

# Engaging learners in an emergency remote teaching context in a university in Vietnam during The pandemic of Covid-19

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## **Abstract:**

The concept of engagement has significantly impacted educational psychology over the past two decades due to its promise of fostering meaningful learning through active participation in classrooms and school activities. Student engagement in online learning enhances their performance and the overall outcomes of the learning process in a virtual environment. However, the emergency remote learning during COVID-19 differed greatly from normal online learning, as both teachers and students faced an unplanned and unprepared transition to online education. This study investigates the factors affecting student engagement in online learning in their perceptions and explores strategies to enhance engagement in a university where English is taught as a non-major subject. A mixed-method approach was used, involving a survey of 85 students and semi-structured interviews with 12 randomly selected students. The study identified several factors influencing student engagement, including internal factors such as IT literacy and self-efficacy, and external factors like instructor support, peer interaction, parental support, teaching materials, internet stability, and the surrounding environment. The data indicated that teacher-student interaction and the quality of teaching materials had the most significant impact on student engagement in a virtual setting. Therefore, the study suggests increasing teacher presence and designing online materials in advance as key pedagogical strategies to promote engagement in emergency remote teaching at a university in Viet Nam.

*Keywords: emergency remote teaching, student engagement, online learning, factors.*

## **I. Introduction**

There had been a number of research on online learning before the Covid -19 crisis to explore the factors influencing student's engagement in online learning which could differ from the factors that affect student's engagement in the mode of Emergency Remote Teaching (ERT) due to the pandemic of Covid 19.

Student academic engagement in regular face-to-face class setting was abruptly interrupted by the sudden outbreak of COVID-19 pandemic in the last quarter of 2019. Globally, all education systems were shut down due to the minimization of social interaction to prevent the spread of the pandemic. Therefore, distance education started in the form of online Emergence Remote Teaching (ERT). However, problems were encountered in student participation in online distance education such as student inconvenience in attending online classes ([Aguilera-Hermida, 2020](#) ; [Knudson, 2023](#)),

the negative impact on student engagement (Perets et al., 2020), the additional responsibility on parents and siblings in terms of learning management, ERT accessibility, and student's motivation (Garbe et al., 2020 ), as well as increasing and changing teachers' workload.

Building on the premise that engagement is essential for learning in online environment in higher education, recent research has begun to explore student engagement in middle school settings in the normal situation before the covid 19 (Cipriano, et al, 2019). However, there have been few studies in Vietnam that deals with factors affecting engagement in ERT, especially in which English is taught as a non-major subject. Moreover, enhancing student engagement in large classes often presents enormous challenges ([Barghaus et al., 2017](#)) . Therefore, this article is conducted to investigate factors influencing student engagement in students' perception of ERT in a university in Vietnam. Based on the findings of the research, some strategies for promoting student engagement are proposed.

## **II-Literature Review**

### **1. Engagement in language learning**

In English language learning, *engagement* refers to a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimensions as well. A seminal article on school engagement by Fredricks , Blumenfeld, and Paris (2004) described engagement as a “multifaceted” or “multidimensional” construct that includes, at the least, three components: cognitive, behavioral, and emotional. In applied linguistics, each of these, and other dimensions are recognized as important to instructed language learning (e.g., regarding affect: Schumann, 1997; Swain, 2013; regarding social factors, see Philp & Duchesne, 2008 ), yet, each tends to be considered in isolation. Increasingly, researchers acknowledge the need to take account of the interdependence of these different facets of human experience (e.g., Larsen-Freeman & Cameron, 2008). In the education literature, these multiple dimensions are demonstrated to be overlapping and interdependent, not isolated independent constructs (Christenson et al., 2012). For example, when people are involved in a learning activity, experience is more memorable when affective states are also aroused (McGaugh , 2013; Pekrun & Linnenbrink -Garcia, 2012; Weiss, 2000). In contrast, the student who is bored or disinterested in a task is emotionally disengaged. Similarly, someone who is disconnected with other group members, and thus socially disengaged, may also be behaviorally off-task: not listening to responses of other members, not contributing to the interaction. They are unlikely to invest effort or persistence, or to direct attentional resources in effective ways to be cognitively engaged or even to fully complete the task (i.e., to be behaviorally engaged).

