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Student Motivation and Engagement in Blended Learning Environments in Public Schools of Prishtina – Teachers' and Students' Perspectives

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Abstract
With the rapid advancements in technology, the need for combined teaching, face-to-face instruction with online components, became a priority to ensure that students could continue their education in both these learning environments. Blended learning has shown positive impacts on student engagement, motivation, and academic performance in various studies. Therefore, this study focuses on students" motivation and engagement during blended learning. The research was conducted in three different schools in Prishtina and the data was collected through two sets of questionnaires—one for students and one for teachers. The findings of the study were mixed. While some strategies and tools proved effective in fostering student engagement, the results also highlighted challenges in maintaining motivation and active participation in blended learning classroom. Ultimately, the study offers valuable insights into how online education can be structured to better support student learning and engagement in a blended learning environment, especially in younger learners.
Keywords: Blended learning, Motivation, Engagement, Technology, Prishtina.

Introduction

In the digitalized world nowadays blended learning has become a conventional method from primary to higher education. This strategy has gathered and engaged instructors and learners beyond regional restrictions. To begin with, according to Ryan and Deci (2000), students achieve better learning outcomes when they are actively engaged in learning; hence they get enthusiasm and satisfaction from what they are doing. Furthermore, the authors stated that students achieve better learning outcomes when they are actively engaged in learning, hence they get pleasure and satisfaction from what they are doing (Ryan and Deci, 2000). Whereas students' disengagement is linked with poor learning outcomes, and they show a lack of interest, as stated by Sanders et al. (2016). Engagement is described as a student-centered approach that is focused on the connection of learning and learning environments (Axelson and Flick, 2010), involvement (Sun and Rueda 2012), and energy, effort, and time (Robinson and Hullinger 2008). Trowler and Trowler (2010) acknowledge that engagement is complex and dynamic. Furthermore, Dabbagh (2007), Lee and Reeve (2012), agree that the connection between motivation and engagement is direct and clear, with a focus on motivation leading to facilitation engagement.

Blended learning has the potential to enhance student motivation and engagement by providing flexible, interactive, and supportive learning environments. However, it also poses challenges, particularly for students who need support in self-regulation. Therefore, this study aims to explore student motivation and engagement in blended learning environment from teachers‟ and students‟ perspective. This study contributes to the field by examining high school teachers and students in public schools of Prishtina, thus broadening the applicability of blended learning research."

Literature Review

Online classes are named "courses that are delivered completely on the Internet" (Tallent, 2006, p. 20). In the report of Mansour and Mupinga (2007), online classes are a sort of distance education. Several names are used to describe online classes, such as networked learning, e-learning, distributed learning, web-based learning, tele-learning, virtual or Internet learning. "Online learning refers to an instructional strategy in which the learners are geographically separated from the instructor, and the instruction is delivered totally through the computer" (Western Cooperative for

Educational Telecommunications, 2004, pg. 1). Nonetheless, the combination of face-to-face instruction and online learning are the components of blended learning.

Studies often highlight the flexibility and student-centered focus of blended learning models, which vary from flipped classrooms to lab rotations and enriched virtual models. The flipped classroom approach, for instance, has gained traction, where students access instructional materials online before class and use class time for discussion and active engagement (Tucker, 2012). Research identifies the three core components of blended learning as physical classroom instruction, digital or online content, and student control over elements of their learning, such as pace and path (Horn & Staker, 2015). This adaptability of blended learning has led it to be widely adopted in diverse educational contexts. Blended learning has shown positive impacts on student engagement, motivation, and academic performance in various studies. For instance, Chen et al. (2018) found that students in blended learning environments often demonstrate higher engagement levels, as they can control aspects of their learning environment and pace. Moreover, the active learning opportunities within blended formats, like interactive online exercises and in-person group work, encourage students to participate actively.

When it comes to the teacher roles in blended learning, Teachers play a critical role in effectively implementing blended learning. Research underscores the importance of teachers transitioning from a traditional role of content deliverers to facilitators who guide and support students in navigating digital and in-person activities (Garrison & Vaughan, 2008). Effective instructional design, particularly in structuring online components to align with in-person activities, is essential for achieving desired learning outcomes. Teachers' competency in technology integration and their ability to adapt lesson plans for hybrid environments are central themes in the literature. The importance of training educators to design, facilitate, and assess blended learning is also widely recognized as a necessity for successful implementation (Porter et al., 2014).

Despite its benefits, the literature reveals several challenges to the adoption of blended learning. For one, access to technology remains a barrier in some settings, where students may lack the necessary devices or stable internet connections to participate fully in online components. Additionally, teachers may feel unprepared for the technical and instructional demands of blended learning, often requiring extensive professional development (Owston et al., 2013). Another significant barrier is student self-regulation. While blended learning offers flexibility, it also requires students to manage their time and tasks independently, which can be challenging for those lacking strong self-regulatory skills. Research suggests that younger students, in particular, might struggle with the self-discipline needed in a blended environment without adequate support (Boelens et al., 2017).

