

Park, Inyoung; Kim, Hyungmin

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The impact of FoMO and FoBO on YouTube summary video viewing behavior among Korean Generation Z: A focus on social identity theory

Inyoung Park, Hyung-min Kim¹

Keywords: Summary video, Social identity theory, Fear of missing out, Fear of best options

1. Introduction

The emergence of Over-The-Top (OTT) services has led to a cord-cutting trend, canceling paid TV services, and individuals have consumed media content at their preferred time and location on personalized screens such as mobile devices. In the case of one of the most popular OTT service, Netflix, at least thousands of contents are updated every month. Subscribers can enjoy a variety of content ranging from movies to documentaries and reality shows. However, the abundance of options sometimes leaves them overwhelmed and unsure of what to watch. As a result, there has been a growing demand for clips, fast movies, and summary content that allows users to enjoy a variety of videos in a short period of time (KOCCA, 2023).

Contemporary people who perceive themselves as ‘time-poor’, responded that leisure activities are the primary thing they forgo due to the lack of time. Due to the situation, ‘cost-effectiveness (time performance)’ video consumption behavior becomes a new trend in media consumption (Hwang, 2023). In particular, the younger generation prefer to watch summary videos, uploaded primarily on YouTube, condense the central storyline of a popular drama or movie from an OTT platform (Jeong, 2021). According to the Open Survey (2023), 49.1% of respondents stated that they watch content from OTT platforms that they have not subscribed to as summary video on YouTube.

As individual YouTubers produce summary content, they may face limitations in expanding their channel due to copyright issues. However, there are cases that broadcasting companies and OTT operators produce and release a summary video to promote their content. The SBS drama ‘Taxi Driver’ released a summary video of Season 1, which first aired in 2021, on the SBS NOW channel just before the commencement of Season 2’s first broadcast. It was a strategy that enabled individuals who had not watched Season 1 or those who watched it, but had forgotten the content to seamlessly join Season 2 after viewing the summary video. This video condensed the content of 16 episodes into a 57-minute long summary, affirming its popularity by garnering 4 million views (Ohmynews, 2023). Given the preceding case, it is posited that the summary video market harbors significant growth potential, suggesting that platforms offering such content may not only include YouTube, but also diversify other platforms. As such, there has been significant changes in media consumption behaviors with the advent of on-demand media services such as OTT.

According to Terry et al. (1999), people tend to value the group they belong to as a self-concept that arises from belonging to a social group. In particular, the younger generation is more likely to be influenced by peer groups of friendships rather than any other social identities. To communicate effectively within one’s social group and gain recognition from members of other groups,

¹ Contact address

Chungnam National University, 99 Daehak-ro, Yuseong-gu, Daejeon, 34134, Rep. of Korea.

Email: hkim123@cnu.ac.kr

shared information naturally tends to be similar. These characteristics also influence the selection of media content. Generation Z, who watch videos over the Internet rather than on TV and share information with each other through social networks (Jung & Han, 2022), are skilled at communicating and consuming entertainment through digital platforms. Among the numerous media contents, one may experience fear of missing out (FoMO) if they do not receive common information shared by members of their social group or if they are unaware of situations that others are aware of. Also, Generation Z's habit of fearing failure, leads to a tendency to choose the best option through using samples and viewing summary contents when selecting products or content. Part of this group can be referred to as Generation C (where 'C' stands for content, connected, choice, and Covid-19) who had accessed to a vast array of video content options during the pandemic lockdown (Hardey, 2011; Wulf et al., 2022).

Several researches have been conducted on new media consumption behaviors such as short-form viewing (e.g., Han et al., 2022; Liu et al., 2023) and binge-watching (i.e., watching multiple episodes or series of content over a short period of time) (e.g., Kim et al., 2022). However, research on summary video impact still appears to be lacking. Therefore, this study aims to examine summary videos, which are progressively gaining popularity among young individuals. Based on social identity theory, this research aims to focus on Korea's Generation Z, renowned for their responsiveness to trends and the sway of peer groups. To be specific, the purpose of this study is to explore how Generation Z, who may be particularly impacted by FoMO and FoBO in the digital era, utilize media to establish their identity within their social group. Specifically, a survey targeting Korean Generation Z, who are inclined to watch summary videos on platforms like YouTube, will be conducted to gain insights into their online media consumption behavior and underlying motivations.

