

The Effect of Fear of Missing Out on Job Performance

Aysel Arslan¹, Çetin Bektaş²

¹Ondokuz Mayıs University, Samsun- Türkiye, <https://orcid.org/0000-0002-4973-7957>

²Tokat Gaziosmanpasa University, Tokat- Türkiye, <https://orcid.org/0000-0002-0078-3469>

This study aims to examine how fear of missing out (FoMO) affects the job performance of employees, focusing specifically on academics working at a state university in Turkey. Data collected via survey method from 333 academic staff working at a state university in Turkey were analyzed using the SPSS program. The survey used in the study consists of questions including descriptive information about the participants, “Fear of Missing Out” and “Job Performance Scale” Data were analyzed using descriptive statistical methods, correlation, and regression analyses. Findings within the framework of the obtained results, it was concluded that academicians’ fear of missing out positively and significantly affects their job performance. This study measures academicians’ fear of missing out, which is lacking in the literature. Also, it reveals the effect of this fear, which is lacking in the literature, on their job performance.

Keywords: Fear of missing out, job performance, academician, social media, organizational behavior.

1.Introduction

Fear of missing out (FOMO) is a concept that has rapidly become popular in the last decade (Harrison-Walker & Mead, 2024). Because of advances in technology and social media driven by smartphone access, our lives have been penetrated unprecedentedly. Consumers are glued to smartphones with a habitual usage pattern that provides instant access to news, social networks, popular culture, location-based information, and much more (Elhai, Levine, Dvorak, & Hall, 2016; Bright & Logan, 2018). FOMO has been widely used in marketing (Good & Hyman, 2020; Pusenius, 2023; Anisimova et al., 2024) and marketing as a direct 'call to action,' especially targeting the youth market (Hodkinson, 2019). Approximately three-quarters of young people experience fear of missing out, which instills an intense sense of anxiety in young people (Przybylski et al., 2013). Fear of Missing Out (FOMO) is characterized by anxiety about potentially missed experiences (Tan et al., 2024). Therefore, there is a significant and positive relationship between FOMO and anxiety, while there is a significant negative relationship between FOMO and psychological well-being (Srivastava et al., 2024). FOMO results from social media use, and browsing social media triggers and exacerbates feelings of missing out (FOMO) (Alabri, 2022). The use of social media is a global phenomenon, with about two billion people worldwide using these websites regularly. People increase their social development potential through these platforms (Meshi et al., 2015). Social media often causes FOMO because digital platforms are full of content that causes FOMO, such as other people's achievements, beautiful families, and exciting vacations, and access to this content is quite easy (Hunt et al., 2018; Midgley et al., 2021; Chan et al., 2022). Social media users are motivated to interact with such content for the short-term satisfaction of several psychological needs, such as social connection. However, they experience a sense of FOMO as a side effect (Chan et al., 2022). As social networks become increasingly indispensable platforms for human interaction and socialization, their positive and negative effects on human psychology are

also increasing, and their effects are becoming a research topic (Eitan & Gazit, 2024). Previous studies have shown adverse effects caused by FOMO-focused (Riordan et al., 2015; Oberst et al., 2017; Milyavskaya et al., 2018; Elhai et al., 2018; Tandon et al., 2021; Tao et al., 2023) or FOMO's social media focused on his relationship with (Hetz et al., 2015; Roberts et al., 2020; Tandon et al., 2021; Hattingh, et al., 2022; Chan et al., 2022; Jabeen et al., 2023). Many researchers have investigated the feeling of FOMO in university students (Alt, 2015; Shen et al., 2020; Weaver & Swank, 2021; Al-Furaih & Al-Awidi, 2021; Alabri, 2022); although he has studied it, they have not tested its effect on academics. The current study aims to measure the impact of FOMO on academic job performance. The fear of missing out plays a role in adopting technology (Joshi, 2024). Therefore, FOMO encourages corporate social media use in organizations (Bodhi, 2024).

This study contributes to the existing literature in the following ways. First, our findings provide insights into the FOMO feeling of academics that have not been previously included in the literature. The findings also provide insights into academics' perceptions of job performance while focusing on measuring the impact of FOMO on their job performance. Our study provides clues about how FOMO affects academics' job performance. The results contribute to the literature by explicitly revealing the effects of FOMO on academics.

2. Theoretical Approaches to Infrastructure

The Fear of Missing Out (FOMO) phenomenon, 21. it has been fueled by the rise of social media in the century and has become increasingly widespread. FOMO, which is characterized by anxiety that others may have more rewarding experiences in terms of mental health and a desire to stay connected constantly, has important effects (Littman-Ovadia & Russo-Netzer, 2024). The reason why FOMO is often associated with activities and whether or not a person participates in them is that activities contribute to the psychological needs of individuals. This explains why someone is upset about missing a party because such a party will be an opportunity to strengthen their psychological needs. There is exclusion in the feeling of FOMO, as opposed to inclusion. This is because when we are excluded, we are deprived of basic psychological needs such as belonging, control, meaningful existence, and self-respect (Holte et al., 2024). Studies focusing on the underlying motives of social media indicate that FOMO drives social media participation in connection with mood deficits and life satisfaction (Przybylski et al., 2013). Before social media, other people's lives were relatively private; today, sharing daily life updates is commonplace. Previously, individuals did not have many opportunities to see other people's activities and feel that they were missing out on something; the more a person uses social media, the more he feels he is missing out on something (Holte & Ferraro, 2020). In other words, instead of worrying about missing out on a pleasant time, people may fear that others are having fun without them, indicating that they are excluded from their social groups (Holte et al., 2022). It seems that social networks highly influence FOMO. Platforms such as Facebook, Twitter, Instagram, and LinkedIn determine a person's social status by encouraging him to pay attention to what he has or does not have (Jood, 2017). FOMO involves two processes: first, the perception of missing out on something, followed by compulsive behavior to maintain these social connections (Gupta & Sharma, 2021). The prevalence of social media in everyday life is mainly due to its socially satisfying nature and habit-forming possibilities and functionality. Social media can satisfy the innate need for social connection and curiosity about what others are doing (Alabri, 2022). Social media interaction offers a highly productive way for those who focus

on a constant connection with what is happening. For this reason, those with a high fear of missing out are expected to turn to social media (Przybylski et al., 2013).

The Self-Determination Theory used to explain the concept of FOMO is the study of people's innate psychological needs, which are the basis of their motivations, as well as the conditions that promote these positive processes and environmental factors that prevent or weaken personal well-being (Ryan & Deci, 2000). The Theory of Self-Determination differentiates types of motivation and argues that different types of motivation have functionally different catalysts, concomitants, and consequences. Intrinsic motivation is a specific type of autonomous motivation; it refers to activities in which motivation lies in the behavior itself. When intrinsically motivated, they are spontaneous experiences of interest and pleasure. On the other hand, extrinsic motivation is externally motivated behavior and involves doing an activity to achieve an outcome. In other words, extrinsic motivation covers all instrumental behaviors (Deci et al., 2017). According to the Self-Determination Theory, FOMO is an external motive that forces behavior socially and enables its implementation, and consumption caused by FOMO can derive internal and external rewards (Kim et al., 2020). Subjective evaluations (such as psychological and psychopathological characteristics, genetic and biopsychological factors, and social cognitions) activate 'emotional, cognitive and behavioral responses' that can contribute to the development and maintenance of behavioral forms of addiction to social media use (Fabris et al., 2020).