In conclusion, the literature on blended learning highlights its potential for enhancing student engagement, motivation, and achievement. However, successful implementation requires careful instructional design, teacher preparedness, and attention to equity in technology access. Future research should aim to address these gaps and further explore how blended learning can be tailored to meet diverse learning needs across various educational levels.

Research Methodology

The main aim of the study is to identify various methods used during blended learning in order to motivate and engage 5 th grade students in EFL classes. The study uses two instruments, one questionnaire for the 5th-grade students and classroom observations. The research was conducted in three public elementary schools in Prishtina, "Asim Vokshi", "Hasan Prishtina" and "Mitrush Kuteli elementary school.

Research Questions

Do teachers find it more effective to use E-Learning rather than having regular classes at school?
Do teachers still depend on and use traditional teaching aids, such as textbooks and notebooks, during blended learning classes?
Are students more engaged during the online classes or during traditional classes?

Are students highly motivated when the teachers create a positive learning environment and use interactive online activities, and YouTube videos?

Hypothesis

The teachers find it more effective to use E-Learning rather than having regular classes at school.
During the online classes, teachers still depend and use the traditional teaching aids, such as textbooks and notebooks.
Students are more engaged during the online classes than during traditional classes.
Students are highly motivated when teachers create a positive learning environment and present different interactive online activities and YouTube videos.

Results

Students' Questionnaire

The students‟ questionnaire aims to gather information on students' motivation, engagement, and attitude toward English online classes. In detail, there are 26 answers from students from HP school, 27 answers from MK, and 27 from AV school. There were 80 questionnaire distributed to participants.

Students' Questionnaire

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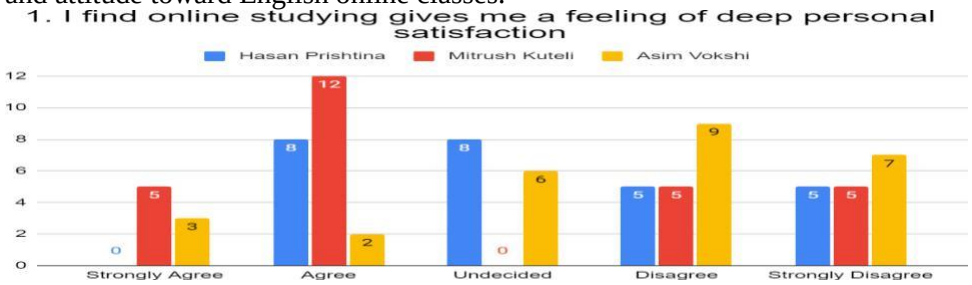

Figure 4.1: Students' personal satisfaction feeling during online classes

As shown in Fig. 4.1, 5 MK, and 3 AV 5th grade students strongly agreed that online studying gives them a feeling of deep personal satisfaction. Whereas the highest percentage turned out to agree to section, with the responses of 8 HP students, 12 MK students, and 2 AV students. 8 HP students and 6 AV students have been undecided if online studying gives them a personal satisfaction feeling. Next, 5 MK, 5 HP, and 9 AV students disagreed. Forasmuch, 5 MK, 5 HP, and 7 AV students strongly disagreed. As mentioned previously, Allen (2002) pointed out that students showed higher levels of personal satisfaction when the technology worked well during online classes.

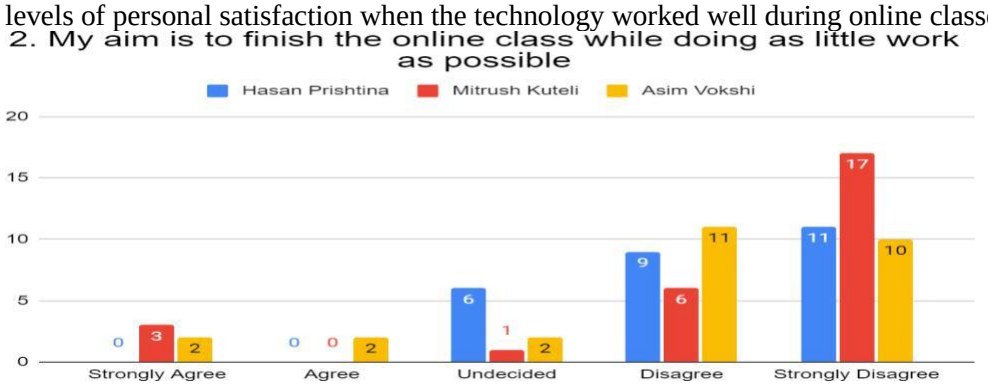

Figure 4.2: Students' aim in online classes

Figure 4.2 illustrates one of the students‟ aims when having a class in a web environment. 3 MK and 3 AV students strongly agreed that they do as little work as possible in the online class. Only 2 AV students agree to this aim. 6 HP students, 1 MK student, and 3 AV students were undecided about this aim. Whereas, 9 students from HP, 6 students from MK, and 11 students from AV disagreed that they aimed to do as little work as possible while learning online. Finally, 11 HP, 17 MK, and 10 AV students strongly disagreed with this statement.

