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The Dynamics Of Fear Of Missing Out (Fomo) On Academic Achievement And Knowledge Sharing, Moderated By Emotional Intelligence: A Systematic Literature Review

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Abstract

This study is a systematic literature review (SLR) that aims to map and synthesize empirical evidence regarding the relationship between fear of missing out (FOMO), academic performance, and knowledge-sharing behavior, as well as to analyze the moderating role of emotional intelligence (EI) in that relationship. The review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines on 30 selected articles obtained from the Web of Science, ScienceDirect, Taylor & Francis, Wiley Online Library, Elsevier, Scopus, and Sinta 2 databases, published between 2018 and 2026. The synthesis results revealed four main relationship patterns, namely: (1) FOMO is negatively correlated with academic performance through the pathways of anxiety, sleep disturbances, problematic social media use, and digital distraction; (2) FOMO can either promote or hinder knowledge sharing depending on the collaborative context and the individual's orientation toward information seeking; (3) emotional intelligence consistently acts as a protective factor that moderates and mediates the relationship between FOMO and various psychological and behavioral outcomes; and (4) knowledge sharing makes a positive contribution to improved academic performance.This review also identifies a research gap: the lack of an empirical model that simultaneously examines the role of emotional intelligence as a moderating variable in the relationship among FOMO, knowledge sharing, and academic performance, particularly among Indonesian college students. Therefore, this study provides a conceptual foundation for the development of a more comprehensive research model and serves as a reference for future empirical research.

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Keywords: fear of missing out (FOMO); knowledge sharing; academic performance; emotional intelligence; college students; systematic literature review

INTRODUCTION

The rise of social media has transformed the way young people interact, learn, and work, while also giving rise to the phenomenon of fear of missing out (FOMO)—an anxiety that arises when individuals feel they are missing out on experiences or information that others have (Sivakumar et al., 2023; Qutishat, 2020). FOMO is associated with excessive social media use and has an impact on students' mental health, sleep quality, and academic performance (Qutishat & Abu Sharour, 2019; Abd Ellatif Elsayed, 2025; Alzahrani et al., 2026). On the other hand, knowledge sharing is a key factor in enhancing collaboration, academic achievement, and the development of students' competencies (Heidari et al., 2022; Long et al., 2024). Nevertheless, the relationship between FOMO and knowledge sharing has not been extensively studied, although some studies suggest that FOMO can encourage individuals to share knowledge more actively so as not to fall behind their peers (Hamdan et al., 2023).

Emotional intelligence (EI) is the ability to recognize and manage emotions, which has been shown to reduce levels of FOMO while enhancing knowledge-sharing behavior (Kartol & Gundogan, 2020; Usman et al., 2021; Zhang & Xu, 2024). Furthermore, EI is also positively associated with academic performance (Ramlal et al., 2022; Shengyao & Xuefen, 2024). However, previous studies have generally examined the relationships between FOMO, academic performance, EI, and knowledge sharing separately. Research integrating these four constructs—particularly with EI as a moderating variable—remains limited. Therefore, this study employs a Systematic Literature Review (SLR) to synthesize empirical evidence regarding the relationships among FOMO, academic performance, and knowledge sharing, taking into account the moderating role of emotional intelligence as the basis for developing the study's conceptual framework.

LITERATURE REVIEW

Fear of Missing Out (FOMO) serves as the starting point for the relationships among the variables under study. FOMO refers to an individual's anxiety about missing out on experiences or information that others have, thereby driving the desire to stay connected (Qutishat, 2020). This phenomenon can have negative effects, such as reduced sleep quality, productivity, and academic performance, but it can also serve as an adaptive motivator to seek information and enhance collaboration through knowledge sharing (Qutishat & Abu Sharour, 2019; Hamdan et al., 2023).

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Knowledge sharing refers to the act of sharing knowledge, experiences, and information that supports the learning process and improves academic performance (Long et al., 2024). In the context of education, knowledge sharing is not only a consequence of digital social interaction but also a mechanism that helps students acquire knowledge and improve their academic outcomes (Heidari et al., 2022; Sivakumar et al., 2023).