Job performance is a concept that has many dimensions, especially the knowledge, skills, capacity, and motivation required to complete a task (Campbell, 1999; Makhubele et al., 2023). Job performance in academic life can be defined as the sum of employees' behaviors and actions expected to add value, assurance, and consistency to their workplaces in a positive or negative sense (Lei et al., 2024). In recent years, new responsibilities have been constantly assigned to academics in line with the increasing demands in higher education worldwide. In organizational life, job satisfaction has a significant direct impact on organizational commitment, and organizational commitment also directly impacts job performance (Fu & Deshpande, 2014). In this context, the studies conducted since the beginning of the 1990s are primarily on burnout in higher education (Holmes et al., 2017) and satisfaction (Sadeghi et al., 2012; Shin & Jung, 2014). Alternatively, commitment (Horta et al., 2029; Xie et al., 2024) examined the correlations between other variables (Lei et al., 2024). The decrease in academicians' job performance is experienced when they are exposed to the cumulative adverse effects of job demands that exceed their current coping capacities (Khan, 2019). In academic life, the job performance of academics is critical because it affects both themselves and students' academic experiences and results (Zhang et al., 2024).

Academics have a multi-task work structure. In addition to teaching courses in their professional fields, they have the task of conducting academic research and turning the results of these studies into valuable publications. Academicians have to do research and reading for long hours for research purposes and to master new information in the literature (Akca & Küçükoğlu, 2020). At work, FOMO should arise as a fear of missing opportunities for rewarding experiences such as building professional relationships, obtaining valuable information, and contributing to important corporate decisions and projects (Budnick et al., 2020). For this reason, it is thought that the feeling of FOMO experienced by academics affects their performance. Despite the increasing interest in FOMO and what has been written about it, there is very little experimental information about those who

experience it (Przybylski et al., 2013). In a study conducted on academics with a high sense of FOMO, Alshehri, and Saleh (2023) found no statistically significant difference between this feeling and occupational burnout. However, the need to respond quickly to messages from information and communication technologies, especially after the pandemic, has increased workplace telecommuting for academics. The workplace teleprinting (WPT) levels of academicians had a significant effect on their burnout and fear of missing out on workplace developments (FOMO) (Yıkılmaz et al., 2023; Reimann et al., 2023). The more FOMO you experience, the more impact social media has on a person's daily activities and productivity. In other words, there is a correlation between higher FOMO levels and lower productivity (Rozgonjuk et al., 2020). However, there is also a positive correlation between workplace FOMO and job well-being (Budnick et al., 2020). Despite the increase in academic research, rare empirical research has been conducted to examine the performance effects of FOMO in the workplace. Fridchay and Reizer (2022) revealed a negative and significant relationship between FOMO and job performance in their study (Fridchay & Reizer, 2022). However, there has not been a study in the literature that reveals the relationship between academics' sense of FOMO and job performance.

3. Methodological Approaches to Infrastructure

The sample of this study, which was conducted to measure the effect of academicians' FOMO feelings on their work performance, is composed of academicians working at a university in Turkey. Ethical approval was obtained from the relevant university's Social and Humanities Research Ethics Committee (Ondokuz Mayıs University) (decision No. 2023-938 dated 24.11.2023) to conduct research on the universe. The survey technique was used to obtain data in the study. A questionnaire was sent online to the corporate e-mails of all academic staff for the research. The data obtained in the study were obtained from 333 academic staff who returned from surveys sent to the institution's e-mail addresses of academics. The study collected data by using an online survey distribution and an easy sampling method.

The questionnaire, which was created to test research hypotheses, consists of three parts. In the first part, the questions asked to determine the demographic characteristics of the participants were included; in the second part, the "Fear of Missing Out on Workplace Developments Scale" was used; in the third part, the "Job Performance Scale" was used." The Scale of Fear of Missing Out on Improvements in the Workplace" by Budnick et al. was developed (2020). The adaptation of the scale to Turkish was made by Özdemir (2021). The scale consists of 10 items and consists of two dimensions. The first dimension is informational Exclusion (1, 2, 3, 4, 5), and the second is relational Exclusion (6, 7, 8, 9, 10). There is no inverse matter in the scale. The scale is in the form of a 5-point Likert (1= Strongly disagree, 5= Strongly agree).

The "Job Performance Scale" included in the third part of the survey was developed by Çalışkan and Köroğlu (2018). The scale consists of 11 items and consists of two dimensions. The first dimension is task performance (1, 2, 3, 4, 5), and the second is contextual performance (6, 7, 8, 9, 10, 11). A 5-point Likert-type rating scale was used to answer the scale questions.

According to the literature, the research model developed for the relationship between the fear of missing out, the independent variable of the research, and the job performance, the dependent variable, is shown in Figure 1.



Figure 1: Research Model

The hypotheses tested within the scope of the research model are as follows:

H1: Academics have a high fear of missing out on developments.

H2: Academicians have high job performance levels.

H3: There is a significant relationship between academicians' fear of missing out and their job performance levels.

H4: Academicians' fear of missing out on developments positively affects their job performance levels.

H5: Academicians' fear of missing out on developments differs according to employees' demographic and personal characteristics.

H5a: Academicians' fear of missing out on developments differs according to their gender.

H5b: Academics' fear of missing out on developments differs according to their age.

H5c: Academics' fear of missing out on developments varies according to their positions.

H5d: Academicians' fear of missing out on developments differs according to their level of education.

H5e: Academicians' fear of missing out on developments differs according to their titles.

H5f: Academicians' fear of missing out on developments differs according to their professional seniority.

H6: Academicians' job performance levels vary according to their demographic and personal characteristics.

H6a: Academicians' job performance levels vary according to their gender.

H6b: Academicians' job performance levels vary according to their age.

H6c: Academicians' job performance levels vary according to their positions.

H6d: Academicians' job performance levels vary according to their education levels.

H6e: Academicians' job performance levels vary according to their titles.

H6f: Academicians' job performance levels vary according to their professional seniority.

4. Research Results

According to the normality test conducted in Table 1 below, it was assumed that the skewness (FOMO: .134; JP: -2.025) and kurtosis (FOMO: -.849; JP: .266) values were normally distributed and parametric tests were used in the research.

Table 1. Normality Test of Scales

	Mean	SD	Variance	Skewness	Kurtosis
Fear of Missing Out (FOMO)	2,6273	1,1333	1,285	,134	-,849
Job Performance (JP)	4,1299	,5751	,331	-2,025	,266

Demographic Characteristics of Participants

The frequency analysis results of the demographic characteristics of the 333 academics who participated in the study are summarized in Table 2.

