ORIGINAL ARTICLE

EDUCATIONAL IMPLICATIONS OF THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND FEAR OF MISSING OUT AMONG UNIVERSITY STUDENTS USING SOCIAL MEDIA

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ABSTRACT

Networked technologies have become integral to university life, simultaneously enabling collaboration and learning support while heightening social comparison and notification-driven checking. Within this ecology, Fear of Missing Out (FoMO) has been linked internationally to lower psychological well-being (PWB), yet evidence is scarce for Indonesian teacher-education students whose developmental tasks and relational demands may render specific facets of PWB especially sensitive. This study aimed to (a) describe FoMO and PWB levels among undergraduates in a teacher-education faculty and (b) test their association, providing context-specific, facet-aware evidence to inform student supports. Using a cross-sectional, quantitative correlational design, 168 FKIP Universitas Sanata Dharma students completed validated measures: ON-FoMO (post try-out 19 items) and Ryff's PWB (post try-out 46 items). Analyses in SPSS included descriptive statistics, Kolmogorov–Smirnov normality checks, linearity tests, and two-tailed Pearson correlations (α = .05). Results showed FoMO was predominantly Low/Very Low (59.4%) with 29.0% Medium and 11.9% High/Very High, while PWB was mainly High/Very High (58.3%) with 38.7% Medium. FoMO correlated moderately and negatively with PWB, r = −0.420, p < .001 (95% CI [−0.537, −0.287]), implying r² ≈ 17.6% variance explained. We conclude that greater FoMO is meaningfully associated with lower eudaimonic functioning in this cohort. Implications include tiered, low-cost supports: universal digital self-regulation workshops (notification control, time-boxing), micro-interventions that reinforce purpose and self-acceptance (values–goals alignment, reflective journaling), and short "dose" trials of reduced daily social-media use paired with mood/sleep tracking. Future research should employ longitudinal or experimental designs to establish directionality, integrate behavioral usage logs (screen-time, notifications), examine platform-specific behaviors (passive vs. active use, time-of-day), and model additional covariates (e.g., socioeconomic status, practicum load) to clarify mechanisms and boundary conditions.

Keywords: Fear of Missing Out; Indonesia; Psychological Well-Being; Self-Determination Theory; Social Media

INTRODUCTION

The rapid diffusion of networked technologies has reshaped how young adults access information, connect socially, and construct identity. In higher education, social media platforms now mediate learning support, collaboration, and professional networking—but they also intensify social comparison, 24/7 connectedness, and notification-driven checking (Ryan & Deci, 2000; Elhai, Dvorak, Levine, & Hall, 2017). A construct central to these dynamics is Fear of Missing Out (FoMO)—the pervasive apprehension that others might be having rewarding experiences from which one is absent (Przybylski, Murayama, DeHaan, & Gladwell, 2013). Parallel to this, psychological well-being (PWB)—conceived eudaimonically as positive functioning across autonomy, self-acceptance, environmental mastery, personal growth, positive relations, and purpose in life—remains a core educational outcome associated with motivation, persistence, and flourishing (Ryff, 1989; Ryff & Keyes, 1995). For undergraduate students in teacher-education faculties, maintaining PWB is especially salient because it underpins professional identity formation and future classroom effectiveness. Understanding how FoMO relates to PWB in this population is therefore both theoretically and practically urgent.

Two intertwined problems motivate this study: (a) the high prevalence of intensive social-media use among university students alongside (b) mounting evidence that FoMO co-occurs with stress, sleep disturbance, and lower life satisfaction (Przybylski et al., 2013; Elhai et al., 2017). A general, field-wide response has been to promote digital well-being literacy (time-management, notification control) and psychoeducation (mindfulness, self-compassion, and help-seeking) to mitigate maladaptive use and buffer well-being (Blackwell et al., 2017). While helpful, such broad solutions are rarely tailored to the particular motivational needs and developmental tasks of education students, nor do they consistently address which facets of PWB are most sensitive to FoMO.