2. Theoretical background

2.1. Social identity theory

Tajfel (1982) defined social identity as an individual's feelings and values through the recognition of belonging to a specific social group. Later, Tajfel and Turner (1986) explicitly stated that individuals attempt to maintain and develop not only their personal identity, but also their collective identity (Dutot, 2020). In fact, a significant portion of an individual's self-concept is interpreted by the individual's membership in a social group and relationship with that group (Pedersen et al., 2013). Personal identity encompasses an individual's personal characteristics such as personality and physical features. On the other hand, social identity emerges from belonging to a social group, signifying that individuals value their group membership, select the group's values, and develop an emotional connection with the group (Noh et al., 2013).

2.2. Generation Z in Korean society

According to Statistics Korea, Generation Z is defined as the generation born between 1995 and 2005. Generation Z in Korea is estimated at approximately 6.48 million people, accounting for approximately 12.5% of the total population, and all of them have entered their adulthood.

Generation Z is regarded as digital natives and is a generation more familiar with images (i.e., video) than text (i.e., print media) (Jung & Han, 2022). As digital natives, they are adept with information and communication technology, seamlessly integrating it into their daily routines (Kim, 2023). They recognize the digital environment as an integral aspect of their lives (Hartman, 2017; Chung, 2022).

Korean Generation Z is the central focus of content creation and consumption (Kang et al., 2020) and is well-versed in video content (Seo, 2021). Additionally, they exhibit a preference for concise content units, and derive enjoyment from

communication and information sharing in this format (Kim, 2023). They are active in communicating through videos, expressing their opinions, and demonstrating their individuality and preferences (Jung & Han, 2022). This generation predominantly communicates via social media and engages in socialization through the formation of subcultures (Lee & Kim, 2021), actively integrating cutting-edge technology into their consumption behaviors (Kim, 2023). They tend to share information and form connections with individuals who share similar interests, expressing a strong desire for belonging by disseminating culture learned on social media (Lee & Kim, 2021).

According to University Tomorrow 20s Research Institute (2022), Generation Z responded that they watch short-form content for an average of 75.8 minutes a day, and 81.2% of respondents reported having experience using short-form platforms within the past six months. Additionally, Generation Z enjoys 'meme' culture, which fosters connections through the imitation or recreation of specific buzzwords or actions on the Internet, spreading them as a form of communication (Jung et al., 2023).

Generation Z may feel embarrassed when they fail to understand short-form content generated by algorithms or memes sent by their friends. As such, they may fear isolation from their social group.

2.3. Fear of Missing Out and Fear of Best Options

FoMO refers to a psychological phenomenon characterized by the anxiety or apprehension that others might be having rewarding experiences from which one is absent, is interpreted as fear or anxiety about missing out on new events, trends, news, and information. While FoMO is not a new phenomenon, it has become increasingly prevalent over the past decade, facilitated by the widespread use of social media, which provides easy access to other's lives. It has also been recognized that individuals who can access social media anytime or anywhere, may

miss out on potentially rewarding experiences (Przybylski et al., 2013).

Fitria et al. (2024) state that the generations most affected by FoMO in the digitalization era are Generation Z and the post-millennial generation. They assert that individuals' heavy dependence on technology, devices, and the Internet, the need to be connected to the Internet at all times, and the characteristics of digital intuitiveness are the basis of forming FoMO. Additionally, they mention that although FoMO can affect anyone, this tendency appears more clearly in Generation Z. In particular, Generation Z is characterized by individuals having the ability to predict trends such as topics, online shopping, fashion statements, cooking, and healthy lifestyles, which when lost can lead to FoMO. In other words, Generation Z, who are strongly exposed to FoMO, constantly try to use social media to keep up with existing trends. Additionally, they engage in activities beyond social media to stay updated with these trends.