Analysis of engagement allows us to include an emphasis both on attention (the cognitive dimension) and on the affective, behavioral, and social dimensions that support effective learning.

## **2. Engagement in online learning**

Student engagement in online learning is not only the behavioral performance of reading course resources, asking questions, participating in interactive activities and finishing homework, but the more important thing is the cognitive performance of learners' mind effort and initiative to apply the new knowledge to different situations when selecting and evaluating information and resources, the emotional performance is the learners' satisfaction of their achievements, willingness of participating in learning activities and sense of self-worth in peer interactions.

“Student engagement in online learning is engagement when using online learning platform to learning, including behavioral engagement, cognitive engagement and emotional engagement” (Min Hu, Hao Li, Wenping Deng and Hua Guan,2016)

In the online learning, learners' behavioral engagement is important, but it is difficult to define clearly and cannot fully reflect the learners' efforts, so we should consider learners' perception, regulation and emotional support in their learning process, such as effort regulation, meta-cognitive regulation and emotional responses. Students should be fully into the online learning, including both quantity of engagement and quality of engagement, both communication with others and learning consciously, both guidance and help of others and self-management and self-control.

According to Bangert -Drowns & Pike(2001, p.215), engagement in online learning is defined as “the mobilization of cognitive, affective and motivational strategies for interpretive transactions that occur during learning activities through interaction with others and worthwhile tasks (Kearley & Shneiderman , 1998). In an online learning environment, engagement entails mindfulness, cognitive effort and the attention of the learners in that environment. When learners are engaged in learning process, level of learning and retention may be increased. Hence, the whole learning experience is enhanced (Kearley & Shneiderman, 1998).

## **3. Conceptual framework**

### **3.1. Bioecological Student Engagement Framework**

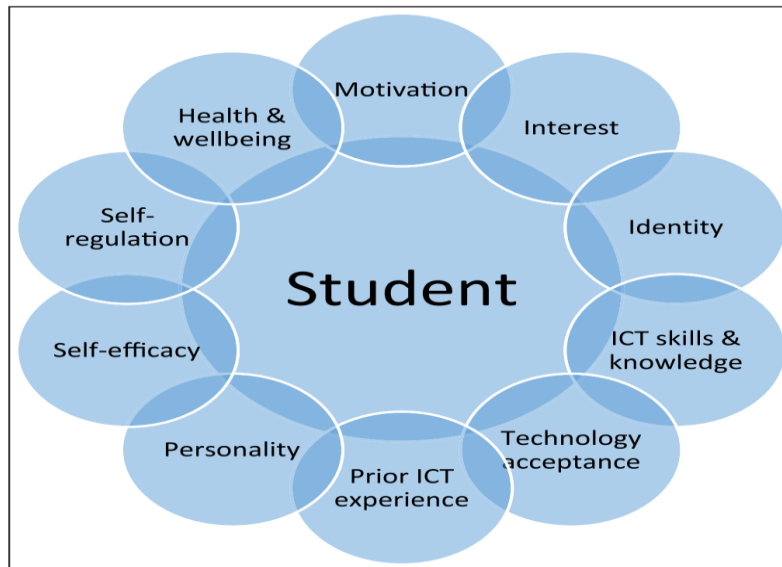
There are a range of structural and psychological influences that affect the learning environment, learning processes, student engagement and subsequent outcomes at all levels of the bioecological model (Figure 1). Drawing on educational technology literature from two systematic reviews (Bond, Manuscript in preparation; Bond et al. Manuscript in preparation) as well as wider literature, factors influencing student engagement are examined at each of the macro, exo and microsystem levels. However, in the scope of the current research, only microsystem level is adapted as the framework of the study. The focus of the study is find out how factors like family, teachers, peers, and online environment influence student engagement in their perceptions.



