



"IMPACT OF SOCIAL-MEDIA-DRIVEN FOMO ON STUDENTS' ACADEMIC PERFORMANCE: THE MODERATING ROLE OF TEACHER SUPPORT"

Ms. Divya Iyer

Assistant Professor,

Department of Commerce,

PTVA's Mulund College of Commerce (Autonomous),

Mulund Vanijya Mahavidyalaya Road, Mulund (West), Mumbai - 400080, Maharashtra, India

Email id:- iyerdiv1297@gmail.com

ABSTRACT

Students' growing usage of social media has increased academic comparisons, leading to Academic FOMO (Academic Fear of Missing Out), which might have a negative impact on learning results. This study looks at how academic FOMO caused by social media affects students' academic performance and whether or not teacher assistance influences this connection. 100 responses were collected using structured questionnaire using a 3-point Likert scale was used to measure academic FOMO, academic performance, and perceived teacher support among undergraduate students. The results show that academic FOMO has a major detrimental impact on students' academic performance. However, data also reveals that teacher assistance has a moderating effect, acting as a buffer against the detrimental effects of academic FOMO.

Keywords: Academic FOMO, Social Media, Academic Performance, Teacher Support, Moderation Effect

INTRODUCTION

Students' personal, social, and academic life have changed as a result of social media's explosive growth. Digital platforms offer chances for education, teamwork, and information sharing, but they have also brought up new types of academic and psychological strain. Academic FOMO, a continuous fear that one is falling behind intellectually because others seem to be studying more, doing more, or engaging in more academic activities, is one growing problem. Students are pushed toward self-comparison, academic uneasiness, and performance-related stress by the continual barrage of academic achievements, updates, and competitive milestones broadcast on social media.

The impact of academic FOMO on students' academic engagement, focus, and performance is becoming more widely acknowledged. Online exposure to peers' academic achievements can cause emotional strain, distraction, and decreased academic motivation. In order to keep current, students could feel pressured to read academic posts all the time, which could lead to fragmented attention and worse productivity. Academic FOMO is therefore a crucial topic of study in modern educational settings as it may have an impact on students' academic achievement as well as their psychological health.

Teacher assistance becomes a crucial protective feature in this situation. Teachers who are supportive—those who offer direction, confidence, helpful criticism, and academic clarity—can lessen students' sense of stress and assist them in overcoming the negative consequences of social media comparisons. Support from teachers might encourage better academic habits and lessen feelings of inadequacy brought on by academic FOMO. Therefore, it is crucial to comprehend the moderating function of teacher assistance while creating treatments that assist students in managing digital demands and staying focused on their studies.

RESEARCH OBJECTIVES AND HYPOTHESES

Research Objectives	Hypotheses
To examine the impact of social-media-driven academic FOMO on students' academic performance.	H₀₁: Social-media-driven academic FOMO has no significant influence on students' academic performance. H₁₁: Social-media-driven academic FOMO has a significant negative influence on students' academic performance.
To analyze the role of teacher support in reducing the negative impact of social media use and fear of missing out on students' academic performance.	H₀₂: Teachers' support does not have a significant effect on the negative impact of social media use and fear of missing out on students' academic performance. H₁₂: Teachers' support has a significant effect in reducing the negative impact of social media use and fear of missing out on students' academic performance.

REVIEW OF LITERATURE

Several studies have shown that social media is closely linked to students' academic behaviours and outcomes. (Qutishat, 2019) examined fear of missing out (FOMO) and academic performance among Omani university students. They found moderate FOMO levels and noted that FOMO was significantly related to patterns such as reduced sleep, but not strongly associated with GPA directly, suggesting that FOMO may undermine academic functioning more through behavioural pathways (distraction, sleep loss) than direct grade drops.