Table 2. Demographic Characteristics of Participants

Demographic Characteristics		Frequency	Percentage
Gender	Female	153	45,9
	Male	180	54,1
Age	19-29 years	18	5,4
	30-39 years	122	36,6
	40-49 years	82	24,6
	50-59 years	95	28,5
	60 years and above	16	4,8
Position	Employee	307	92,2
	Manager	26	7,8
Education Level	Bachelor's Degree	3	,9
	Master's Degree	56	16,8
	PhD	274	82,3
Title	Professor	112	33,6
	Associate Professor	59	17,7
	Assistant Professor	49	14,7
	Lecturer	52	15,6
	Research Assistant	61	18,3
Professional seniority	1-5 years	29	8,7
	6-10 years	57	17,1
	11-15 years	66	19,8
	16-20 years	53	15,9
	21 years and above	128	38,4

45.9% (153) of the participants were female and 54.1% (180) were male. 5.4% (18) of the academicians were in the 19-29 age group, 36.6% (122) were in the 30-39 age group, 24.6% (82) were in the 40-49 age group, 28.5% (95) were in the 50-59 age group, and 4.8% (16) were in the 60 and above age group. 92.2% (307) of the participating academicians were employed, and 7.8% (26) were in managerial positions. 29.4% (47) had an undergraduate degree and 1.3% (2) had a postgraduate degree. Of the academicians, 9% (3) have a bachelor's degree, 16.8% (56) have a master's degree, and 82.3% (274) have a doctorate. In addition, 33.6% (112) of the participants are professors, 17.7% (59) are associate professors, 14.7% (49) are assistant professors, 15.6% (52) are lecturers and 18.3% (61) are research assistants. It is understood that 8.7% (29) of the participants have 1-5 years of seniority, 17.1% (57) have 6-10 years of seniority, 19.8% (66) have 11-15 years of seniority, 15.9% (53) have 16-20 years of seniority, and 38.4% (128) have 21 years or more of seniority.

3.1. Factor Analysis

In the research, the structure validity of the Work Performance Scales and the Fear of Missing Out on the Developments that have previously been studied for validity were checked by exploratory factor analyses. In this context, firstly, KMO and Bartlett sphericity tests were performed separately to determine the suitability of the scales used for factor analysis. The KMO value of the fear of missing out on developments scale was determined as > 0.7 (0.857), and the Bartlett sphericity test was sig. The fact that < 0.05 (0.001) indicates that the sample size used in the research is sufficient, that there is a significant correlation between the items included in the scale,

and that the scale is suitable for factor analysis. The results of the exploratory factor analysis performed are shown in Table 3. The factor loads of the 10 expressions included in the Fear of Missing Out on the Developments scale were taken between 0.779 and 0.985, and the Deconstruction validity of the scale was ensured. As can be seen in Table 3, a significant factor structure has been obtained.

The KMO and Bartlett globality tests of the Job Performance Scale were also performed. Since the KMO value of the scale in question is > 0.7 (0.783), it is an acceptable value, and Bartlett's sphericity test is sig. It is significant because < 0.05 (0.000). The results of the exploratory factor analysis conducted on the Job Performance Scale are shown in Table 4. The factor loads of the 11 expressions included in the Job Performance Scale were taken between 0.482 and 0.921 values, and the Deconstruction validity of the scale was ensured. As can be seen in Table 4, a significant factor structure has been obtained.

Table 3. Factor Loadings of the Fear of Missing Out Scale

Expressions		Factor Loadings
FOMO Scale	When I'm not at work, I worry that I might miss important work-related developments.	,985
	When I'm not at work, I worry that I might miss out on valuable work-related information.	,909
	When I'm not at work, I worry that I'll miss important news about work.	,973
	When I am not at work, I worry that I will miss important information about my work.	,909
	When I'm not at work, I worry that I won't know what's going on at work.	,939
	When I'm not at work, I worry that I'll miss out on the opportunity to make important business connections.	,779
	When I'm not at work, I constantly think that I might miss opportunities to strengthen business connections.	,800
	When I'm not at work, I constantly think that I might miss opportunities to make new business connections.	,903
	When I'm not at work, I worry that I'll miss out on networking opportunities that my coworkers will have.	,837
	When I'm not at work, I'm afraid that my colleagues may make business connections that I can't make.	,886
Total Explained Variance (%)		87,641
Kaiser-Meyer-Olkin Coefficient		,857
Bartlett's Sphericity Test		Chi-square: 560,224; Sd.: 45; Sig.: ,000

Table 4. Factor Loadings of the Job Performance Scale

Expressions		Factor Loadings
Job Performance Scale	I have the competencies required by my job.	,726
	I work effectively/efficiently.	,600
	I understand and perform work-related procedures.	,760
	I work planned and organized in order to complete the task defined for me in full and on time.	,528
	I am eager to acquire new skills related to my work.	,816
	I take extra care while doing my duty, I take on additional responsibilities.	,873
	I contribute to the creation of a positive working environment in my institution.	,814
	If I encounter a situation that prevents the task from being performed, I will try to fix it.	,482
	I help and encourage my friends to complete their work.	,698
	Even if there is internal/external criticism, I will defend my institution.	,914
Total Explained Variance (%)		62,056

Kaiser-Meyer-Olkin Coefficient	,783
Bartlett's Sphericity Test	Chi-square: 213,312; Sd.: 55; Sig.: ,000

3.2. Reliability Analysis

Cronbach's Alpha Reliability Coefficient, one of the most widely used methods in the literature, was used to determine the reliability of the scales used in the study and the results obtained are shown in Table 3.

Table 5. Reliability Analysis

Scale	Number of Items	Cronbach Alpha
Fear of Missing Out Scale	10	,967
Job Performance Scale	11	,864

As a result of the analysis, the reliability of the Fear of Missing Out Scale used in the study was found to be 0.967, the reliability of the Job Performance Scale was found to be 0.864, and the Cronbach's Alpha validity values of both scales were found to be > 0.7 , and it was found that the scales had high-reliability values.

3.3. Descriptive Statistics

Descriptive statistics regarding the responses of participating academics to the scales used in the research are presented in Table 4 and Table 5.

Table 6. Descriptive Statistics Regarding the Fear of Missing Out Scale

	Average	Standard Deviation	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
When I'm not at work, I worry that I might miss important work-related developments.	2,77	1,332	69	20,7	69	20,7	69	20,7	69	20,7	69	20,7
When I'm not at work, I worry that I might miss out on valuable work-related information.	2,69	1,284	69	20,7	105	31,5	23	6,9	106	31,8	30	9,0
When I'm not at work, I worry that I'll miss important news about work.	2,82	1,336	69	20,7	91	27,3	36	10,8	104	31,2	33	9,9
When I am not at work, I worry that I will miss important	2,82	1,366	69	20,7	99	29,7	29	8,7	96	28,8	40	12,0

information about my work												
When I'm not at work, I worry that I won't know what's going on at work.	2,69	1,235	61	18,3	119	35,7	32	9,6	103	30,9	18	5,4
When I'm not at work, I worry that I'll miss out on the opportunity to make important business connections.	2,70	1,338	80	24,0	94	28,2	33	9,9	98	29,4	28	8,4
When I'm not at work, I constantly think that I might miss opportunities to strengthen business connections.	2,60	1,317	86	25,8	101	30,3	28	8,4	96	28,8	22	6,6
When I'm not at work, I constantly think that I might miss opportunities to make new business connections.	2,56	1,299	92	27,6	86	25,8	52	15,6	81	24,3	22	6,6
When I'm not at work, I worry that I'll miss out on networking opportunities that my coworkers will have.	2,61	1,286	84	25,2	84	25,2	70	21,0	67	20,1	28	8,4
When I'm not at work, I'm afraid that my colleagues may make business connections that I can't make.	2,00	1,113	129	38,7	132	39,6	32	9,6	22	6,6	18	5,4

When the descriptive statistics related to the Missing Out Scale were examined in the study, it was determined that the majority of the responses given by the participants to the 10 statements in the scale were gathered in the options of “Disagree” and “Undecided” and their averages were > 2 . The statements “When I am not at work, I worry that I will miss important news about work” and “When I am not at work, I worry that I will miss important information about my work” stand out as the highest with $\bar{x} = 2.82$, while the statement “When I am not at work, I worry that my coworkers may make business connections that I cannot make” stands out as the lowest with $\bar{x} = 2.00$. Since the general average of the scale in question is $\bar{x} = 2.62$, it can be said that the hypothesis “H1: Academics have a high fear of missing out on developments.” is rejected.