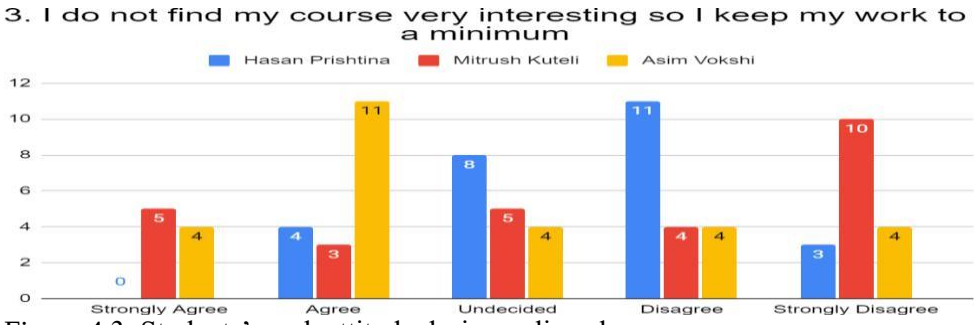

Figure 4.3: Students' work attitude during online classes

What was predicted from the answers of the 2nd statement was shown in the following question. In figure 4.3, 5 MK students and 4 AS students strongly agree that they keep their work to a minimum when they do not find the course interesting. 4 students from HP, 3 from MK, and 11 students from AV agreed to the statement. However, 11 students from HP, 5 MK students, and 4 AV students were undecided. On the contrary, 11 students from Hasan Prishtina, 4 students from MK, and 4 from AV disagreed; and 3 HP students, 10 MK, and 4 AV students strongly disagreed. According to Keller's (1983) model of motivation, the ARCS model, instruction will be more motivating to the learners if the tasks positively affect students' engagement.

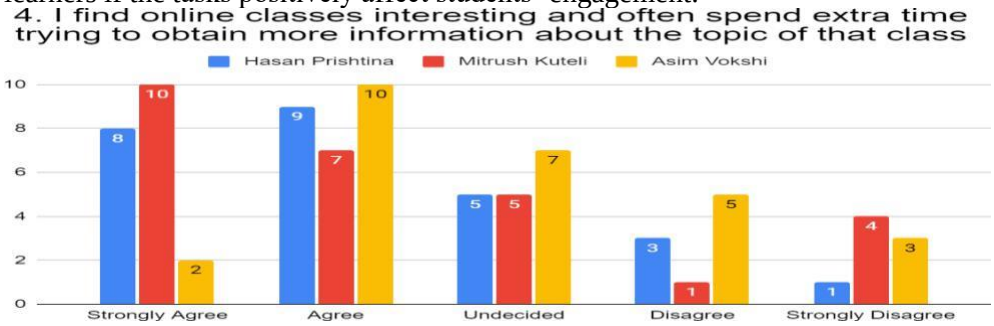

Figure 4.4: Students' preference for online classes

The fourth statement also shows similarity in the given answer by the groups of students. As seen in Fig. 4.4, 8 HP students, 10 MK and 2 AV students strongly agree to spend extra hours on finding more information about the topic when the online class is interesting. Similar results on the agree section, 9 HP students, 7 MK, and 10 AV students agree. Whereas, 5 students from HP and 5 from MK, together with 7 from AV school were undecided. 3 students from Hasan Prishtina, only one student from MK, and 5 students from HP school disagree, thus they do not spend more time on the topic; and only one student from Hasan Prishtina, 4 from MK, and 3 from AV strongly disagree. According to Rusell (2013), a crucial factor for influential engagement and positive attitude in numerous educational settings has been proven to be the students‟ motivation, and one of the best strategies that have been identified as a significant skill in internet learning is the self-regulation strategy.

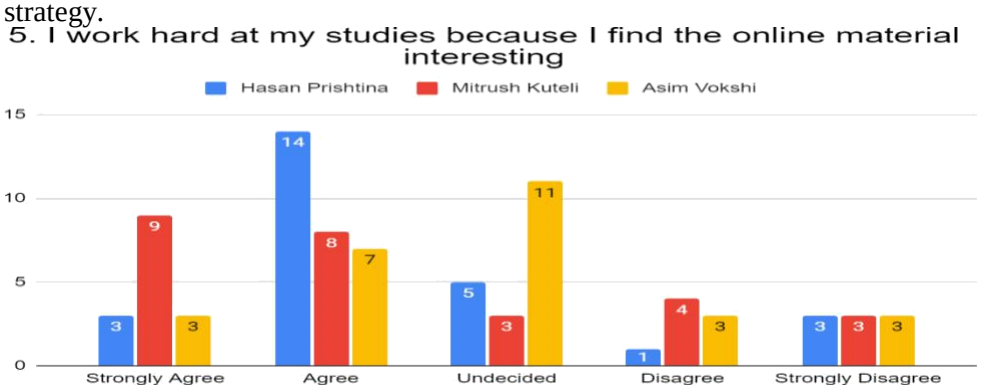

Figure 4.5: The material used in online classes

As shown in Fig 4.5, the general prediction based on the questionnaires before was confirmed by the students as well. 3 HP students, 9 MK students, and 3 AV students strongly agreed that they

work hard when the material is interesting. Furthermore, 14 HP students, 8 MK students, and 7 AV students agreed. 5 HP students, 3 MK students, and 11 AV students were undecided. There were a small number of students who disagreed and strongly disagreed. With only 1 student from HP, 4 from MK, and 3 from AV disagreed on working hard when the material is eye-catching. Similarly, 3 students from each school, HP, MK, and AV, strongly disagreed with the statement. As stated by Oliver (1999), teachers spend 90% of their planning searching for online learning resources. These materials should also have a content focus (Dehoney & Reeves 1998).