*Figure 1: Bioecological model of influences on student engagement, based on Bond (2019) and adapted from Bronfenbrenner and colleagues (Bronfenbrenner, 1979, 1986; Bronfenbrenner and Ceci, 1994).*

### 3.2. Microsystem

The microsystem technology-enhanced learning environment is reflective of other models that have focused on the relationship between learner-teacher-content (Bundick et al. 2014; Martin and Bolliger, 2018; Moore, 1989), including interaction with peers, teachers, authentic and worthwhile tasks (Kearsley and Shneiderman, 1998; Lim, 2004) and technology (Koehler and Mishra, 2005). These “external” relationships, or the “inter-individual factors” (Bundick et al. 2014), play a vital role in ongoing student wellbeing, sense of connectedness, engagement and success (Aldridge and McChesney, 2018; Wimpenny and Savin-Baden, 2013). It is also important to consider that a student’s life load, including employment, health and finances and family problems, can impact the amount that a student can become actively involved within school or university life (Baron and Corbin, 2012), and to recognize that there are “internal” psychosocial influences (Figure 2) or “intra-individual factors” that influence student engagement. These include a student’s self-concept, skills, motivation, self-efficacy, self-regulation, subject/ discipline interest and well-being (Bandura, 1995; Reschly and Christenson, 2012; Zepke, 2014), as well as their prior technology experience and acceptance (Moos and Azavedo, 2009), as negative feelings about technology are related to disagreement (Bartle, Longnecker and Pegrum, 2011; Howard, Ma and Yang, 2016).



*Figure 2: Internal psychological influences on student engagement*

### III. Research question:

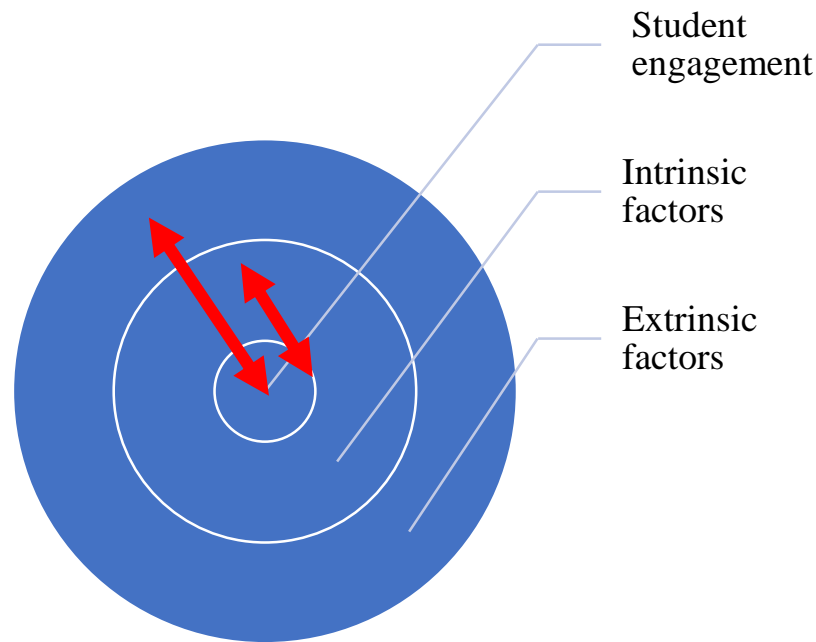
The study aims at finding out answers for the following research questions

1. How are intrinsic factors perceived by students to have impact on their engagement in online learning?
2. What are students' perceptions of extrinsic factors that influence their engagement in online learning?

### IV. Research method

#### 1. Research Design

To address the research questions exploring students' perceptions of how intrinsic and extrinsic factors impact their online learning during the crisis, a combination of quantitative and qualitative methods was employed. Data was collected from freshmen who had just completed one term of an online EFL course. Descriptive data was used to highlight the importance of various factors affecting student engagement in emergency remote teaching (ERT) from the students' viewpoints. Qualitative data was gathered through semi-structured interviews with randomly selected survey participants to gain a deeper understanding of their perceptions regarding factors influencing their engagement. In this study, the shift from face-to-face learning to mandatory emergency remote learning occurred abruptly, without any preparation. The research was conducted after four months of ERT implementation in Vietnam, which was already experiencing violence and instability when the COVID-19 pandemic began. Figure 3 represents the impact of both intrinsic and extrinsic factors on student engagement in virtual learning in this context.



*Figure 3: The relationship between factors and student engagement*

In the scope of the study, intrinsic factors focus on students' self-efficacy, motivation, IT literacy, health and well-being. The extrinsic factors emphasize on teacher-student, peer relationship, student-content and the surrounding learning environment in virtual learning.