Table 7. Descriptive Statistics Regarding the Job Performance Scale

	Average	Standard Deviation	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
I have the competencies required by my job.	4,34	,692	6	1,8	0	0	6	1,8	183	55,0	138	41,4
I work effectively/efficiently.	3,99	,836	0	0	19	5,7	61	18,3	158	47,4	95	28,5
I understand and perform work-related procedures.	4,41	,607	0	0	6	1,8	3	,9	174	52,3	150	45,0
I work planned and organized in order to complete the task defined for me in full and on time.	4,25	,898	11	3,3	5	1,5	22	6,6	148	44,4	147	44,1
I am eager to acquire new skills related to my work.	4,49	,643	0	0	6	1,8	9	2,7	133	39,9	185	55,6
I take extra care while doing my duty, I take on additional responsibilities.	4,28	,919	11	3,3	6	1,8	23	6,9	133	39,9	160	48,0
I contribute to the creation of a positive working environment in my institution.	4,38	,712	0	0	13	3,9	6	1,8	157	47,1	157	47,1
If I encounter a situation that prevents the task from being performed, I will try to fix it.	4,10	,978	22	6,6	0	0	12	3,6	188	56,5	111	33,3
I help and encourage my friends to complete their work.	4,18	,750	6	1,8	5	1,5	18	5,4	199	59,8	105	31,5
Even if there is internal/external criticism, I will defend my institution.	3,42	1,14	24	7,2	48	14,4	82	24,6	123	36,9	56	16,8
I would be proud to be a part of this institution.	3,61	1,28	36	10,8	26	7,8	72	21,6	97	29,1	102	30,6

When the descriptive statistics of the Job Performance Scale are analyzed, it is seen that the averages of all 11 statements are > 4 , and the answers given are primarily gathered in the options of “I Agree” and “I Strongly Agree.” Since the general average of the scale has a value of $\bar{x} = 4.12$, it can be said that the hypothesis “H2: Academicians have high job performance levels.” is accepted.

3.4. Difference Analyses

Difference analyses were conducted to determine whether the variables used in the study differed according to the gender, age, position, education level, title, and professional seniority of the academicians. Since the variables of the study showed a normal distribution in parallel with the results of the normality test conducted before starting the analyses, the independent sample t-test was used for gender and position variables, and the ANOVA test was used for other variables (age, education level, title, and professional seniority). The findings obtained within the scope of the difference analyses are summarized in Table 6.

Table 8. Summary Acceptance/Rejection Status of Difference Analysis

Factors	FOMO	p	t	JP	p	t
Gender	Acceptance	,001	-7,723	Rejected	,463	,735
Age	Acceptance	,001	9,334	Acceptance	,001	6,127
Position	Acceptance	,001	-9,543	Acceptance	,012	-2,533
Education Level	Acceptance	,017	4,109	Acceptance	,038	3,302
Title	Acceptance	,001	5,345	Acceptance	,001	11,099
Professional Seniority	Acceptance	,033	2,637	Acceptance	,021	2,929

The gender of academics affects their levels of fear of missing out. When compared in terms of gender, a significant difference (Sig. < 0.05) is observed in terms of fear of missing out. In this difference, it is observed that men have a higher fear of missing out ($3.03 > 2.14$). Therefore, it is found that the hypothesis "H5a: Academicians' fear of missing out on developments differs according to their gender." is accepted. In addition, no significant relationship was found between the gender of academics and their job performance. Therefore, it is found that the hypothesis "H6a: Academicians' job performance levels vary according to their gender." is rejected. The age of academics affects their level of fear of missing out. As a result of the ANOVA analysis, it was found that the levels of fear of missing out on academics showed a significant difference (Sig. < 0.05) according to their age. The LSD test results, which were conducted to determine which age group caused the difference, showed that academics aged 60 and over had a higher fear of missing out than other age groups. Similarly, academics in the 50-59 age group experienced a higher fear of missing out than those in the 40-49 age group. Therefore, the hypothesis "H5b: 'Academics' fear of missing out on developments differs according to age" was accepted.

The age of academics affects their job performance levels. As a result of the ANOVA analysis, it was found that the job performance levels of academics showed a significant difference according to their ages (Sig. < 0.05). The LSD test results, which were conducted to determine which age group caused this difference, showed that the job performance of academics in the 50-59 age group was higher than that of academics in the 19-29, 30-39, 40-49 and 50-59 age groups. Therefore, the hypothesis "H6b: Academicians' job performance levels vary according to age." was accepted. The academic positions affect their levels of fear of missing out. When compared in terms of position, a significant difference (Sig. < 0.05) is seen in fear of missing out. In this difference, it is seen that the fear of missing out is higher in academics working in managerial positions ($3.85 > 2.52$). Therefore, "H5c: Academics' fear of missing out on developments varies according to their positions." It is found that the hypothesis is accepted.

Academic positions also affect their job performance levels. When compared in terms of position, a significant difference of sig. > 0.05 is seen in job performance levels. It is seen that this difference is in favor of managers ($4.40 > 4.10$). Therefore, it is found that the hypothesis "H6c: Academicians' job performance levels vary according to their positions." is accepted. The academic education levels affect their fear of missing out. As a result of the ANOVA analysis, it was found that the levels of fear of missing out on academics show a significant difference (Sig. < 0.05) according to their education levels. In this difference, it was found that academics who received doctoral education feared missing out more than those with undergraduate and associate degrees. Therefore, the hypothesis "H5d: Academicians' fear of missing out on developments differs according to their education." is accepted.

As a result of the ANOVA analysis, it was found that the job performance levels of academicians also showed a significant difference (Sig. < 0.05) according to their education levels. In this difference, it was found that academicians with doctoral education had higher job performance than academicians with master's degrees. Therefore, the hypothesis "H6d: Academicians' job performance levels vary according to their education levels." was accepted. The titles of academicians affect their fear of missing out. As a result of the ANOVA analysis, a significant difference (Sig. < 0.05) was found. According to the difference, Professors experience more fear of missing out than academicians with all other titles (research assistant, lecturer, assistant professor, and associate professor). In addition, academicians with research assistant and lecturer titles experience more feelings of missing out than assistant professor academicians. Therefore, the hypothesis "H5e: Academicians' fear of missing out varies according to their titles." was accepted.