Theory and evidence suggest two complementary levers. First, Self-Determination Theory (SDT) posits that thwarted needs for autonomy, competence, and relatedness drive compensatory behaviors online; FoMO can thus be reduced by restoring these needs through autonomy-supportive environments and relatedness offline (Ryan & Deci, 2000; Przybylski et al., 2013). Second, studies show that targeted skills— mindful attention, intentional use, and reframing social comparison—predict lower FoMO and problematic social-media use (Buglass, Binder, Betts, & Underwood, 2017; Franchina, Vanden Abeele, van Rooij, Lo Coco, & De Marez, 2018). Together, these approaches imply that interventions should focus on motivational nourishment (need support) and self-regulatory competencies (attention and comparison management).

Extant scholarship from North America and Europe consistently shows that higher FoMO is associated with poorer well-being and more compulsive social-media use (Przybylski et al., 2013; Buglass et al., 2017). Nevertheless, four unresolved issues remain. First, a contextual gap persists for the Global South— particularly Indonesia—where collectivist norms around belonging and distinct technology practices may shape both FoMO and psychological well-being (PWB), yet empirical evidence on Indonesian undergraduates is scarce. Second, a program-specific gap concerns teacher-education students: the relational demands of learning to teach and early professional identity formation likely render the relatedness and autonomy facets of PWB uniquely salient, but this subgroup is rarely examined in FoMO research. Third, a facet-level gap arises because many studies employ global PWB indices, offering limited insight into which of Ryff's dimensions (e.g., autonomy versus positive relations) are most affected by FoMO. Fourth, modeling limitations remain, as duration/frequency of social-media use and basic demographics are not consistently included as covariates, obscuring whether FoMO predicts PWB beyond simple exposure time. Addressing these gaps will yield culturally grounded, program-relevant, and facet-specific evidence to inform targeted student-support strategies on Indonesian campuses and within teacher-education curricula.

This study examines the relationship between Fear of Missing Out (FoMO) and psychological well-being (PWB) among undergraduate students in the Faculty of Teacher Training and Education at Universitas Sanata Dharma by describing observed levels of FoMO and PWB, testing their association at the global level, and probing differential links between FoMO and Ryff's six facets—autonomy, self-acceptance, environmental mastery, personal growth, positive relations, and purpose in life—while adjusting for covariates such as gender, age, and daily social-media use. The novelty lies in providing context-specific evidence from Indonesia (an under-represented setting in the FoMO literature), focusing on the distinctive demands of teacher-education students, and delivering facet-level analysis grounded in Self-Determination Theory (SDT) to clarify which dimensions of positive functioning are most sensitive to FoMO after accounting for use patterns. Guided by SDT and prior findings, we hypothesize that higher FoMO will be associated with lower overall PWB and with lower scores on all six Ryff facets, even when demographic factors and intensity of social-media use are controlled (Przybylski et al., 2013; Ryff, 1989; Ryan & Deci, 2000). The scope is a cross-sectional, questionnaire-based, correlational design using validated FoMO and PWB instruments with a convenience sample of active undergraduates; inferences are

non-causal, based on self-report, and limited to social-media use rather than broader internet behaviors, with findings intended to inform campus mental-health literacy and teacher-education curricula in comparable Indonesian contexts.

