A STUDY ON THE RELATIONSHIP BETWEEN FEAR OF MISSING OUT (FOMO) AND SUBJECTIVE WELL BEING AMONG SENIOR STUDENTS

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submitted in partial fulfillment of the requirements for the award of the Degree of **B.A. Psychology (Honours with Research)** to MIER College of Education, is an authentic record of my own research work carried out under the supervision of **Mrs. Ayushi Grover**.

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c) All sources of information used in this study have been duly acknowledged.

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List of Abbreviation

Abbreviation	Full Form
ANOVA	Analysis of Variance
B.A.	Bachelor of Arts
BAI	Beck Anxiety Inventory
BDI	Beck Depression Inventory
COVID-19	Coronavirus Disease 2019
ESSSWBSS	Elementary School Students' Subjective Well-Being in School Scale
FoMO	Fear of Missing Out
FoMO-R	Fear of Missing Out Reduction (Method)
JOMO	Joy of Missing Out
N	Sample Size
P	Probability Value (Level of Significance)
PIU	Problematic Internet Use
PSQI	Pittsburgh Sleep Quality Index
R	Pearson's Correlation Coefficient
SAS-SV	Smartphone Addiction Scale – Short Version
SD	Standard Deviation
SMMP	Social Media Mindfulness Practice
SNS	Social Networking Site(s)
SSWBQ	Students' Subjective Well-Being Questionnaire
SWB	Subjective Well-Being
T	t-statistic (Independent Samples t-test)

ABSTRACT

The rapid expansion of social media and digital technology has significantly altered the psychological landscape of adolescents, giving rise to phenomena such as the Fear of Missing Out (FoMO) a pervasive apprehension that others are enjoying more rewarding experiences in one's absence. The present study investigates the relationship between FoMO and Subjective Well-Being (SWB) among senior secondary students in the Jammu district of Jammu & Kashmir. A quantitative research design was employed, with a sample of 200 students (100 male, 100 female) drawn from Classes 11 and 12 across government and private schools using two-level stratified purposive sampling. FoMO was measured using the Fear of Missing Out Scale (Przybylski et al., 2013), and subjective well-being was assessed through the Students' Subjective Well-Being Questionnaire (Renshaw et al., 2015). The findings revealed a weak but statistically significant positive correlation between FoMO and subjective well-being ($r = .185$, $p < .01$), suggesting that moderate FoMO may motivate students to seek social connection, slightly enhancing their overall well-being. No significant differences were found in either variable based on school type or gender. The study contributes culturally relevant evidence from an Indian educational context, underscoring the need for digital literacy programs and counseling interventions to support adolescent well-being.

Keywords*: Fear of Missing Out (FoMO), Subjective Well-Being (SWB), Senior Secondary Students, Adolescent Mental Health, Social Comparison, Digital Behaviour.*

CHAPTER-I

INTRODUCTION

CHAPTER-I

Introduction

In the present digital age, the use of mobile phones and the internet has become a regular part of everyday life. Students in senior secondary classes depend on online platforms for communication, entertainment, learning and social interaction. Social media platforms allow instant access to information and private lives of others, which has changed how students think about relationships, success and personal identity. Although technology offers many benefits, constant digital engagement has also affected the emotional and psychological health of young individuals. In the last couple of years, there has been an increase in concern over the mental health of adolescents. The students have to bear the demands of education, expectations from family and competition from their peer groups. Besides this, social media exposure brings additional pressure. Students are constantly bombarded with pictures and stories of others' achievements, friendships and way of life. In this respect, while some students feel encouraged by such exposure, others begin to feel left behind. These emotional experiences underscore how online influence has become part of everyday mental life. One very crucial psychological issue related to social media is the Fear of Missing Out, better known as FoMO. It is the feeling that others are having superior or more fulfilling experiences while one is not present in their lives. Students who suffer from FoMO feel uneasy in case they cannot view an update or a message. They will continuously check their phones in order to keep themselves updated, and this may interfere with daily activities such as studying, being with family, and even resting. Gradually it can result in stress, anxiety, and it weakens concentration. FoMO does not stay limited to online activity. It also affects offline situations, like classroom experiences, peer-group interactions, and participation in events. Students may feel excluded if they are not invited to group activities or if their opinion is not included in discussions. Combined with online exposure, these experiences may lower confidence and create emotional pressure. Another related and relevant factor about mental health is subjective well being. Subjective well-being refers to how people evaluate their lives concerning their level of happiness, emotional comfort, and overall satisfaction (Diener, 1984). An individual who has high subjective well-being generally feels satisfied and emotionally stable, whereas in

a person with low subjective well-being, sadness, worry, and dissatisfaction may be felt. Emotional well-being plays an essential role in healthy development and everyday functioning. Senior secondary students are passing through a crucial developmental stage. In this period, they experience emotional growth, identity formation, and increased attention to relationships with peers. At the same time, the pressure of academic responsibility and future planning is highlighted as a major concern. The pressure of doing well in school and at the same time keeping up relationships may increase mental stress. Thus, FoMO may affect emotional balance and reduce satisfaction with life. Lately, social media has been recognized as one of the major causes of FoMO. Students constantly view social media content related to the achievements and relationships of others, and their daily activities. Continuous comparison may lead to negative self thoughts and feelings of dissatisfaction. It could also result in students feeling lonely even while staying connected online. Overdependence on digital interaction may reduce genuine emotional support systems. Academic performance and social image hold great significance in the Indian context. Students in senior secondary classes face pressure related to examinations and subsequent choices of career prospects. Cultural values pertaining to success and social acceptance may heighten emotional distress further. Digital exposure, coupled with academic competition, may eventually result in psychological distress for students. Humans have the basic need to connect with others and receive emotional nurturance; Ryan & Deci, 2001. Failure to satisfy the said need leads to emotional distress. Students who seek emotional satisfaction through social media will later become dissatisfied since online support is not satisfying in terms of long-run emotional needs. It is hereby important to understand that activity on social media does not always reflect emotional health. Many students may appear confident and happy online while struggling emotionally in real life. This gap between online appearance and emotional reality may contribute to mental stress. The present study intends to investigate the relationship between FOMO and subjective well-being among senior secondary students. This research will, therefore, try to understand how emotional experiences related to social comparison and engagement with digital media affect the happiness and satisfaction of students with their lives. These findings may aid teachers, parents, and school counselors in identifying the emotional challenges of students. The study can also be used to create awareness about the healthy use of social media and emotional well-being among young people. The

research also contributes to the information on how digital behavior affects adolescent mental health, particularly in the Indian educational context.

1.1 Fear of missing out

Fear of Missing Out (FoMO) is a complex psychological phenomenon that refers to the pervasive apprehension or anxiety that others may be experiencing rewarding, enjoyable, or socially meaningful events from which one is absent (Przybylski et al., 2013). It is accompanied by a strong desire to remain continually connected with what others are doing. Although FoMO has gained widespread attention in recent years due to the rapid growth of social media platforms, the underlying motivation behind FoMO is deeply rooted in fundamental human psychological needs, particularly the need for belongingness, social connection, and inclusion. According to Self-Determination Theory, individuals possess innate psychological needs for autonomy, competence, and relatedness, and frustration of these needs can lead to maladaptive emotional and behavioral outcomes, of which FoMO is a prominent example (Przybylski et al., 2013). Historically, the fear of social exclusion has always existed within human societies. Humans have evolved as social beings who rely on group membership for survival, emotional security, and identity formation. However, the digital revolution has dramatically intensified this fear by transforming the way individuals communicate, interact, and compare themselves with others. Unlike earlier generations, contemporary adolescents and young adults live in a constantly connected digital environment where social interactions occur in real time and are publicly visible. Social networking sites such as Facebook, Instagram, Snapchat, TikTok, Twitter, WhatsApp, and YouTube enable users to share carefully curated highlights of their lives, which often portray exaggerated positivity, success, enjoyment, and social approval (Alhabash & Ma, 2017; Kircaburun et al., 2020). Continuous exposure to such idealized representations creates the illusion that others are leading more exciting, fulfilling, and socially rewarding lives, thereby intensifying feelings of inadequacy and exclusion among viewers. FoMO has been defined in multiple but converging ways within psychological literature. J. Walter Thompson (2011) described FoMO as a predisposition toward worrying that one's peers are doing or possessing something better. Dykman (2012) conceptualized it as an emotional anxiety, while Przybylski et al. (2013) defined it as a "pervasive apprehension that others might be having rewarding experiences from which one is

absent, coupled with a desire to stay continually connected with what others are doing." These definitions emphasize that FoMO is not restricted to a single situation but represents a relatively stable psychological tendency that influences cognition, emotion, and behavior across contexts. The role of social media and smartphone technology in amplifying FoMO is particularly significant. The permanent accessibility of social media through portable digital devices has dramatically increased opportunities for connection, sharing, and participation in social experiences (Fuster et al., 2017). This constant accessibility creates psychological pressure to stay updated and responsive at all times. As a result, individuals high in FoMO tend to engage in excessive checking behaviors, repeatedly refreshing social media feeds, monitoring notifications, and remaining online for prolonged periods to avoid missing important social information (Alutaybi et al., 2020). Studies have consistently shown strong associations between FoMO and problematic smartphone use, social media addiction, and nomophobia—the fear of being without one's mobile phone or losing network connectivity (Elhai et al., 2016; Gezgin et al., 2018; Göksun, 2019). FoMO is especially prevalent among adolescents and young adults, with research indicating that individuals aged between 18 and 34 years experience the highest levels of FoMO (Przybylski et al., 2013). This age group is particularly vulnerable due to ongoing identity development, heightened peer influence, and increased reliance on social validation. Importantly, many individuals experiencing FoMO may not consciously recognize the source of their distress. Instead, they report generalized anxiety, dissatisfaction, or emotional unease triggered by what they observe online. Research by Przybylski et al. (2013) demonstrated that increased social media engagement predicts higher FoMO, which in turn is associated with lower life satisfaction, poorer mood, and heightened anxiety, thereby creating a self-reinforcing cycle of compulsive media use and psychological distress. The psychological consequences of FoMO extend beyond emotional discomfort and include significant impacts on mental health and well-being. Numerous studies have established links between FoMO and increased levels of anxiety, depression, stress, and reduced self-esteem (Wang et al., 2018; Riordan et al., 2020). Constant upward social comparison with idealized online personas can distort self-perception, reduce gratitude, and foster chronic dissatisfaction with one's own life. Moreover, individuals experiencing high FoMO often sacrifice essential health behaviors, such as adequate sleep, nutrition, and offline social interactions, in favor of staying

digitally connected. Late-night phone use, anxiety about missed notifications, and fear of online exclusion have been strongly associated with sleep disturbances and impaired sleep quality.

FoMO also influences behavior in ways that may be maladaptive or risky. Studies indicate that individuals high in FoMO are more likely to engage in distracted behaviors, such as using smartphones during lectures, while driving, or in socially inappropriate contexts (Wegmann et al., 2017). Higher FoMO levels have also been linked to increased substance use, academic misconduct, poor self-regulation, and reduced moral sensitivity, suggesting that FoMO may impair decision-making processes and self-control (Rozgonjuk et al., 2021). These findings highlight that FoMO is not merely an emotional experience but a behavioral driver with real-world consequences. Beyond mental health and behavior, FoMO has gained increasing attention in consumer psychology and marketing research. Initially popularized in advertising strategies, FoMO is widely used to stimulate urgency and demand by emphasizing scarcity, exclusivity, and the emotional cost of missing out (Hodkinson, 2019). FoMO-laden appeals have been shown to influence consumer decision-making, particularly in hedonic services and experiential consumption, where anticipated regret and social comparison play central roles (Zhang et al., 2020). Recent research has also identified FoMO as a major psychological factor driving speculative behaviors such as cryptocurrency trading, where individuals fear missing profitable opportunities (Delfabbro et al., 2021). These findings illustrate the broad societal implications of FoMO beyond social media use. Personality traits further shape FoMO experiences. Research suggests that FoMO is positively associated with neuroticism and negatively associated with conscientiousness and extraversion, indicating that emotionally vulnerable individuals may be more susceptible to FoMO-related distress (Rozgonjuk et al., 2021). Additionally, FoMO has been conceptualized as both a stable personality characteristic and a context-specific anxiety, depending on environmental cues and social influences. This dual nature allows FoMO to be exploited through interpersonal and commercial messages that emphasize emotional loss and social exclusion (Hodkinson, 2016). In summary, Fear of Missing Out represents a multidimensional psychological phenomenon arising from basic human social needs but significantly intensified by modern digital environments. While social media platforms provide opportunities for connection and

self-expression, excessive engagement driven by FoMO can undermine psychological well-being, sleep quality, subjective well-being, and authentic social relationships. As digital technology continues to shape social interaction, understanding FoMO is essential for addressing its negative psychological, behavioral, and societal consequences and for promoting healthier patterns of digital engagement and emotional resilience.