In addition, as a result of the ANOVA analysis, it was found that the job performance levels of academicians showed a significant difference (Sig. < 0.05) according to their titles. In this difference, it was found that academicians with the title of professor had higher job performance than academicians with all other titles (research assistant, lecturer, assistant professor, and associate professor). It was also found that associate professors had higher job performance than academicians with research assistant and assistant professor titles. Therefore, the hypothesis "H6e: Academicians' job performance levels vary according to their titles." was accepted. The professional seniority of academicians affects their levels of fear of missing out. As a result of the ANOVA analysis, a significant difference (Sig. < 0.05) was found. According to this difference, those who worked for 6-10 years and those who worked for 21 years and above experienced more fear of missing out than those who worked for 11-15 and 16-20 years. Therefore, the hypothesis "H5f: Academicians' fear of missing out varies according to their professional seniority." was accepted. In addition, as a result of the ANOVA analysis, it was found that the job performance levels of academicians also showed a significant difference according to their professional seniority (Sig. < 0.05). Those who worked for 6-10 years and those who worked for 11-15 and 21 years and above showed higher job performance than those who worked for 1-5 years. Therefore, the hypothesis "H6f: Academicians' job performance levels vary according to their professional seniority." was accepted.

3.5. Correlation Analysis

The results of the correlation analysis conducted to determine the intensity and direction of the relationships between the fear of missing out and the job performance levels of academics working at a public university are shown in Table 7. For the correlation analysis, the Pearson correlation coefficients of the variables in question were calculated.

Table 9. Correlation Analysis

		FOMO	JP
FOMO	Pearson Correlation	1	,170*
	Sig. (2-tailed)		,002
	N	333	333
JP	Pearson Correlation	,170*	1
	Sig. (2-tailed)	,002	
	N	333	333
*Correlation is significant at 0.05 level			

As can be seen, it has been determined that there is a positive correlation between the fear of missing out and job performance of academicians at the level of $r = .170$ at the 95% confidence interval. Therefore, the hypothesis "H3: There is a significant relationship between academicians' fear of missing out and their job performance levels." is accepted.

3.6. Regression Analysis

The results of the regression analysis are shown in Table 10 below.

Table 10. Regression Analysis

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Significance Value
	B	Std. Error	Beta		
Constant Coefficient	3,904	,079		49,645	,000
FOMO	,086	,027	,170	3,135	,002
R	,170				
R2	,029				
R2edited	,026				
F	9,831				
Dependent Variable: JP					

Table 10 presents the regression analysis results examining the effect of fear of missing out on job performance. The F value in Table 8 is 9.831, which indicates that the model is significant. The R-value of the established model is .170, and the R² value is .029. Therefore, it is seen that the fear of missing out, which is the independent variable of the model, can only explain 2.9% of the dependent variable, job performance. When Table 8 is examined, it is understood that there is a significant relationship at the level of .002 between fear of missing out and job performance, and the standardized Beta value (β) of the independent variable is .170; in other words, a 1-unit increase in fear of missing out leads to an increase of .170 (17.0%) in job performance, and the t value is 3.135. In this context, it is seen that the fear of missing out contributes to the model by affecting job performance positively and significantly. Thus, the hypothesis "H4: Academicians' fear of missing out on developments positively affects their job performance levels" is accepted.

4. Conclusion

In today's rapidly changing business world, new information can be accessed every second, just like in social life. This new information sometimes only increases our level of knowledge, sometimes changes our business practices, and sometimes becomes so important that it can create competition. Therefore, being informed about the latest developments in the business world can be very important.

First, JWT Intelligence Marketing Communications (2012) evaluated FOMO regarding social media use. The study suggested that FOMO increased with the rapid entry of smartphones into our lives (Tanhan et al., 2022). FOMO is considered a type of social anxiety. It is a compelling concern that a person may miss a satisfying event opportunity, usually aroused by posts seen on social media sites (Dossey, 2014). In this context, studies suggest that HR managers have important duties in reducing the adverse effects of the dark side of digitalization and social media use in the workplace caused by FOMO (Tandon et al., 2022). In addition, considering that social media can play a role in triggering FOMO, it is argued that solutions created to provide preventive measures should be interdisciplinary (Alutaybi et al., 2020) and include members with socio-technical and design teams, software

engineering, interactive systems, social psychology, and behavior change skills. Studies that primarily associate the feeling of FOMO with social media (Milyavskaya et al., 2018; Barry & Wong, 2020) have shown that those who spend more time on social media will experience more FOMO (Barry & Wong, 2020), while it has been emphasized that focusing on social activity in a way that eliminates alternative thoughts will also be beneficial (Milyavskaya et al., 2018).

The interdisciplinary effects of FOMO have led to its investigation, from its association with causing bad habits in psychology (Riordan et al., 2015) to its effects on consumer behavior in organizations (Kang et al., 2019; Argan & Argan, 2019; Alfina, Hartini, & Mardhiyah, 2023). Some studies present FOMO emotion as jealousy arising from competition (Reagle, 2015). Although FOMO emotion has direct adverse effects on subjective well-being, it is certain that it positively affects social connections (Roberts & David, 2020). Considering the studies on the generally negative impact of FOMO on people, a few studies show that workplace FOMO is positively associated with employees' organizational commitment, work engagement, and work-related technology use (Budnick et al., 2020). However, the strength of this effect is limited for the most part. Pandwal et al. (2021) found a negative correlation between FOMO and job performance. Fridchay and Reizer (2022) found that FOMO negatively affects job performance. This study can discuss a weak positive correlation ($r: 170$) between FOMO and job performance. When the effect of this relationship is examined, it is found that a 1-unit increase in the fear of missing out leads to an increase of 170 (17.0%) in job performance. The positive correlation result of the fear of missing out on job performance obtained in this study may be due to the sample. The attitude and behavior of the academicians who constitute the study sample to access current data and information that are directly related to their work and to use this information explains the higher fear of missing out on academicians and the positive effect of this fear on job performance. The study also shows that men have a higher fear of missing out ($3.03 > 2.14$) when compared to women. This may be due to women using social media more (Ukpere et al., 2014; Perrin, 2015) and not feeling such anxiety. However, the fear of missing out is higher in academics aged 60 and over compared to other age groups. Similarly, academics in the 50-59 age group experience a higher fear of missing out than those in the 40-49 age group, indicating that the fear of missing out increases with age. It is also seen that academics working in managerial positions fear missing out ($3.85 > 2.52$). This situation stems from the desire to have the latest information due to providing information in the managerial position undertaken. As the level of education increases, the fear of missing out is felt more, and it has been found that academics with doctoral education have a higher fear of missing out than those with undergraduate and associate degrees. Professors experience a greater fear of missing out than academics with all other titles (research assistants, lecturers, assistant professors, and associate professors). In contrast, academics with research assistant and lecturer titles experience a greater sense of missing out than assistant professors. Regarding professional seniority, those with 6-10 years of experience and those with 21 years or more experience have a greater fear of missing out than those with 11-15 and 16-20 years of experience.

While there are many interdisciplinary studies on FOMO, in reality, there are studies mostly applied to students at universities where knowledge is the most important (Ngo et al., 2024; Alhaj et al., 2024; Amelisastris et al., 2024; Gezgin et al., 2025). In this study, the fear of missing out on academicians was emphasized, and the effects of this fear on job performance were discussed. Moreover, while doing this, analyses were also presented

according to the demographic characteristics of academicians. In this context, the limitation of this study, which is hoped to contribute to the literature, is the provision of data from academicians at a single university. Academicians from different universities can also be included in future studies. Even the fear of missing out and the job performance of academicians from state and private universities can be compared.