Emotional intelligence (EI) is positioned as a variable that influences the relationship between FOMO, knowledge sharing, and academic performance. Individuals with high EI tend to be better able to manage their emotions, thereby reducing the negative impact of FOMO on academic performance (Kartol & Gündoğan, 2020; Zaki & Naz, 2025). Furthermore, EI also supports the development of trust, communication, and interpersonal relationships that encourage knowledge-sharing behavior (Usman et al., 2021; Zhang & Xu, 2024). Thus, EI acts as a reinforcing factor that helps channel the influence of FOMO into adaptive behavior and increases the likelihood of achieving better academic performance.

METHODOLOGY

This study employed a Systematic Literature Review (SLR) method in accordance with the PRISMA 2020 guidelines, which include the identification, screening, eligibility, and inclusion stages (Page et al., 2021). A total of 30 articles published between 2018 and 2026 were analyzed to examine the relationship between FOMO, academic performance, knowledge sharing, and emotional intelligence. The literature search was conducted systematically using keywords related to each research construct with a combination of Boolean AND/OR operators, supplemented by cross-referencing. The selected articles were then synthesized using a narrative synthesis approach to identify patterns of relationships, key findings, and research gaps.

DISCUSSION

An analysis of 30 articles revealed an increase in publications during the 2024–2026 period, reflecting growing research interest in the relationship between FOMO, academic performance, knowledge sharing, and emotional intelligence. The articles in the research corpus cover the period 2019–2026, with the most recent studies published in 2026 (Velagapalli et al., 2026; Nurpratama, 2026; Alzahrani et al., 2026).

Summary of Included Articles

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Table 1. Summary of Included Articles

No	Author (Year)	FOMO/EI/KS Variables	Related Variables	Key Findings
1	Vasiou et al. (2025)	EI, anxiety about cognitive tests	Academic Performance	EI is indirectly and positively associated with GPA through reduced test anxiety (Vasiou et al., 2025)
2	Ramlal et al. (2022)	EI (Goleman)	Academic Performance (CGPA)	The relationship between EI and performance is weak and varies by gender (Ramlal et al., 2022)
3	Sivakumar et al. (2023)	Social media, knowledge sharing	Academic Performance/Engagement	Social media promotes knowledge sharing and learning motivation (Sivakumar et al., 2023).
4	Shengyao & Xuefen (2024)	EI, positive psychological characteristics	Academic Performance & Well-being	EI is positively associated with academic achievement through self-efficacy, motivation, and resilience (Shengyao and Xuefen, 2024).
5	Long et al. (2024)	Learning environment, trust	Knowledge Sharing vs. Hiding	Interpersonal trust enhances KS and reduces knowledge hiding at all performance levels (Long et al., 2024)

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6	Kartol & Gündoğan (2020)	FOMO	Depression (EI as a Mediator)	EI mediates the relationship between FOMO and depression (Kartol and Gündoğan, 2020)
7	Velagapalli et al. (2026)	FOMO, EI	Adolescent Depression	FOMO is weakly positively correlated with depression; EI is negatively correlated with FOMO (Velagapalli et al. (2026)
8	Biwott (2024)	EI, social intelligence	Knowledge-Sharing Behavior	Social intelligence mediates the relationship between EI and KS; green transformational leadership moderates this relationship (Biwott, 2024)
9	Usman et al. (2021)	Knowledge sharing, trust	Psychological Capital & EI	KS and trust are positively associated with EI; gender moderates this relationship (Usman et al. (2021)
10	Gaeta González et al. (2025)	FOMO, socio-emotional e-competencies	Problematic Online Behavior	FOMO is the strongest predictor of phubbing behavior; e-competence moderates the relationship Gaeta

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				González et al. (2025)
11	Çatıker & Bulucu Büyüksoy (2022)	Nomophobia, FOMO	Academic Performance (GPA)	FOMO does not have a significant effect on GPA among nursing students Çatıker and Bulucu Büyüksoy (2022)
12	Dong et al. (2024)	Psychological Stress from COVID-19	Depression & FOMO	Online social support and emotional regulation mediate the relationship between stress, depression, and FOMO Dong et al. (2024)
13	Qutishat & Abu Sharour (2019)	FOMO	Academic performance	FOMO is associated with lower academic performance among college students in Oman Qutishat and Abu Sharour (2019)
14	Hamdan et al. (2023)	FOMO	Knowledge sharing & innovation	FOMO drives collaboration intentions, which in turn enhance knowledge-sharing intentions Hamdan et al. (2023)
15	Nidhi et al. (2024)	EI	Smartphone addiction & FOMO	EI is negatively correlated with smartphone addiction and

