation Z, making it relevant to study the impact of FOMO on their psychological well-being.

The data in this study were collected using three main techniques: in-depth interviews, focus group discussions (FGDs), and surveys, involving 78 informants. In-depth interviews were conducted with 24 members of Generation Z, including students and young workers, to explore their personal perceptions of FOMO and its impact on psychological well-being. FGDs were conducted with 18 participants, organized into three groups, to obtain collective insights into how FOMO is experienced and managed within their social context. Additionally, surveys were administered to 36 respondents to quantitatively measure levels of anxiety, stress, and depression associated with FOMO, as well as to identify social patterns linked to the phenomenon. By combining qualitative and quantitative data from these 78 participants, the study provides a comprehensive understanding of the social construction of FOMO and its implications for the psychological well-being of Generation Z.

Data analysis was conducted using thematic analysis techniques, which include several stages. The first stage is data coding, where interviews, discussions, and surveys are analyzed to identify themes relevant to FOMO and psychological well-being. The second stage is theme categorization, in which patterns and relationships among themes are determined to form a more comprehensive understanding of the phenomenon. The final stage is data interpretation, which connects the findings to existing theories and explores the social meaning of the research results (Byrne, 2022; Campbell et al., 2021). The validity of the findings is ensured through data triangulation, namely, comparing the results of interviews, FGDs, and surveys to ensure consistency and accuracy.

This approach aims to provide a comprehensive understanding of the relationship between the social construction of FOMO and the psychological well-being of Generation Z. The study explores how social media shapes perceptions, social comparisons, and emotional responses, affecting mental health among the younger generation. By examining individual experiences and collective social interactions, it identifies the mechanisms through which FOMO develops and influences anxiety, stress, and life satisfaction. The findings are intended to offer practical recommendations for managing FOMO, promoting emotional regulation, and supporting psychological well-being within the social and cultural context in which Generation Z engages with digital environments.

RESULTS AND DISCUSSION

Results

This study identifies three key findings on the social construction of FOMO and Generation Z's psychological well-being. FOMO is shaped by social comparison on social media, often causing anxiety despite awareness of its adverse effects. Social support reduces this impact, while social media both intensifies anxiety and offers resources to strengthen psychological resilience when used wisely.

Socially Constructed Anxiety in Digital Interaction

Socially constructed anxiety in digital interaction refers to how Generation Z experiences anxiety, worry, and fear of exclusion as a result of continuous engagement with social media environments. In the field, this anxiety is not perceived merely as an individual emotional reaction, but as a product of social construction shaped by digital interaction patterns, peer visibility, and socially shared expectations. This sub-finding illustrates how social media platforms create constant exposure to others' activities, which encourages individuals to monitor their own social involvement and relevance. In this context, anxiety arises when individuals feel pressured to remain connected, informed, and actively involved in trending digital events to maintain their social presence. This form of anxiety plays a central role in shaping social identity, emotional regulation, and everyday decision-making among Generation Z in digital spaces.

One informant stated, "I feel worried if I do not join an event trending on social media because I am afraid of missing out on important information." This statement demonstrates that anxiety is experienced as a fear of social disconnection and informational loss. The researcher interprets this experience as evidence that participation in trending digital events functions as a symbol of social awareness and belonging. When individuals are unable to engage with popular online content, they feel detached from collective digital interactions. This indicates that social media operates not only as a communication tool but also as a social arena where belonging is negotiated. The anxiety expressed reflects how digital trends shape emotional responses and personal priorities through socially constructed expectations.

Another informant explained, "I often feel like my friends are always having exciting experiences that I am missing out on, and it makes me feel like I am not interesting enough." This statement reveals that socially constructed anxiety is closely tied to social comparison within digital environments. The researcher interprets this finding as an indication that curated representations of others' lives encourage individuals to internalize unrealistic social standards. Feelings of inadequacy emerge when individuals compare their everyday experiences with idealized digital portrayals. This process contributes to emotional discomfort and social insecurity. In this context, anxiety is not solely about missing activities, but about failing to meet perceived social ideals, reinforcing self-doubt and emotional vulnerability through ongoing digital comparison.

Based on field observations, informants demonstrated habitual social media monitoring and visible emotional reactions when discussing online trends and peers' activities. The researcher observed that anxiety intensified when informants perceived themselves as absent from socially visible moments. Overall, the findings indicate that Generation Z experiences anxiety as a socially driven outcome of digital interaction, characterized by fear of exclusion, heightened self-monitoring, and reliance on digital validation. Restating the data, anxiety emerges from repeated exposure to social visibility and collective expectations to remain engaged. The pattern shows that socially constructed anxiety develops through persistent digital engagement, comparison, and the pursuit of social acceptance, shaping how Generation Z constructs belonging, identity, and meaning in digital social spaces.