References

- Akca, M., & Küçükoğlu, M. T. (2020). Relationships between mental workload, burnout, and job performance: A research among academicians. In *Evaluating mental workload for improved workplace performance* (pp. 49-68). IGI Global.
- Alabri, A. (2022). Fear of missing out (FOMO): The effects of the need to belong, perceived centrality, and fear of social exclusion. *Human Behavior and Emerging Technologies*, 2022(1), 4824256. <https://doi.org/10.1155/2022/4824256>
- Alfina, Hartini, S., & Mardhiyah, D. (2023). FOMO related consumer behaviour in marketing context: A systematic literature review. *Cogent Business & Management*, 10(3), 2250033.
- Al-Furaih, S. A., & Al-Awidi, H. M. (2021). Fear of missing out (FOMO) among undergraduate students in relation to attention distraction and learning disengagement in lectures. *Education and Information Technologies*, 26(2), 2355-2373. <https://doi.org/10.1007/s10639-020-10361-7>
- Alhaj, H., Muthana, A., Abdalla, A., Marouf, M., & Awad, N. (2024). How Are FOMO and Nomophobia Linked to Symptoms of Depression, Anxiety and Stress Among University Students?. *BJPsych Open*, 10(S1), S16-S17.
- Alshehri, A., & Saleh, A. (2023). Fear of Missing out and Professional Burnout in a Sample of Faculty Members King Khalid University. *King Khalid University Journal of Educational Sciences*, 10(3). <https://doi.org/10.55534/1320-010-003-001>
- Alt, D. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in human behavior*, 49, 111-119. <https://doi.org/10.1016/j.chb.2015.02.057>
- Alt, D. (2018). Students' wellbeing, fear of missing out, and social media engagement for leisure in higher education learning environments. *Current Psychology*, 37, 128-138. <https://doi.org/10.1007/s12144-016-9496-1>
- Alutaybi, A., Al-Thani, D., McAlaney, J., & Ali, R. (2020). Combating fear of missing out (FOMO) on social media: The FOMO-R method. *International journal of environmental research and public health*, 17(17), 6128.
- Amelisastrri, W., Yandri, H., & Kholidin, F. I. (2024). Fear of Missing Out (FOMO): Exploring Its Relationship with Self-Control and Self-Regulation in College Students. *Buletin Konseling Inovatif*, 4(2), 122-132.
- Anisimova, T., Billore, S., & Kitchen, P. (2024). Self-regulation and panic buying: examining the brake mechanism effect on fear of missing out. *Asia Pacific Journal of Marketing and Logistics*. <https://doi.org/10.1108/APJML-12-2023-1254>
- Argan, M., & Argan, M. T. (2019). Toward a new understanding of FOMO: 'Fomsumerism'. *Pazarlama Teorisi ve Uygulamaları Dergisi*, 5(2), 277-302.
- Barry, C. T., & Wong, M. Y. (2020). Fear of missing out (FOMO): A generational phenomenon or an individual

- difference?. *Journal of Social and Personal Relationships*, 37(12), 2952-2966.
- Bläse, R., Filser, M., Kraus, S., Puumalainen, K., & Moog, P. (2024). Non-sustainable buying behavior: How the fear of missing out drives purchase intentions in the fast fashion industry. *Business Strategy and the Environment*, 33(2), 626-641. <https://doi.org/10.1002/bse.3509>
- Bodhi, R. (2024). How does enterprise social media use affect employees' psychological well-being and innovative work performance? Findings from hybrid approaches. *Information Technology & People*. <https://doi.org/10.1108/ITP-02-2023-0195>
- Bright, L. F., & Logan, K. (2018). Is my fear of missing out (FOMO) causing fatigue? Advertising, social media fatigue, and the implications for consumers and brands. *Internet Research*, 28(5), 1213-1227. <https://doi.org/10.1108/IntR-03-2017-0112>
- Budnick, C. J., Rogers, A. P., & Barber, L. K. (2020). The fear of missing out at work: Examining costs and benefits to employee health and motivation. *Computers in Human Behavior*, 104, 106161. <https://doi.org/10.1016/j.chb.2019.106161>
- Campbell, J.P. (1999). The definition and measurement of performance in the new age. In D.R. Ilgen & E.D. Pulakos (Eds.), *The changing nature of performance: Implications for staffing, motivation, and development* (pp. 399–429). San Francisco: JosseyBass
- Casale, S., & Fioravanti, G. (2020). Factor structure and psychometric properties of the Italian version of the fear of missing out scale in emerging adults and adolescents. *Addictive behaviors*, 102, 106179. <https://doi.org/10.1016/j.addbeh.2019.106179>
- Chan, S. S., Van Solt, M., Cruz, R. E., Philp, M., Bahl, S., Serin, N., ... & Canbulut, M. (2022). Social media and mindfulness: From the fear of missing out (FOMO) to the joy of missing out (JOMO). *Journal of Consumer Affairs*, 56(3), 1312-1331. <https://doi.org/10.1111/joca.12476>
- Çalışkan, A. & Köroğlu, Ö. (2022). Job Performance, Task Performance, Contextual Performance: Development And Validation Of A New Scale. *Uluslararası İktisadi ve İdari Bilimler Dergisi*, 8 (2), 180-201. <https://doi.org/10.29131/uiibd.1201880>
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual review of organizational psychology and organizational behavior*, 4(1), 19-43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>
- Dora, J., van Hooff, M., Geurts, S., Kompier, M., & Bijleveld, E. (2021). Fatigue, boredom and objectively measured smartphone use at work. *Royal Society Open Science*, 8(7), 201915.
- Dossey, L. (2014). FOMO, digital dementia, and our dangerous experiment. *Explore: The Journal of Science and Healing*, 10(2), 69-73.
- Eitan, T., & Gazit, T. (2024). The “here and now” effect: JoMO, FOMO and the well-being of social media users. *Online Information Review*. <https://doi.org/10.1108/OIR-03-2023-0111>
- Elhai, J. D., Levine, J. C., Alghraibeh, A. M., Alafnan, A. A., Aldraiweesh, A. A., & Hall, B. J. (2018). Fear of missing out: Testing relationships with negative affectivity, online social engagement, and problematic smartphone use. *Computers in Human Behavior*, 89, 289-298. <https://doi.org/10.1016/j.chb.2018.08.020>
- Fabris, M. A., Marengo, D., Longobardi, C., & Settanni, M. (2020). Investigating the links between fear of missing