1.2 Subjective well-being (SWB)

Subjective well-being (SWB) can be defined as an individual's own estimate of their experience of life, in line with their own personal criteria, and it has been shown to be a significant predictor of an individual's psychological well-being (Diener, Suh, Lucas, & Smith, 1999). Subjective well-being has been described as a person's own evaluation of their lives and how well they experience their lives from a positive perspective. Subjective well-being encompasses a person's personal evaluation of their own subjective experience of their lives, in relation to their own personal feelings and experiences (Diener & Diener, 1995; Diener, Diener, & Tamir, 2004). Lucas, Diener, and Suh, in 1996, in multitrait-multi-method analyses, found that there were three distinct components of subjective well-being. The components that make up a person's overall subjective well-being are as follows: Firstly, it encompasses pleasant affects like happiness, love, and satisfaction. Secondly, it encompasses unpleasant affects like fear, anger, and unhappiness. The third component encompasses a person's cognitive evaluation of their feelings of satisfaction with their lives. These components are distinct from but closely linked with other components, in that they comprise a person's overall notion of their experience of happiness. Studies show that SWB also has a relation with individuals' moods, feelings, and events. Globally standardized self-reports of SWB moderately correlated with individuals' mood conditions every day (Sandvik, Diener, & Seidlitz, 1993) as well as their recall of pleasant and unpleasant life events (Seidlitz, Wyer, & Diener, 1997). Individuals with high life satisfaction are less likely to attempt to commit suicides (Moum, 1996) and are also less likely to experience depression in the future than individuals with low life satisfaction (Lewinsohn, Rohde, Seeley, & Fischer, 1993). High life satisfaction also plays a vital role in determining a positive adaptation of individuals in their lives (Diener & Diener, 1996) as positive individuals are found to be satisfied with their lives. Nonclinical studies also suggest that individuals with low

life satisfaction face the risk of interpersonal rejection (Furr & Funder, 2004) as well as depression and anxiety episodes in their lives in the form of low life satisfaction (Lewinsohn, Rohde, Seeley, & Fischer, 1991). Studies reveal that SWB has a relation with individuals' moods, feelings, and events. Globally standardized self-reports of SWB moderately correlated with individuals' mood conditions every day (Sandvik, Diener, & Seidlitz, 1993) as well as their recall of pleasant. Subjective well-being can be influenced by a variety of internal and external considerations. personality, stress management, and self-esteem are all factors in how people rate their lives, as noted by Diener, Oishi, and Lucas, 2003; Lyubomirsky, 2001. Another factor in SWB would be the satisfaction of psychological needs. These needs, as described by Ryan and Deci in 2001, are satisfied when individuals feel that their needs for feelings of competence, autonomy, and relatedness are met. This in turn results in a higher level of SWB. On the other hand, if those needs are not satisfied, it would affect their SWB adversely, as described in Deci and Ryan, 2000. In the case of teenagers, it would be their relation with their peers that would count. Since we are in a technology-driven world, most teenagers would turn to internet resources for this purpose. Teenagers who lack proper support in their day-to-day lives would look for it on the internet, as noted in Wartberg, Kriston, and Thomasius, 2020. With the growing use of social media, there are new factors that affect subjective well-being. There are studies showing that people's activities, interactions, and amount of received feedback online can affect their thoughts and feelings about their life in general (Diener, 1984). On one hand, social media use has positive impacts for people as it contributes to building their social networks, sustaining relations, and finding a sense of community. This can make users of such networks experience higher amounts of social support and feelings of being connected to their world. Examples of such studies reveal that online interactions result in increased amounts of social support and feelings of being connected to their world (Ellison et al., 2007; Burke & Kraut, 2016). Nonetheless, social media use also negatively affects SWB. This has been seen with respect to actions like social comparisons, setting up unrealistic expectations, and having continuous displays of ideal situations of other peoples' lives. These types of networks highlight only the ideal situations of other peoples' lives, which make the users of such networks experience a lack of satisfaction with their own lives, as their lives look less successful and meaningful in comparison to those ideal situations of other peoples' lives that are highlighted in those networks. This event becomes even

worse when people experience that their lives are even less significant and successful in comparison to other peoples' lives shown in those networks. This comparative analysis can cause individuals to experience a certain degree of distress, reduced satisfaction with their lives, and even feelings of inferiority. In many instances, individuals are unaware of misleading representation of their lives on the internet. This can lead to a series of misinformed assessments of their own happiness and success. Consequently, their subjective well-being becomes even more linked with validation from the internet, their popularity, and their need to keep up with other individuals' success. In addition to their emotional states and their evaluations of their lives, subjective well-being also pertains to how individuals make sense of their day-to-day experiences, finding a balance between their positive and negative experiences. In their day-to-day lives, students and youth make their own assessments of their own well-being in terms of how productive, connected, or valued they are, both in their online and offline lives. "Small, mundane experiences, such as support from friends, school accomplishments, even enjoyable activities, can greatly help to increase SWB in terms of providing a sense of movement and personal significance. On the other hand, repeated experiences of stress, academic pressure, or negative interpersonal experiences can contribute cumulatively to decreased feelings of emotional stability and life satisfaction." Studies have also suggested that these patterns of contemporary technology use affect these assessments, since "frequent SNS usage has been found to make people feel less happy, and also to increase vulnerability" to their own emotions in life, as with those of others (Verduyn et al., 2017; Diener & Seligman, 2002). Elsewhere, it has been suggested that studies of "happiness" then, ought to move from a solely satisfaction-based perspective, in order to more effectively consider their contemporary, societally-constituted understanding of its role in relation to technology, "putting happiness in similarly situated individuals into relation with their happiness as a common object" in general.

1.3 Relationship Between Fear of Missing Out (FoMO) and Subjective Well-Being

Adolescence constitutes a developmental era marked with profound dynamics within the psychological, emotional, cognitive, and social realms, within which the youths are extremely susceptible to the factors of social relations, belongingness, and peer approval. With the advent of the digital society, the youths have increasingly shown

dependency on the use of the various social networks with the aim of sustaining social links with continued updates on the happenings of other people. Although the digital environment brings about the ability for the youths to effectively connect socially and emotionally with the continuous display of their emotions through self-expression and mutual social and mental aid and comforts, it also brings about various susceptibilities within the psychological realms of the youths. Among the susceptibilities brought about within the psychological environment lies the 'Fear of Missing Out' or the 'FoMO,' which has been the subject of interest within various scholarly disciplines."FoMO stands for "Fear of Missing Out. It is the pervasive worry that others are having rewarding experiences from which one is absent, together with the accompaniment of an intense desire within the individual to be connected continuously with the affairs of others. This constitutes an aspect of the psychological environment within the youths since it brings about the immense ability within the youths to determine the aspect of their emotional functioning as well as the process within the social behavior and mental states with continued profound effects on the mental well-being among the youths. Typically, Subjective Well-Being (SWB) has been conceptualized as an individual's overall judgment of personal satisfaction with life, thereby involving cognitive evaluations of life satisfaction, in addition to positive affects, which involve the Presence of Positive Feelings, and Presence of Absence of Negative Feelings, respectively (Diener, 2000). High levels of SWB among adolescents are generally characterized by high levels of emotional control, positive self-perception, high levels of perceived relationship, and satisfaction with life. However, these states seem

compromised by the presence of FoMO in increased digital interactions. Findings from empirical research have constantly revealed that high levels of FoMO are negatively correlated with SWB, thereby resulting in diminished life satisfactions, increased negative affects, increased anxiety, or increased depressive states among individuals suffering from it (Baker, Krieger, & LeRoy, 2016; Beyens, Frison, & Eggermont, 2016). "Social comparison" is one of the key ways through which the connection between FoMO and the decline of subjective well-being can be explained. Social networking platforms enable users to continually view the accomplishments and life of others through a lens of selectivity and perfectionism. Adolescents with FoMO tend to indulge in "upward social comparison," where they feel others lead a

happier, more sociably successful, and more fulfilling life than they do. As a result of such comparison, a sense of inadequacy and dissatisfaction is triggered, which gradually affects their life satisfaction and emotional state of being (Ghaiumy Anaraky et al., 2019; Piteo & Ward, 2020). Therefore, even though social networking platforms may have the potential to make one feel less insecure about life and emotions, it only has the reverse effect and leads to a decline in the level of subjective well-being. Another important channel by which FoMO influences the SWB of the individual is the state of loneliness. Even though FoMO-sufferers tend to use social media extensively as a means of being better-connected and less excluded, contradicting studies tend to confirm that excessive engagement on the particular platform reinforces the state of loneliness among the adolescents (Barry & Wong, 2020; Fumagalli, Dolmatzian, & Shrum, 2021). FoMO brings about a sense of obsessive checks, need to be alert about online communication, and an online addiction to a validation-seeking mechanism. This, on many counts, erodes interpersonal interactions, undermines constructive relations, and inhibits emotional closeness, resulting in increased episodes of loneliness, thereby impeding the impact on the SWB. Research studies have confirmed that the important predictor of decreased satisfaction with life and enhanced unpleasant emotions was the state of loneliness, particularly in adolescents (Tu & Zhang, 2014; Türkel & Dilmaç, 2019), thus adding strength to the fact that FoMO indirectly impacts well-being, particularly through the mechanism of loneliness. On the other hand, the relationship between FoMO and subjective well-being can also be explained using the model proposed by Ryan and Deci (2000) based on the principles of Self-Determination Theory, according to which psychological well-being is a function of achieving three psychological needs: autonomy, competence, and relatedness. Adolescents with FoMO feel a loss of autonomy as they become mentally and emotionally indebted to social media to feel important and connected, while their need for competence is also affected, as they feel the need to measure their performances with respect to those of others, and their need for relatedness can also be affected, in spite of the connect they feel with people, as relations on the internet may only be superficial and lacking in emotional qualities (Ryan & Deci, 2001; Przybylski et al., 2013). Thus, FoMO is a phenomenon of overuse of technology as well as a psychological insecurity of a deeper dimension. Moreover, FoMO also leads to stress, anxiety, and depression, ultimately reducing subjective well-being. This ever-constant drive to stay updated

leads to psychological distress, sleep problems, academic distraction, feelings of emotional exhaustion, and mental distress (Hunt et al., 2018). Teenagers struggling from FoMO generally depict feelings of agitation, feelings of being left out, irritability, and mood instability. This affects their emotional state, leading to the hampering of emotion-regulation capabilities, ultimately hindering positive experiences of emotions and overall satisfaction with life. There is adequate empirical evidence that restricts social media uses significantly, leading to decreased feelings of loneliness, depression, and negative emotions, thus establishing that digital dependency caused by FoMO affects overall mental health and reduces overall subjective well-being (Hunt et al., 2018). Altogether, the available literature clearly suggests that FoMO is an important psychological construct that holds serious implications for the subjective well-being of adolescents. FoMO affects the emotional functioning of the individual by means of social comparison, loneliness, unfulfilled psychological needs, as well as experiences of emotional pain, ultimately resulting in decreased levels of happiness, life satisfaction, and poor psychological health. In light of the growing presence of the adolescent generation in the digital arena, the significance of understanding the relationship between FoMO and subjective well-being assumes immense importance. FoMO could thus be dealt with, at least to some extent, by means of digital mindfulness, emotional regulation skills, positive social media practices, and positive social surroundings.