Originally, FoMO was proposed by marketing strategist Herman (2000) as a driving force behind individuals' pursuit of new products or brands. This concept gained attention in the field of social psychology through the research of Przybylski et al. (2013) (Han & Kim, 2020). Many psychological researchers posit that FoMO is driven by the need for psychological satisfaction, particularly relatedness, belongingness, and self-esteem (Fitria et al., 2024).

Parveiz et al. (2023) discovered a significant positive relationship between FoMO and social comparison among young adults, and social media addiction. Han & Kim (2020) identified a significant relationship between adolescents' peer attachment and their tendency toward SNS addiction, mediated by FoMO. Adolescents exhibit a pronounced inclination during this developmental stage to emulate or align with the norms and behavioral patterns of their peer group, striving to adhere to the

perceived value norms upheld by their peers. In particular, Joo et al. (2018) developed the K-FoMO Scale tailored to Korean culture, which is characterized by collectivism. Their study categorized subfactors (i.e., desire to belong, extrinsic motivation, and relative deprivation) extracted from the distinctive context and theoretical foundation of Korean culture.

While FoMO is the feeling that others may be having a better experience than oneself, fear of best option (FoBO) is defined as a feeling of narrow-mindedness caused by anxiety about commitment. In other words, FoBO emerges in the face of concerns that there may be a superior or more advantageous real or imagined choice (Ortiz et al., 2024). Someone experiencing FoBO often engages in excessive research, leading to delayed decision-making and a tendency to wait for more options. They may change their choices at the last minute if they believe better options exist, resulting in dissatisfaction and regrets about past decisions (Armansyah et al., 2023). Individuals often exhibit regret aversion, avoiding to make decisive decisions out of fear that whatever choice they make will be less than optimal in their perception (Singh & Sikarwar, 2015). Once individuals belong to a social group, they may seek acceptance from their peers or aspire to stand out (Baumeister & Leary, 1995). Watching summary videos can also serve as a means to stay updated on trends within the social group. Opting for the most trending or buzzed video content among the various options may indeed be the ideal way to align with the social group.

2.4. Summary video

Summary content or short-form content, which provides a summary of various contents such as news, books, movies, and TV programs for busy modern people, has begun to attract attention as an alternative to modern people's cultural life (Jeong et al., 2021). In addition, short-form videos that can

be enjoyed anytime or anywhere are rapidly spreading, due to the younger generation's tendency to pursue efficient content consumption (Han et al., 2022). They watch long-form content such as broadcasts and movies through mobile and SNS in short form (KOCCA, 2023), or satisfy their desire to watch content from OTT services, that they do not subscribe to by watching review videos or summary videos on YouTube (Open Survey, 2023).

Yi et al. (2023) defined summary content as a form of short-form content that condenses the main content of the original material, facilitating efficient information delivery through summarization and refinement. Jung et al. (2021) asserted that summary content on YouTube not only shortens the original video, but also incorporates the creator's perspective and comments to evoke viewer empathy. Thus, depending on the perspective from which the summary content is viewed, various types of video content may fall under this category. Kim (2019) suggests that the phenomenon of summarizing has experienced a resurgence through YouTube, attributing scalability and efficiency to YouTube's summary content. Consequently, before delving into the categories and characteristics of summary videos, it is essential to delineate the subjects covered in this study. Classifying summary videos based on production type and viewing experience is proposed.

Firstly, a summary video is a type of content predominantly uploaded on YouTube, typically comprising edited highlights of a popular drama or movie available on OTT platforms. The video's length varies depending on the production's episode, ranging from as short as 40 to 50 minutes to as long as 5 hours. Recently, there has been a surge in interest, extending to summary videos of past dramas or productions. As these videos only present the core content, they provide an efficient means to grasp the material within a short period, such as during commute times, appealing to a wide audience. Furthermore, in addition to plot

summaries, there are videos comprised of scenes suitable for leisurely viewing, such as collections of character performances, humorous moments, and exciting scenes.