## **2. Participants**

This study was conducted at a university in Vietnam with 85 EFL freshman students, determined based on convenience sampling. A sample of convenience basically refers to “drawing samples that are both easily accessible and willing to participate in the study” (Teddlie & Yu, 2007, p.78).

The students for the research were randomly selected from various majors, including Information and Technology and Business Accounting. They had all completed one term of entirely online learning, which was a compulsory requirement mandated by the Ministry of Education.

## **3. Data Collection**

The survey was the primary method of data collection. Participants were asked to complete a web-based survey using Google Forms, which included 12 Likert scale questions ranging from least important (1) to most important (5). To gain qualitative data, a semi-structured interview was conducted with twelve participants. These interviews focused on their experiences and perceptions of emergency remote learning. This approach aimed to gain a deeper understanding of students' thoughts and feelings about the emergency remote learning environment, thereby maximizing the reliability of the research.

## **4. Data Analysis**

As this study aims to find out what are EFL learners' perceptions of factors affecting emergency remote learning, the findings were analyzed descriptively which is concerned with describing a phenomenon in detail by using a variety of data collection methods such as frequencies, percentages, and data analysis.

In this study, the quantitative data was analyzed by using Google Forms. The Interview - qualitative data was analyzed by using content analysis, which entails systematically working through each transcript by assigning codes such as numbers or words in order to specify characteristics in the text (Dawson, 2005).

## V. Findings and Discussions

The researcher has found an important variant of importance level among students' perceptions of different factors that influences their engagement in the context of emergency teaching and learning.

### 1. Intrinsic factors

As for the Intrinsic factors, the data is illustrated in Figure 4

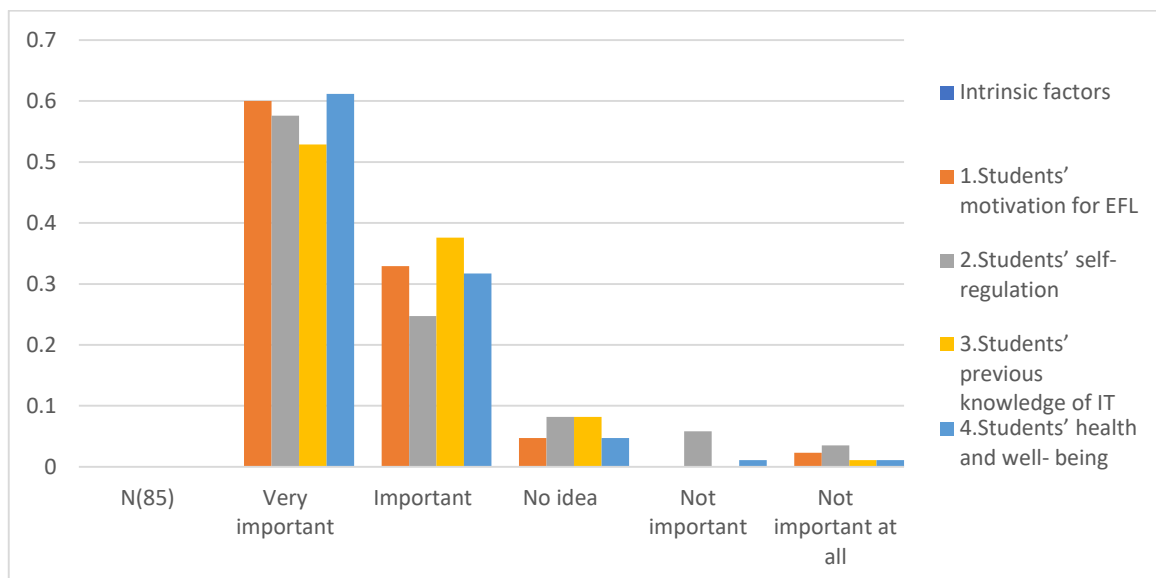


Figure 4: Students' perceptions of intrinsic factors that affect their engagement in ERT

Among the intrinsic factors that affect students' engagement, motivation is considered to be one of the most important factors in their perspective. More than half of the participants (60%) regard it as a very important factor influencing their engagement in ERT. In fact, motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable in the learning process gains importance.