1.4 THEORETICAL BACKGROUND

To examine how Fear of Missing Out (FoMO) is associated with Subjective Well-Being (SWB), it is essential to understand the psychological processes through which individuals evaluate themselves, compare their lifestyles with others, and interpret their emotional responses in social contexts. These processes are grounded in several foundational theories in psychology, each of which provides a different lens for understanding how FoMO develops and how it contributes to decreased happiness, life satisfaction, and emotional well-being. The first major theoretical explanation comes from **Social Comparison Theory** (Festinger, 1954), which proposes that individuals have an inherent need to evaluate their opinions, abilities, and worth by comparing themselves with others. In the context of FoMO, this comparison becomes continuous and often uncontrollable, especially for students who spend significant time on social networking sites where peers frequently share highlights of their

academic, social, and personal achievements. Exposure to such idealized and selectively presented content often leads students to believe that others are happier, more successful, or more socially connected than they are. As a result, upward social comparisons trigger feelings of inadequacy, jealousy, frustration, and reduced self-esteem, all of which directly undermine subjective well-being. This constant comparison cycle strengthens FoMO, as individuals fear that they are missing experiences that others are enjoying, reinforcing dissatisfaction with their own lives. A second important perspective is offered by **Cognitive Appraisal Theory** (Lazarus & Folkman, 1984), which emphasizes that emotional reactions arise not simply from events themselves but from the way individuals interpret and appraise those events. For students with high FoMO, the act of seeing peers engaged in social activities, achieving milestones, or experiencing positive life events is often appraised negatively. They interpret such situations as personal exclusion, social rejection, or indications that their own lives are less meaningful or fulfilling. Even neutral or ambiguous situations can be appraised as threatening to their sense of belonging. This pattern of negative interpretation can create chronic emotional strain, leading to anxiety, worry, sadness, and stress, even when there is no real evidence of intentional exclusion. The repeated appraisal of others' activities as "things I am missing out on" creates a distorted emotional environment where subjective well-being decreases significantly because individuals perceive themselves as constantly losing opportunities and social bonds. Another foundational explanation can be drawn from **Maslow's Hierarchy of Needs** (1943), which states that human behavior is driven by the need to satisfy basic physiological and safety needs, followed by psychological needs such as belongingness, acceptance, esteem, and eventually the pursuit of self-actualization. FoMO strongly aligns with an unmet desire for belongingness and esteem. When students feel excluded, ignored, or undervalued, their psychological needs remain unfulfilled, leading to emotional discomfort and lowered well-being. Because belongingness is a fundamental human need, the perception of being left out even if it is only through online observation creates distress. Students experiencing FoMO often seek validation, approval, and social connection through the digital world, hoping to fulfil these psychological needs. However, when these needs are not met or are met inconsistently, they experience heightened insecurity, lower feelings of self-worth, and a decline in subjective well-being. Maslow's framework therefore suggests that FoMO is not merely a superficial concern but emerges when deeper

psychological needs remain unmet. FoMO can also be understood through **Ryff's Model of Psychological Well-Being** (1989), which identifies six central dimensions of well-being: autonomy, personal growth, purpose in life, environmental mastery, self-acceptance, and positive relations with others. Students with strong FoMO often struggle with several of these dimensions. For instance, low autonomy is reflected when individuals constantly rely on external validation to feel good about themselves. Their goal becomes staying updated and connected rather than engaging in personally meaningful activities. Excessive focus on others' experiences hampers personal growth, reduces motivation, and weakens one's sense of purpose. When individuals believe others are living better or more fulfilling lives, their self-acceptance diminishes as they measure their worth against idealized online identities. Their ability to maintain positive relationships is also compromised, as FoMO encourages comparison rather than authentic bonding. Altogether, Ryff's framework provides a deeper explanation of how FoMO can disrupt important psychological foundations that contribute to long-term well-being. Additionally, **Self-Determination Theory** (Deci & Ryan, 2000) offers significant insight into the role of unmet psychological needs in the development of FoMO. This theory states that optimal well-being depends on fulfilling the needs of autonomy, competence, and relatedness. FoMO primarily affects the need for relatedness—the basic human desire to feel connected, supported, and included by others. When students perceive themselves as missing out on events, conversations, or experiences enjoyed by their peers, their sense of relatedness is disturbed. This psychological gap motivates them to stay constantly online, to monitor others' activities, and to maintain a sense of connection through digital engagement. However, this compulsive checking behavior paradoxically increases feelings of exclusion and decreases well-being. The need for competence is also affected, as individuals may feel they are not achieving or progressing as much as others appear to be. Finally, autonomy is weakened because FoMO-driven behavior becomes reactive rather than self-directed. Finally, the **Uses and Gratifications Theory** (Katz, Blumler & Gurevitch, 1973) helps explain why individuals use social media and how this usage can create FoMO. According to this perspective, people actively use media to satisfy needs such as social interaction, entertainment, information-seeking, belongingness, and identity formation. However, FoMO develops when the gratifications individuals expect to receive from social media do not match their actual experiences. For example, a student may use Instagram to feel

connected, but repeated exposure to peers' achievements and outings may instead heighten feelings of isolation and exclusion. This discrepancy between expected satisfaction and actual emotional outcomes contributes to emotional discomfort and reduces subjective well-being. For students, the desire to stay constantly informed about their peers' social lives becomes both a coping strategy and a psychological burden, reinforcing the cycle of FoMO. Through the integration of these theories social comparison, cognitive appraisal, psychological needs, personal well-being, and media usage patterns it becomes clear that FoMO is not a surface-level phenomenon but a complex psychological process with profound effects on emotional and subjective well-being. These theoretical perspectives collectively underscore how FoMO disrupts self-evaluation, emotion regulation, social belongingness, and digital behavior patterns, ultimately shaping how students perceive their own lives and experience life satisfaction. Understanding these theoretical foundations allows the present study to examine how FoMO and SWB are related among senior secondary students and to explore the psychological mechanisms that influence their emotional experiences, interpersonal relationships, and overall well-being.

1.5 Significance of the Study

Most of the available literature on Fear of Missing Out (FoMO) and subjective well-being has evolved from western settings, where FoMO has emerged as an important factor associated with increased levels of anxiety, emotional difficulties, and decreased life satisfaction (Przybylski et al., 2013; Akbari et al., 2021). However, there is limited evidence exploring these factors among Indian adolescents who are raised and socialized in distinct cultural and educational settings. Students in senior secondary education are particularly vulnerable due to academic pressure and their increasing use of digital media to connect socially. Therefore, the relationship between FoMO and their subjective well-being assumes significant importance. The findings of this study offer meaningful insights into the extent to which FoMO affects students' emotional regulation, happiness, and life satisfaction. These findings help teachers, school counselors, parents, and policymakers design appropriate guidance programs, cyber wellness initiatives, and mental health support programs aimed at encouraging responsible use of technology and promoting overall well-being among adolescents. By providing culturally relevant findings, this study contributes to the

growing body of research on mental health issues among adolescents in the digital era.

1.6 Statement of the Problem

The increasing use of social media among adolescents has given rise to significant psychological concerns, particularly the Fear of Missing Out (FoMO). Senior secondary students, who are navigating a critical phase of emotional growth, identity formation, and peer relationships, are especially vulnerable to the psychological impact of constant digital engagement. Continuous exposure to the curated achievements and social experiences of peers on online platforms frequently leads to upward social comparison, feelings of exclusion, and emotional dissatisfaction, all of which have the potential to undermine subjective well-being. Subjective well-being, encompassing life satisfaction, positive affect, and overall emotional health, is fundamental to healthy adolescent development and academic functioning. Despite the growing body of international research on FoMO and well-being, empirical evidence from the Indian educational context — particularly among senior secondary students who simultaneously face academic pressure and heightened social media use — remains considerably limited. The present study therefore aims to examine the relationship between FoMO and subjective well-being among senior secondary students in the Jammu district of Jammu and Kashmir, and to explore whether these variables differ based on gender and school type, with the intention of providing meaningful insights for educators, counselors, and policymakers concerned with adolescent mental health.

1.7 Operational Definitions of Variables

Fear of Missing Out (FoMO) refers conceptually to a pervasive apprehension that others may be having rewarding social experiences from which one is absent, accompanied by a persistent desire to stay continually connected with what others are doing (Przybylski et al., 2013). In the present study, FoMO is operationally measured using the Fear of Missing Out Scale (Przybylski et al., 2013), comprising 10 items rated on a five-point Likert scale (1 = *Not at all true of me* to 5 = *Extremely true of me*), where a higher score reflects a greater degree of FoMO.

Subjective Well-Being (SWB) refers conceptually to an individual's overall personal evaluation of their life, involving cognitive appraisals of life satisfaction along with the presence of positive emotions and relative absence of negative emotions (Diener et al., 1999). In the present study, SWB is operationally measured using the Students' Subjective Well-Being Questionnaire (SSWBQ) developed by Renshaw et al. (2015), consisting of 16 items rated on a four-point Likert scale (1 = *Strongly Disagree* to 4 = *Strongly Agree*), where a higher score indicates greater life satisfaction, positive affect, and school connectedness.

1.8 Objectives of the Study

1. To study the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being among senior secondary students.

2. To compare the levels of FoMO between government and private school students.

3. To compare the levels of Subjective Well-Being between government and private school students.

4. To examine the difference in Fear of Missing Out between male and female students.

5. To examine the difference in Subjective Well-Being between male and female students**.**

1.9 Hypotheses of the Study

• There is no significant relationship between FoMO and Subjective Well-Being.

• There is no significant difference in the level of FoMO between government and private school students.

• There is no significant difference in the level of Subjective Well-Being between government and private school students.

• There is no significant difference in the level of FoMO between male and female students.

• There is no significant difference in the level of Subjective Well-Being between male and female students.

2.0 Delimitations of the Study

The present study is delimited to senior secondary students studying in Classes 11 and 12 only. The geographical area of the study is confined to the Jammu district of Jammu and Kashmir. The age range of the participants is limited to 16–18 years. The study focuses exclusively on Fear of Missing Out and Subjective Well-Being as the main variables, and other psychological variables are not examined. Furthermore, the study relies solely on self-report measures, which may be influenced by the respondents' honesty and self-awareness.

CHAPTER-II

REVIEW OF LITERATURE

CHAPTER-II

REVIEW OF LITERATURE

2.1 Introduction

Review of literature is an important part of any research study as it provides a theoretical and empirical foundation for understanding the variables under investigation. It helps the researcher examine previous studies, identify research gaps, and develop a clearer understanding of the relationship between the selected variables. The present chapter reviews relevant literature related to Fear of Missing Out (FoMO) and Subjective Well-Being (SWB) among senior secondary students. It includes studies focusing on the prevalence and psychological impact of FoMO, research related to subjective well-being among adolescents, and existing literature examining the relationship between FoMO and subjective well-being. The review of literature provides a conceptual framework for the present study and helps in understanding how these variables influence the psychological and emotional functioning of senior secondary students. It also supports the formulation of objectives and hypotheses for the present investigation.

2.2 FOMO AMONG SENIOR STUDENTS

McKee et al. (2024) investigated the relationship between Fear of Missing Out (FoMO) and moral judgment and behavior across three large online studies. The first study included 283 participants, the second involved 821 participants, and the third consisted of 604 participants. Using moral judgment tasks, vignette-based designs, and causal analyses, the findings revealed that higher FoMO was associated with less severe judgments of moral violations, greater self-reported likelihood of committing moral violations, and increased familiarity with individuals who engage in such behaviors. The study concluded that FoMO influences moral reasoning by heightening sensitivity to social exclusion and social resource threats, thereby extending its impact beyond psychological discomfort to moral cognition and behavior.

Oliveira et al. (2024) conducted a cross-sectional study to examine the relationship between Fear of Missing Out (FoMO), sleep quality, anxiety, depression, and excessive smartphone use among medical students in Brazil. The study included 142

medical students (mean age = 23.73 years), and data were collected using standardized instruments including the FoMO scale, Pittsburgh Sleep Quality Index (PSQI), Beck Anxiety Inventory (BAI), Beck Depression Inventory (BDI), and Smartphone Addiction Scale–Short Version (SAS-SV). The findings revealed that FoMO was prevalent among participants and was significantly associated with poorer sleep quality, higher anxiety and depression symptoms, and greater smartphone addiction. A large proportion of students reported impaired sleep quality, moderate to severe anxiety, and excessive smartphone use. Correlation analyses showed that higher FoMO scores were positively related to poor sleep quality, anxiety, depression, and smartphone addiction. The results indicate that FoMO acts as an important psychological factor linked to disrupted sleep and reduced mental well-being among medical students, highlighting its potential impact on health and academic functioning.