The experience of watching a summary video differs from ‘binge-watching’ or ‘fast movies’, where individuals quickly consume entire episodes. Kim et al. (2022) defined binge-watching on OTT services as ‘the act of watching the same program three or more times without interruption on a paid subscription OTT service. Binge-watching can be seen as a gratification-seeking viewing behavior, resulting from the convenience of accessing and watching the desired content at any time. This contrasts with the intention behind watching a summary video, which is to grasp the main content in a short timeframe. Additionally, fast movies, despite being derived from original films, differ from summary videos in that they reflect the creator’s interpretations and opinions. These creative works incorporate footage from the original film, along with the narrator’s unique perspective, resulting in differences not only in duration but also in content (Zhu, 2022). Fast movies created by various YouTubers for the same work offers diverse interpretations and meanings, each reflecting the creator’s individual perspective. Beyond merely narrating the story, they interpret the significance of props and lines from multiple angles, convey the director’s intentions, and highlight details that the viewers may overlook.

Therefore, in this study, ‘watching summarized videos’ is defined as a media consumption habit involving the viewing of YouTube content that condenses and summarizes the entire original plots. This can encompass either:

1) The act of watching summary videos of drama series primarily provided on OTT platforms via YouTube.

2) The act of watching related summary videos to quickly grasp the entirety of original content that has not been previously viewed.

3. Method

3.1. Research model and hypothesis

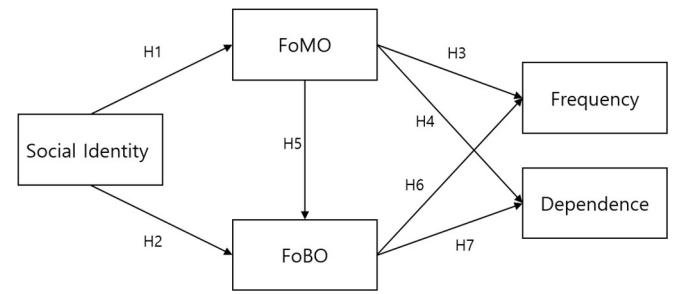


Fig. 1. Research model

H1. The social identity has a significant effect on FoMO.

H2. The social identity has a significant effect on FoBO.

H3. FoMO has a significant effect on the frequency of watching summary video.

H4. FoMO has a significant effect on the dependence of watching summary video.

H5. People with higher FoMO will also strong their FoBO.

H6. FoBO has a significant effect on the frequency of watching summary video.

H7. FoBO has a significant effect on the dependence of watching summary video.

3.2. Data collection

This study was conducted through an online survey from May 18th to the 25th in 2024. The survey served as a preliminary investigation to roughly determine the relationship between social identity and summary video viewing among Korean Generation Z prior to the main survey. The data collection target for hypothesis testing was Korean individuals in their 20s, who had experienced watching summary videos on YouTube. Out of a total of 92 respondents, 80, excluding insincere responses, were the final research subjects.

3.3. Measures

All measurement indicators used in this study were previously validated in other studies, with slight modifications made to accommodate the specific research context of watching summary videos. All the responses were recorded on a 7-point Likert scale

All measurement indicators used in this study were previously validated in other studies, with slight modifications made to accommodate the specific research context of watching summary videos. All the responses were recorded on a 7-point Likert scale.

Social identity. To measure social identity, indicators of the three aspects of social identity (cognitive, affective, and evaluative) proposed by Bogozzi were utilized, and 5 questions were composed.

To measure *FoMO*, the K-FoMO scale developed by Joo et al. (2018) was utilized. Joo et al. (2018) conducted a validation study by adapting the FoMO Scale developed by Przybylski et al. (2013) to fit Korean culture.