FOMO as a Form of Social Pressure in Digital Spaces

FOMO, as a form of social pressure in digital spaces, refers to the sense that Generation Z feels an implicit obligation to remain continuously active, responsive, and visible on social media. In the field, FOMO is operationally defined as pressure arising not from explicit demands but from socially shared norms that value constant participation, real-time engagement, and social visibility. This pressure manifests when individuals feel compelled to follow trends, attend digitally promoted events, or respond quickly to online interactions to maintain social relevance. In digital spaces, FOMO functions as a regulatory mechanism shaping behavior, emotional responses, and time allocation. This form of pressure influences how Generation Z negotiates belonging, acceptance, and social recognition in online environments, often blurring the boundary between voluntary participation and perceived social obligation.

Table 1. Observation of FOMO as a Form of Social Pressure in Digital Spaces

Observation	Indicator
Frequent checking of social media feeds throughout the day	Continuous digital monitoring
Immediate engagement with trending content	Pressure to follow trends
Emotional discomfort when not participating in online activities	Fear of social exclusion
Increased attention to peer reactions (likes, comments, views)	Dependence on social validation
Difficulty disengaging from social media despite fatigue	Internalized social obligation

The observations indicate that FOMO operates as a subtle yet persistent form of social pressure embedded in everyday digital interactions. Generation Z tends to monitor social media continuously, suggesting an internalized expectation to stay up to date and responsive. The pressure to follow trends reflects a belief that participation is necessary to maintain social relevance. Emotional discomfort observed during non-participation highlights fear of exclusion rather than simple curiosity. Restating the data, FOMO emerges as a socially reinforced pressure that encourages individuals to align their behavior with dominant digital norms. This pressure is sustained through peer visibility and feedback mechanisms, leading individuals to prioritize online engagement even when it causes emotional strain. Overall, the findings show that digital spaces function as environments where social pressure is normalized and reproduced through routine interaction patterns.

The pattern in the data reveals that FOMO, as social pressure, develops through repeated exposure to digitally mediated social norms. Generation Z consistently responds to cues of popularity, visibility, and immediacy within online environments. The pressure is not experienced as direct coercion, but as an internalized expectation shaped by collective behavior in digital spaces. Over time, this pattern reinforces continuous engagement, fear of absence, and reliance on social validation. The data show that FOMO operates systematically, guiding how individuals allocate attention, manage emotions, and define social belonging. This pattern confirms that FOMO is not an isolated reaction, but a recurring social process that structures behavior and meaning-making in digital life.

Negotiating Social Identity through FOMO Experiences

Negotiating social identity through FOMO experiences refers to the process by which Generation Z constructs, evaluates, and adjusts their sense of self and social position in response to digital interactions and perceived social expectations. In the field,

this sub-finding is operationally defined as the ongoing effort to align one’s online presence, participation, and visibility with dominant social norms circulating on social media. FOMO functions as a trigger that prompts individuals to reassess their social identity when they feel absent, less visible, or less engaged than their peers. This negotiation process involves emotional responses, behavioral adjustments, and strategic self-presentation, reflecting how digital environments shape identity formation among Generation Z.

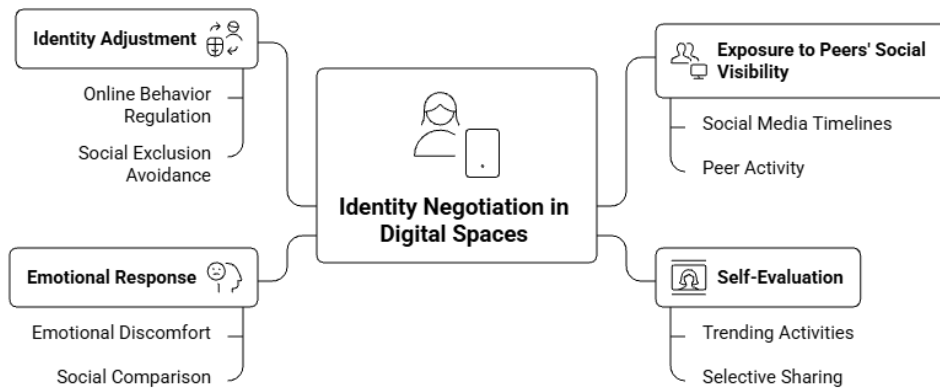


Figure 1. Identity Negotiation in Digital Spaces

Based on field observations, individuals demonstrated heightened sensitivity to their appearance in digital spaces. The researcher observed deliberate behaviors such as adjusting posting frequency, selecting specific moments to share, and closely monitoring peer engagement. These behaviors indicate that social identity is actively negotiated rather than passively formed. The interpretation suggests that FOMO encourages individuals to manage their impressions strategically to align with perceived social standards. Identity negotiation was particularly evident when individuals felt their offline experiences did not align with the social narratives presented online. In such moments, digital participation became a means of compensating for perceived social absence, reinforcing FOMO as a driver of identity-related behavior.

