

FOMO AND FOBO IN ACADEMIC LIFE: A THEMATIC ANALYSIS OF STUDENT EXPERIENCES USING THE GROUNDED THEORY APPROACH

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How To Cite: Tamri., Islamuddin., Daulay, Muhammad Yaser Iqbal. (2025). Fomo And Fobo In Academic Life: A Thematic Analysis Of Student Experiences Using The Grounded Theory Approach. *Jurnal Ilmiah Akuntansi, Manajemen Dan Ekonomi Islam (JAM-EKIS)*, 8(3), 1454-1465. <https://doi.org/10.36085/jamekis.v8i3.8954>

ARTICLE INFORMATION

Article History:

Accepted : 20 Augt 2025

Revised : 22 Augt 2025

Approved : 28 Sept 2025

Keywords:

FOMO, FOBO, Academic Achievement

Pages: 1454-1465

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ABSTRACT

The phenomenon of FOMO (Fear of Missing Out) and FOBO (Fear of Better Options) is on the rise among students as a result of the use of social media and the demand to compete on campus. The aim of this study was to investigate students' experiences when dealing with FOMO and FOBO, as well as how this impacts their academic achievement. This qualitative research was conducted through in-depth interviews with 15 S1 students from various disciplines, the Grounded Theory approach. The data were analyzed thematically to find patterns and theoretical constructions that depended on the participants' experiences. FOMO and FOBO trigger anxiety, procrastination, and academic dissatisfaction, as well as encourage self-development efforts. Three main themes were also identified: (1) Social and Academic Pressure; (2) decision-making paralysis; and (3) Adaptation Strategies. FOMO and FOBO are controversial phenomena that affect students' academic lives. To reduce the negative effects, this study suggests digital literacy-based interventions and academic counseling.

INTRODUCTION

The phenomenon of FOMO (Fear of Missing Out) and FOBO (Fear of Better Options) has become a major concern in students' academic lives, especially in today's digital era. If a person feels they are missing out on information or experiences that others consider important, they experience anxiety called FOMO. On the other hand, FOBO indicates a fear of missing out on better options (Przybylski et al., 2013). Research shows that these two phenomena can have an impact on academic performance and student psychological well-being. This can lead to new difficulties in the learning of students (Elhai et al., 2020)

In academia, FOMO is often triggered by intense social media use, where students are exposed to the activities of their friends and their own achievements. According to Dhir et al., (2018), "Excessive use of social media can make students pressured to engage in various activities, which can interfere with their focus on learning." This suggests that FOMO can lead to learning and mental health problems. Many college students say they are anxious and depressed when they see their friends attending social or academic events that they can't attend. This often leads to dissatisfaction and low self-esteem.

FOBO, on the other hand, can make it difficult for students to make decisions, especially about the choice of major, course, or extracurricular activities. Schwartz, (2004) in his book "The Paradox of Choice" states that "too many choices can lead to confusion and dissatisfaction, ultimately resulting in delay and inability to make informed decisions." FOBO may inhibit students from participating in academic activities or delay course registration. Many college students say that they get stuck in a cycle of comparison, where they keep considering other seemingly better options, which prevents them from moving forward.

Previous research has shown that FOMO and FOBO contribute to increased anxiety and stress among college students. Elhai et al., (2020) found that "College students who experience FOMO tend to experience higher anxiety, which negatively impacts their academic performance." This suggests that understanding how these two phenomena interact with each other and affect the overall academic experience of students is essential. The aim of this study was to discover and analyze students' subjective experiences related to FOMO and FOBO, as well as how this impacts their health and academic achievement.

This research aims to provide a deeper insight into how students experience and overcome FOMO and FOBO in their academic contexts. By using a qualitative approach, especially Grounded Theory, this research aims to fill this gap. Finally, it should be emphasized that a better understanding of FOMO and FOBO can assist educational institutions in creating better support programs. By knowing what affects the student experience, educational institutions can create solutions to reduce the negative effects of FOMO and FOBO and improve students' overall health and academic achievement. It is hoped that this research will make a significant contribution to the current literature and become the basis for further research in this field.

RESEARCH METHODS

The Grounded Theory method, coined by Glaser and Strauss in 1967, is used in this study as a qualitative approach. This method aims to build a theory rooted in empirical data obtained from participants' experiences and perspectives. Grounded Theory was chosen for this research because of its ability to investigate complex phenomena such as FOMO and FOBO in students' academic lives, as well as to understand how these two phenomena interact with each other and affect students' learning experiences.