Alfina, Hartini, and Mardhiyah (2023) conducted a systematic literature review examining the influence of Fear of Missing Out (FoMO) on consumer behavior in marketing and online purchasing contexts. The review analyzed 42 empirical studies sourced from SCOPUS and Web of Science databases. Findings indicated that FoMO is associated with negative psychological states such as anxiety and stress, while simultaneously motivating impulsive buying, trend-following behavior, and increased brand engagement. The authors concluded that FoMO creates urgency that drives rapid decision-making, affecting both emotional well-being and real-life consumption behavior.

Dinçer, Saygın, and Karadal (2022) presented a comprehensive theoretical review of Fear of Missing Out (FoMO), examining its psychological, behavioral, and social dimensions within social media and organizational settings. The review highlighted FoMO as an interdisciplinary construct linked to excessive social media use, anxiety, stress, sleep problems, reduced productivity, and concentration difficulties. The authors also emphasized FoMO's relevance in organizational behavior, noting its influence on employee commitment, satisfaction, and networking, and stressed the importance of FoMO measurement for psychological well-being in the digital era.

Chan et al. (2022) explored the role of mindfulness in reducing Fear of Missing Out (FoMO) and improving well-being by introducing the Social Media FoMO–JOMO

(Joy of Missing Out) Framework. The study explained how habitual and mindless social media use reinforces FoMO, leading to anxiety and reduced well-being. The authors proposed Social Media Mindfulness Practice (SMMP) as an intervention to promote awareness, reduce unhealthy comparisons, and encourage intentional digital behavior. The study concluded that mindfulness-based approaches can weaken FoMO and enhance psychological well-being without requiring complete disengagement from social media.

Mazlum and Atalay (2022) developed and validated a culturally adapted Fear of Missing Out (FoMO) scale for university students. The study involved exploratory and confirmatory factor analyses conducted on samples of 343 and 283 students, respectively, resulting in a 17-item scale measuring private and social FoMO. The findings demonstrated strong psychometric properties, including high internal consistency and good model fit. The authors concluded that the scale is a reliable and valid tool for assessing FoMO among young adults and supporting targeted interventions.

Brunborg, Skogen, and Burdzovic Andreas (2021) examined the cross-sectional association between Fear of Missing Out (FoMO) and binge-drinking among adolescents in Norway. The study was conducted on a nationwide sample of 2,646 adolescents (mean age = 16.2 years) from 33 middle schools using self-report measures of FoMO, binge-drinking, sensation-seeking, depressive symptoms, and self-regulation. Results showed that higher FoMO was significantly associated with a greater risk of binge-drinking, both once per month and more than once per month. Although the association was slightly reduced after controlling for sensation-seeking, depression, and self-regulation, it remained statistically significant. Adolescents with higher FoMO also reported higher sensation-seeking and depressive symptoms and lower self-regulation. Effect modification analysis indicated that the relationship between FoMO and binge-drinking was stronger among adolescents with lower levels of depressive symptoms. The study concluded that FoMO is an important psychological risk factor for binge-drinking behavior among adolescents.

Ceyhan and Çakir (2021) examined the Fear of Missing Out (FoMO) levels of students studying at the School of Physical Education and Sports in Turkey in relation to various demographic and behavioral variables. The study included 465

undergraduate students (274 males and 191 females) from different departments and grade levels, and data were collected using the Turkish version of the Fear of Missing Out in Social Settings Scale adapted by Gökler et al. (2016). Statistical analyses using t-tests and one-way ANOVA revealed that FoMO levels did not differ significantly based on gender. However, students who were not actively engaged in sports reported higher FoMO levels than those who participated in sports activities. Additionally, higher FoMO scores were observed among students who checked their smartphones immediately after waking up and those who spent time on their phones before sleeping. No significant differences were found in FoMO levels based on academic grade, department, number of social media accounts, or duration of social media account ownership. The findings indicate that FoMO among physical education and sports students is more strongly associated with smartphone usage patterns and engagement in sports activities rather than demographic characteristics.

Akbari et al. (2021) conducted a systematic review and meta-analysis examining the relationship between Fear of Missing Out (FoMO) and internet use. The review included 86 effect sizes drawn from more than 55,000 participants. Results showed a consistent positive association between FoMO and increased internet engagement, regardless of depression, anxiety, or stress levels. The study concluded that FoMO is a significant psychological factor contributing to excessive internet use, particularly during periods such as the COVID-19 pandemic.

Good and Hyman (2021) examined the effects of Fear of Missing Out (FoMO) appeals on purchase likelihood using a vignette-based experimental design with 295 adults. The findings revealed that FoMO-laden messages significantly increased purchase intentions, particularly among individuals with high FoMO tendencies. FoMO influenced purchasing decisions through emotional mechanisms such as anticipated elation and self-enhancement, while anticipated expense regret reduced purchase likelihood. The study concluded that FoMO functions both as a personality trait and a situational response that can be strategically triggered through marketing cues.

Alutaybi et al. (2020) developed and evaluated a FoMO Reduction (FoMO-R) method to help individuals manage Fear of Missing Out related to social media use. The study involved 30 participants using focus groups and a diary-based intervention over ten

days. Findings indicated improved awareness of FoMO triggers and better control over compulsive social media checking. The study concluded that FoMO can be reduced through behavioral strategies combined with supportive technological features, highlighting the importance of socio-technical approaches to digital well-being.

Kang, Cui, and Son (2019) examined the role of Fear of Missing Out (FoMO) in conformity consumption behavior among South Korean consumers. Using survey data from 187 participants, the study found that FoMO influenced purchasing behavior through the desire for belonging and anxiety of isolation. These psychological mechanisms increased interest in culturally associated brands and directly predicted conformity consumption. The authors concluded that FoMO is a strong driver of socially influenced purchasing behavior, particularly among younger consumers.

Riordan et al. (2015) investigated the relationship between Fear of Missing Out (FoMO), alcohol use, and alcohol-related consequences among college students in New Zealand. The study included a cross-sectional sample of 182 students and a daily diary study with 250 students aged 18–25 years. Findings revealed that higher FoMO was associated with increased negative alcohol-related consequences such as regret, embarrassment, and hangovers, although FoMO was not consistently related to alcohol consumption frequency. The authors concluded that FoMO acts as a social risk factor increasing vulnerability to harmful drinking outcomes.

2.3 SUBJECTIVE WELL- BEING AMONG SENIOR STUDENTS

Cheng, Yang, and Kang (2025) examined the relationship between physical exercise, academic stress, sleep quality, and subjective well-being among 540 high school students. Using a chain mediation model, the study found that physical exercise had a direct positive effect on subjective well-being. Physical exercise also indirectly improved subjective well-being by reducing academic stress and enhancing sleep quality. Academic stress negatively affected sleep quality and subjective well-being, while better sleep quality was associated with higher subjective well-being. The findings highlight that subjective well-being is influenced both directly and indirectly through physical activity, stress reduction, and improved sleep.

Yao et al. (2023) investigated the relationship between physical exercise and subjective well-being among 1,510 Chinese junior high school students using a chain mediating model. Standardized scales measured physical exercise, perceived social support, physical exercise self-efficacy, and subjective well-being. Results showed that physical exercise significantly and positively predicted subjective well-being. Perceived social support and exercise self-efficacy partially mediated this relationship, both independently and sequentially. The findings suggest that regular physical activity enhances students' subjective well-being by strengthening social support and self-confidence.

Yang et al. (2022) examined the relationship between Machiavellianism and learning-related subjective well-being among 582 Chinese senior high school students. The study found that higher Machiavellianism was associated with lower learning-related subjective well-being. Gratitude partially mediated this relationship, while subjective family economic level moderated the associations. The findings indicate that personality traits, emotional factors, and economic background jointly influence students' subjective well-being in academic settings.

Yuan and You (2022) explored the effects of physical activity on subjective well-being among 1,198 Chinese college students during the COVID-19 pandemic. Using standardized well-being and physical activity measures, the study found that higher quality physical activity significantly predicted better subjective well-being. Moderate to high levels of physical activity were particularly effective in reducing psychological distress caused by the pandemic. The findings suggest that physical activity plays a protective role in maintaining students' well-being during public health crises.

Jeon, Lee, and Kwon (2016) examined the structural relationship between social support, self-compassion, and subjective well-being among 333 Korean elite high school and university athletes. Structural equation modeling revealed that social support positively predicted subjective well-being, and self-compassion partially mediated this relationship. The model was consistent across gender and educational levels. The study highlights the importance of social support and self-compassion in enhancing athletes' subjective well-being.

Liu et al. (2015) developed the Elementary School Students' Subjective Well-Being in School Scale (ESSSWBSS) to assess subjective well-being among students in Grades 4–6. The scale measured school satisfaction, positive affect, and negative affect in the school context. Findings supported the tripartite structure of subjective well-being and demonstrated good reliability and validity. The study suggests that subjective well-being can be effectively assessed within specific life domains such as school.

Kaya, Bodur, and Yalnız (2014) examined the relationship between high school students' attitudes toward the future and subjective well-being in Turkey. The study involved 696 final-year students and found that students generally reported positive future attitudes and high subjective well-being. A weak but significant positive correlation was observed between attitudes toward the future and subjective well-being, indicating that optimism and future planning are associated with better well-being.

Yang et al. (2008) investigated the relationship between attachment styles, parental rearing behaviors, and subjective well-being among 448 Chinese senior high school students. The findings showed that secure attachment was positively associated with subjective well-being, while avoidant attachment negatively predicted well-being. Maternal punishment and negative rearing were linked to lower well-being, whereas paternal warmth and care were positively related. The study emphasizes the role of secure attachment and positive parenting in adolescents' well-being.

Kırdök and Bölükbaşı (2018) examined the role of career adaptability in predicting subjective well-being among 310 final-year university students in Turkey. Using standardized measures, the study found a significant positive relationship between career adaptability and subjective well-being. Among the sub-dimensions, control was the strongest predictor, followed by concern and confidence, while curiosity did not significantly predict well-being. The findings suggest that students with greater control and confidence regarding their future careers experience higher subjective well-being.

Karayagiz (2018) examined the relationship between subjective well-being, life satisfaction, and job anxiety among 153 undergraduate psychology students in Turkey. The findings showed that senior students reported higher subjective well-

being and life satisfaction than freshmen students. A moderate negative relationship was found between life satisfaction and anxiety among senior students. The study suggests that academic training and psychological education may contribute to improved well-being and reduced anxiety over time.

2.4 LINKAGE BETWEEN FOMO AND SUBJECTIVE WELL-BEING AMONG SENIOR STUDENTS

Mahmood and Afzal (2024) examined the association between social media engagement, Fear of Missing Out (FoMO), and subjective well-being among young adults in Punjab, Pakistan. Using a cross-sectional correlational design, data were collected from 218 young adults through standardized scales measuring social media engagement, FoMO, and subjective well-being. The results revealed a significant positive relationship between social media engagement and FoMO, and a significant negative relationship between FoMO and subjective well-being. Additionally, social media engagement was found to negatively predict subjective well-being, with FoMO acting as a significant contributing factor. The findings indicate that increased social media use heightens FoMO, which in turn adversely affects the subjective well-being of young adults.

Çifçi and Kumcağız (2023) examined the relationship between Fear of Missing Out (FoMO) and subjective well-being among 1,000 adolescents studying in Turkish high schools. Using a correlational design, the study also explored the mediating roles of social comparison and loneliness. Data were collected using standardized scales measuring FoMO, adolescent subjective well-being, social comparison, and loneliness, and were analyzed through correlation and structural equation modeling. The findings showed a significant negative relationship between FoMO and subjective well-being, indicating that adolescents with higher FoMO reported lower levels of well-being. Additionally, higher FoMO was associated with lower self-worth and higher loneliness. The results further revealed that both social comparison and loneliness partially mediated the relationship between FoMO and subjective well-being. This study highlights the psychological pathways through which FoMO negatively affects adolescents' well-being.