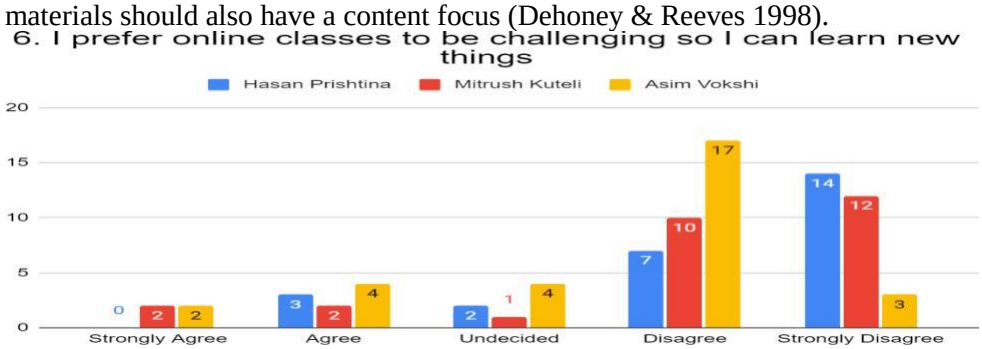

Figure 4.6: Students' preference of online classes being challenging or not

As results show in Figure 4.6, most of the students of the three schools disagree regarding the preference of the classes being challenging. 2 students from MK and AV strongly agree that they prefer classes to be challenging in order for them to learn more, followed by 3 HP students, 2 MK and 4 AV students agreeing to the statement as well. 2 HP students, 1 MK and 4 AV students could not decide on their preference. Finally, 7 HP students, 10 MK and 17 AV students disagreed on this statement; and 14 HP students, 12 MK and 3 AV students strongly disagreed. This proves Hartley"s (1999) point that one important factor that may interfere with listeners' motivation is cognitive overload.

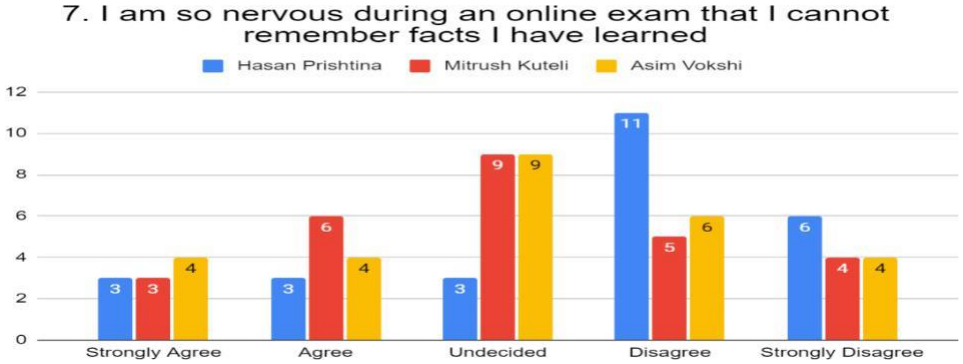

Figure 4.7: Students' taking online exams

Fig 4.7 provides a difference in decisions given by students regarding online exams. 3 students from HP, 3 from MK, and 4 from AV, strongly agreed that they forget what they have learned when taking an online exam. 3 HP students, 6 MK, and 4 AV students agreed. Next, 3 HP students, together with 9 MK students and 9 AV students were undecided. With the highest percentage, 11 HP students, 5 MK students, and 6 AV students disagreed, followed by 6 HP students, 4 MK, and 4 AV students who strongly disagreed.