The advantage of Grounded Theory is its focus on creating theories that are dynamic and contextual. This research not only tests existing hypotheses, but also finds out what students' subjective experiences mean. In-depth interviews are a data collection technique that allows researchers to find out more about how college students experience FOMO and FOBO in their academic contexts. Grounded theory, the analysis process consists of several stages. In the open coding, axial coding, and selective coding stages, researchers found and labeled the initial concepts found from the interview data. Next, in the axial coding stage, the researcher finds the relationships between the concepts that have been identified and connects them to each other. In the selective coding stage, the researcher develops the core theory of the concepts that have been identified. This process is repetitive, so researchers can return to the data to improve their understanding and refine the categories that have been formed.

This research is expected to produce relevant and applicable theories about the impact of FOMO and FOBO on students' academic achievement. In addition, the results of this study can help develop better solutions to help students cope with the difficulties posed by both phenomena. Therefore, Grounded Theory not only serves as a tool for analysis, but also serves as a structure that allows for a thorough understanding and explanation of the student's experience.

Overall, the goal of the design of this study was to gain a better understanding of how FOMO and FOBO affect students' academic lives and to generate theories that can be used to create better support strategies for them. As a result, it is expected that this research will make a significant contribution to the current literature and serve as a basis for other research in this field.

Participants

This study involved 15 S1 students from the University of Muhammadiyah Bengkulu and PGRI Silampari University Lubuklinggau who were between 19 and 23 years old. Participants were selected purposively, which means that they were in accordance with the research objectives. This method allows researchers to collect more in-depth and specific data on student experiences related to FOMO and FOBO.

One of the requirements for selecting participants is to be active on social media. Social media plays an important role in students' daily lives in today's computer and internet era. This study will explore how interactions on social media affect students' experiences with FOMO and FOBO because activity on social media is often the main cause of FOMO, where students are pressured to always engage in activities carried out by their peers. By selecting participants who are active on social media, this study will explore how interactions on social media affect students' experiences with FOMO and FOBO.

The second criterion is someone who has experienced FOMO or FOBO. This anxiety can manifest itself in many forms, such as feeling anxious when friends attend an event that can't be attended or feeling unsure of the options available when making academic decisions. Researchers can learn more about the psychological effects of FOMO and FOBO and how they cope with those feelings by selecting participants who experience these anxiety.

The third criterion is to have a Cumulative Grade Point Average (GPA) of at least 3.00. This GPA is intended to ensure that students are performing well academically, which can provide a better understanding of how FOMO and FOBO affect high-achieving students. Students with high GPAs may have different experiences with academic and social pressures compared to students with low GPAs. As a result, students with high GPAs may have different experiences

This research aims to gather relevant and in-depth information about students' experiences related to FOMO and FOBO. By conducting in-depth interviews with people who met these criteria, researchers hope to identify emerging patterns and improve understanding of how these two phenomena affect students' academic lives.

Data Collection

Two main approaches were used to collect data for this study: semi-structured interviews and document analysis. This method was chosen to gain a deeper understanding of how students deal with FOMO (Fear of Missing Out) and FOBO (Fear of Better Options) in their academic lives.

1. Semi-Structured Interviews

Semi-structured interviews are conducted online and offline through the Zoom platform and last for 60 to 90 minutes per session. This method allows researchers to ask open-ended questions that aim to explore the subjective experiences of the participants while still having the flexibility to study any topic that comes up during the conversation. This way, researchers can tailor their questions based on participants' responses.

One example of the question asked was, "How is your experience when you feel afraid of missing out on academic information?" This question is intended to encourage participants to share their personal experiences related to FOMO, as well as how those feelings affect their academic decisions and mental well-being. Additionally, other open-ended questions can include topics such as the influence of social media on the academic experience, methods used to make better academic decisions, or how those feelings affect

2. Document Analysis

The study also analyzed documents, especially participants' academic diaries, in addition to interviews. These diaries serve as an additional source of data that provides further context about students' daily experiences. By analyzing diaries, researchers can identify patterns associated with FOMO and FOBO, as well as how these two phenomena are reflected in students' academic and social routines.

Document analysis allows researchers to gain a broader understanding of how students manage time, responsibilities, and social interactions. For example, a diary can show how students plan their schoolwork and how they feel anxious or indecisive when they see their friends engaging in activities they can't participate in. This research is expected to provide a better picture of how FOMO and FOBO affect students' academic lives by combining interviews and document analysis.