Steinberger and Kim (2023) examined the relationship between subjective well-being (SWB) and social network site (SNS) addiction, focusing on the mediating roles of

social comparison and Fear of Missing Out (FoMO). Using a cross-sectional design with 296 participants, the study found that lower subjective well-being was indirectly associated with higher SNS addiction through social comparison of ability and FoMO. The results showed that comparing one's abilities and achievements with others on social media increased FoMO, which in turn contributed to addictive SNS use. In contrast, social comparison of opinions did not significantly mediate this relationship. The findings suggest that FoMO and upward ability-based social comparisons play a key role in linking reduced well-being with problematic social media use.

Prabowo and Dewi (2021) examined the relationship between Fear of Missing Out (FoMO) and subjective well-being among young adults aged 18–25 years who actively used social media in Indonesia. The sample consisted of 246 participants who reported using social media for more than 180 minutes per day. Using a correlational research design and Pearson correlation analysis, the study found a significant negative relationship between FoMO and subjective well-being ($r = –0.179$, $p < 0.05$). This indicates that higher levels of FoMO were associated with lower levels of subjective well-being among young adults. The findings suggest that excessive social media–related anxiety about missing out can negatively affect young adults' life satisfaction and overall psychological well-being.

Hayran and Anik (2021) investigated the relationship between Fear of Missing Out (FoMO) and well-being among university students during the COVID-19 pandemic. Using a correlational design, the study examined both trait FoMO and state FoMO in relation to engagement with digital content such as online concerts, virtual gatherings, and social media activities. The findings revealed that higher levels of FoMO were significantly associated with increased digital engagement and lower well-being, including problems such as sleep deprivation, reduced focus, and decreased productivity. The study highlighted that FoMO persisted even during lockdown periods, shifting from offline experiences to virtual ones, and continued to negatively affect students' psychological well-being.

Savitri (2019) examined the impact of Fear of Missing Out (FoMO) on psychological well-being among emerging adults aged 18–25 who use social media. Using a quantitative correlational design, data were collected from 400 participants through online questionnaires. FoMO was measured using a modified Przybylski FoMO scale,

and psychological well-being was assessed using a modified Ryff scale. Simple linear regression analysis showed that FoMO significantly predicted psychological well-being ($F = 43.753$, $p < 0.05$). FoMO contributed 9.99% of the variance in psychological well-being, indicating a negative relationship, where higher FoMO was associated with lower psychological well-being. The findings highlight FoMO as an important psychological risk factor for reduced well-being among emerging adult social media users.

Stead and Bibby (2017) investigated the relationship between personality traits, Fear of Missing Out (FoMO), problematic internet use (PIU), and subjective well-being (SWB) among young adults aged 18–30. Using data from 495 participants, the study found that conscientiousness, extraversion, emotional stability, and agreeableness were positively associated with subjective well-being. In contrast, FoMO and problematic internet use were significantly negatively related to subjective well-being, even after controlling for personality traits. FoMO and PIU were also positively correlated with each other and negatively associated with emotional and relationship well-being. The findings indicate that while personality plays a strong role in well-being, FoMO and problematic internet use independently contribute to reduced subjective well-being.

It has been found in existing literature that Fear of Missing Out (FoMO) is negatively related to subjective well-being, mostly owing to reasons such as loneliness, increased usage of social media sites, and increased social comparisons. However, the majority of the literature has predominantly been conducted on college students and young adults, with minimal consideration granted to adolescents on the senior secondary school circuit, especially with regard to the particular vulnerable life stages they are experiencing. Moreover, the majority of the literature that currently exists is somewhat dominated by the West, with minimal investigation conducted on FoMO and the link between subjective well-being and adolescents amidst varied cultural environments. Moreover, the majority of the literature falls deficient with regard to the investigation of the link between FoMO and the elements of subjective well-being in the school environment.

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-III
RESEARCH METHODOLOGY

3.1 Introduction

The present chapter outlines the methodological framework adopted for conducting the study titled "A Study on the Relationship Between Fear of Missing Out (FoMO) and Subjective Well-Being among Senior Secondary Students." It describes the design of the study, the nature of variables examined, the population and sample, the tools employed for data collection, the procedure of administration, and the statistical techniques used for data analysis. A systematic and well-defined methodology is essential for ensuring the reliability, validity, and scientific rigor of any research investigation. The procedures adopted in this study are consistent with the objectives and hypotheses formulated, and are appropriate to the quantitative nature of the inquiry.

3.2 Design of the Study

The present study is based on a quantitative research design. Quantitative research involves the systematic collection of numerical data and the application of statistical methods to examine relationships, differences, and patterns among variables. This approach is considered suitable for the present investigation as it allows for objective measurement of psychological constructs using standardized instruments and facilitates meaningful statistical comparison and correlation. The study is descriptive, correlational, and comparative in nature. The descriptive aspect involves presenting a systematic account of the variables under study. The correlational aspect examines the relationship between FoMO and Subjective Well-Being, while the comparative aspect explores differences in these variables based on school type and gender.

3.2.1 Method of the Study

The present study employs a survey method, which is widely used in psychological and educational research for collecting data from a relatively large number of participants through standardized questionnaires. This method allows for efficient and systematic data collection across diverse groups and is appropriate for examining psychological variables such as FoMO and Subjective Well-Being among senior

secondary students. The survey was administered in a structured and uniform manner to ensure consistency across participants.

3.2.2 Variables of the Study

The present study involves two primary variables. Fear of Missing Out (FoMO) has been treated as the independent variable, referring to the pervasive apprehension that others may be having rewarding social experiences from which one is absent (Przybylski et al., 2013). Subjective Well-Being (SWB) has been treated as the dependent variable, defined as an individual's overall personal evaluation of their life in terms of life satisfaction, positive affect, and the relative absence of negative affect (Diener et al., 1999).

3.2.3 Population of the Study

The target population of the present study comprises senior secondary students enrolled in Classes 11 and 12 in schools located in the Jammu district of Jammu and Kashmir. This population encompasses students from both government-aided and privately managed schools, and includes both male and female students within the age range of 16 to 18 years. Senior secondary students represent a developmentally significant group, as they are navigating a critical phase of identity formation, peer relationships, and heightened engagement with digital media and social networking platform.

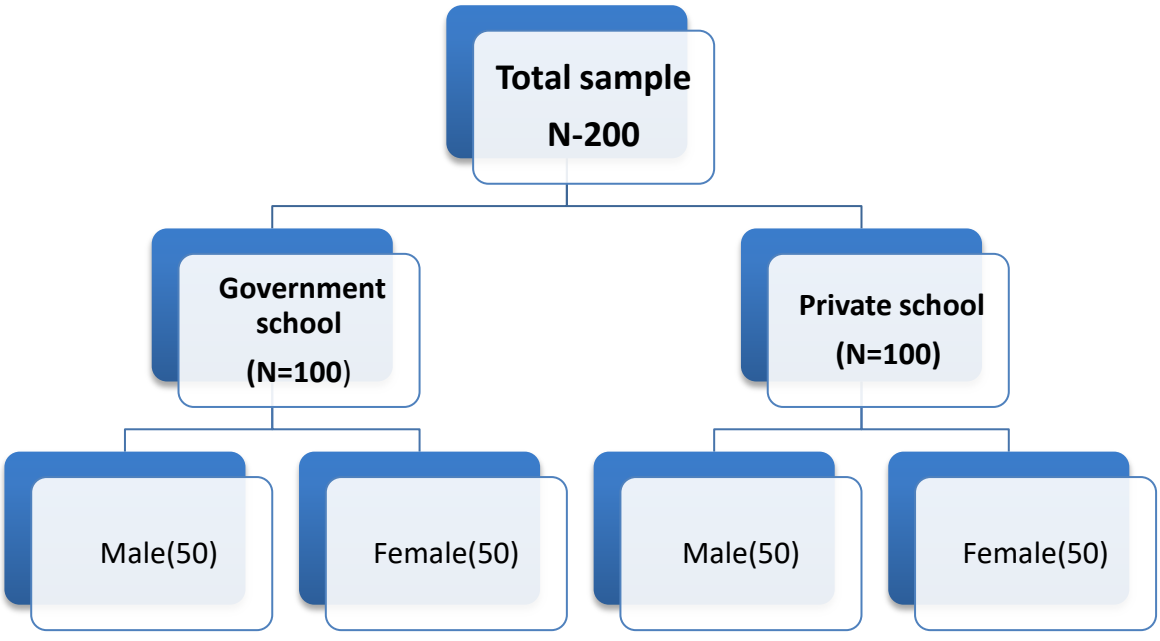


Figure 1: steps involved in data collection

3.2.4 Sample of the Study

The sample for the present study consists of 200 senior secondary students selected from government and private schools in the Jammu district of Jammu and Kashmir. Of the total sample, 100 students were drawn from government schools and 100 from private schools. Further, the sample was equally distributed by gender, comprising 100 male and 100 female students. All participants were between the ages of 16 and 18 years and were studying in either Class 11 or Class 12 at the time of data collection. This balanced representation across school type and gender was intentionally maintained to enable meaningful comparative analyses in line with the objectives of the study.

A two-level stratified purposive sampling technique was employed for the selection of participants. At the first level, students were stratified on the basis of school type — government schools and private schools. At the second level, each school type stratum was further stratified by gender to ensure equal representation of male and female students. Participants were then purposively selected from each subgroup in accordance with the defined inclusion criteria and the objectives of the study. Stratified purposive sampling was considered appropriate as it ensured systematic and proportional representation of the key subgroups relevant to the comparative objectives of the investigation.

3.2.5 Data Collection

Data for the present study were collected through direct administration of standardized self-report questionnaires. The researcher visited the selected schools in the Jammu district and administered the tools to the participants in their respective classrooms. Prior to administration, the purpose of the study was explained to the participants, and they were assured of the confidentiality of their responses. Informed consent was obtained from the participants, and participation was entirely voluntary. The tools were administered in a group setting, and participants were given adequate time to read the instructions carefully and respond to each item. Completed questionnaires were checked for completeness before being included in the final dataset.

3.3 Tools Employed and Their Description

Data for the present study were collected using two standardized and psychometrically validated instruments — the Fear of Missing Out Scale for measuring FoMO, and the Students' Subjective Well-Being Questionnaire for measuring Subjective Well-Being. Both tools have demonstrated strong reliability and validity across diverse populations and have been widely used in psychological research.

3.3.1 Fear of Missing Out Scale (FoMO Scale)

Fear of Missing Out was measured using the Fear of Missing Out Scale developed by Przybylski, Murayama, DeHaan, and Gladwell (2013). The scale was constructed on the theoretical foundation of Self-Determination Theory and was designed to assess the degree to which individuals experience apprehension that others may be having rewarding experiences from which they are absent. The scale consists of 10 items, each rated on a five-point Likert scale ranging from 1 (Not at all true of me) to 5 (Extremely true of me). The total score ranges from 10 to 50, with higher scores indicating a greater degree of Fear of Missing Out. Sample items include statements reflecting anxiety about missing social events and the desire to remain constantly updated about the activities of others. The scale has demonstrated strong psychometric properties, with a reported Cronbach's alpha of 0.87, indicating high internal consistency. Convergent validity of the scale is well-established through its significant associations with social media engagement, mood, and anxiety. The FoMO Scale has been widely used in research involving adolescents and young adults and is considered a reliable and valid tool for assessing this psychological construct.

3.3.2 Students' Subjective Well-Being Questionnaire (SSWBQ)

Subjective Well-Being was assessed using the Students' Subjective Well-Being Questionnaire (SSWBQ) developed by Renshaw, Long, and Cook (2015). The SSWBQ was specifically designed to measure positive psychological functioning in school-going adolescents and captures well-being as experienced within the school context. The questionnaire comprises 16 items assessing well-being across three core dimensions: school satisfaction (cognitive evaluation of school life), positive affect (frequency of positive emotional experiences), and school connectedness (sense of belonging and relatedness within the school environment). Items are rated on a four-

point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), with higher total scores indicating greater levels of Subjective Well-Being. The SSWBQ has demonstrated excellent internal reliability, with a reported Cronbach's alpha of 0.89, and has shown good construct validity and criterion validity across different cultural and educational settings, making it appropriate for use with the Indian adolescent sample in the present study.