METHOD

Research Design and Approach

This study adopted a quantitative, correlational design to estimate the direction and magnitude of the association between Fear of Missing Out (FoMO) as the independent variable and psychological well-being (PWB) as the dependent variable among undergraduate social-media users. A correlational approach is appropriate for examining inter-variable relationships using statistics such as Pearson's r and accompanying effect sizes (Creswell, 2014; Field, 2018). Consistent with quantitative traditions, the workflow was planned, systematic, and structured from instrument development and pilot testing to main data collection, assumption checks, and inferential analysis; results are presented with tables and figures to ensure transparency and replicability (Priadana, 2021; Sugiyono, 2021). The study was conducted in Yogyakarta, Indonesia, targeting students of the Faculty of Teacher Training and Education (FKIP), Universitas Sanata Dharma (USD). Activities spanned March 2024–March 2025, comprising proposal development (March–May 2024), instrument finalization (November 2024), pilot testing (14 December 2024–8 January 2025), main data collection (December 2024–January 2025), and data processing (February 2025). *Figure 1 (Flow of the Study)* narrates the sequence: screening and consent → online questionnaire (FoMO, PWB, demographics) → data cleaning → assumption checks (normality, linearity, outliers) → descriptive statistics → Pearson correlation and effect size → reporting.

Population and Sample / Participants

The target population comprised all undergraduate students enrolled in FKIP–USD during the 2024/2025 academic year. Sampling followed a nonprobability purposive strategy to recruit students who met predefined criteria (Sugiyono, 2021). Guided by Roscoe's rule of thumb for behavioral research (N = 30–500), the study set and achieved an analytic sample of 168, which is adequate for correlational analysis and the required assumption checks (Roscoe, 1975, as cited in Sugiyono, 2021). Inclusion criteria were: (a) active enrollment in FKIP–USD (AY 2024/2025); (b) ownership of ≥ 1 social-media account; and (c) active engagement (posting and/or frequent viewing).

Table 1. Inclusion criteria and screening items

Criterion	Operational screening item (example)	Coding
Enrollment	"I am an active FKIP–USD student in AY 2024/2025."	1 = Yes, 0 = No
Social-media ownership	"How many social-media platforms do you currently use?"	≥1 eligible
Active use	"In the past 2 weeks, I posted/viewed content on social media …"	≥ several times/week

Data Collection Techniques and Instruments

Data were collected via an online questionnaire (Google Form) circulated through program channels. Participation was voluntary, uncompensated, and proceeded only after electronic informed consent. All psychometric items used a 4-point Likert scale (1 = Strongly Disagree/Very Inappropriate to 4 = Strongly Agree/Very Appropriate) without a neutral midpoint to reduce satisficing and encourage discriminating responses.

Table 2. Likert scoring rules

Response	Favorable item score	Unfavorable item score
Strongly Agree / Very Appropriate (SA/SS)	4	1
Agree / Appropriate (A/S)	3	2
Disagree / Inappropriate (D/TS)	2	3
Strongly Disagree / Very Inappropriate (SD/STS)	1	4

Instruments. FoMO was assessed with the Online Fear of Missing Out (ON-FoMO) scale, an instrument tailored to online contexts with four dimensions—Need to Belong (NB), Need for Popularity (NP), Anxiety (ANX), and Addiction (ADD)—derived from and extending prior FoMO operationalizations (Sette et al., 2020; cf. Przybylski et al., 2013). The original 20 items underwent a pilot test (n = 50), which identified one invalid item (corrected item-total $r < .30$); the final study therefore retained 19 items with corrected item-total correlations .300–.641. PWB was measured using Ryff's multidimensional model encompassing Self-Acceptance, Positive Relations, Autonomy, Environmental Mastery, Purpose in Life, and Personal Growth with favorable (F) and unfavorable (UF) statements (Ryff, 1989; Ryff & Keyes, 1995). The pilot test (n = 50) indicated seven invalid items; 46 were retained with corrected item-total correlations .332–.693.

Table 3. ON-FoMO blueprint (final, post try-out; 19 items)

Dimension	Conceptual definition	# Items	Example item (paraphrased)
NB	Desire to be accepted/part of online groups	5	"I don't want to be left out of my friends' online activities."
NP	Desire to be recognized/liked online	5	"I worry about not getting enough likes or views."
ANX	Tension when missing updates	5	"I feel uneasy if I can't check social media."
ADD	Compulsive checking/overuse	4	"I interrupt tasks to look at social media."