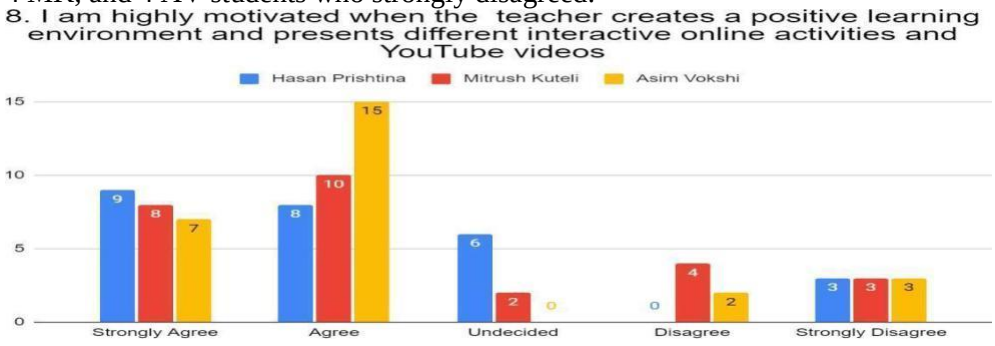

Figure 4.8: The motivation from teachers during online classes

Figure 4.8 also shows similarities in the given answer by both groups of students. 9 students from HP, 8 from MK, and 7 from AV, strongly agree that in cases when the teacher creates a positive learning environment, they get highly motivated. Followed by 8 students from HP, 10 students from MK and 15 students from AV agree to the statement. 4 MK students and 2 AV students disagree, and 3 students from each school strongly disagree with the statement. This proves that students confirm more positive attitudes and greater levels of performance in online classes when they experience high levels of interaction (Ritchie and Newby, 1989).

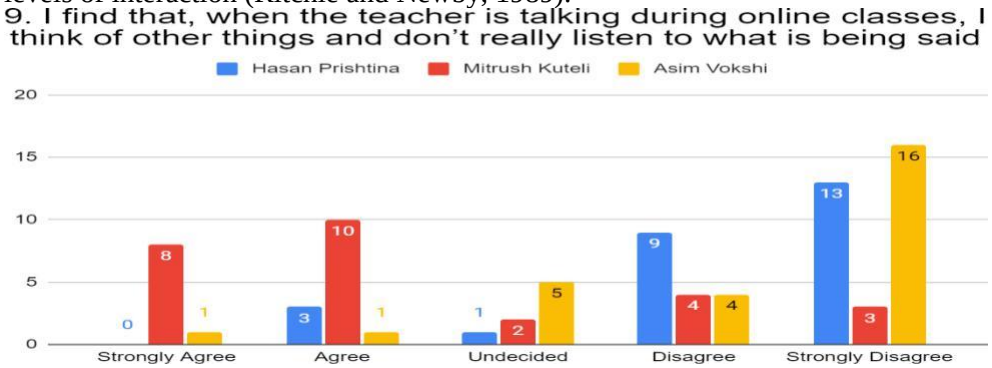

Figure 4.9: Students' focus during online classes

Fig.4.9 shows whether students are focused when the teacher is talking in online classes. 8 students from MK and 1 from AV, strongly agree that they think of other things while the teacher is talking. 3 students from HP, 10 from MK, and 1 from HP agree. Further, 1 HP student, 2 MK, and 4 HP students are undecided. This shows, as by many researchers, that the web environment may not be the most suitable when it comes to real interactions between the teacher and the learner (Mansour et al., 2007).

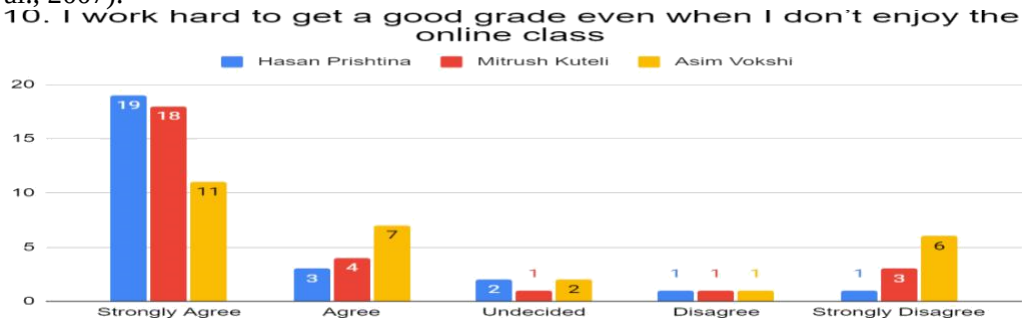

Figure 4.10: Students' enjoyment of online classes

This statement also shows similarity in the given answer by both groups of students. 19 students from HP, 18 students from MK, and 11 students from AV, strongly agree that they work hard to get a good grade, even though they do not enjoy the class. Followed by 3 HP students, 4 MK students, and 7 AV students that agreed. On the other hand, 2 HP students, 1 MK, and 2 AV students were undecided. Only a small percentage of students disagreed, 1 student from each school, HP, MK, and AV; and 1 HP student, 3 MK students, and 6 AV students strongly disagreed. This proves that learners spend plenty of time fulfilling heavy tasks, yet this activity is not enjoyable.

Figure 4.11: Asked for teachers' advice, online

As seen in Fig. 4.11, 6 students from HP, 2 from MK, and 8 from AV have never asked for advice from their teacher during online classes. 8 students from HP, 12 from MK, and 15 from AV have sometimes asked for advice. 6 students from HP, 6 from MK, and 1 from AV have often asked their teachers for advice. On the other hand, 3 students from each school, HP, MK, and AV have asked for advice very often.