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				FOMO Nidhi et al. (2024)
16	Nursodiq et al. (2020)	FOMO	Academic performance (positive)	FOMO can serve as a positive motivator when directed toward academic tasks Nursodiq et al. (2020)
17	Gong et al. (2025)	Social media use	Academic performance	Kecemasan sosial & FOMO memediasi berantai; relasi guru-siswa memoderasi Gong et al. (2025)
18	Maghfirah & Mardhiyah (2025)	FOMO	EI	EI berkorelasi negatif dengan FOMO pada mahasiswa pengguna media sosial Maghfirah and Mardhiyah (2025)
19	Heidari et al. (2022)	Online social capital	Academic performance via KS	Online KS mediates the relationship between social capital and academic performance (Heidari et al., 2022)
20	Nurpratama (2026)	FOMO	Information-seeking behavior	FOMO strongly predicts the intensity of students' information-seeking

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				behavior Nurpratama (2026)
21	Zhang & Xu (2024)	Psychological capital, EI	Knowledge sharing	EI and psychological safety are positively associated with KS among e-commerce practitioners Zhang and Xu (2024)
22	Li & Li (2024)	EI	Tacit knowledge sharing	EI enhances professional commitment, which drives tacit KS; organizational support moderates this effect Li and Li (2024)
23	Arifiah & Christiana (2025)	Mindfulness, EI	FOMO Among Vocational High School Students	Mindfulness and EI have a significant effect on reducing FOMO (Arifiah and Christiana, 2025)
24	Qutishat (2020)	FOMO	Academic Adjustment & Emotional Intelligence	FOMO is associated with students' academic adjustment (Qutishat, 2020)
25	Abd Ellatif Elsayed (2025)	FOMO, media sosial	Well-being & Academic Performance	FOMO is negatively associated with psychological well-being and academic performance (Abd Ellatif Elsayed, 2025)

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26	Iqbal et al. (2021)	EI, situs jejaring akademik	Academic Performance (COVID-19)	EI and academic social media use positively contribute to academic performance (Iqbal et al., 2021)
27	Mahmood & Toker (2022)	EI	Knowledge Sharing & Withholding	EI is positively associated with KS, but is also associated with knowledge hiding under certain conditions (Mahmood and Toker, 2022)
28	Zaki & Naz (2025)	Kecanduan internet	Emotional Intelligence & FOMO Among Youth	Internet addiction predicts FOMO; EI is negatively correlated with both Zaki and Naz (2025)
29	Fabris et al. (2020)	FOMO	Emotional Symptoms in Adolescents	FOMO is associated with a decline in emotional well-being through social media addiction and relational stress Fabris et al. (2020)
30	Alzahrani et al. (2026)	FOMO	Academic Productivity & Sleep	FOMO and problematic social media use are associated with lower academic productivity and poor sleep

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				(Alzahrani et al., 2026)

Source: Author's synthesis (2026) based on 30 included articles.

Based on a synthesis of 30 articles, this study formulates a conceptual model that positions FOMO as a predictor of academic performance and knowledge sharing, with emotional intelligence serving as a moderator that mitigates the negative effects of FOMO and strengthens the contribution of knowledge sharing to academic performance.

Conceptual Model

Table 2. Conceptual Model

Relationship Paths	Direction	Supporting Studies
FOMO → Academic Performance	Negative (direct/via anxiety, sleep, problematic social media use)	Qutishat and Abu Sharour (2019), Gong et al. (2025), Qutishat (2020), Abd Ellatif Elsayed (2025), Alzahrani et al. (2026)
FOMO → Depression/Anxiety (EI as a mediator)	FOMO (+) → Depression; EI (−) mediates	Kartol and Gundouan (2020), Velagapalli et al. (2026), Dong et al. (2024)
FOMO → Knowledge Sharing	Positive via intention to collaborate (contextual)	Hamdan et al. (2023), Nurpratama (2026)
Emotional Intelligence → FOMO	Negative (protective EI)	Nidhi et al. (2024), Maghfirah and Mardhiyah (2025), Arifiah and Christiana (2025), Zaki and Naz (2025)
Emotional Intelligence → Knowledge Sharing	Positive	Biwott (2024), Usman et al. (2021), Zhang and Xu