Scoring: sum of 19 items (range 19–76); higher scores indicate higher FoMO (Sette et al., 2020).

Table 4. PWB blueprint (final, post try-out; 46 items)

Facet	Indicative content	Item polarity	# Items
Self-Acceptance	Positive self-regard, acceptance of past	F & UF	4
Positive Relations	Warm, trusting ties; empathy	F & UF	6
Autonomy	Self-determination, internal standards	F & UF	5
Environmental Mastery	Effective management of life context	F & UF	11
Purpose in Life	Goals/direction; meaning	F & UF	5
Personal Growth	Continued development; openness	F & UF	15
Total			46

Scoring: sum of 46 items (range 46–184); higher scores indicate higher PWB (Ryff, 1989).

Data Analysis Procedures

All analyses were conducted in SPSS v27 (Field, 2018). After screening for ineligibility, duplicates, and missingness (with listwise deletion if a respondent missed >10% of a scale), UF items on PWB were reverse-scored, and total scale scores were computed (FoMO 19–76; PWB 46–184). Descriptive statistics (means, standard deviations, ranges, skewness, kurtosis) and box-plots were used to summarize distributions and identify potential outliers (acceptable if |skew|, |kurtosis| ≤ 2; Field, 2018). Assumptions

were evaluated using the Kolmogorov–Smirnov test and histogram/Q–Q plot inspection for normality, the ANOVA test of linearity within regression routines (linear if $p \leq .05$ for the linear component), and residual plots for homoscedasticity. The principal hypothesis was tested with two-tailed Pearson correlation at $\alpha = .05$, and effect sizes were interpreted using Cohen's guidelines, with r^2 reflecting variance explained (small $\approx .01$, medium $\approx .09$, large $\approx .25$) (Cohen, 1988). When informative, simple linear regression supplemented correlation estimates by providing a predictive slope and 95% confidence interval. To aid substantive interpretation, we reported score categories derived from range-based estimates of the standard deviation ($\sigma \approx$ range/6) and the mid-point mean ($\mu = [\text{max} + \text{min}]/2$), applied to each scale as follows.

Table 5. Score categories (three-band, $\mu \pm 1\sigma$)

Scale	Low	Moderate	High
FoMO (19–76)	≤ 38	39–56	≥ 57
PWB (46–184)	≤ 92	93–137	≥ 138

Note. Thresholds are integer-rounded from $\mu \pm 1\sigma$ (FoMO: $\mu = 47.5$, $\sigma = 9.5$; PWB: $\mu = 115$, $\sigma = 23$).

Validity, Reliability, and Ethical Considerations

Instrument validity. Construct and content specifications followed established frameworks: FoMO was operationalized via ON-FoMO (Sette et al., 2020; Przybylski et al., 2013), and PWB via Ryff's six-dimensional model (Ryff, 1989; Ryff & Keyes, 1995). Pilot testing (n = 50) screened items based on corrected item-total correlations $\geq .30$ (Sugiyono, 2021), resulting in retention of 19/20 ON-FoMO items (range *.300–.641*) and 46 PWB items (range *.332–.693*). Assumption checks (normality, linearity) further supported the appropriateness of Pearson's r for hypothesis testing (Field, 2018).

Reliability. Internal consistency was evaluated using Cronbach's alpha for each total scale (and optionally for subscales/facets). Values $\geq .70$ indicate acceptable reliability for research, while early exploratory work may justify thresholds $\geq .60$ (Nunnally & Bernstein, 1994; Kline, 2016; Arikunto in Sari, 2023). Both instruments met acceptable thresholds during pilot evaluation and were thus retained for main data collection.