FoBO was measured with 8 items from Kim & Chang (2022)'s study. To measure *dependence* of summary video, 5 items were used from Grant (1996). The list of measures is presented in

Appendix A.

4. Results

In this study, data were analyzed using SPSS (Ver. 29.0) and AMOS (Ver. 26.0) software. The reliability and validity of the measurement tools, developed based on prior research, were assessed using confirmatory factor analysis to examine the relationships between latent variables and observed variables. Descriptive statistics were conducted, and the reliability of the measurement tools was verified by calculating Cronbach's alpha values. Correlation analysis was performed to examine the relationships between the variables. Lastly, simple regression analysis was conducted to investigate the relationships between the independent and dependent variables.

4.1. Sample characteristics

The demographic characteristics of the respondents are shown in Table 1. The respondents were 63.7% female and 36.3% male. The age range of the study subjects were 19 to 29 years old, with

Table 1.
Demographic analysis of respondents

Demographic variables	n=80	Percent (%)	
Gender	Male	29	36.3
	Female	51	63.7
Age	19-29	80	100.0
Social group (<i>except family</i>)	Friend	47	58.8
	Company	6	7.5
	School	15	18.8
	Club	4	5.0
	Religion	6	7.5
	etc	2	2.5
Subscribe	YouTube channel	41	51.2
	OTT service	58	72.5
Watch non-subscribed OTT content (<i>multiple response</i>)	Free site use	16	13.7
	Watch on TV(it when it airs)	17	14.5
	Watch summary video on YouTube	48	41.0
	Short term subscription	22	18.8
	Not watching at all	12	10.3
	etc	2	1.7

an average age of 24.04 years old. The respondents mostly subscribed to OTT services was 72.5%. When respondents wished to watch content from an OTT service to which they were not subscribed, the most common response, at 41.0%, was to watch summary videos on YouTube. Further information regarding the selection of the most valued social group, excluding family, is presented in Table 1.

4.2. Reliability analysis

Reliability analysis was utilized to see internal consistency of social identity, FoMO, FoBO, watching frequency and dependence. The results of the reliability analysis in Table 2 showed that all the scales used in the present study had good reliability.

Table 2.
Reliabilities of the Measures (N=80)

Measures	Cronbach's alpha	Items
Social Identity	.891	4
FoMO	.876	6
FoBO	.870	3
Frequency	.719	2
Dependence	.855	4

4.3. Correlation analysis

A Pearson's correlation analysis was conducted to determine the relationships between social identity, the primary variable of this study, and FoMO, FoBO, frequency of watching summary videos, and dependence (see Table 3).

Table 3.
Relationship between social identity, FoMO, FoBO, frequency and dependence (N=80)

Variables	1	2	3	4	5
1. Social identity	1				
2. FoMO	0.079	1			
3. FoBO	-0.059	0.292**	1		
4. Frequency	0.207	0.360**	0.054	1	
5. Dependence	0.104	0.442***	0.199	0.635***	1
M	4.975	3.2729	3.9917	3.3813	4.1813
SD	1.1730	1.3790	1.7502	1.3693	1.5204

** $p < .01$, *** $p < .001$

The results suggested that FoMO was significantly positively related to FoBO ($r = .292$, $p < .01$) frequency ($r = .360$, $p < .01$) and dependence of the watching summary video ($r = .442$, $p < .001$). Frequency of the watching summary video showed a significant positive correlation with dependence ($r = .635$, $p < .001$). However, social identity did not show a significant correlation with FoMO, FoBO, frequency of watching summary videos, and dependence.