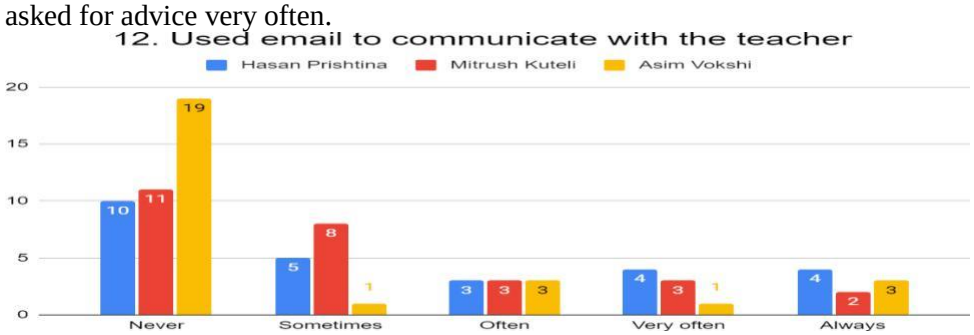

Figure 4.12: Communication between students and teachers through email

Fig.4.12 shows whether students have used email to communicate with their teachers. 10 students from HP, 11 students from MK, and 19 students from AV stated that they never used email to communicate with their teachers. 5 HP students, 6 MK students, and 1 AV student expressed that sometimes they have used email to communicate with their teachers. 3 students from each school, HP, MK, and AV, have often used email to communicate with their teachers. 4 students from HP, 3 from MK, and 1 student from AV school have used email to communicate very often. Last, 4 HP students, 2 MK, and 3 AV students have always communicated with their teacher via email. According to Rusell (2013), in online learning settings, the communication between the teacher and students is exchanged mostly between online tools, such as emails.

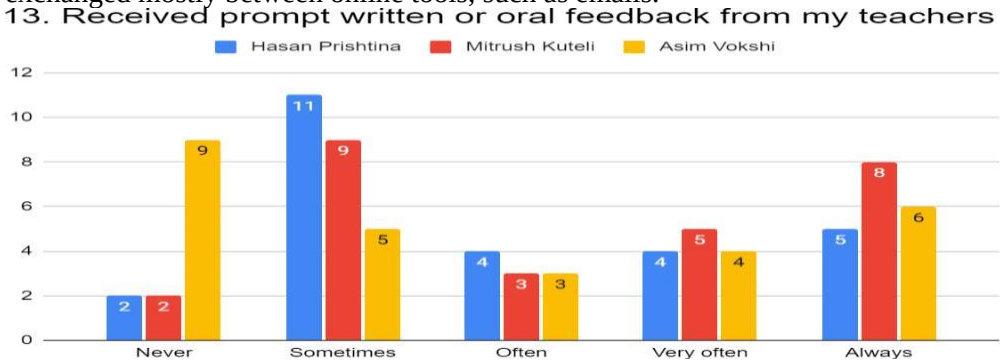

Figure 4.13: Feedback from teachers to students

Fig.4.13 shows whether students have received prompt written or oral feedback. 2 students from HP, 2 from MK, and 9 students from AV have never received any kind of feedback from their teachers in web environments. 11 students from HP, 9 MK, and 5 AV students have sometimes received feedback from their teachers. 4 students from HP, 3 from MK and 3 AV students have received feedback often. Whereas 4 students from HP, 5 from MK, and 4 AV have received feedback

very often; 5 students from HP, 8 from MK, and 6 AV students have always received prompt written or oral feedback.

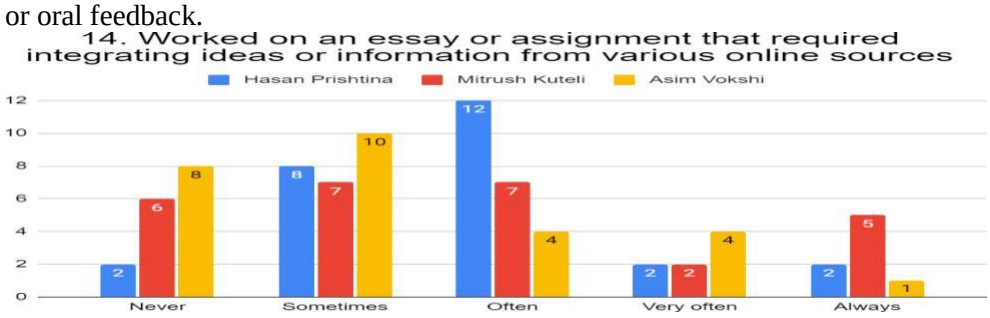

Figure 4.14: The usage of various online source by students

As results show in Figure 4.14, 2 HP students, 6 MK students, and 8 AV students have never been required to work on an assignment that required searching for different online resources. 8 students from HP, 7 students from MK, and 10 students from AV have sometimes used online resources for their essays or assignments. 12 HP students, 7 MK students, and 4 AV students have used online sources often to complete their tasks. 2 students from HP, 2 from MK, and 4 from AV have used online sources very often, whereas 2 HP students, 5 MK students, and 1 AV student have always integrated ideas or information from various online sources. This supports Andrade's (2005) strategy that the teacher should provide a variety of topics or the students can come up with their own, then the students should search on the web about the topic.