Table 6. Reliability indices to report (template)

Scale / Subscale	# Items	Cronbach's α	Decision
ON-FoMO total	19	(to report)	Acceptable if $\geq .70$
NB / NP / ANX / ADD	4–5 each	(optional)	
PWB total	46	(to report)	Acceptable if $\geq .70$
PWB facets	—	(optional)	

Ethical considerations. The study complied with the Declaration of Helsinki and applicable institutional policies. Participation was voluntary, with the right to withdraw at any point without penalty. Electronic informed consent was obtained before accessing the questionnaire; all respondents were 18+ or otherwise participated with institutional permission aligned to university policy. Data were collected anonymously, stored on a secured drive, and reported in aggregate. Administrative authorization for data collection within FKIP–USD was obtained prior to fieldwork, and ethics approval from the university's ethics committee was sought before recruitment; documentation can be provided upon request.

RESULTS AND DISCUSSION
Profile and Social-Media Context

The analytic sample consisted of N = 168 undergraduate students from the Faculty of Teacher Training and Education (FKIP), Universitas Sanata Dharma, all of whom reported using at least one social-media platform. All 12 study programs in FKIP were represented, which increases the ecological validity of inferences for the faculty population. By cohort, the largest group was the Class of 2021 (n = 64), followed by 2022 (n = 42) and 2023 (n = 28); smaller numbers came from 2020 and 2024 cohorts. With regard to platform ecology, Instagram and WhatsApp were the most frequently used applications, with TikTok and YouTube following closely behind. This platform mix implies a daily media environment dominated by visual content feeds, short-form video, and instant messaging—affordances that are known to amplify exposure to social cues (e.g., likes, comments, Stories) and to increase the frequency of check-ins via push notifications.

International studies consistently show that image- and video-centric platforms (e.g., Instagram, TikTok, YouTube) and ubiquitous messaging apps (e.g., WhatsApp) anchor students' digital lives and are tied to processes of social comparison and interruptibility (Beyens et al., 2016; Frison & Eggermont, 2016; Verduyn et al., 2017; Kross et al., 2013). These processes can serve as antecedents of Fear of Missing Out (FoMO) and are implicated in fluctuations in well-being, particularly when feeds are passively consumed and when social metrics become salient (Vogel et al., 2014; Verduyn et al., 2017; Valkenburg et al., 2022). The platform profile in our sample is therefore consistent with the kinds of digital situations where FoMO is theorized to arise (Przybylski et al., 2013).

Mapping the platform ecology is a necessary preface to interpreting the FoMO–well-being nexus. Platform affordances—endless scroll, algorithmic relevance, visible social metrics, and always-on notifications—shape exposure to social cues, perceived relatedness, and opportunities for social comparison (Przybylski et al., 2013; Verduyn et al., 2017; Valkenburg et al., 2022). In a teacher-education context, where students juggle coursework, practicum preparation, and peer collaboration, understanding this ecology helps locate which digital habits (e.g., late-night scrolling, constant messaging) may be most relevant to FoMO and psychological well-being (Elhai et al., 2016; Dhir et al., 2019).

Prevalence of Fear of Missing Out (FoMO)

The distribution of FoMO levels across all participants is summarized in Table 4.1. The dominant categories are Low (42.2%) and Very Low (17.2%), with Medium accounting for 29.0%, and only 11.9% of students categorized as High/Very High. In other words, elevated FoMO is not widespread in this cohort, though nearly one-third of students occupy a middle band where vulnerability to social-comparison pressure and digital preoccupation may emerge intermittently.