4.4. Confirmatory factor analysis

The goodness-of-fit indices for the initial measurement model were $\chi^2 = 538.051$ ($p < .001$), TLI = 0.771, CFI = 0.795, and RMSEA = 0.095, indicating that the model was not well-fitted. Consequently, measurement variables FoBO 1-5, which had non-significant relationships with latent variables and standardized factor loadings below 0.5, were removed. Additionally, measurement variables social identity 2, dependence 5, and FoMO 1, which had SMCs below 0.4, were also removed. The goodness-of-fit indices for the final measurement model were $\chi^2 = 285.278$ ($p < .001$), TLI = 0.789, CFI = 0.824, and RMSEA = 0.112, which still did not indicate a satisfactory level of fit. As shown in Table 4, the confirmatory factor analysis results indicated that, except for FoBO, the paths from latent variables to measurement variables were mostly significant at the 0.001 significance level for viewing frequency, dependence, FoMO, and social identity.

4.5. Regression analysis

In this study, the mediation effect was tested to determine whether FoMO and FoBO serve as influential mediators in the relationship between social identity and frequency or dependence on viewing summary videos. For this purpose, simple linear regression analysis was conducted following Baron and Kenny's (1986) mediation effect verification procedure.

4.5.1. Social identity and FoMO. To test the hypothesis 1 that social identity would be positively related to FoMO, simple linear regression analysis was conducted. The results showed that social identity

did not have a significant relationship with FoMO. Thus, H1 was not supported.

4.5.2. Social identity and FoBO. To test the hypothesis 2 that social identity would be positively related to FoBO, simple linear regression analysis was conducted. The results showed that social identity did not have a significant relationship with FoBO. Thus, H2 was not supported.

4.5.3. FoMO and frequency of watching summary video. To test the hypothesis 3 that FoMO would be positively related to the frequency of watching summary videos, simple linear regression analysis was conducted. The results showed that FoMO

Table 4.
Measurement model goodness of fit

Variables	Items	Estimate		S.E.	C.R.	
		B	β			
Frequency	Frequency 1	1	0.867			
	Frequency 2	0.817	0.65	0.156	5.250	***
Dependence	Dependence 1	1	0.701			
	Dependence 2	1.272	0.859	0.185	6.886	***
	Dependence 3	1.063	0.746	0.174	6.095	***
	Dependence 4	1.158	0.776	0.183	6.316	***
	Dependence 5	0.922	0.614	0.182	5.069	***
FoMO	FoMO 1	1	0.5			
	FoMO 2	1.594	0.819	0.358	4.456	***
	FoMO 3	1.657	0.787	0.378	4.384	***
	FoMO 4	1.239	0.684	0.302	4.106	***
	FoMO 5	1.555	0.762	0.360	4.321	***
	FoMO 6	1.399	0.644	0.352	3.979	***
	FoMO 7	1.417	0.699	0.342	4.150	***
FoBO	FoBO 1	1	0.322			
	FoBO 2	1.044	0.301	0.535	1.954	
	FoBO 3	1.029	0.367	0.474	2.173	**
	FoBO 4	1.248	0.329	0.607	2.055	**
	FoBO 5	1.498	0.413	0.653	2.295	*
	FoBO 6	3.113	0.702	1.149	2.709	**
	FoBO 7	3.905	0.907	1.385	2.819	**
	FoBO 8	4.029	0.867	1.435	2.808	**
Social Identity	Social Identity 1	1	0.877			
	Social Identity 2	0.952	0.911	0.086	11.105	***
	Social Identity 3	0.689	0.683	0.099	6.998	***
	Social Identity 4	0.726	0.619	0.119	6.113	***
	Social Identity 5	0.869	0.822	0.093	9.388	***

** $p < .01$, *** $p < .001$

significantly influenced the frequency of watching summary videos ($\beta = .328, p < .01$). In other words, it was found that as FoMO increases, the frequency of watching summary videos also increases. Thus, H3 was supported.

4.5.4. FoMO and dependence of watching summary video. To test the hypothesis 4 that FoMO would be positively related to the dependence of watching summary videos, simple linear regression analysis was conducted. The results showed that FoMO significantly influenced the dependence of watching summary videos ($\beta = .401, p < .001$). In other words, it was found that as FoMO increases, the dependence of watching summary videos also increases. Thus, H4 was supported.