In the context of Covid 19, it is understandable why health and well-being were perceived as the most important factor affecting student engagement. Nearly all students (92.9%) agreed that it is a critical factor in determining their engagement. This is strongly supported by the interview results in which 8 out of 12 pointed out that the biggest obstacle in their studying was related to health. This finding is further confirmed by a study conducted by Noltemeyer et al., (2021). Their results suggested that learners are among the people most affected psychologically by the sudden outbreak of the Covid-19 pandemic and its requirements and restrictions set by different governments to cope with the virus.



Another factor that 53.9% of participants consider very important in their engagement in ERT is self-regulation. Self-regulated learning is defined as an active process by which individuals can set standards for their learning, monitor their behavior, and regulate their cognition and motivation to reach those standards or goals (Pintrich, 2000). Differently put, self-regulated learners do not receive information passively from their teachers or others, but they are active participants who construct knowledge as they proceed with learning. In other words, it concerns how students plan, observe, and manage their progress in language learning. Students who are self-regulated often set challenging goals for themselves and they commit to them.

By the same token, as Winne and Perry (2000) pointed out, self-regulation provides learners with the awareness of regulating engagement in doing activities to improve learning practices and results.

Previous knowledge of IT was also perceived by more than half of students (52.9%) as very important factor affecting their engagement. In fact, in such an unplanned transition to online learning, most of them were unprepared with skills for online learning, especially IT skill. This explains why they considered it as crucial in their learning process in this scenario.

## 2. Extrinsic factors

Figure 5 illustrates the data related to extrinsic factors that have impact on student engagement in ERT such as internet stability, availability of equipment, teacher-student interaction, peer interaction, parental support, and materials in the process of learning in this context.

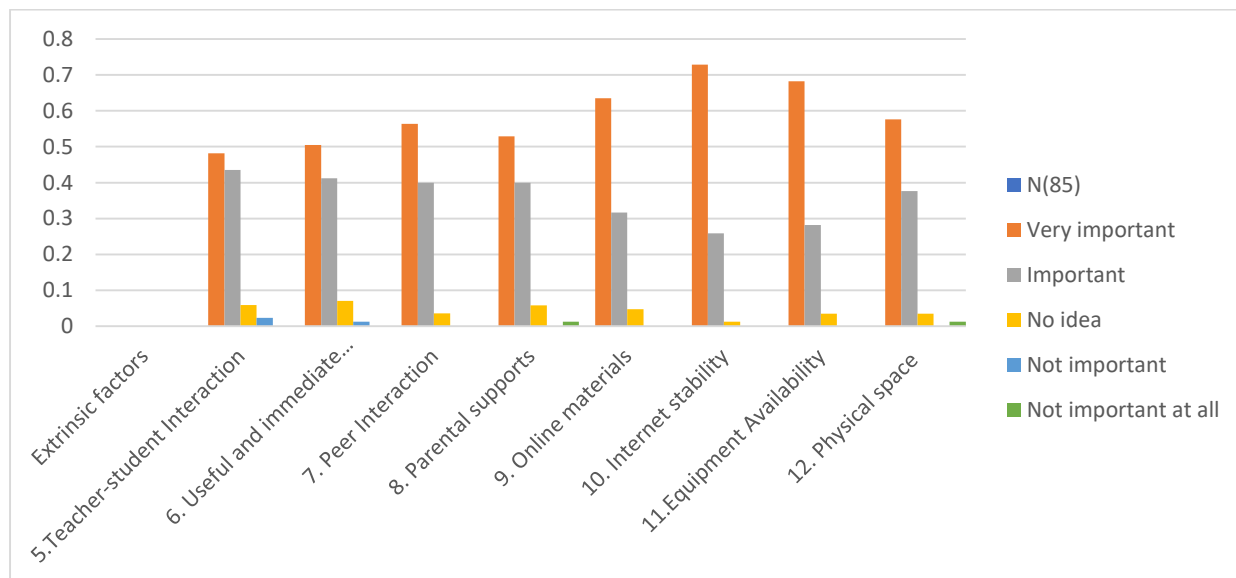


Figure 5: Students’ perceptions of extrinsic factors that affect their engagement in ERT

As it can be seen from the chart, the highest number of participants regard Internet stability and equipment availability as the most important in ERT. Another study carried out by Zuheir N.Khlaif, Soheil Salha and Bochra Kouraichi (2021) also gave the same result. Availability of technological devices such as desktop computers, laptops, smartphones, and tablets is important for students to attend the online session and to participate in asynchronous and synchronous learning activities as reported by all participants.