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		(2024), Li and Li (2024), Mahmood and Toker (2022)
Knowledge Sharing → Academic Performance	Positive	Sivakumar et al. (2023), Long et al. (2024), Heidari et al. (2022)
Emotional Intelligence → Academic Performance	Positive (direct/indirect)	Vasiou et al. (2025), Ramlal et al. (2022), Shengyao and Xuefen (2024), Iqbal et al. (2021)

Source: Author's synthesis (2026) based on 30 included articles.

This model positions emotional intelligence as a link between FOMO, knowledge sharing, and academic performance. High emotional intelligence can mitigate the negative impact of FOMO on academic performance by reducing the tendency toward FOMO (Nidhi et al., 2024; Zaki & Naz, 2025), while simultaneously strengthening knowledge sharing through increased interpersonal trust and professional commitment (Usman et al., 2021; Li & Li, 2024). Thus, emotional intelligence acts as a protective factor that reduces the maladaptive effects of FOMO and supports knowledge-sharing behavior.

1. **The Dynamics of FOMO and Academic Performance**
   Most studies indicate that FOMO negatively affects academic performance by disrupting concentration, sleep quality, psychological well-being, and social anxiety (Qutishat & Abu Sharour, 2019; Abd Ellatif Elsayed, 2025; Alzahrani et al., 2026). However, FOMO can also have a positive impact when directed toward seeking information and academic motivation. This suggests that the relationship between FOMO and academic performance is contextual and influenced by an individual's ability to manage their anxiety (Qutishat, 2020).
2. **FOMO and Knowledge Sharing**
   FOMO does not always have a negative impact; rather, it can encourage information-seeking, collaboration, and knowledge sharing when directed toward academic or professional goals (Hamdan et al., 2023; Nurpratama, 2026). Conversely, uncontrolled FOMO can trigger counterproductive behaviors such as phubbing and cybergossip, which hinder collaboration (Gaeta Gonzalez et al., 2025).

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3. **The Role of Emotional Intelligence**
   Emotional intelligence serves as a protective factor capable of reducing the negative impact of FOMO through emotional regulation (Kartol & Gundogan, 2020; Nidhi et al., 2024). Furthermore, EI also strengthens knowledge sharing by enhancing interpersonal trust and social commitment (Usman et al., 2021; Li & Li, 2024), thereby potentially serving as a moderator in the relationship among FOMO, knowledge sharing, and academic performance.
4. **Knowledge Sharing and Academic Performance**
   Knowledge sharing contributes positively to academic performance by enhancing learning engagement, social capital, and a collaborative academic environment (Heidari et al., 2022; Sivakumar et al., 2023). Interpersonal trust is a key factor in fostering effective knowledge-sharing behavior (Long et al., 2024).
5. **Integration of Findings and Implications**
   Overall, the relationship between FOMO and academic performance and knowledge sharing is complex and depends on individual emotional regulation. Emotional intelligence is a key factor that mitigates the negative effects of FOMO while reinforcing its positive benefits through knowledge-sharing behaviors. Therefore, educational institutions need to develop programs to enhance emotional intelligence and emotional regulation to support a more adaptive academic environment.

CONCLUSION

Based on a systematic review of 30 articles published between 2018 and 2026, FOMO was found to be negatively associated with academic performance, to have a complex relationship with knowledge sharing, and to be negatively correlated with emotional intelligence. Conversely, emotional intelligence plays a positive role in enhancing knowledge sharing and academic performance, and can therefore be positioned as an important moderator variable in the model of the relationship between FOMO, knowledge sharing, and academic performance. This study has limitations, including a limited number of articles, a predominance of cross-sectional designs, and the absence of studies that directly test emotional intelligence as a moderator in an integrated model. Therefore, future research is recommended to use a longitudinal design and test this model across various cultural contexts and student populations.

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