

PREVALENCE OF NOMOPHOBIA AND ITS IMPACT ON ACADEMIC PERFORMANCE AMONG MANAGEMENT UNDERGRADUATES IN A SRI LANKAN STATE UNIVERSITY

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Student academic performance is a critical determinant of a university's success. While nomophobia affects academic performance, particularly in the Sri Lankan context, this phenomenon has not yet been sufficiently investigated. To fill this gap, the study examines the relationship between nomophobia and the academic performance of undergraduates in Sri Lankan state universities. Specifically, the study focuses on undergraduates at the Department of Commerce and Management, University of Kelaniya. This cross-sectional study utilized a convenience sampling method to select a sample of 348 undergraduates, with 300 valid responses collected through a standard questionnaire using a 5-point Likert Scale, and data analysis was conducted using SPSS, employing correlation, regression, and descriptive statistics. The regression analysis results indicate a significant impact of nomophobia on academic performance (H1: $\beta = -0.630$, $p = .000$). The finding indicates that nomophobia negatively affects academic performance among management undergraduates at University of Kelaniya, Sri Lanka. These results underscore the need for targeted interventions to mitigate nomophobia and enhance academic outcomes. The study's findings provide valuable insights for university administrators, policymakers and lecturers to design initiatives that reduce nomophobia and foster better academic performance among undergraduates in Sri Lanka.

Keywords: *Academic performance, Education, Mobile Phone Dependency, Nomophobia*

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