Data Analysis

In this study, three main stages—open coding, axial coding, and selective coding—were used to analyze the data. The purpose of this analysis process is to discover, organize, and construct theories rooted in empirical data obtained from interviews and document analysis.

1. Open Coding

The analysis of open data is the first stage, where the researcher finds the initial code from the interview transcript. At this stage, every word or phrase that is thought to be related to the phenomenon of FOMO and FOBO is recorded and labeled. This process involves thoroughly reading interview transcripts to identify important concepts derived from the experiences of the people involved. For example, statements such as "I feel anxious when I see my friends participating in seminars that I don't attend" can be coded as "FOMO anxiety" or "social pressure" by a participant.

Using open coding, researchers can collect a variety of codes that describe students' subjective experiences. In the next stage, these codes will be used as the basis for developing more complex categories. This process is iterative, so researchers can return to the data to add or modify the code according to their acquired understanding.

2. Axial Coding

After the open coding creation stage, the researcher proceeds to the axial coding stage. At this stage, researchers look for relationships between various codes and group them into larger categories. For example, the codes "FOMO anxiety" and "social distress" could be put into a broader category, "FOMO social impact".

Axial coding contributes to the overall student experience and helps researchers understand how the various components of data interact with each other. Researchers can begin to build a more structured story about how FOMO and FOBO affect students' academic lives by connecting these codes. This process will generate categories that will be used as the basis for the development of the theory at the next stage.

3. Selective Coding

Selective coding is the final stage of data analysis, where researchers create core theories based on patterns found in the data. At this stage, the researcher selects the most relevant and significant categories to create a comprehensive story about the phenomenon being studied. For example, researchers may find that "the influence of social media on academic anxiety," which consists of subthemes such as "FOMO," "FOBO," and "adaptation strategies," is the main subject.

Selective coding allows researchers to develop theories that can explain the relationships between the various elements that have been identified. This theory not only describes the participants' experiences but also provides broader insights into how FOMO and FOBO function in an academic context.

Data Validation

To ensure that the research results are valid and reliable, this study also uses member checking validation and source triangulation methods. Member checking is carried out by inviting participants to review the results of the analysis and provide feedback that shows the accuracy of the researcher's interpretation. This helps ensure that the researcher's understanding of the participant's experience is accurate and in line with reality.

In addition, source triangulation was carried out by comparing interview data with

document analysis, such as the academic diaries of the participants. Researchers can improve findings and increase the credibility of research results by combining various data sources.

This research is expected to produce in-depth and relevant findings on how FOMO and FOBO affect students' academic lives. The analysis of this data will make a significant contribution to the understanding of how these two phenomena affect students' health and academic achievement.

RESULTS OF RESEARCH AND DISCUSSION

Theme 1: Social and Academic Pressure

After the data analysis is complete, the first theme that emerges is social and academic pressure. It shows how academic demands and social interactions are interconnected and affect the student experience. Social Comparison on Social Media and the Demands of Multitasking are the two main subthemes of this theme.

Sub-Theme: Social Comparison on Social Media

One of the most striking phenomena is social comparison on social media. Many participants said they were anxious when they saw what their friends were doing on platforms like LinkedIn and Instagram. This makes them feel the need to keep striving to achieve the same or even higher standards. One of the people involved said:

"Every time I see my friends participating in seminars or winning competitions, I feel like I have to participate too, even though my learning time is interrupted." (P7).

This statement shows how FOMO can lead to anxiety and pressure to participate in a variety of activities, even though it can cause you to lose focus on learning. Previous research has also supported these findings, with Przybylski et al., (2013) noting that "FOMO can make people depressed to engage in social activities, which can impair mental health and academic achievement."

Dissatisfaction and feelings of inadequacy often give rise to anxiety caused by these social comparisons. Students may experience stress and mental fatigue because they feel that they have to always be "updated" with the achievements of their friends. This is in line with the findings of Dhir et al., (2018), who show that excessive use of social media can increase anxiety among college students.

Sub-Theme: Multitasking Demands

Multitasking, where people feel they have to keep up with a lot of activities in order not to "fall behind", is the second subtheme that comes up. In the academic context, these demands usually stem from the expectation to achieve achievement in various fields, both academic and non-academic. Participants believe that they should build an impressive portfolio by participating in organizations, seminars, and other extracurricular activities.

