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THE IMPACT OF FOMO ON THE PERFORMANCE OF GENERATION Z

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INTRODUCTION

FOMO, or the Fear of Missing Out, is a significant psychological phenomenon among Generation Z (Gen Z). The rapid advancement of digital technology and the increasing reliance on social media have significantly shaped the behaviour of Generation Z, which involves individuals who were born roughly between 1995 and 2010. According to Graham and Lews (2025), studies show that up to 70% of young individuals say they frequently experience FOMO as they usually put their wants ahead of their needs (Sa'idah & Dhiah, 2022). Generation Z's usage of social media and FOMO may have both beneficial and negative effects, depending on their role and ability (Herawati et al., 2022). Due to their extensive use of social networking sites for communication, self-expression, and validation, Generation Z, who are digital natives, is especially vulnerable to FOMO (Turner, 2015). Therefore, it is important to examine how FOMO affects Generation Z's performance, with a particular emphasis on how this psychological pattern impacts their mental health and academic engagement.

IMPACT ON PERFORMANCE

Addressing the impact of FOMO is crucial, given Generation Z's strategic significance to the future of work and the innovation economy. Developing measures to encourage better digital behaviours among this group requires an understanding of social media dynamics and FOMO. FOMO victims will suffer from low self-esteem, diminished productivity, nervousness, depression, and other mental health conditions, all of which can naturally impair Generation Z's performance since they have adopted FOMO as a way of life (Fitria et al., 2023).

Mental Health

There are also certain behavioural and mental health issues that this generation encounters, such as increased uncertainty, digital tiredness, and attention, which can impair performance (Lim et al., 2021). According to several studies, Generation Z students have higher levels of stress, mental health issues, and trouble focusing because of their continual digital connectedness and social comparison, even when they have high levels of digital literacy (Elhai et al., 2020; Ye et al., 2023). Self-morale is greatly influenced by social media as this generation usually compares themselves with the idealised representations they see online (Graham & Lews, 2025). Programs that promote digital literacy should be implemented in schools and colleges to assist students in comprehending how social media affects mental health.

Academic Engagement

For Generation Z, academic achievement is essential for their personal growth and for equipping them to handle the demands of a changing global economy. According to Tan et al. (2023), performance metrics, including critical thinking, productivity, and flexibility, are crucial in academic contexts for creating a knowledge-based economy. According to research, FOMO can have a detrimental effect on one's ability to do well in school and at work by interfering with focus, decreasing motivation, and elevating stress levels (Elhai et al., 2020). Procrastination, a decline in engagement, and poorer academic performance might result from these distractions (Alinejad et al., 2022). Students with high levels of FOMO were more inclined to put off their academic obligations in favor of social media use (Manap et al., 2023). This is important for schools and colleges to promote programs that increase their ability to concentrate in class.

CONCLUSION

As a conclusion, the Fear of Missing Out (FOMO) has become a common psychological feeling in a time when digital connectedness permeates every aspect of daily life, especially among Generation Z. It is becoming more and more important to comprehend how FOMO affects this generation's performance as they continue to integrate into professional and academic settings. This is important as to ensure raising awareness of FOMO and its consequences can enable Generation Z to take charge of their digital behaviours and enhance their general wellbeing and productivity. It is important for institutions to implement educational strategies that promote digital wellness, self-regulation, and psychological resilience to improve their mental health and academic engagement.

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