

Online schooling: A premise for digital dependency?

Thursday, 4 June 2026 15:00 (15 minutes)

The COVID-19 pandemic necessitated a shift toward continuous digital connectivity in secondary education, profoundly impacting Generation Z learners. This quantitative study (n=526) examines the relationship between in-class digital dependency, non-academic multitasking, school engagement, and subjective well-being among Romanian high school students during emergency remote teaching. Findings indicate that elevated synchronous digital dependency correlates with increased non-academic screen behaviors, affecting academic engagement and emotional states. The study concludes that mitigating non-academic multitasking is crucial for effective hybrid pedagogy and recommends fostering digital self-management skills in students.

Presenting author

I am a Lecturer and Researcher at the “1 Decembrie 1918” University of Alba Iulia, holding a Ph.D. in Sociology with a focus on the impact of globalization on industrial and mining communities. My academic expertise centers on organizational commitment, human resources, and social development, as evidenced by my extensive research on regional restructuring and labor market dynamics.

Primary author: MUCEA, Bogdan N (1 Decembrie 1918 University of Alba Iulia)

Presenter: MUCEA, Bogdan N (1 Decembrie 1918 University of Alba Iulia)

Session Classification: Learning Futures: Teaching, Engagement & Cognitive Transformation

Track Classification: General sessions: Learning Futures: Teaching, Engagement & Cognitive Transformation