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Multitasking behavior in online classrooms and academic performance: case of university students in Ecuador during COVID-19 outbreak

[Article in press](#) [?](#)Alvarez-Risco, A.^a [✉](#), Estrada-Merino, A.^a [✉](#), Anderson-Seminario, M.M.^a [✉](#), Mlodzianowska, S.^a [✉](#),
García-Ibarra, V.^b [✉](#), Villagomez-Buele, C.^c [✉](#), Carvache-Franco, M.^d [✉](#) [👤](#)^aUniversidad de Lima, Lima, Peru^bUniversidad Politécnica Estatal Del Carchi, Tulcan, Ecuador^cUniversidad de Guayaquil, Guayaquil, Ecuador[View additional affiliations](#) [v](#)

Abstract

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Purpose: This paper aims to explore university students' multitasking behavior in online classrooms and their influence on academic performance. Also, the study examined students' opinions. **Design/methodology/approach:** A total of 302 university students fulfilled an online survey. Ten questions were focused on demographic information, five items evaluated online class behavior of students, 9 items evaluated self-efficacy and four items measured academic performance. **Findings:** Multitasking behavior was found to negatively influence self-efficacy of -0.332 , whereas self-efficacy showed a positive influence of 0.325 on academic performance. Cronbach's alpha and average variance extracted values were 0.780 and 0.527 (multitasking behavior), 0.875 and 0.503 (self-efficacy), 0.781 and 0.601 (academic performance). **Outcomes of the bootstrapping test** showed that the path coefficients are significant. **Originality/value:** The research findings may help university managers understand undergraduates' online and face-to-face behavior and strategies to improve the behavior to ensure the best academic outcomes. The novelty is based on using the partial least square structural equation modeling technique. © 2020, Emerald Publishing Limited.

SciVal Topic Prominence [ⓘ](#)

Topic: [Multitasking](#) | [Laptop](#) | [Distraction](#)Prominence percentile: 92.738 [ⓘ](#)

Author keywords

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🔗 Alvarez-Risco, A.; Universidad de Lima, Lima, Peru; email:aralvare@ulima.edu.pe

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