4.5.5. FoMO and FoBO. To test the hypothesis 5 that people with higher FoMO will also strong their FoBO, simple linear regression analysis was conducted. The results showed that FoMO significantly influenced FoBO ($\beta = .292, p < .01$). In other words, it was found that as FoMO increases, FoBO also increases. Thus, H5 was supported.

4.5.6. FoBO and frequency of watching summary video. To test the hypothesis 6 that FoBO would be positively related to the frequency of viewing summary videos, simple linear regression analysis was conducted. The results showed that FoBO did not have a significant relationship with frequency of watching summary video. Thus, H6 was not supported.

4.5.7. FoBO and dependence of watching summary video. To test the hypothesis 7 that FoBO would be positively related to the dependence of viewing summary videos, simple linear regression analysis was conducted. The results showed that FoBO did not have a significant relationship with dependence of watching summary video. Thus, H7 was not supported.

5. Discussion and implications

This study represents a preliminary investigation into the impact of FoMO and FoBO on summary video viewing behavior among Korean Generation Z individuals who have experience with YouTube summary videos. The primary objective of this research was to examine whether the psychological underpinnings of social anxieties, such as FoMO and FoBO, influence media content consumption behaviors, specifically the viewing frequency and dependency associated with summary video consumption. To this end, the study differentiated "summary videos", which are popular among Korean YouTube users, from binge-watching or short-form content, and utilized empirical data to identify factors affecting viewing frequency and dependency. The principal findings and discussions of this study are as follows.

Firstly, when asked about the most important social group excluding family, Generation Z chose peer groups such as friends (58.8%) and school (18.8%). This aligns with previous research findings suggesting that younger generations are more influenced by peer groups and friendships than by other social identities (Terry et al., 1999).

Secondly, 41.0% of respondents indicated that they watch content from OTT services they do not subscribe to via YouTube summary videos. This is more than double the percentage of the second most common response, which was to subscribe for a short period and then cancel (18.8%). Furthermore, 81.3% of participants who used YouTube summary videos to satisfy their curiosity about non-subscribed OTT service content eventually watched the full video, indicating that summary videos can potentially lead to viewing the full content or subscribing to new OTT services.

Thirdly, the investigation into the impact of FoMO on the frequency of watching YouTube summary videos revealed a statistically significant positive relationship. In other words, the stronger the FoMO, the more likely individuals are to frequently seek out summary videos. This behavior

can be understood as an attempt to find information (expected to be provided in summary videos) that they want to share, in order to avoid feeling excluded from conversations with others.

Lastly, the investigation into the impact of FoMO on the dependence on YouTube summary videos also showed a statistically significant positive relationship. The stronger the FoMO, the greater the tendency to rely on summary videos. This suggests that because summary videos provide key information in a short amount of time, individuals experiencing FoMO are more likely to depend on them to save time and effort while keeping up with the latest trends.

Based on the research findings, the implications presented in this study are as follows. Firstly, it conceptually defines and examines the characteristics of the Korean media content genre known as summary videos. In Korea, watching summary videos is prevalent. Despite concerns about copyright issues, the supply and demand for such content are steadily increasing. Therefore, this study is timely and essential.

Secondly, by examining the phenomenon of watching summary videos from both industrial and social psychological perspectives, this study aims to present various implications for future researchers. From the media industry standpoint, understanding the viewing habits of Generation Z, the main consumers of future media, is crucial for predicting the trajectory of media companies. The fact that summary videos, which contain short and essential content, are gaining more popularity than traditional long-form content suggests a shift in media consumption patterns. This implies that content creators and platforms need to develop strategies that align with these changing consumption patterns. From a social psychological perspective, this study provides an opportunity to examine whether the social fears of Generation Z in Korea, such as FoMO and FoBO, mediate the formation of social identity and the maintenance of relationships in a highly competitive society. The year 2024, when this study is conducted, marks the end of the COVID-19 pandemic and the transition of all members of Generation Z in South Korea into

adulthood. Within this demographic, a comparison can be made between two groups: those who experienced their entire high school years during the COVID-19 pandemic (born in 2004) and those who did not. This comparison could offer further research opportunities to explore whether social identity formation during the crucial developmental stage of adolescence can occur through online interactions and whether excessive online participation influences the experience of FoMO.