- out, social media addiction, and emotional symptoms in adolescence: The role of stress associated with neglect and negative reactions on social media. *Addictive Behaviors*, 106, 106364. <https://doi.org/10.1016/j.addbeh.2020.106364>
- Fridchay, J., & Reizer, A. (2022). Fear of Missing out (FOMO): implications for employees and job performance. *The Journal of Psychology*, 156(4), 257-277. <https://doi.org/10.1080/00223980.2022.2034727>
- Fu, W., & Deshpande, S. P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of business ethics*, 124, 339-349. <https://doi.org/10.1007/s10551-013-1876-y>
- Gezgin, D. M., Türk Kurtça, T., Mihci, C., Lin, C. Y., & Griffiths, M. D. (2025). The role of self-regulated learning in modelling the relationships between learning approaches, FOMO and smartphone addiction among university students. *British Journal of Educational Technology*.
- Good, M. C., & Hyman, M. R. (2020). 'Fear of missing out': antecedents and influence on purchase likelihood. *Journal of Marketing Theory and Practice*, 28(3), 330-341. <https://doi.org/10.1080/10696679.2020.1766359>
- Gupta, M., & Sharma, A. (2021). Fear of missing out: A brief overview of origin, theoretical underpinnings and relationship with mental health. *World journal of clinical cases*, 9(19), 4881. <https://doi.org/10.12998/wjcc.v9.i19.4881>
- Harrison-Walker, L. J., & Mead, J. A. (2024). Exploring the fear of missing out (FOMO) and customer bonds in service relationships. *Journal of Services Marketing*, 38(5), 636-655. <https://doi.org/10.1108/JSM-07-2023-0261>
- Hattingh, M., Dhir, A., Ractham, P., Ferraris, A., & Yahiaoui, D. (2022). Factors mediating social media-induced fear of missing out (FOMO) and social media fatigue: A comparative study among Instagram and Snapchat users. *Technological Forecasting and Social Change*, 185, 122099. <https://doi.org/10.1016/j.techfore.2022.122099>
- Hetz, P. R., Dawson, C. L., & Cullen, T. A. (2015). Social media use and the fear of missing out (FOMO) while studying abroad. *Journal of research on technology in education*, 47(4), 259-272. <https://doi.org/10.1080/15391523.2015.1080585>
- Hodkinson, C. (2019). 'Fear of Missing Out'(FOMO) marketing appeals: A conceptual model. *Journal of Marketing Communications*, 25(1), 65-88. <https://doi.org/10.1080/13527266.2016.1234504>
- Holmes, E.S., Santos, S.R.D., Almeida, A.A.F.D., Candeia, R.M.S., Chaves, L.C.M.R., Oliveira, A.E.C.D., Da Fonseca, L.D.C.T., de Sousa Costa, M.B., Batista, J.B.V., da Silva Ribeiro, G. and de Arruda, A.J.C.G. (2017). Prevalence of burnout syndrome and factors associated with university teachers. *International Archives of Medicine*, 10 (1) 49, 1-8, <http://doi.org/10.3823/2319>
- Holte, A. J., & Ferraro, F. R. (2020). Anxious, bored, and (maybe) missing out: Evaluation of anxiety attachment, boredom proneness, and fear of missing out (FOMO). *Computers in Human Behavior*, 112, 106465. <https://doi.org/10.1016/j.chb.2020.106465>
- Holte, A. J., Fisher, W. N., & Ferraro, F. R. (2022). Afraid of social exclusion: fear of missing out predicts cyberball-induced ostracism. *Journal of technology in behavioral science*, 7(3), 315-324.

<https://doi.org/10.1007/s41347-022-00251-9>

- Holte, A. J., Nixon, A., & Cooper, J. (2024). Attachment anxiety mediates the relationship of need to belong and Fear of Missing Out (FOMO). *Discover Psychology*, 4(1), 1-13. <https://doi.org/10.1007/s44202-024-00250-2>
- Horta, H., Jung, J., Zhang, L., & Postiglione, G. A. (2019). Academics' job-related stress and institutional commitment in Hong Kong universities. *Tertiary Education and Management*, 25(4), 327–348. <https://doi.org/10.1007/s11233-019-09039-8>
- Hunt, M.G., Marx, R., Lipson, C. & Young, J. (2018) No more FOMO: limiting social media decreases loneliness and depression. *Journal of Social and Clinical Psychology*, 37(10), 751–768. <https://doi.org/10.1521/jscp.2018.37.10.751>
- Jabeen, F., Tandon, A., Sithipolvanichgul, J., Srivastava, S., & Dhir, A. (2023). Social media-induced fear of missing out (FOMO) and social media fatigue: The role of narcissism, comparison and disclosure. *Journal of Business Research*, 159, 113693. <https://doi.org/10.1016/j.jbusres.2023.113693>
- Japutra, A., Gordon-Wilson, S., Ekinici, Y., & Adam, E. D. (2025). The dark side of brands: Exploring fear of missing out, obsessive brand passion, and compulsive buying. *Journal of Business Research*, 186, 114990. <https://doi.org/10.1016/j.jbusres.2024.114990>
- Jood, T. E. (2017). Missing the present for the unknown: the relationship between fear of missing out (FOMO) and life satisfaction. University of South Africa, Master Thesis.
- Joshi, R. (2024). Can regulated technological FOMO be used to enhance technology adoption at the bottom of the pyramid?. *Journal of Science and Technology Policy Management*. <https://doi.org/10.1108/JSTPM-08-2023-0135>
- JWTIntelligence Marketing Communications (2012) Fear of missing out. Retrieved from JWTIntelligence.http://www.jwtintelligence.com/wpcontent/uploads/2012/03/F_JWT_FOMOupdate_3.21.12.pdf (Accessed 24.2.2024).
- Kang, I., Cui, H., & Son, J. (2019). Conformity consumption behavior and FOMO. *Sustainability*, 11(17), 4734. <https://doi.org/10.3390/su11174734>
- Khan, A. (2019). Sources and adverse effects of burnout among academic staff: A systematic review. *City University Research Journal*, 9(2). Retrieved from <https://www.proquest.com/scholarly-journals/sources-adverse-effects-burnout-among-academic/docview/2414856838/se-2>
- Kim, J., Lee, Y., & Kim, M. L. (2020). Investigating 'Fear of Missing Out'(FOMO) as an extrinsic motive affecting sport event consumer's behavioral intention and FOMO-driven consumption's influence on intrinsic rewards, extrinsic rewards, and consumer satisfaction. *PLoS One*, 15(12), e0243744. <https://doi.org/10.1371/journal.pone.0243744>
- Lei, M., Alam, G. M., Bashir, K., & Pingping, G. (2024). Does the job performance of academics' influence burnout and psychological counselling? A comparative analysis amongst high-, average-, low-, and non-performers. *BMC Public Health*, 24(1), 1708. <https://doi.org/10.1186/s12889-024-19224-z>
- Littman-Ovadia, H., & Russo-Netzer, P. (2024). Exploring the lived experience and coping strategies of Fear of Missing Out (FOMO) among emerging adults. *Current Psychology*, 1-21. <https://doi.org/10.1007/s12144->

