

## EXPLORING THE EFFECT OF TECHNOSTRESS ON CYBER LOAFING, MEDIATING EFFECT OF SELF CONTROL DEFICIENCY

Jonathan, J.J.J.<sup>1</sup> and Ekanayake, E.M.H.L.<sup>2</sup>

Technology plays a vital role in acquiring the attention of society. While seeking attention requires competence, a more skillful workforce is required. That's where technology comes into play. This possesses pros as well as cons. This research points out the drawback of technologies. Therefore, this study examines the impact of technostress on cyberloafing among undergraduates in Sri Lanka, with self-control deficiency as a mediating factor. Technostress, caused by excessive dependence on digital technologies, can negatively affect students' focus and academic performance. A quantitative, cross-sectional research design was adopted, and data was collected from 437 undergraduates using a structured questionnaire. The sample was selected through simple random sampling, and data analysis was conducted using correlation and regression analyses in SPSS inserting the sample size of 437. The Sobel test was applied to assess the mediating effect of self-control deficiency. The findings reveal a significant positive relationship between technostress and cyberloafing. The Correlation between Technostress and Cyber Loafing was 0.333 which is statistically significant (0.001) and as per the regression analysis, the R square was 0.11 where the significance value was 0.001, indicating that students experiencing higher levels of technostress are more likely to engage in non-academic online activities. Additionally, Sobel Test was conducted, where the P value was 0.116 which is statistically significant where self-control deficiency was found to be significantly mediating this relationship, suggesting that technostress weakens students' ability to regulate their online behaviors, leading to increased cyberloafing. The study concludes that managing technostress is essential in reducing cyberloafing among undergraduates. It recommends that universities implement digital well-being programs, self-regulation training, and awareness campaigns to help students manage technostress effectively. Educators should integrate structured digital learning environments and promote time management strategies to reduce the negative impact of excessive technology use. By addressing technostress and enhancing self-control mechanisms, educational institutions can foster a more focused and productive academic environment, ultimately improving students' performance and well-being.

**Keywords:** *Cyberloafing, Self-Control Deficiency, Technostress, Undergraduates*

---

<sup>1</sup> Undergraduate, Department of Human Resource Management, Faculty of Commerce and Management Studies, University of Kelaniya, Sri Lanka [jjjonat-bm19636@stu.kln.ac.lk]

<sup>2</sup> Lecturer (Probationary), Department of Human Resource Management, Faculty of Commerce and Management Studies, University of Kelaniya, Sri Lanka [harshikae@kln.ac.lk]