6. Limitations

Despite the implications discussed in this study, several limitations exist. While this research provides theoretical and practical insights into the new media consumption habit of watching summary videos, it has the following limitations. Firstly, in the question regarding the choice of social groups, Generation Z participants frequently selected friend relationships and school. Given that the average age of survey participants was 24, it is acknowledged that there were limitations in the classification of social groups. In Korea, most people in their early to mid-20s are university students, so they are likely to be unemployed or have limited social experiences outside of school. As a result, they may not have selected social groups other than peer groups or school. Therefore, in subsequent surveys, it will be necessary to include people of various age groups and their occupational data.

Secondly, a limitation of this study is the failure to empirically demonstrate the relationship between social identity and FoMO and FoBO, which form the foundational basis of this research. Due to the constraints of an online survey, it is likely that participants were not fully able to understand and respond to the somewhat complex concept of social identity because it was not sufficiently explained. Therefore, in the next survey, the survey environment will be improved to help respondents understand and answer questions about social identity through the rearrangement of survey items and detailed explanations.

Appendix A. The list of measurement

Measures	Items
<i>Social Identity ($\alpha = 0.891$)</i>	
Social Identity 1	My sense of belonging within my social group is strong.
Social Identity 2	I have a strong sense of attachment to my social group.
Social Identity 3	My identity is highly aligned with the identity of my social group.
Social Identity 4	I am a valuable member of the group.
Social Identity 5	I am an important member of the group.
<i>FoMO ($\alpha = 0.876$)</i>	
FoMO 1	I feel anxious when I miss scheduled gatherings with people in my social group.
FoMO 2	I worry that people in my social group might have fun without me.
FoMO 3	I worry about not having the same experiences as the people in my social group.
FoMO 4	I get concerned if I don't watch popular movies or dramas.
FoMO 5	I tend to feel left out when people around me talk about movies or dramas that I haven't seen.
FoMO 6	I tend to feel somewhat frustrated when movies or dramas I haven't seen are mentioned or parodied on TV.
FoMO 7	I tend to feel stressed when I come across memes or videos related to movies or dramas I haven't seen on social media (including short-form content and shorts).
<i>FoBO ($\alpha = 0.870$)</i>	
FoBO 1	Before making a new decision, I often wonder if there might be better options.
FoBO 2	I often have regrets thinking that a previous choice was not the best decision.
FoBO 3	When a new opportunity arises, I often find myself re-evaluating my current choice.
FoBO 4	When making decisions, I tend to be greatly influenced by other people's opinions or external factors.
FoBO 5	I have missed opportunities due to fear of choosing or changing to something new.
FoBO 6	It takes me a while to choose content to watch after accessing OTT/YouTube.
FoBO 7	I have often wondered if I made the best choice when selecting content to watch on OTT/YouTube.
FoBO 8	I have felt pressured to make the optimal choice when selecting content to watch on OTT/YouTube.
<i>Frequency ($\alpha = 0.719$)</i>	
Frequency 1	To what extent do you watch summary videos?
Frequency 2	How many summary videos have you watched in the past six months?
<i>Dependence ($\alpha = 0.855$)</i>	
Dependence 1	I prefer watching summary videos over the full versions of movies/dramas.
Dependence 2	When new content is released, I tend to look for summary videos before watching the full version.
Dependence 3	I rely on summary videos to quickly understand the content of movies/dramas.
Dependence 4	I rely on summary videos to stay updated on the latest trending movies/dramas.
Dependence 5	I check the current content trends by watching summary videos.

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