024-06793-w

- Makhubele, B. W., Peral, S. L., Hoole, C., & Morgan, B. (2023). Job crafting, flow, and job performance: A mediational analysis. *SA Journal of Industrial Psychology*, 49(1), 1-6. <https://doi.org/10.4102/sajip.v49i0.1996>
- Meshi, D., Tamir, D. I., & Heekeren, H. R. (2015). The emerging neuroscience of social media. *Trends in cognitive sciences*, 19(12), 771-782. <https://doi.org/10.1016/j.tics.2015.09.004>
- Midgley, C., Thai, S., Lockwood, P., Kovacheff, C. & Page-Gould, E. (2021) When every day is a high school Reunion: social media comparisons and self-esteem. *Journal of Personality and Social Psychology*, 121(2), 285–307. <https://doi.org/10.1037/pspi0000336>
- Milyavskaya, M., Saffran, M., Hope, N., & Koestner, R. (2018). Fear of missing out: prevalence, dynamics, and consequences of experiencing FOMO. *Motivation and emotion*, 42(5), 725-737. <https://doi.org/10.1007/s11031-018-9683-5>
- Ngo, T. T. A., Nguyen, N. T. A., La, U. N., Truong, D. N., & Nguyen, H. Q. B. (2024). Impacts of Social Media Experiences on Academically Related Peer Influence and Fear of Missing Out of Secondary and High School Students. *International Journal of Engineering Pedagogy*, 14(2).
- Oberst, U., Wegmann, E., Stodt, B., Brand, M., & Chamarro, A. (2017). Negative consequences from heavy social networking in adolescents: The mediating role of fear of missing out. *Journal of adolescence*, 55, 51-60. <https://doi.org/10.1016/j.adolescence.2016.12.008>
- Özdemir, S. (2021). İşyerinde Gelişmeleri Kaçırma Korkusu: Ölçek uyarılama çalışması. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 9(1), 49-62. <https://doi.org/10.18506/anemon.761641>
- Pandwal, A., Tewari, S. K., & Ghoshal, M. (2021). Study Depicting Employees FOMO and Self-Esteem Levels has Impact on Perceived Stress Thereby Influencing Mindfulness, Work Effort and Performance at Work. *International Journal of Indian Psychology*, 9(2), 1245-1253.
- Perrin, A. (2015). Social media usage. *Pew research center*, 125, 52-68.
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in human behavior*, 29(4), 1841-1848. <https://doi.org/10.1016/j.chb.2013.02.014>
- Pusenius, A. (2023). Effects of FOMO Marketing Appeals on the Likelihood of Impulse Buying (Master's thesis).
- Reagle, J. (2015). Following the Joneses: FOMO and conspicuous sociality. *First Monday*.
- Reimann, L. E., Binnewies, C., Ozimek, P., & Loose, S. (2023). I Do Not Want to Miss a Thing! Consequences of Employees' Workplace Fear of Missing Out for ICT Use, Well-Being, and Recovery Experiences. *Behavioral Sciences*, 14(1), 8. <https://doi.org/10.3390/bs14010008>
- Riordan, B. C., Flett, J. A., Hunter, J., Scarf, D., & Conner, T. (2015). Fear of missing out (FOMO): The relationship between FOMO, alcohol use, and alcohol-related consequences in college students. *Journal of Psychiatry and Brain Functions*, 2(7). <https://doi.org/10.7243/2055-3447-2-9>
- Roberts, J. A., & David, M. E. (2020). The social media party: Fear of missing out (FOMO), social media intensity, connection, and well-being. *International Journal of Human–Computer Interaction*, 36(4), 386-392.

- Rozgonjuk, D., Sindermann, C., Elhai, J. D., & Montag, C. (2020). Fear of Missing Out (FOMO) and social media's impact on daily-life and productivity at work: Do WhatsApp, Facebook, Instagram, and Snapchat Use Disorders mediate that association?. *Addictive behaviors*, 110, 106487. <https://doi.org/10.1016/j.addbeh.2020.106487>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68. <https://doi.org/10.1037/110003-066X.55.1.68>
- Sadeghi, A., Zaidatol, A. L. P., Habibah, E., & Foo, S. F. (2012). Demographic analysis on academic staff's job satisfaction in Malaysian research universities. *Pertanika Journal of Social Science and Humanities*, 20(SUPPL.), 1-20.
- Shen, Y., Zhang, S., & Xin, T. (2020). Extrinsic academic motivation and social media fatigue: Fear of missing out and problematic social media use as mediators. *Current Psychology*, 1-7. <https://doi.org/10.1007/s12144-020-01219-9>
- Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher education*, 67, 603-620. <http://doi.org/10.1007/s10734-013-9668-y>
- Srivastava, S., Rishi, B., & Belwal, R. (2024). Linking fear of missing out and psychological well-being: a multi-country study. *Journal of Consumer Marketing*, 41(4), 391-405. <https://doi.org/10.1108/JCM-02-2023-5837>
- Tan, P. L., Tjiptono, F., & Tan, S. Z. (2024). Fear more or fear no more: examining the emotional and behavioral consequences of FOMO and JOMO. *Asia Pacific Journal of Marketing and Logistics*. <https://doi.org/10.1108/APJML-06-2024-0748>
- Tandon, A., Dhir, A., Almugren, I., AlNemer, G. N., & Mäntymäki, M. (2021). Fear of missing out (FOMO) among social media users: a systematic literature review, synthesis and framework for future research. *Internet Research*, 31(3), 782-821. <https://www.emerald.com/insight/1066-2243.htm>
- Tandon, A., Dhir, A., Talwar, S., Kaur, P., & Mäntymäki, M. (2021). Dark consequences of social media-induced fear of missing out (FOMO): Social media stalking, comparisons, and fatigue. *Technological Forecasting and Social Change*, 171, 120931. <https://doi.org/10.1016/j.techfore.2021.120931>
- Tandon, A., Dhir, A., Talwar, S., Kaur, P., & Mäntymäki, M. (2022). Social media induced fear of missing out (FOMO) and phubbing: Behavioural, relational and psychological outcomes. *Technological Forecasting and Social Change*, 174, 121149.
- Tanhan, F., Özok, H. I., & Tayiz, V. (2022). Fear of missing out (FOMO): A current review. *Psikiyatri Guncel Yaklasimlar*, 14(1), 74-85.
- Tao, Y., Tang, Q., Zou, X., Wang, S., Ma, Z., Zhang, L., & Liu, X. (2023). Effects of attention to negative information on the bidirectional relationship between fear of missing out (FOMO), depression and smartphone addiction among secondary school students: Evidence from a two-wave moderation network analysis. *Computers in Human Behavior*, 148, 107920. <https://doi.org/10.1016/j.chb.2023.107920>
- Ukpere, C. L., Slabbert, A. D., & Ukpere, W. I. (2014). Rising trend in social media usage by women entrepreneurs across the globe to unlock their potentials for business success. *Mediterranean Journal of*

Social Sciences, 5(10), 551-559.

- Weaver, J. L., & Swank, J. M. (2021). An examination of college students' social media use, fear of missing out, and mindful attention. *Journal of College Counseling*, 24(2), 132-145. <https://doi.org/10.1002/jocc.12181>
- Xie, Z., Zhang, L. F., Li, M., & Fan, W. (2024). Academic self-efficacy and organisational commitment among academics in mainland China: the mediating role of job crafting. *Educational Psychology*, 44(2), 189-207. <https://doi.org/10.1080/01443410.2024.2324782>
- Yıkılmaz, İ., Güler, İ., & Efe, Y. (2023). Workplace Fear of Missing Out and Telepressure: How Digital Workplace Challenges Contribute to Employee Burnout?. *Journal of University Research*, 6(3), 347-355. <https://doi.org/10.32329/uad.1343420>
- Zhang, L., Wider, W., Fauzi, M. A., Jiang, L., Tanucan, J. C. M., & Udang, L. N. (2024). Psychological capital research in HEIs: Bibliometric analysis of current and future trends. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2024.e26607>