3.4 Administration of the Tools

Both tools were administered simultaneously to the participants during a single scheduled session in their respective classrooms. Before distribution of the questionnaires, the investigator introduced herself, briefly explained the purpose of the study, and provided clear instructions on how to respond to the items. Participants were informed that there were no right or wrong answers, and that they were expected to respond honestly based on their personal experiences and feelings. The confidentiality of individual responses was assured, and it was emphasized that participation was entirely voluntary with no academic consequences for non-participation.The tools were distributed in a standardized order — the FoMO Scale was administered first, followed by the SSWBQ. Participants were encouraged to read each item carefully and respond independently without consulting peers. The investigator remained present throughout the session to clarify any queries related to language or item comprehension. On average, participants took approximately 15 to 20 minutes to complete both questionnaires. After completion, the response sheets were collected, examined for completeness, and screened for any missing or incomplete data before being included in the final analysis.

3.5 Statistical Technique Used

The data collected in the present study were analyzed using appropriate descriptive and inferential statistical techniques. Descriptive statistics, including Mean and Standard Deviation, were computed to summarize and describe the distribution of scores on both variables across the total sample and subgroups. Pearson's Product-Moment Correlation Coefficient (r) was employed to examine the nature and strength of the relationship between Fear of Missing Out and Subjective Well-Being among senior secondary students. This parametric statistic is appropriate for assessing the linear association between two continuous variables measured on interval scales.

Independent Samples t-tests were conducted to compare the mean scores of FoMO and Subjective Well-Being between students from government and private schools, and between male and female students. The independent samples t-test is a suitable inferential technique for comparing the means of two independent groups when data are continuous and approximately normally distributed. All statistical analyses were performed at a significance level of 0.05 ($p < .05$), which is the conventionally accepted threshold in psychological and educational research. A result was considered statistically significant when the obtained probability value was less than 0.05.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

The present study was conducted to examine the relationship between Fear of Missing Out (FOMO) and Subjective Well-Being among students. The study also aimed to examine the differences in Fear of Missing Out and Subjective Well-Being based on school type (government and private) and gender (male and female). In the present study, Fear of Missing Out and Subjective Well-Being were considered the main variables of interest. The study consisted of a sample of 200 students selected from government and private schools. The participants included both male and female students to ensure representation of both genders in the study. Statistical analyses were conducted using appropriate quantitative methods. Pearson's product–moment correlation coefficient (Pearson's r) was employed to examine the relationship between Fear of Missing Out and Subjective Well-Being. Further, independent samples t-test was used to examine the differences in Fear of Missing Out and Subjective Well-Being based on school type (government and private) and gender (male and female).

Table 4.1

Table 1 Frequency distribution of gender

Gender	Frequency	Percentage
Male	100	50.0
Female	100	50.0
Total	200	100.0

Interpretation

The table presents the frequency distribution of gender among the 200 participants included in the study. Out of the total sample, 100 participants (50.0%) were male and

100 participants (50.0%) were female. This equal representation ensures balanced gender participation in the study and allows for reliable comparison across variables.

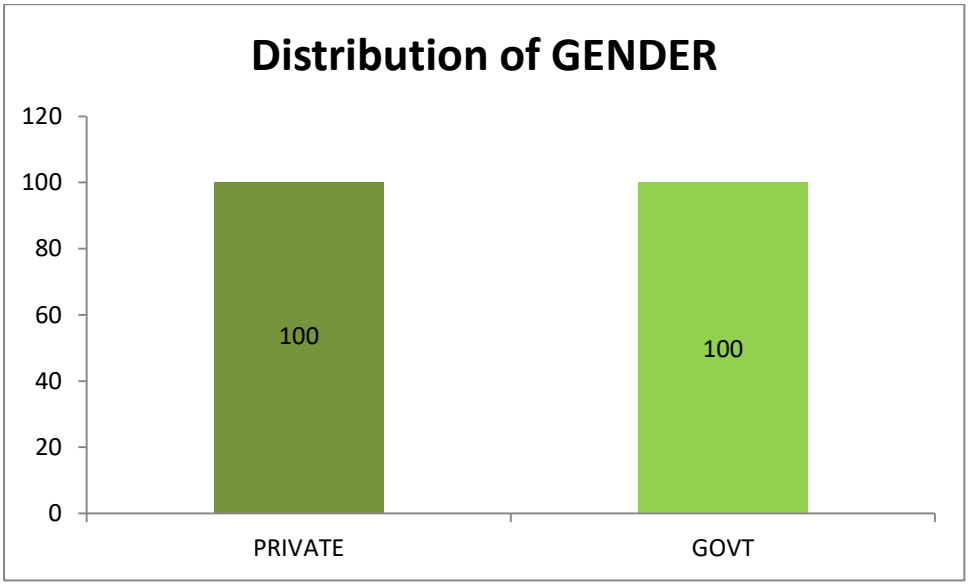


Figure 2 Distribution of Gender

Table 4.2

Table 2 Frequency Distribution of School Type (N = 200)

School Type	Frequency	Percentage
Government School	100	50.0
Private School	100	50.0
Total	200	100.0

Interpretation

The table shows the distribution of participants based on school type. Out of the total sample of 200 students, 100 participants (50.0%) were selected from government schools and 100 participants (50.0%) were selected from private schools. This balanced representation helps ensure that comparisons between the two school types are statistically meaningful.

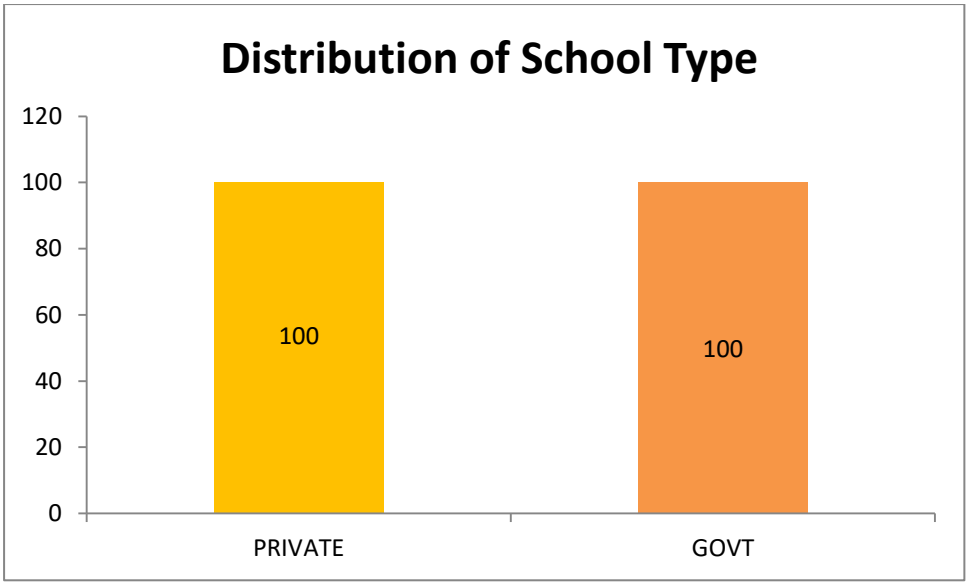


Figure 3 Distribution of School Type

Table 4.3

Table 3 Correlation between Fear of Missing Out and Subjective Well-Being among Students

Variable	Mean	SD	R	P
Fear of Missing Out	26.82	6.60	.185	.009
SSWQ	41.25	7.47		

Interpretation

Table 4.3 shows the relationship between Fear of Missing Out and Subjective Well-Being among students. The mean score of Fear of Missing Out was **26.82** with a standard deviation of **6.60**, while the mean score of Subjective Well-Being was **41.25** with a standard deviation of **7.47**. The Pearson correlation coefficient was **r = .185** with a **p value of .009**, indicating that the relationship between Fear of Missing Out and Subjective Well-Being is **statistically significant at the 0.01 level**. This suggests that there is a **weak but significant positive relationship** between the two variables.

Table 4.4

Table 4 Difference in Fear of Missing Out between Government and Private School Students

School Type	N	Mean	SD	T	P
Government	100	26.98	6.69		
Private	100	27.67	6.52	-0.739	.461

Interpretation

Table 4.4 presents the difference in Fear of Missing Out between government and private school students. The mean score of Fear of Missing Out among government school students was **26.98** with a standard deviation of **6.69**, whereas private school students had a mean score of **27.67** with a standard deviation of **6.52**. The obtained **t value was -0.739** with a **p value of .461**, which indicates that the difference between government and private school students in Fear of Missing Out is **not statistically significant**.

Table 4.5

Table 5 Difference in Subjective Well-Being between Government and Private School Students

School Type	N	Mean	SD	T	P
Government	100	41.49	7.10		
Private	100	41.01	7.84	0.454	.650

Interpretation

Table 4.5 shows the difference in Subjective Well-Being between government and private school students. The mean score of Subjective Well-Being for government school students was **41.49** with a standard deviation of **7.10**, while private school

students had a mean score of **41.01** with a standard deviation of **7.84**. The obtained **t value was 0.454** with a **p value of .650**, indicating that the difference between the two groups is **not statistically significant**.

Table 4.6

Table 6 Difference in Fear of Missing Out between Male and Female Students

Gender	N	Mean	SD	T	P
Male	100	26.52	6.60		
Female	100	28.13	6.52	-1.734	.084

Interpretation

Table 4.46presents the difference in Fear of Missing Out between male and female students. The mean score of Fear of Missing Out among male students was **26.52** with a standard deviation of **6.60**, while female students had a mean score of **28.13** with a standard deviation of **6.52**. The obtained **t value was -1.734** with a **p value of .084**, indicating that the difference between male and female students is **not statistically significant**.

Table 4.7

Table 7 Difference in Subjective Well-Being between Male and Female Students

Gender	N	Mean	SD	T	P
Male	100	41.74	7.09		
Female	100	40.76	7.84	-0.927	.354

Interpretation

Table 4.7 shows the difference in Subjective Well-Being between male and female students. The mean score of Subjective Well-Being among male students was **41.74**

with a standard deviation of **7.09**, while female students had a mean score of **40.76** with a standard deviation of **7.84**. The obtained **t value was -0.927** with a **p value of .354**, indicating that the difference between male and female students is **not statistically significant**

CHAPTER-V

FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTUER RESEARCH

CHAPTER-V

FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTUER RESEARCH

5.1 Introduction

The present chapter presents and discusses the major findings of the study on the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being (SWB) among senior secondary students in the Jammu district of Jammu and Kashmir. The chapter is organized to address each research objective in a structured and sequential manner. Following a presentation of the major findings, a detailed conclusion and discussion section situates the results within the existing psychological literature. The chapter further outlines the educational and psychological implications arising from the findings, acknowledges the limitations of the study, and offers suggestions for future research. The chapter concludes with a brief summary of the key points discussed.

5.2 Major Findings of the Study

The major findings of the present study, organized in accordance with each research objective, are presented below.

5.2.1 Research Objective 1 – Relationship between FoMO and Subjective Well-Being

The first objective of the study was to examine the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being (SWB) among senior secondary students. Pearson's Product-Moment Correlation was computed to assess the nature and strength of this relationship. The analysis revealed a weak but statistically significant positive correlation between FoMO and Subjective Well-Being ($r = .185$, $p < .01$). This finding indicates that as levels of FoMO increase, there is a corresponding slight increase in Subjective Well-Being among the students in the sample. Consequently, the null hypothesis stating that there is no significant relationship between FoMO and Subjective Well-Being was rejected.

5.2.2 Research Objective 2 – Difference in FoMO between Government and Private School Students

The second objective was to compare the levels of Fear of Missing Out between students studying in government schools and those in private schools. An independent samples t-test was conducted for this purpose. The results revealed no statistically significant difference in FoMO scores between government school students ($M = 26.98$, $SD = 6.69$) and private school students ($M = 27.67$, $SD = 6.52$), with $t = –0.739$ and $p = .461$ ($p > .05$). Accordingly, the null hypothesis of no significant difference in FoMO between government and private school students was accepted.