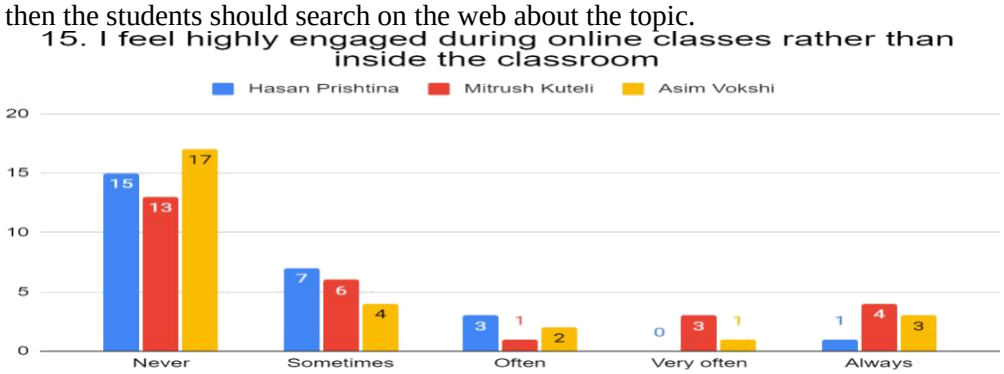

Figure 4.15: Students' engagement during online classes

Fig. 4.15 shows whether students feel highly engaged during online classes rather than inside the classroom. 15 HP students, 13 MK students, and 17 AV students do not feel engaged; 7 HP students, 6 MK students, and 4 AV students sometimes feel highly engaged during online classes; 3 students from HP, 1 student from MK and 2 students from AV often feel more engaged in online classes rather than inside the classroom; 3 students from MK and 1 student from AV feel very often engages and last, 1 HP students, 4 MK students, and 2 AV students feel always highly engaged during online classes.

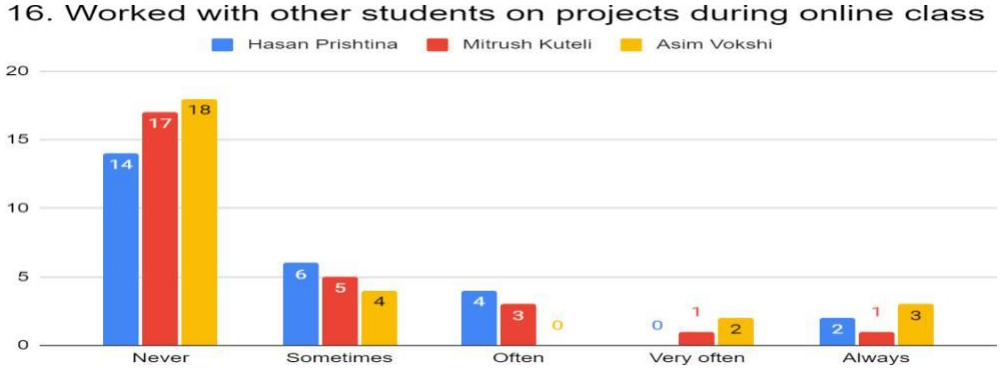

Figure 4.16: Peer/group work during online learning

Figure 4.16 statement shows similarity in the given answer by the students. 14 HP students, 17 MK students, and 18 AV students have never worked with other students on projects during online

classes; 6 HP students, 5 MK students, and 4 AV students sometimes; 4 HP students and 3 MK students often worked with other students in projects, 1 MK students and 2 AV students very often; and 2 HP students, 1 MK student, and 3 AV students always. This is proven by Garrison et al., (2001) who found out that student who were connected to their instructor and other students reported higher engagement in the course. According to the author, to succeed, teachers need to create not only possibilities for students to interact with each other but the requirement that they do so (Garrison et al., 2001). For instance, during group projects, students are prone to feel more engaged in the online course.

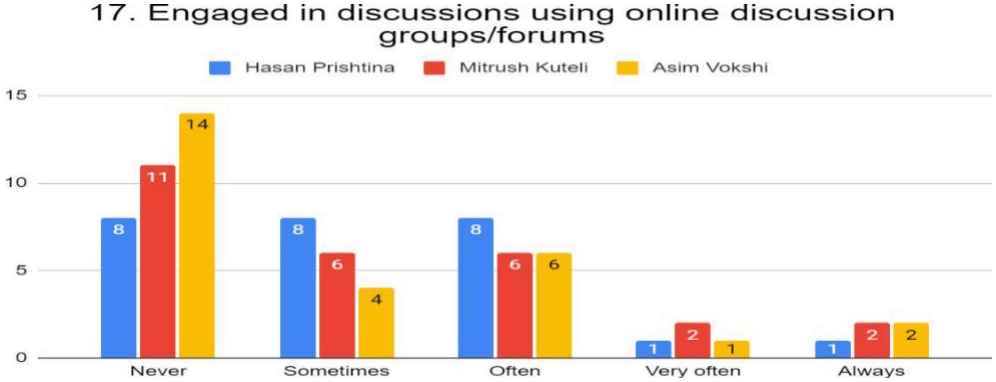

Figure 4.17: The usage of online discussion groups/forums

As results show in Figure 4.17, 8 students from HP, 11 students from MK, and 14 students from AV have never participated or engaged in online discussion forums or groups; 8 students from HP, 6 students from MK, and 6 students from AV have sometimes participated; 8 students from HP, 6 students from MK and 6 students from AV have often engaged in online discussion forums or group. Whereas a low number of students have participated often or always; 1 student from HP, 2 students from MK, and 1 from AV have participated very often; 1 student from HP, 3 students from MK, and 2 students from AV have always engaged. The effective usage of discussion groups/forums has been proven to own an open, respectful, and encouraging online class (Durrington et al., 2006).