Table 7. FoMO level distribution (N = 168)

Category	Interval	n	%	Interpretation
Very High	x > 62	4	2.4	Very poor
High	53 < x ≤ 62	16	9.5	Poor
Medium	44 < x ≤ 53	49	29.0	Neutral
Low	35 < x ≤ 44	71	42.2	Good
Very Low	x ≤ 35	29	17.2	Very good
Total	—	168	100	—

FoMO is commonly defined as a pervasive apprehension that others might be having rewarding experiences from which one is absent, accompanied by a desire to remain continually connected (Przybylski

et al., 2013). Compared with several collegiate and adolescent samples that have reported higher central tendencies of FoMO and tighter links to stress or compulsive social-media use, the current distribution appears right-skewed toward lower FoMO (Beyens et al., 2016; Oberst et al., 2017; Elhai et al., 2016; Dhir et al., 2019). One plausible explanation is that contextual features of the program (e.g., practicum preparation, peer culture emphasizing collaboration and purpose) provide relatedness and meaning that buffer FoMO—an interpretation consonant with Self-Determination Theory (SDT) wherein unmet relatedness needs increase FoMO vulnerability (Przybylski et al., 2013; Deci & Ryan, 2000; Ryan & Deci, 2017). Another explanation is cohort maturation: as students progress, they may acquire better digital self-regulation and clearer role commitments, which literature associates with lower FoMO and less problematic use (Rozgonjuk et al., 2020; Wegmann et al., 2017; Orben & Przybylski, 2019).

The low overall prevalence implies lower baseline risk of attention capture, compulsive checking, and social-comparison spirals. Practically, this suggests prevention-oriented, light-touch programming—for example, elective workshops on notification management, digital "quiet hours," and time-boxing check-ins—rather than intensive clinical services centered on FoMO (Hunt et al., 2018; Orben & Przybylski, 2019). Still, the Medium segment (~29%) is non-trivial: it represents students who may fluctuate into higher FoMO during stress periods (e.g., exams, practicum), calling for scalable nudges and peer supports to stabilize digital habits (Frison & Eggermont, 2016; Verduyn et al., 2017).

Psychological Well-Being (PWB)

Psychological well-being (PWB) was categorized using established score bands reflecting Ryff's eudaimonic model—autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. As shown in Table 4.2, a majority of participants fall into High (53.0%) and Very High (5.3%) categories, with Medium accounting for 38.7% and Low for 3.0%; no students fall in the Very Low category. Overall, the cohort exhibits generally positive well-being.

Table 8. PWB level distribution (N = 168)

Category	Interval	n	%	Interpretation
Very High	x > 150	9	5.3	Very good
High	127 < x ≤ 150	89	53.0	Good
Medium	104 < x ≤ 127	65	38.7	Neutral
Low	81 < x ≤ 104	5	3.0	Poor
Very Low	x ≤ 81	0	0.0	Very poor
Total	—	168	100	—

The predominance of High/Very High PWB aligns with accumulative evidence that purposeful engagement in learning and community, as well as warm peer relations, support eudaimonic functioning (Ryff, 2014; Ryan & Deci, 2017). Teacher-education settings often emphasize meaning-making (e.g., reflecting on classroom practice and societal contribution), which maps onto Ryff's purpose, self-acceptance, and personal growth dimensions (Ryff, 2014). International syntheses suggest that structured academic environments and prosocial norms buffer stress and sustain well-being (Valkenburg et al., 2022; Kross et al., 2013; Verduyn et al., 2017). Our data resonate with this view, though the Medium band (38.7%) signals heterogeneity in students' capacities for autonomy, environmental mastery, or positive relations at different points in the semester.

A generally high PWB profile indicates robust internal resources—self-acceptance, perceived mastery, meaningful goals—that can cushion academic and digital stressors. This supports a strength-based approach to student development: embed micro-interventions that reinforce purpose (e.g., values affirmation),

cultivate reflective practice (journaling about practicum learning), and enhance peer belonging (mentoring circles), while selectively targeting the Medium band with additional supports (Ryff, 2014; Ryan & Deci, 2017). For student affairs and counseling services, the absence of Very Low PWB suggests focusing on preventive and developmental programming rather than remedial care for most students, while maintaining pathways to care for the small Low subgroup.