5.2.3 Research Objective 3 – Difference in SWB between Government and Private School Students

The third objective was to compare the levels of Subjective Well-Being between government school students and private school students. The independent samples t-test yielded no statistically significant difference between the two groups, with government school students scoring ($M = 41.49$, $SD = 7.10$) and private school students scoring ($M = 41.01$, $SD = 7.84$), with $t = 0.454$ and $p = .650$ ($p > .05$). The null hypothesis of no significant difference in Subjective Well-Being between the two school types was therefore accepted.

5.2.4 Research Objective 4 – Difference in FoMO between Male and Female Students

The fourth objective examined whether male and female students differed significantly in their levels of Fear of Missing Out. The independent samples t-test indicated that although female students ($M = 28.13$, $SD = 6.52$) obtained slightly higher mean FoMO scores than male students ($M = 26.52$, $SD = 6.60$), this difference was not statistically significant ($t = –1.734$, $p = .084$, $p > .05$). The null hypothesis of no significant gender difference in FoMO was therefore accepted.

5.2.5 Research Objective 5 – Difference in SWB between Male and Female Students

The fifth objective examined whether male and female students differed significantly in their levels of Subjective Well-Being. The t-test results indicated that the mean SWB scores of male students ($M = 41.74$, $SD = 7.09$) and female students ($M = 40.76$, $SD = 7.84$) did not differ significantly ($t = –0.927$, $p = .354$, $p > .05$). The null

hypothesis of no significant gender difference in Subjective Well-Being was therefore accepted.

5.3 Conclusion and Discussion

The findings of the present study provide an interesting and contextually meaningful understanding of the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being (SWB) among senior secondary students. The study yielded a weak but statistically significant positive correlation between the two variables ($r = .185$, $p < .01$), indicating that as FoMO increases slightly, subjective well-being also tends to increase. This finding led to the rejection of the first null hypothesis.

This positive direction of the relationship, while seemingly contrary to much of the existing literature, is not entirely without support. The majority of prior research has reported a negative association between FoMO and well-being, where higher FoMO was linked to reduced life satisfaction, emotional distress, and increased anxiety (Przybylski et al., 2013; Prabowo & Dewi, 2021; Çifçi & Kumcağız, 2023; Stead & Bibby, 2017). However, Abel, Buff, and Burr (2016) proposed that moderate levels of FoMO may motivate individuals to seek social engagement and maintain peer connections, which in turn can enhance well-being. It is plausible that for senior secondary students in the Jammu district, FoMO functions less as an anxiety-driven experience and more as a social motivator — encouraging students to stay connected with peers in ways that positively contribute to their sense of belonging and life satisfaction. The collectivist cultural context of India, where social interdependence and group inclusion are deeply valued, may further explain why FoMO is associated with a slight increase in well-being rather than a decline. It is also important to note that the correlation obtained is weak, indicating that FoMO explains only a small portion of the variance in subjective well-being, and that many other personal, social, and academic factors continue to play a far more substantial role.

Regarding school type, no significant difference was found in either FoMO or Subjective Well-Being between government and private school students, with both null hypotheses accepted. This suggests that FoMO is a democratically experienced psychological phenomenon, not shaped by institutional privilege or school environment. Students across both school types have comparable access to digital

platforms and shared peer cultures, which likely results in similar levels of FoMO and well-being regardless of the school they attend. This finding is consistent with Alt and Boniel-Nissim (2018) and with Diener, Oishi, and Lucas (2003), who observed that subjective well-being is driven primarily by individual and relational factors rather than institutional ones.

Similarly, no significant gender differences were found in FoMO ($t = –1.734$, $p = .084$) or Subjective Well-Being ($t = –0.927$, $p = .354$), with both null hypotheses accepted. Although female students obtained marginally higher FoMO scores, the difference was not statistically meaningful. This aligns with Ceyhan and Çakir (2021) and Alt (2015), who also reported no significant gender-based differences in FoMO. In the present digital environment, both male and female adolescents appear equally susceptible to social media-driven comparison and the desire to remain socially connected, suggesting that gender is not a defining factor in how FoMO or well-being is experienced at this developmental stage.

Overall, the findings highlight that FoMO does not operate as a uniformly negative construct, and that its psychological consequences are shaped significantly by cultural, social, and developmental context. The results call for a more nuanced understanding of FoMO among Indian adolescents, moving beyond a deficit-focused view toward one that acknowledges the complex and context-dependent nature of this phenomenon.

5.4 Educational and Psychological Implications

The findings of the present study carry several important implications for educators, school counselors, parents, and mental health professionals engaged in supporting the well-being of adolescents in the digital age.

First, the weak positive association between FoMO and Subjective Well-Being, while contextually interpretable, does not eliminate the potential risks associated with high FoMO. Research has consistently shown that at elevated levels, FoMO is strongly linked to anxiety, depression, poor sleep quality, academic distraction, and compulsive social media use (Oliveira et al., 2024; Brunborg et al., 2021; Hayran & Anik, 2021). School counselors and mental health professionals should therefore prioritize the development of digital wellness programs that help students identify

unhealthy social media habits, reduce compulsive checking behavior, and cultivate a healthier relationship with online platforms. Mindfulness-based approaches to social media use, as proposed by Chan et al. (2022) through the Social Media FoMO-JOMO (Joy of Missing Out) Framework, offer evidence-based strategies for reducing FoMO-driven anxiety without necessitating complete digital disengagement.

Second, because no significant differences were found in either FoMO or Subjective Well-Being across school types or gender, the implications of this study are broadly applicable. School-based interventions targeting digital well-being and emotional health can be designed as universal programs implemented across both government and private schools, and should be equally accessible to all students regardless of gender. This approach aligns with the public health model of mental health promotion, which emphasizes the importance of population-level interventions that reach all individuals rather than targeting only those identified as at risk.

Third, the findings underscore the importance of promoting authentic social connection and emotional support within school environments. Since FoMO is fundamentally rooted in the unmet need for social belonging and relatedness (Przybylski et al., 2013; Ryan & Deci, 2001), fostering genuine peer relationships, inclusive classroom climates, and supportive teacher-student interactions can address the psychological needs that drive FoMO in the first place. Schools should invest in peer mentoring programs, social-emotional learning curricula, and extracurricular opportunities that strengthen interpersonal bonds and reduce students' reliance on social media for emotional validation.

Fourth, parents play a critical role in shaping adolescents' digital habits and emotional resilience. Parental guidance on responsible social media use, open conversations about digital comparison and self-worth, and modelling of healthy technology boundaries can meaningfully reduce the psychological impact of FoMO on adolescents' well-being at home. Parent education workshops facilitated by school counselors could serve as a valuable platform for building this awareness.

Finally, the study highlights the need for integrating digital literacy education into the school curriculum at the senior secondary level. Teaching students to critically evaluate social media content, understand the selective and curated nature of online self-presentation, and develop media literacy skills can reduce the tendency toward

upward social comparison that amplifies FoMO and undermines well-being (Festinger, 1954; Steinberger & Kim, 2023). Such educational initiatives would equip students with the cognitive tools necessary to navigate the digital environment thoughtfully and maintain a healthy sense of self-worth independent of online validation.

5.5 Limitations of the Study

While the present study contributes valuable insights, it is important to acknowledge certain limitations that must be considered when interpreting and generalizing the findings.

First, the study is geographically confined to the Jammu district of Jammu and Kashmir, and the sample is drawn exclusively from senior secondary students in Classes 11 and 12 within the age range of 16 to 18 years. This restricts the generalizability of the findings to other regions, cultural contexts, age groups, or educational levels, and caution is warranted in extending the conclusions beyond this specific population.

Second, the study employs a cross-sectional research design, which captures data at a single point in time. This design does not permit the establishment of causal relationships between FoMO and Subjective Well-Being. It is not possible to determine from the present data whether FoMO influences well-being, whether well-being shapes FoMO experiences, or whether both variables are influenced by a third, unmeasured factor.

Third, data were collected entirely through self-report measures. Self-report instruments are inherently susceptible to response biases such as social desirability, acquiescence bias, and limitations in participants' self-awareness and introspection. These factors may have influenced the accuracy and reliability of the data obtained.

Fourth, the study focuses exclusively on FoMO and Subjective Well-Being as the primary variables of interest. A wide range of other psychologically relevant constructs — including anxiety, depression, academic stress, social support, self-esteem, screen time, and specific patterns of social media use — have been shown in the literature to influence both FoMO and well-being, and their exclusion limits the depth of explanation that the present study can offer.

Fifth, while the study examines school type and gender as grouping variables, other potentially important demographic and contextual variables — such as socioeconomic status, parental digital literacy, rural versus urban residence, and frequency of social media use — were not assessed. The inclusion of such variables in future studies could yield a more comprehensive and ecologically valid understanding of the factors that moderate the relationship between FoMO and well-being.

5.6 Suggestions for Future Research

Based on the findings and limitations of the present study, the following directions are recommended for future research in this area. Future studies should employ longitudinal research designs to examine the temporal dynamics between FoMO and Subjective Well-Being. Longitudinal data would enable researchers to establish the directionality of the relationship, identify developmental trajectories, and determine whether FoMO has cumulative effects on well-being over time during the critical adolescent years. Research with larger and more geographically diverse samples — drawn from multiple districts and states across India — would enhance the external validity of findings and contribute to a more comprehensive understanding of FoMO and well-being among Indian adolescents. Cross-cultural comparative studies involving participants from both collectivist and individualist cultural backgrounds would be particularly valuable in examining how cultural orientation shapes the experience and consequences of FoMO. Future studies should also incorporate additional psychological variables as potential mediators or moderators of the FoMO–SWB relationship. Constructs such as social support, emotional regulation, academic stress, self-esteem, social comparison orientation, and resilience are theoretically relevant and could illuminate the mechanisms through which FoMO affects adolescent well-being. Structural equation modelling could be employed to test complex mediation and moderation models within this framework. Researchers may also consider including objective measures of social media use — such as screen time data, frequency of platform access, and nature of online interactions — alongside self-report measures of FoMO. This would allow for a more nuanced examination of how specific patterns of digital behavior, rather than FoMO as a general disposition, contribute to variations in well-being among adolescents. Finally, intervention-based research — such as randomized controlled trials evaluating the effectiveness of mindfulness-based social media programs, digital literacy education, or school

counseling interventions targeting FoMO — would provide actionable evidence to guide the development of evidence-based mental health programs for senior secondary students in India.

Summary

SUMMARY

TOPIC: A STUDY ON THE RELATIONSHIP BETWEEN FEAR OF MISSING OUT (FOMO) AND SUBJECTIVE WELL-BEING AMONG SENIOR SECONDARY STUDENTS

INTRODUCTION

The present study was conducted to examine the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being among senior secondary students. The findings revealed that there is a weak but statistically significant positive relationship between FoMO and Subjective Well-Being, indicating that students with higher levels of FoMO tend to report slightly higher levels of Subjective Well-Being. The study also explored differences in FoMO and Subjective Well-Being based on gender and school type.

The findings indicated that there was no significant gender difference in FoMO, suggesting that both male and female students experience similar levels of Fear of Missing Out. Similarly, no significant gender difference was found in Subjective Well-Being, indicating that male and female students reported comparable levels of happiness, life satisfaction, and emotional well-being.

Further, no significant differences were found between Government and Private school students in terms of FoMO and Subjective Well-Being. This suggests that school type does not significantly influence students' experiences of Fear of Missing Out or their level of Subjective Well-Being.

The overall findings highlight that Fear of Missing Out is an important psychological factor associated with students' well-being. Adolescence is a crucial developmental stage characterized by emotional, social, and psychological changes. During this period, students seek social acceptance, belongingness, and meaningful interpersonal relationships. Feelings of exclusion or missing out on rewarding experiences may influence their perceptions of happiness and satisfaction with life.