In the follow up interview, 8 of 12 participants also admitted that this is the factor that most impacted on their concentration in online learning.

One student said that “There are 3 kids in my family and we only have 1 smartphone to share. This is not sufficient to attend all online sessions because sometimes, most classes were at the same time”. This study also suggested that the lack of devices had negative effect on student engagement in ERT. This is a common problem especially in remote areas where most families cannot afford to such devices to ensure favorable conditions to their kids’ learning.

Internet stability remains one of the biggest challenges for students to enjoy the lessons in ERT as displayed on table 2. This is coincidence with the outcomes of the interview when 10 out of 12 interviewees revealed that their biggest obstacles included the Internet connection. Some students complained about the quality of the synchronous online session because of the Internet. One of them said that “Sometimes, it is difficult to understand what the teacher said because of the Internet connection”. This is further confirmed by another research done by Victoria Abou-Khalil., et al (2021). The data analysis of the study has revealed that the most encountered challenges were slow internet connection and frequent disconnection (68%).

Surprisingly, all factors related to materials received the highest agreement among participants that they have great impact on their engagement in ERT. These items deal with the importance of content, design, authenticity and appropriateness of the materials employed in the teaching and learning process.

The above data analysis matches with the findings of some previous researches. The learner-content relationship is crucial (Xiao, 2017). Therefore, content that is relevant and challenging and taught using active and collaborative learning techniques has been shown to be highly effective at promoting student engagement (Savin- Baden, 2013). Designing meaningful learning activities is essential, relating directly to students and/ or content. For example, Abate, Gomes and Linton (2011) stress the importance of choosing appropriate and meaningful questions when using audience response systems , to avoid student disengagement. It is important to avoid redundantly doubling up on activities, such as using both online journal and online discussion (Ruckert et al. 2014), and activities should be related to real life (e.g. Alshaikhi and Madini, 2016), as this makes them more useful to students. Likewise, ensuring that technology-enhanced activities are of high quality was found to be one aspect to engage students successfully, the lack of it resulting in students asking for “greater content rigor, depth and relevancy” (Eick and King Jr, 2012, p 29) in, for example, YouTube videos used in class. The rest of the items that rank agreement level among participants in the survey after teaching content are physical space (57.6%). In online learning, according to Keser et al., (2023), private rooms have a significant positive impact on students’ concentration and focus in online classes. They help minimize distractions and enhance students’ engagement with course materials.

Peer interaction and teacher- student interaction are also highly perceived by students as important factors influencing their engagement. It is clear that from students' viewpoint, teacher has played a vital role in enhancing their engagement especially in ERT context during the Covid 19 pandemic. There were 8 of 12 participants in the interview wished to have more opportunities to interact with their teacher and classmates.

Some researchers like Martin and Bolliger (2018), Quin (2017) also confirmed that engagement is more likely to develop when student- teacher relationships are strong. Providing regular, personalized, clear and constructive feedback can also enhance engagement (Ma et al., 2015; Martin and Bolliger, 2018), alongside the use of humour within online discussion.

By giving feedback in the form of asking questions, students are encouraged to reflect more deeply (Alcaraz - Salarirche et al., 2011). Providing ongoing encouragement to students to contact teachers proactively when needed has also been found to be particularly effective (Leese, 2009 ), as has providing ongoing attention and follow-up with students (Zhang et al., 2014).

Creating learning communities in which students can interact collaboratively with others to build effective peer-peer relationships- with or without technology- is extremely valuable to engagement (Nelson Laird and Kuh, 2005; Northey et al, 2015; Zepke and Leach, 2010). Students who collaborate actively in the group space, as part of the flipped learning approach, for example, have found to experience deeper learning, increased confidence and greater achievement (D'addato and Miller, 2016; de Araujo , Otten and Birisci, 2017); Yildiz (2009) in her investigation of social presence in online classroom, found that knowing what class members look like and having well-meaning social interactions, was conducive to increased confidence and sense of knowing each other.