This condition creates great pressure, where students feel compelled to divide their attention between many demands. This can lead to a decrease in learning quality and a higher risk of burnout. Research by Elhai et al. (2020) shows that college students who experience FOMO and FOBO tend to have difficulty managing time and priorities, which can negatively impact their academic performance (Elhai et al., 2020).

In addition, participants said that because they were stuck in a cycle of various activities, they often felt they did not have enough time to focus on their studies. One participant

said:

"I feel like I have to participate in all the activities, but sometimes I feel like I don't have time to study well." (P3).

This statement shows the difficulties students face when trying to balance their social and academic needs. Not only does this multitasking demand interfere with the learning process, but it can also negatively impact students' overall mental health.

Conclusion of Theme 1

Overall, the theme of Social and Academic Stress shows that FOMO and FOBO greatly affect students' academic experiences. Social comparisons on social media and the demands of multitasking cause stress that can interfere with mental health and focus on learning. This research shows how important it is for people to be aware of the negative effects of FOMO and FOBO and how schools should help students better cope with these pressures.

Theme 2: Decision Making Paralysis

Decision Paralysis is the second theme that emerges from data analysis. It shows how FOBO (Fear of the Best Choice) affects students' ability to make informed decisions in an academic context. This theme has two main subthemes: hesitation in choosing a course and procrastination in completing assignments.

Sub-Theme: Doubts in Choosing a Course

Many FOBO participants report that students often feel confused and hesitant when it comes to deciding which courses they will take. This is one of the important impacts of FOBO. One of the participants stated:

"I was afraid of making the wrong choice, in the end I didn't even take any courses until the deadline." (P12).

This statement suggests that the fear of missing out on better options can cause college students to fail to make decisions. They feel trapped in a cycle of comparison where they constantly consider other options that seem more profitable. As a result, this hinders them from making informed decisions.

Research by Schwartz (2004) in his book "The Paradox of Choice" explains that "Too many choices can leave you confused and dissatisfied, which will ultimately cause you to delay and not be able to make the right decisions (Schwartz, 2004). In the academic world, this phenomenon is very relevant because students are faced with many course options that can overwhelm them.

Sub-Theme: Task Completion Delay

A total of 13 participants said they were more likely to procrastinate because they were unsure of the quality of work they would produce. Procrastination is usually caused by fear of "imperfect" results. These fears are often based on expectations of achieving high standards, both in the social environment and in oneself.

One participant stated, *"I often postpone assignments because I am afraid that the results will not be as expected. So, I prefer not to work at all."* (P5). This statement means that FOBO can encourage students to experience procrastination, because they prefer not to take action rather than face the possibility of failure.

Research by Steel (2008) shows that "procrastination is often associated with uncertainty and fear of unsatisfactory outcomes (Steel, 2008)." Procrastination in academic work can negatively impact student performance as the large number of uncompleted assignments

can add to the pressure as deadlines approach.

Conclusion of Theme 2

Overall, the theme of Decision Making Paralysis shows that FOBO greatly influences students' ability to make informed academic decisions. The cycle of uncertainty that occurs when choosing a course and procrastinating an assignment can hinder academic progress. The research emphasizes that support and decision management techniques are essential to help students overcome this paralysis, helping them make better decisions and improve their academic performance.

Theme 3: Adaptation Strategies

Data analysis shows that the third theme is Adaptation Strategies. It discusses how students deal with the negative effects of FOMO (Fear of Missing Out) and FOBO (Fear of Better Options) on their academic lives. This theme has two main subthemes: time management and consultation with lecturers.

Sub-Theme: Time Management

One of the most common adaptation approaches used by participants is time management, especially by limiting the use of social media during the exam. Many of them said they felt the need to reduce distractions from social media so they could focus on their work. One participant said:

"During the exam, I decided not to open social media at all. It helps me to be more focused and not distracted by what my friends are doing." (P9).

This statement suggests that students can increase their focus on academic assignments and reduce FOMO anxiety by managing time and limiting access to social media. Research by Tang et al., (2020) supports these findings, where they found that "reduced social media use during periods of academic stress can improve students' focus and learning performance."

This time management strategy not only helps students overcome FOMO but also helps them better plan and complete tasks. By avoiding social media distractions, students can create a better learning environment, which in turn can improve mere academic outcomes.