The data pattern shows that negotiating social identity through FOMO is a continuous, adaptive process. Generation Z consistently responds to social cues embedded in digital interaction, using them as benchmarks for self-evaluation. Identity negotiation follows a recurring pattern of comparison, emotional reaction, and behavioral modification. Over time, this pattern normalizes the idea that social identity must be actively maintained through digital participation. The findings indicate that FOMO is not a temporary emotional state but a sustained social process that shapes how individuals define belonging, relevance, and self-worth in digital social spaces.

Discussion

Based on research on FOMO (Fear of Missing Out) and psychological well-being among Generation Z, it can be concluded that the phenomenon significantly affects adolescents’ psychological well-being, particularly on social media. This finding is consistent with the theory proposed by Assa’idi et al. (2021), which posits that feelings of isolation and social comparison triggered by social media can affect the mental well-being of individuals, especially among younger individuals who are active on digital platforms. The FOMO phenomenon that leads to anxiety and feelings of disconnection from friends

or the world around us often reduces self-confidence and worsens psychological conditions (Abdullah, 2024; Hashanah, 2024). This shows the importance of awareness and management of emotions in cyberspace interactions.

In addition, these findings also show the critical role of social support in reducing the negative impact of FOMO. The interview results showed that having open communication with family and friends was very helpful in reducing feelings of anxiety and social comparison that often occur. This finding strengthens the arguments of Rodriguez (2021) and Putri (2024), which state that social support functions as a buffer that protects individuals from the impact of stress. Emotional and informational support from those closest to us provides a more realistic perspective on the social world (Seers & Hogg, 2021). It reduces the adverse effects of feeling left behind or not good enough compared to others who seem more successful or happy on social media.

This research indicates the importance of forming a critical attitude towards social media and education that equips the younger generation with the skills to manage feelings from consuming digital content. As a next step, psychological interventions must be developed to help individuals, especially Generation Z, understand and manage FOMO more healthily (Herlina, 2024; Asare et al., 2021; Otero et al., 2021). Education about media literacy and emotional intelligence can be an essential part of reducing the negative impact of FOMO on mental health. In line with research by Littrell et al. (2021) and Vilcea (2024) Such interventions can equip individuals with skills to manage the anxiety and dissatisfaction often arising from social comparisons in cyberspace. It is also important to highlight that the influence of social media extends beyond social anxiety to broader patterns of behaviour, including the pressure always to be connected and to project an ideal life in public.

From a theoretical perspective, this study contributes to the development of social psychology and digital well-being literature by positioning FOMO as a socially constructed phenomenon rather than merely an individual psychological condition. The findings reinforce social construction theory by demonstrating that FOMO is shaped through shared meanings, social comparison, and normative expectations circulating within digital environments. This perspective expands existing FOMO research, which has predominantly focused on individual traits or cognitive-emotional outcomes, by emphasizing the role of social interaction, cultural context, and digital visibility in shaping psychological well-being. The study also advances theoretical understanding of identity formation among Generation Z by illustrating how FOMO operates as a mechanism through which social identity, belonging, and self-worth are continuously negotiated in online spaces. Thus, this research offers a more integrative framework that connects emotional experience, social processes, and digital culture.

From a practical perspective, the findings highlight the urgent need for context-sensitive interventions to improve Generation Z's psychological well-being in digital environments. Educational institutions, families, and mental health practitioners can use these insights to design programs that promote digital self-awareness, emotional regulation, and critical engagement with social media content. Media literacy education that emphasizes realistic self-perception, reduced social comparison, and healthy boundaries in online interaction is critical. Furthermore, strengthening social support systems both offline and online can help mitigate the pressure and anxiety associated with FOMO. Practical strategies such as guided reflection on social media use, digital detox practices, and peer-based support initiatives may empower Generation Z to

navigate digital spaces more consciously, thereby reducing the negative psychological consequences of FOMO while fostering healthier social identity development.

CONCLUSION

This study shows that the FOMO (Fear of Missing Out) phenomenon significantly impacts Generation Z's psychological well-being, especially on social media. Feelings of isolation and anxiety that arise due to social comparison can worsen the psychological condition of adolescents who are exposed to social media content that often displays an ideal life. However, social support from family and friends has been shown to play an essential role in reducing the negative impact of FOMO by providing a healthier, more realistic perspective on the social world on social media. Therefore, better management of social media and in-depth digital literacy education are key to improving the psychological well-being of the younger generation.

The success of this study lies in emphasizing the importance of social support, understanding the influence of social media, and managing anxiety as factors that can reduce the impact of FOMO. These findings significantly contribute to the study of psychological well-being among adolescents, especially in addressing the mental health challenges that Generation Z faces in the digital era. Thus, the limitations of this study lie in its focus on Generation Z and its exclusion of variations in other factors, such as socioeconomic background or more specific social media influences. Further research involving a broader sample and more varied methods is needed to provide a more comprehensive and holistic picture of the FOMO phenomenon and its impact on mental health among adolescents.

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