## **VI. Strategies for promoting student engagement in ERT**

### **1. Providing students with sufficient materials**

As previous findings and discussion of the study, the participants perceived materials or content as the most significant attribution to their engagement in the context. Most of them may have different needs, as total access of the course content can be hindered by a slow internet connection and a lack of required technologies. Content access is placed in the first level of needs of Maslow' hierarchical model adapted to online learning (Maslow, 1981). Level two of this model contains pre-course preparation and achievement of a level of comfort with the assigned formats, the online platform, and the instructors' expectations. Only after these needs have been met can the student advance to level three, which is comprised of interactions with students and instructors. In the context of low-resource like ERT, with no access to a computer, books, and other basic materials, for instance, they will be ill prepared to even commence a course. Once enrolled, instructors should ensure students are familiar and comfortable with the course format and online learning platform through preliminary training sessions and the provision of the other information to assist students with preparation. Clarity of assignments and expectations is critical; without these essential elements, students will feel uncertain and unsafe in the online classroom.

Table 1: The five levels of Maslow's model and respective pedagogical prescriptions for online learning (based on Maslow, 1943)

Maslow's Levels	Five	Major Tenets	Pedagogical Prescription for Online Learning
Level 5: Self-actualization	Self-	Achieving potential	Leaner guided Humanistic Assistive tools to foster sense of self
Level 4: Self-esteem		Acceptance	Course preparation Responsive feedback Assessment Inclusive climate
Level 3: Relationships	3:	Belonging to a group	Collaboration Instructor presence Personalized feedback Community of learning Technological communication tools
Level 2: Safety		Safe home environment, comfort	Pre-course preparation Consistent formatting and design Clear requirements
Level 1: Physiological	1:	Food, shelter, health	Books Software Computer access Checklists

## 2. Enhancing Interaction and Collaboration

Multiple factors influence a student's experience with respect to collaboration in the online classroom. One of the most apparent is the need to establish a meaningful, collegial relationship with the instructor. Often, this is difficult because of the lack of face-to-face communication; instructors must rely primarily on discussion board postings, email and feedback on assignments as a means to communicate with students, and vice-versa. The instructor and peers play important roles in fostering a supportive, collaborative community of learning. Instructors should anticipate students' need for prompt and timely feedback and be prepared to supply descriptive, reflective and personalized responses as and when required to build relationships with and among students.

The first step in cultivating the student-instructor relationship is having students post introductory comments about themselves, with the instructor responding to each (Anderson, 2008). In this and other situations throughout the course calling for a response, the instructor should always be prepared to give swift, personalized feedback. Immediacy of instructor response time to questions and postings positively affects student perceptions of their learning experience (Baker, 2003; Richardson & Swan, 2001). More individually customized feedback, as opposed to collective or generic feedback to the entire class, leaves students more satisfied with a course overall (Gallien & Oomen-Early, 2008).

Instructors should not wait until assignments are due to provide feedback, since ongoing, formative feedback has been shown to be more relevant and useful approach (Furnborough & Truman, 2009).

Just as significant as the student-instructor relationship is the relationships among peers and the community of learning that is created among those enrolled in the course. Students in an online course have the ability to converse and interact with one another through venues such as discussion boards and group projects. “Collaborative interactions are an essential element of any pedagogy which assumes that good learning is collaborative and that understanding comes through modelling, participation in, and reaction to the behaviors and thoughts of others (Pawan, Paulus, Yalcin & Chang, 2003, p.119). The lack of a sense of community among students often has a negative effect, leaving some feeling isolated or even excluded from the learning process (Sadera et al.,2009).

To fully engage students in collaboration, instructors must let students know what they are expected to do in order to build a sense of community with their peers. As with a traditional classroom, in which it is important to attend and participate in class, a central part of this goal in an online setting is achieving a suitable degree of presence (Hrastinski, 2009). The instructor plays a vital role in encouraging students to take part through monitoring patterns of participation (Vonderwell & Zawahria, 2007) and setting goals and expectations for online presence. Palloff and Pratt (2010) suggest that the instructor participate as an equal member of the learning community, allowing students to become experts in their learning.