Sub-Theme: Consultation with Lecturers

The second subtheme is consultation with lecturers; Participants felt more confident in making academic decisions after getting advice from lecturers. Many students report that they feel hesitant in choosing a course or deciding on the next step in their studies, but by consulting with a lecturer, they can reduce the doubts caused by FOBO. One participant said:

"After talking to the lecturer about the course choice, I feel more confident. The lecturers provided a perspective that helped me understand what was best for me." (P4).

This statement suggests that teachers can play an important role in helping students overcome doubts and uncertainties. Research by Topping et al., (2020) shows that "Academic consultation with teachers can help students make better decisions and increase their confidence."

Consultation with teachers not only provides useful information, but also builds a stronger relationship between students and teachers. This can improve social support and a sense of connectedness, which is important for students' mental health.

Conclusion of Theme 3

Overall, the theme of Adaptation Strategies shows that students develop a variety of ways to address the negative impacts of FOMO and FOBO. They can overcome anxiety, improve focus, and make better academic decisions by managing their time well and consulting with their teachers. This research emphasizes the importance of social support and self-management strategies to help students cope with the challenges posed.

Discussion

FOMO and FOBO in Academic Life

FOMO, or the fear of missing out, is becoming increasingly common among students, especially in today's age of technology. When someone feels they don't have the information, experience, or opportunities that others consider important, it's called FOMO. Exposure to friends' achievements on social media often leads to FOMO in an academic context. According to Przybylski et al. (2013), "FOMO can make people depressed to engage in social activities, which can interfere with mental health and academic achievement (Przybylski et al., 2013)." This suggests that students who experience FOMO tend to be pressured to always engage in various activities, although this can interfere with their focus on learning.

When it comes to education, FOBO (Fear of Better Options) is a term that refers to a person's fear of making decisions due to fear of missing out on better options in the future. In terms of education, FOBO can cause students to have difficulty choosing a major, course, or extracurricular activity. Schwartz (2004) in his book "The Paradox of Choice" explains that "Too many choices can leave you confused and dissatisfied, which will ultimately cause you to delay and not be able to make the right decisions (Schwartz, 2004)." This uncertainty often leads to delayed decisions, which can hinder students' academic progress.

FOMO and FOBO can affect students' academic performance in addition to their mental health. Anxiety caused by FOMO can lead to depression, sleep disorders, and other mental health issues. Research by Elhai et al. (2020) shows that FOMO students are more susceptible to sleep disorders, which can affect their academic achievement (Elhai et al., 2020)." This suggests that students must improve their self-awareness and time management strategies to address the negative impacts of FOMO.

To overcome FOMO and FOBO, students can use a variety of adaptation strategies. One is to limit the use of social media during exams to reduce distractions and improve focus on studying. Talking to a teacher or mentor can also help them in their academic decision-making, boosting their confidence and reducing the doubts caused by FOBO. According to Topping et al. (2020), "academic consultation with lecturers can increase students' confidence and help them make better decisions. So, to help students cope with FOMO and FOBO, social support and good self-management strategies are essential.

FOMO: The Fear of Missing Out

When a person feels they don't have the information, experience, or opportunities that others consider important, they may experience anxiety known as FOMO, or Fear of Missing Out. What friends do on social media often causes FOMO in an academic context. Students who see their friends participating in seminars, competitions, or other social activities may feel pressured to participate, even though it may not align with their academic goals.

According to Przybylski et al. (2013), FOMO can make people depressed to engage in social activities, which can interfere with mental health and academic achievement. This study shows that FOMO students tend to experience higher levels of anxiety, which can interfere with their concentration and motivation to learn. This is in line with the findings of Dhir et al. (2018), who note that "excessive use of social media can cause students to feel pressured to always engage in various activities, which in turn can interfere with their focus on learning."

College students affected by FOMO can also experience burnout, a condition in which they feel exhausted from trying to meet high social and academic expectations. In a study by Elhai et al. (2020), it was found that "college students who experience FOMO tend to have higher levels of stress, which can interfere with their mental health and academic performance." Therefore, it is very important for students to become self-aware and learn good time management strategies to overcome the negative impact of FOMO.

FOBO: The Fear of Better Choices

On the other hand, fear of better choices (FOBO) is a term that refers to a person's fear of making decisions due to fear of missing out on better choices in the future. In terms of education, FOBO can cause students to have difficulty choosing a major, course, or extracurricular activity. Decisions are often delayed due to this uncertainty, which can hinder academic progress.