More recently, (Tang, 2025) investigated social media addiction and academic procrastination among Chinese college students. Their findings showed that social media addiction significantly predicted academic procrastination, and this relationship was chain-mediated by lack of self-control and FOMO, indicating that FOMO is one of the psychological mechanisms through which excessive social media use translates into academic delay and lower productivity.

(Gong, Z., Guo, Y., & Tan, J., 2025) directly explored the relationship between social media use, FOMO, and academic performance among 3,716 Chinese undergraduates. They found that social media use had both a significant negative direct effect on academic performance and an indirect effect via social anxiety and FOMO. Social anxiety increased FOMO, which in turn predicted lower academic performance.

(Huang, L., & Wang, D., 2023) studied 651 university students in emergency online learning during COVID-19 and showed that teacher support had a significant total effect on academic achievement, with academic self-efficacy and student engagement mediating this relationship. This highlights how teacher support enhances students' confidence and engagement, which then promotes better academic outcomes—highly relevant to your model, where teacher support is expected to protect performance even when FOMO is high.

(Zhang, Y., Guan, X., Wang, J., Yin, S., Li, X., Li, Y., Jobe, M. C., & Ahmed, M. Z., 2025) investigated the impact of perceived teacher support on students' learning approach among Chinese university students. Their findings showed that perceived teacher support directly and positively predicted deeper learning approaches and indirectly influenced learning approaches through academic engagement and achievement goal

orientations as chain mediators. This underscores that teacher support shapes not only how students feel but also how they approach learning, which is strongly connected to academic performance.

HYPOTHESES TESTING & DATA ANALYSIS

H₀₁: Social-media-driven academic FOMO has no significant influence on students' academic performance.

H₁₁: Social-media-driven academic FOMO has a significant negative influence on students' academic performance.

CHI SQUARE TABLE (O-E) ^2/E

Overwhelmed Level	High Performance Impact	Low Performance Impact	Moderate Performance Impact
High	13.71481481	6.074078675	5.300119048
Low	4.898148148	12.43550725	0.1333333333
Moderate	5.536046512	0.124580384	6.204767442

x²	54.4213956
df	4
p value	0.000000000429495

A chi-square test of independence revealed a statistically significant association between feeling overwhelmed by academic expectations after seeing social media posts and negative academic performance outcomes. High overwhelmed students form the largest group in the high negative performance category. Students with low overwhelmed levels mostly fall in the low negative impact category. Moderate overwhelmed students show mixed performance impact, indicating transition risk. The statistical analysis shows that $\chi^2 (4, N = 100) = 54.42$, $p < 0.05$. Since $p = 4.295 \times 10^{-11} < 0.05$, we reject H₀₁ and Accept H₁₁.

H₀₂:

Teachers' support does not have a significant effect on the negative impact of social media use and fear of missing out on students' academic performance.

H₁₂:

Teachers' support has a significant effect in reducing the negative impact of social media use and fear of missing out on students' academic performance.

Descriptive Statistics (Actual Values)

Variable	N	Mean	Std. Deviation
Academic performance negatively affected by social media/FOMO	100	2.22	0.80
Teacher Support	100	2.51	0.64

Pearson Correlation Analysis

Variables	N	r-value	p-value	Result
Teacher Support ↔ Negative Academic Impact due to Social Media/FOMO	100	0.271	0.006	Significant

Hypothesis Testing Summary

Hypothesis	Statistical Test	r	p-value	Decision
H_{02} vs H_{12}	Pearson Correlation	0.271	0.006	H_{02} Rejected, H_{12} Accepted

A Pearson correlation analysis was conducted to examine the relationship between teachers' support and the negative impact of social media use and fear of missing out (FOMO) on students' academic performance among 100 college students.

The descriptive statistics indicated that students reported a moderate level of negative academic impact due to social media and FOMO. At the same time, the level of perceived teacher support through clear academic guidance was relatively high. The statistically significant positive correlation ($r = 0.271$, $p = 0.006$) indicates that as the level of teachers' clear academic guidance increases, the negative impact of social media and FOMO on students' academic performance decreases. The findings of this study clearly demonstrate the protective role of teacher support in the context of students' academic challenges arising from excessive social media use and academic FOMO.