Based on the above data analysis of students’ perception of factors affecting their engagement in ERT, it is useful to employ the 10-level guide for engaging them in the current setting (Victoria Abou- Khali .,et al, 2021). Ideally, instructors and institutions would aim to ensure that the requirements of each level are completed before shifting to the next level. Instructors could also tackle several levels simultaneously while keeping in mind that the upper levels should be prioritized to keep students engaged.

*Table 2: Guide for engaging students during emergency online classes ( Adapted from Victoria Abou- Khali .,et al, 2021)*

<b>Level</b>	<b>Recommendation</b>	<b>Example strategies</b>
Level 1	Effective delivery of content in synchronous mode	Screen sharing, class summaries, Q & A sessions
Level 2	Engagement with content in asynchronous mode	Materials on the LMS, class recordings on the LMS, reminders and announcements, group chat for Q & A
Level 3	Diversifying means of content provision	Content and interactions in various formats, case studies, online resources
Level 4	Providing and receiving feedback	Feedback from students and feedback for students
Level 5	Continuously clarifying requirements	Practice tests, checklists, and update due dates
Level 6	Personalizing student-	Reachable for student queries, referring to

	instructor interactions	students by their names
Level 7	Providing a space for student- student interactions	Students group chat
Level 8	Turning students in to creators of content	Student presentations, students choose the content, materials, and delivery methods
Level 9	Content-related student- student Interactions	Collaborative projects, presentations, exam preparation, moderation of discussion, peer review of work
Level 10	Personal student- student Interactions	Ice breaking sessions, student profiles on the LMS

## VII. Limitations and Conclusion

The biggest limitation of the research is that it did not encompass students' perceptions of other factors such as identity, interests, and personality, especially within the context of a Vietnamese university. By understanding the range of influences on student engagement, future researchers can choose to focus on how specific factors affect engagement. They can use the model presented in this study to frame their investigations and discussions of subsequent results.

To fill the gap in the context of ERT in Vietnam, future researchers should concentrate on different layers of their students' environment like technology or institution as an integral part of this setting, identifying it as an influential factor.

This study has also paved a new line for upcoming studies that may investigate teacher's self-efficacy in IT. This involves reflection on their own ability and confidence in using technology, as well as seeing them as facilitators and initiators of technology use within (and outside of) the classroom.

The present study has identified factors impacting student engagement from the students' perspectives at a Vietnamese university in the context of emergency remote teaching (ERT). The findings suggest that participants perceive internet connection, equipment availability, and student-content interaction as the most important factors, followed by student-teacher and student-student relationships. Based on these results, several strategies have been proposed to fully engage students in a virtual learning environment.

To ensure that students' priorities are being met, instructors need to first facilitate an effective interaction between students and the content in synchronous and asynchronous modes. Once those levels are met, instructors can focus on diversifying means of content delivery, providing and receiving feedback, and continuously clarifying the requirements. The next levels in priority include personalizing student-teacher interactions, providing a space for student-student interactions, and turning students into creators of content. Finally, instructors can encourage student collaboration and personal student contacts to foster student-student interactions.

The results from this study have significant pedagogical implications. They can inform instructors, instructional designers, and system designers who need to design, teach, and support emergency remote teaching (ERT) during the COVID-19 pandemic and even in online learning during normal times once the pandemic has ended.

**Appendix 1**

**Interview questions:**

1. In your opinion, what is the biggest obstacle when learning online?
2. What do you regret the most about the online course?
3. What do you suggest to have a better online course?

**Appendix 2**

**SURVEY QUESTIONNAIRES**

I would like you to participate in the survey research I am carrying out as part of my research. The aim of the study is to find out your perceptions about factors affecting your engagement in online learning. This will be anonymous. As participation is anonymous, it will not be possible for you to withdraw your data **once you have returned your questionnaire**.

*Please indicate the extent to which you agree with the following statements by ticking into ONE correct option that best describe your thoughts or situation.*

Evaluation  Factors	Very important	Important	No idea	Not important	Not important at all
1.Motivation					
2.Self - Regulation					
3.Previous knowledge of IT					
4.Health and well-being					
5.Teacher-student Interaction					
7. Peer Interaction					
8.Parental support					
9. Online Materials					
10.Internet Connection					
11.Equipment availability					
12. Physical space					

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