

Impact of Academic Stress and Boredom on the Cyberloafing Behavior of Management Undergraduates at A Selected State University In Sri Lanka

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The purpose of this research is to identify the impact of academic stress and boredom on cyberloafing behavior among management undergraduates at a selected state university in Sri Lanka. Although there is enough literature on academic stress, boredom, and cyberloafing behavior in the western region, there is less research context in Sri Lanka to test the cyberloafing behavior of undergraduates, especially in COVID and crisis situations. This study explored the relationship and examined the influence of academic stress and boredom on those variables among undergraduates who study at state universities in Sri Lanka. This research is deductive (theory-testing) research. This research was conducted using a survey research strategy and a quantitative research method. State University students were chosen as the population of the study. The sample size was 253, and data collection was done through a self-administered questionnaire and convenience sampling technique. A Google form was created and distributed to collect data. The number of undergraduates who responded was 255. Statistical Package for Social Science (SPSS), version 23.0, was used as a tool for data analysis, and both descriptive and inferential statistics, namely correlation and regression, were used to analyze the data. The results indicate that academic stress is positively linked with cyberloafing behavior, and boredom is positively linked with cyberloafing behavior.

Keywords: *Cyberloafing, Stress, Academic stress, Boredom*

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