The study emphasizes the importance of understanding students' psychological experiences and promoting emotional well-being in educational settings. It also

provides useful insights for teachers, counselors, parents, and educational institutions in supporting students' overall development and well-being. Furthermore, the findings contribute to the growing body of literature on Fear of Missing Out and Subjective Well-Being among adolescents and provide a foundation for future research in this area.

In conclusion, the present study contributes to the field of Educational Psychology by demonstrating that Fear of Missing Out and Subjective Well-Being are significantly related among senior secondary students. The findings enhance our understanding of adolescent psychological experiences and highlight the need to promote positive well-being during this important stage of development.

NEED AND SIGNIFICANCE OF THE STUDY

The present study focuses on senior secondary students, a group that experiences significant emotional, social, and psychological changes during adolescence. During this developmental period, students become increasingly concerned about peer relationships, social acceptance, belongingness, and self-identity. These experiences may influence their psychological well-being and overall adjustment.

Fear of Missing Out (FoMO) has emerged as an important psychological phenomenon that reflects concerns about missing rewarding experiences and social interactions. At the same time, Subjective Well-Being represents an individual's perception of happiness, life satisfaction, and positive emotional functioning. Understanding the relationship between these two variables is important for promoting healthy psychological development among adolescents.

Although FoMO and Subjective Well-Being have been widely studied in international contexts, limited research has been conducted among senior secondary students, particularly in the Indian context. Most previous studies have focused on college students and young adults, while relatively less attention has been given to school-going adolescents.

The present study attempts to address this gap by examining the relationship between Fear of Missing Out and Subjective Well-Being among senior secondary students.

The findings may help teachers, counselors, parents, and educational institutions better understand students' emotional experiences and develop strategies to promote positive well-being and healthy adjustment.

Furthermore, the study contributes to the field of Educational Psychology by providing empirical evidence regarding the relationship between FoMO and Subjective Well-Being among adolescents.

STATEMENT OF THE PROBLEM

Adolescence is a critical stage of development characterized by significant emotional, social, and psychological changes. During this period, students often experience a strong desire for social acceptance, belongingness, and peer approval. Fear of Missing Out (FoMO) has emerged as a common psychological experience among adolescents, reflecting concerns about being excluded from rewarding social experiences.

At the same time, Subjective Well-Being plays an important role in adolescents' psychological functioning, happiness, and life satisfaction. Understanding how FoMO relates to Subjective Well-Being is important for promoting positive mental health and emotional adjustment among students.

Despite growing interest in these variables, limited research has examined their relationship among senior secondary students, particularly within the Indian educational context. Therefore, the present study was undertaken to investigate the relationship between Fear of Missing Out and Subjective Well-Being among senior secondary students.

OPERATIONAL DEFINITIONS OF VARIABLES

Fear of Missing Out (FoMO)

In the present study, Fear of Missing Out (FoMO) refers to the feeling that others may be having rewarding experiences from which one is absent, accompanied by a desire to remain continuously connected with others' activities. It is measured using the Fear of Missing Out Scale developed by Przybylski et al. (2013).

Subjective Well-Being

In the present study, Subjective Well-Being refers to students' perceptions of happiness, life satisfaction, and positive psychological functioning within the school environment. It is measured using the Student Subjective Well-Being Questionnaire developed by Renshaw et al. (2014).

OBJECTIVES OF THE STUDY

• To examine the relationship between Fear of Missing Out (FoMO) and Subjective Well-Being among senior secondary students.

• To assess the difference in Fear of Missing Out (FoMO) between Government and Private school students.

• To assess the difference in Subjective Well-Being between Government and Private school students.

• To assess the difference in Fear of Missing Out (FoMO) between male and female students.

• To assess the difference in Subjective Well-Being between male and female students.

HYPOTHESES OF THE STUDY

• There is no significant relationship between Fear of Missing Out (FoMO) and Subjective Well-Being among senior secondary students.

• There is no significant difference in Fear of Missing Out (FoMO) between Government and Private school students.

• There is no significant difference in Subjective Well-Being between Government and Private school students.

• There is no significant difference in Fear of Missing Out (FoMO) between male and female students.

• There is no significant difference in Subjective Well-Being between male and female students.

POPULATION OF THE STUDY

The population of the present study consists of senior secondary students studying in Class 11 and Class 12. The students belong to Government and Private schools of Jammu District. The population represents adolescents who are in an important stage of emotional, social, and psychological development, making them suitable for examining Fear of Missing Out and Subjective Well-Being.

SAMPLE FOR THE STUDY

The sample for the present study consisted of 200 senior secondary students selected from Government and Private schools of Jammu District. The sample included both male and female students. Out of the total sample, 100 students were selected from Government schools and 100 students were selected from Private schools. The sample was selected using the Stratified Purposive Sampling Technique.

TOOLS USED

Fear of Missing Out Scale (FoMOS)

The Fear of Missing Out Scale developed by Przybylski et al. (2013) was used to measure Fear of Missing Out among students. The scale consists of 10 items rated on a 5-point Likert scale. Higher scores indicate higher levels of Fear of Missing Out. The scale has been widely used in psychological research and demonstrates satisfactory reliability and validity.

Student Subjective Well-Being Questionnaire (SSWQ)

The Student Subjective Well-Being Questionnaire developed by Renshaw et al. (2014) was used to assess Subjective Well-Being among students. The questionnaire consists of 16 items measuring students' positive psychological functioning and well-being within the school context. Higher scores indicate higher levels of Subjective Well-Being.

RESULTS OF THE STUDY

In the present study, Fear of Missing Out (FoMO) and Subjective Well-Being among senior secondary students were examined. The mean score of Fear of Missing Out was 26.82 (SD = 6.60), whereas the mean score of Subjective Well-Being was 41.25 (SD = 7.47).

The findings revealed a statistically significant positive relationship between Fear of Missing Out and Subjective Well-Being ($r = .185$, $p = .009$). The relationship was weak but significant, indicating that students with higher FoMO scores tended to report slightly higher levels of Subjective Well-Being.

The results further showed that there was no significant difference in Fear of Missing Out between Government and Private school students ($t = -0.739$, $p = .461$). Similarly, no significant difference was found in Subjective Well-Being between Government and Private school students ($t = 0.454$, $p = .650$).

The findings also revealed that there was no significant difference in Fear of Missing Out between male and female students ($t = -1.734$, $p = .084$). Likewise, no significant difference was observed in Subjective Well-Being between male and female students ($t = -0.927$, $p = .354$).

Overall, the findings indicate that Fear of Missing Out and Subjective Well-Being are significantly related among senior secondary students. However, gender and school type did not significantly influence either Fear of Missing Out or Subjective Well-Being.

DELIMITATIONS OF THE STUDY

The study is limited to senior secondary students studying in Class 11 and Class 12 of selected Government and Private schools of Jammu District. Only 200 students were included in the sample. The study focused exclusively on two variables, namely Fear of Missing Out (FoMO) and Subjective Well-Being. The study was restricted to students studying in Government and Private schools and did not include students from other educational institutions. Data were collected through standardized self-

report questionnaires. The findings are limited to the sample selected and cannot be generalized beyond similar populations without caution.

SUGGESTIONS FOR FURTHER RESEARCH

• Future studies may include larger samples from different districts and states to improve generalizability.

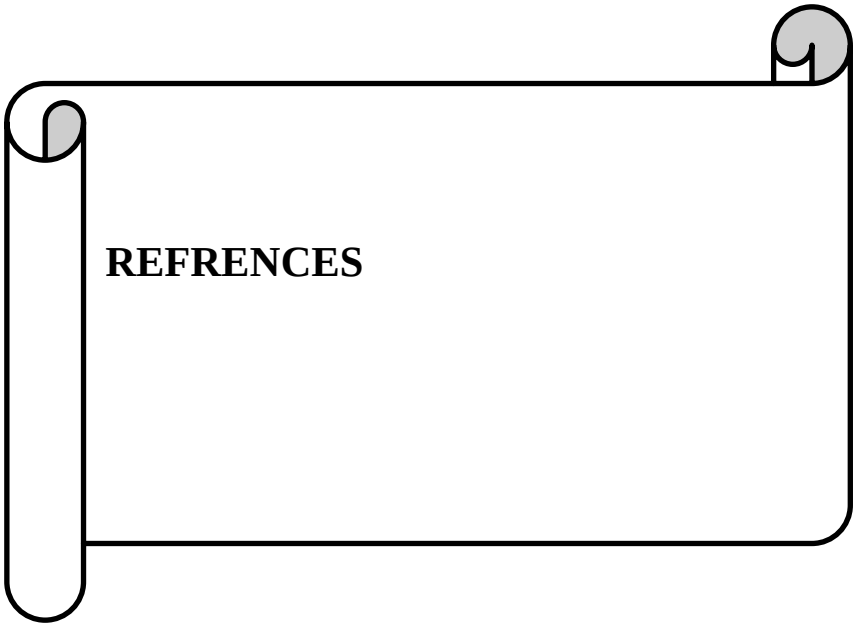
• Comparative studies may be conducted among different age groups to understand developmental differences in Fear of Missing Out and Subjective Well-Being.

• Future researchers may include additional psychological variables such as self-esteem, resilience, anxiety, stress, academic achievement, and social support.

• Longitudinal studies may be conducted to examine changes in Fear of Missing Out and Subjective Well-Being over time.

• Intervention-based studies may be undertaken to promote positive well-being and reduce the negative psychological effects associated with Fear of Missing Out.

• Further research may be conducted in different educational and cultural settings to gain a broader understanding of these variables.


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APPENDICES

APPENDICES

Appendix 1: Student Subjective Wellbeing Questionnaire (SSWQ)

Name: _____ **Age (years):** _____ **Date:** _____

Grade (circle one): 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

Gender (circle one): Female ... Male ... Transgender ... Nonconforming ... Other/Prefer not to say

Instructions: The following questions ask about your thoughts, feelings, and actions at school. Please read each sentence and choose the **one** best answer based on how you have felt over the **past month**.

No.	Item	Almost Never	Sometimes	Often	Almost Always
1	I get excited about learning new things in class.	1	2	3	4
2	I feel like I belong at my school.	1	2	3	4
3	I feel like the things I do at school are	1	2	3	4

No.	Item	Almost Never	Sometimes	Often	Almost Always
	important.				
4	I am a successful student.	1	2	3	4
5	I am really interested in the things I am doing at school.	1	2	3	4
6	I can really be myself at school.	1	2	3	4
7	I think school matters and should be taken seriously.	1	2	3	4
8	I do good work at school.	1	2	3	4
9	I enjoy working on class projects and	1	2	3	4

No.	Item	Almost Never	Sometimes	Often	Almost Always
	assignments.				
10	I feel like people at my school care about me.	1	2	3	4
11	I feel it is important to do well in my classes.	1	2	3	4
12	I do well on my class assignments.	1	2	3	4
13	I feel happy when I am working and learning at school.	1	2	3	4
14	I am treated with respect at my school.	1	2	3	4
15	I believe things I learn at school will help me in my life.	1	2	3	4

No.	Item	Almost Never	Sometimes	Often	Almost Always
16	I get good grades in my classes.	1	2	3	4

APPENDIX 2: Fear of Missing Out Scale

Instructions:

Below is a collection of statements about your everyday experience. Using the scale provided please indicate how true each statement is of your general experiences. Please answer according to what really reflects your experiences rather than what you think your experiences should be. Please treat each item separately from every other item. 1 = ‘‘Not at all true of me’’, 2 = ‘‘Slightly true of me’’, 3 = ‘‘Moderately true of me’’, 4 = ‘‘Very true of me’’, and 5 = ‘‘Extremely true of me’’.

1. I fear others have more rewarding experiences than me.

2. I fear my friends have more rewarding experiences than me.

3. I get worried when I find out my friends are having fun without me.

4. I get anxious when I don’t know what my friends are up to.

5. It is important that I understand my friends ‘‘in jokes’’.

6. Sometimes, I wonder if I spend too much time keeping up with what is going on.

7. It bothers me when I miss an opportunity to meet up with friends.

8. When I have a good time it is important for me to share the details online (e.g. updating status).

9. When I miss out on a planned get-together it bothers me.

10. When I go on vacation, I continue to keep tabs on what my friends are doing.