Schwartz (2004) in his book "The Paradox of Choice" explains that "too many choices can lead to confusion and dissatisfaction, which ultimately leads to delay and an inability to make informed decisions." In an educational setting, students are often faced with a variety of seemingly attractive options; However, the fear of making the wrong choice can deter them from doing anything. Research conducted by Steel (2007) shows that "procrastination is often associated with uncertainty and fear of unsatisfactory outcomes," which is particularly relevant in the context of FOBO.

Because uncertainty in decision-making can lead to stress and anxiety, FOBO can also affect students' mental health. According to research conducted by Topping et al. (2020), "college students who experience FOBO tend to feel depressed and dissatisfied with the choices they make, which can negatively impact their mental well-being." Therefore, it is important for students to learn to make good decisions and get support from their teachers or mentors to reduce their doubts.

The Impact of FOMO and FOBO on Mental Well-Being

FOMO, which means fear of missing something, has become a huge phenomenon among students, especially in the digital age, which is characterized by high use of social media. When someone feels they don't have the information or experience that is considered important by others, it is called "FOMO". According to Przybylski et al. (2013), "FOMO can make people depressed to engage in social activities, which can interfere with mental health and academic achievement." When fellow students participate in activities that they can't participate in, they often experience this anxiety.

On the other hand, fear of better choices (FOBO) is a term that refers to a person's fear of making decisions due to fear of missing out on better choices in the future. In terms of education, FOBO can cause students to have difficulty choosing courses or extracurricular activities. Schwartz (2004) in his book "The Paradox of Choice" states

that Too many choices can lead to confusion and dissatisfaction, which ultimately leads to delay and inability to make informed decisions. This uncertainty can cause students to get stuck in a cycle of comparison, where they keep considering alternatives that seem more appealing. As a result, this can hinder their academic progress.

FOMO and FOBO can affect students' academic performance in addition to their mental health. Anxiety caused by FOMO can lead to depression, sleep disorders, and other mental health issues. Research by Elhai et al. (2020) shows that FOMO students are more susceptible to sleep disorders, which can affect their academic performance. This suggests that students must improve their self-awareness and time management strategies to address the negative impacts of FOMO.

FOBO can also make college students feel insecure, which can increase stress and anxiety. According to research by Topping et al. (2020), "College students who experience FOBO tend to be depressed and dissatisfied with the decisions they make, which can negatively impact their mental well-being." This dissatisfaction can lead to feelings of hopelessness and loss of motivation, which in turn can interfere with academic achievement and the learning process.

It is essential for students to implement effective adaptation strategies to overcome FOMO and FOBO. One of them is to limit the use of social media during exams to be more focused and reduce distractions. Additionally, talking to a lecturer or mentor can assist students in making academic decisions, increase confidence, and reduce the doubts caused by FOBO. Additionally, proper social support and effective self-management strategies can help students overcome FOMO and FOBO and improve their mental health. Classical Assumption Test Results.

CONCLUSION AND IMPLICATIONS

This study shows the complexity of students' experiences with FOMO and FOBO, two psychological phenomena that are interrelated and can have an impact on academic achievement and mental health. Studies show that exposure to friends' achievements on social media often leads to FOMO, which encourages staying engaged in a variety of activities. In contrast, FOBO prevents students from making good decisions, which can hinder their academic progress. Educational institutions can make better efforts to help students by understanding the impact of these two phenomena.

One of the tangible results of this research is the creation of digital literacy modules that are intended to help students reduce their dependence on social media. These modules can include techniques for managing time spent on social media, raising awareness of the negative effects of FOMO, and encouraging students to devote their attention to their academic goals. By improving digital literacy, students are expected to reduce anxiety caused by academic changes.

Additionally, to help students cope with FOBO, decision-making training-based academic counseling services can be used. These services can assist students in decision-making, help them evaluate their options, and reduce doubts that often hinder their academic progress. With the right guidance, students can be more confident in making decisions about their studies, which means they are less stressed and happier with their education.

Further research can investigate the role of culture and gender in the dynamics of FOMO and FOBO. Changes in social norms and cultural expectations can affect the level

of FOMO experienced by students from different backgrounds. Gender can also influence how students handle social pressures and make decisions. Future research can provide broader insights into the student experience and resources for more inclusive solutions by understanding these aspects.

Overall, this research aids academic understanding of FOMO and FOBO. Students are expected to improve their mental health and academic performance by discovering problems and providing practical solutions. By getting the right support and effective adaptation strategies, they can better handle the pressures of FOMO and FOBO and reach their full academic potential.

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