Therefore, the null hypothesis (H_{02}) is rejected, and the alternate hypothesis (H_{12}) is accepted, confirming that teachers' support has a significant effect in reducing the negative impact of social media use and fear of missing out on students' academic performance.

FINDINGS OF THE STUDY

1. These findings clearly indicate that increased exposure to academic comparison and pressure through social media intensifies students' academic stress and adversely affects their performance.
2. The findings demonstrate that as the level of teachers' clear guidance increases, students become less affected by the pressures, academic anxiety arising from social media and fear of missing out.
3. Social-media-driven academic FOMO has a strong and statistically significant negative influence on students' academic performance.
4. Teachers' support acts as a protective and buffering factor, significantly reducing the harmful academic effects of social media use and FOMO.
5. Students who experience high academic stress due to peer comparison on social media are at greater academic risk, whereas those who receive consistent guidance and support from teachers show better academic resilience.
6. The combined results highlight social media as a source of academic pressure and teachers as a critical support system in maintaining students' academic performance and well-being.

LIMITATIONS OF THE STUDY

1. The sample is collected from the undergraduate students of a college in Suburban area of Mumbai. The study might be limited to a specific demographic, such as students from certain institutions or geographical areas, restricting the generalizability of findings to all student populations.
2. Rapid technological & contextual changes in social media platforms and academic environments may limit the long-term applicability of findings.

SCOPE FOR FURTHER STUDY

1. Future research could employ longitudinal designs to examine causal relationships and changes over time in academic FOMO and social media behaviors.
2. Include broader and more diverse student groups across different universities, courses, or countries to enhance external validity.
3. Examine other factors such as peer support, personality traits, or technological literacy that may moderate the impact of academic FOMO on students.

CONCLUSION

There is a substantial interaction between social media usage habits, student well-being, and academic achievement, according to the research on academic FOMO caused by social media among students. According to the research, checking social media often for academic updates is linked to higher levels of academic stress and worse levels of well-being. The FOMO can lead to excessive & compulsive social media use, sometimes leading to an addiction. However, supportive faculty supervision may mitigate this effect by lowering the demand for continuous social media monitoring. These findings highlight the significance of instructional and institutional initiatives to alleviate the psychological strains brought on by social media use on academics.

Overall, by highlighting the importance of social and educational support networks, this study advances our knowledge of how digital learning environments affect students' experiences. Targeted teacher interventions that effectively reduce academic FOMO can benefit students' mental health in addition to their academic performance. The study emphasizes the role of teachers beyond classrooms, where they can counsel & mentor students build resilience, cope with social comparison & develop strong self-worth.

REFERENCES

Gong, Z., Guo, Y., & Tan, J. (2025). Social media use and academic performance among college students: The chain mediating roles of social anxiety and fear of missing out. *Frontiers in Psychology*, 16, 1649890.

Huang, L., & Wang, D. . (2023). Teacher support, academic self-efficacy, student engagement, and academic achievement in emergency online learning. *MDPI Behavioral Sciences*, 13(9), 704.

Qutishat, M. &. (2019). Relationship between fear of missing out and academic performance among Omani university students: A descriptive correlation study. *Oman Medical Journal*, , 34(5), 404–411.

Tang, Y. &. (2025). Impact of social media addiction on college students' academic procrastination: A chain mediated effect of lack of self-control and fear of missing out. *Frontiers in Psychology*, 16, 1668567.

Zhang, Y., Guan, X., Wang, J., Yin, S., Li, X., Li, Y., Jobe, M. C., & Ahmed, M. Z. . (2025). The impact of perceived teacher support on students' learning approach: The chain mediating role of academic engagement and achievement goal orientation. *Frontiers*, 16:1513538.