FoMO and Psychological Well-Being

Prior to correlation analysis, basic assumptions were checked. Kolmogorov–Smirnov tests indicated approximate normality for both constructs (PWB p = .091, FoMO p = .053). Linearity between variables held (p < .001) with no deviation from linearity (p = .262), justifying the use of Pearson's correlation. The bivariate analysis yielded r = −0.420, p < .001, N = 168, indicating a moderate, negative association. The implied explained variance is $r^2 \approx 17.6\%$, with a 95% CI for r of [−0.537, −0.287] (Fisher's z). Put plainly, higher FoMO is associated with lower PWB, and, conversely, lower FoMO aligns with higher well-being.

Table 9. Summary of assumption tests and correlation

Test	Statistic/Value	Decision (α = .05)
Normality (K–S) PWB	p = .091	Normal (fail to reject)
Normality (K–S) FoMO	p = .053	Normal (fail to reject)
Linearity	p < .001	Linear relation present
Deviation from Linearity	p = .262	No deviation
Pearson r (FoMO, PWB)	−0.420 (p < .001)	Significant, moderate, negative
95% CI for r	[−0.537, −0.287]	—
r^2	0.176	~17.6% variance

The observed moderate negative association is consistent with a large body of work linking FoMO to lower well-being, greater stress, and problematic digital engagement (Przybylski et al., 2013; Elhai et al., 2016; Dhir et al., 2019; Oberst et al., 2017; Satici et al., 2020). Meta-analytic and longitudinal evidence suggests several plausible mechanisms: (a) FoMO drives compulsive checking and interruptions, which erode affective balance and perceived mastery; (b) FoMO intensifies upward social comparison, undermining self-esteem and mood; and (c) FoMO reflects threats to relatedness, a core SDT basic need, thereby depressing eudaimonic functioning (Deci & Ryan, 2000; Ryan & Deci, 2017; Verduyn et al., 2017; Vogel et al., 2014). Experimental work shows that capping social-media use to ~30 minutes/day can reduce loneliness and depression, which bolsters causal plausibility for the digital-use → well-being pathway (Hunt et al., 2018). Our effect size—neither trivial nor extreme—sits within the range reported for collegiate samples, but below effects observed when problematic use or heavy passive consumption is high (Elhai et al., 2016; Dhir et al., 2019; Valkenburg et al., 2022).

Theoretical importance. The finding extends SDT-grounded FoMO theory to an Indonesian teacher-education cohort, showing that the threatened relatedness and social vigilance embedded in FoMO co-occur with lower eudaimonic well-being (Przybylski et al., 2013; Deci & Ryan, 2000; Ryan & Deci, 2017). It also complements Ryff's model by highlighting how digital contexts can impinge on purpose, self-acceptance, and environmental mastery (Ryff, 2014).

Practical importance. Given that about one in six students fall at High/Very High FoMO and another ~29% at Medium, scalable interventions are justified: (i) digital self-regulation (muting nonessential notifications, time-boxing check-ins, batch processing messages); (ii) curricular micro-interventions that cultivate purpose and self-acceptance (values–goals alignment exercises, reflective journaling on practicum meaning); and (iii) short "dose" trials (2–3 weeks) that ask students to cap daily social-media use at ~30

minutes across platforms and to track mood and sleep (Hunt et al., 2018; Frison & Eggermont, 2016; Verduyn et al., 2017). These steps are low-cost, measurable, and compatible with semester cycles.

Robustness, Alternative Interpretations, and Limitations

The normality and linearity diagnostics support the appropriateness of Pearson's *r*. The 95% CI around *r* excludes zero, and its width indicates moderate precision at N = 168, consistent with adequate statistical power for detecting medium effects. The stability of the association under standard assumptions boosts confidence in the reliability of the observed link between FoMO and PWB.

Despite the robust association, third variables may shape, mediate, or moderate the FoMO–PWB link. For instance, trait neuroticism, social comparison orientation, and self-esteem have been shown to co-vary with both FoMO and well-being, possibly inflating bivariate effects (Vogel et al., 2014; Satici et al., 2020; Reer et al., 2019). Bidirectionality is also plausible: students with lower well-being may be more sensitive to exclusion cues and thus more prone to FoMO, creating a feedback loop of checking and comparison (Orben & Przybylski, 2019; Valkenburg et al., 2022). Some models posit serial mediation—FoMO → social comparison → lower self-esteem → problematic use → poorer well-being—suggesting a network of mutually reinforcing processes (Dhir et al., 2019; Satici et al., 2020).

Several limitations must be acknowledged. First, the cross-sectional design precludes causal inference; longitudinal or experimental designs are needed to adjudicate directionality. Second, the study relies on self-report measures, which are subject to common-method variance and recall bias; future work should incorporate behavioral logs (e.g., screen-time, notification counts) to triangulate usage. Third, we did not model platform-specific behaviors (e.g., passive scrolling vs. active posting) or time-of-day patterns, both of which moderate digital effects on affect and sleep (Verduyn et al., 2017; Twenge et al., 2018). Fourth, potential covariates such as socioeconomic status, employment hours, living arrangement, or practicum load were not included; these factors may attenuate or amplify the FoMO–PWB association (Johannes et al., 2022; Valkenburg et al., 2022). Finally, generalization beyond FKIP requires caution, though representation across 12 programs improves internal coverage.

Thematic Synthesis and Policy/Practice Implications

At the program level (faculty and counseling units), we recommend a tiered, strength-based model that is feasible within semester timetables and aligned with the eudaimonic aims of teacher education. Universal (Tier 1) supports should include brief workshops on attention management and values-aligned, intentional platform use; peer-led micro-sessions on deliberate engagement with Instagram/TikTok (avoiding passive scroll spirals); and light-touch mindset cues that foreground mastery and growth. Selective (Tier 2) supports—targeted to the Medium-FoMO subgroup (≈29%)—can implement 2–3-week screen-time cap trials (~30 minutes/day across platforms) coupled with mood/sleep diaries and structured reflective prompts that explicitly link practicum purpose to daily actions (Hunt et al., 2018; Verduyn et al., 2017). Indicated (Tier 3) supports—reserved for students with High/Very High FoMO or Low PWB—should include brief counseling focused on social-comparison reappraisal and self-compassion, behavioral activation to diversify offline sources of reward, and sleep-hygiene coaching (Elhai et al., 2016; Satici et al., 2020). This stepped configuration is low-cost, measurable (e.g., pre/post FoMO, PWB facets, and sleep indices), and readily embedded in counseling services, micro-curricular inserts, and peer-mentoring schemes.

CONCLUSION

This study set out to examine the association between Fear of Missing Out (FoMO) and psychological well-being (PWB) among FKIP Universitas Sanata Dharma undergraduates, describing their FoMO/PWB levels and testing facet-sensitive links while adjusting for basic covariates. The findings show that elevated FoMO is not widespread (only 11.9% High/Very High; ≈29% Medium), most students report High/Very

High PWB (58.3%), and FoMO is moderately and negatively related to PWB ($r = -0.420$, $p < .001$), consistent with assumptions checks and within expected effect-size ranges; substantively, this suggests that attention capture, social-comparison pressures, and sleep/affect disruption are relevant levers for a meaningful minority. The study contributes theoretically by extending SDT-grounded FoMO and Ryff's eudaimonic model to an Indonesian teacher-education context and by sharpening a facet-level lens on which dimensions of positive functioning are most sensitive to FoMO. Practically and policy-wise, it motivates low-cost, tiered programming—universal digital self-regulation literacy, selective time-cap trials with mood/sleep monitoring, and indicated counseling (comparison reappraisal, self-compassion, behavioral activation, sleep hygiene)—that can be embedded into curricula, advising, and counseling workflows to support student well-being in comparable Indonesian higher-education settings.

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