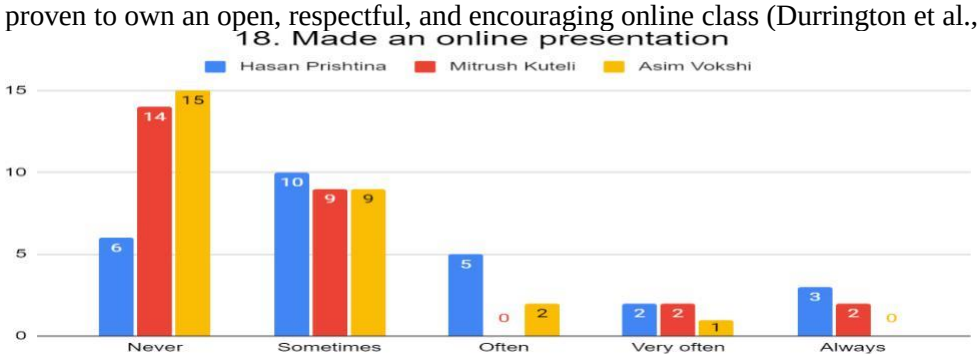

Figure 4.18: Online presentations

Figure 4.18 shows whether students have made online presentations during online classes. 6 HP students, 14 MK students, and 15 AV students have never made a presentation during online learning; 10 HP students, 9 MK students, and 9 AV students have sometimes made online presentations; 4 HP and 2 AV students have often made online presentation; 2 HP, 2 MK and 1 AV student have made the online presentation very often; finally, 3 HP students and 2 MK students have always made online presentations. According to Keller's ARCS model, tasks, such as presentations, positively affect student engagement (Keller, 1983).

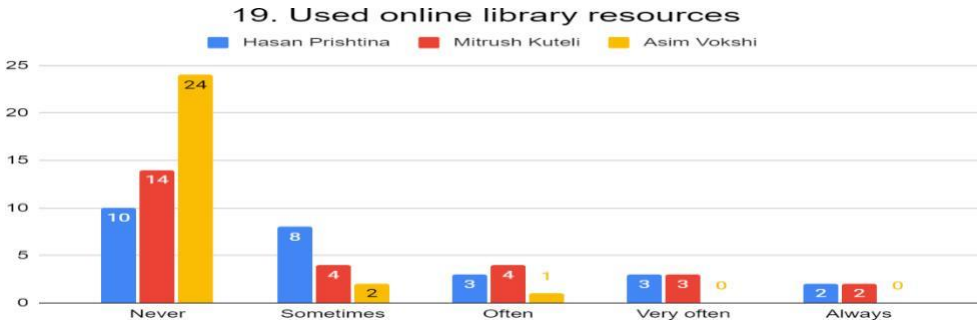

Figure 4.19: Library resources

As results show in Figure 4.19, 10 HP students, 14 MK and 24 AV students have never used online library resources; followed by 8 HP students, 4 MK and 2 AV students have sometimes used online library resources; 3 HP students, 4 MK and 1 AV student have used it often; 3 HP students and 3 MK students have used it very often; 2 HP students and 2 MK students have always used the library resources.

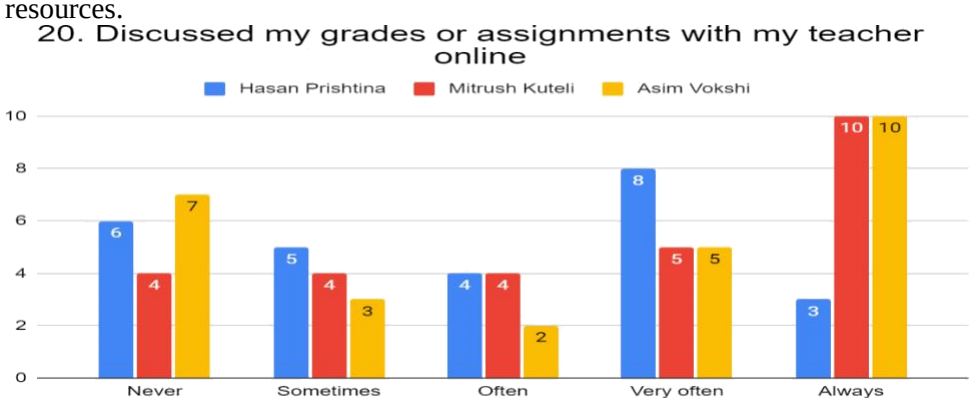

Figure 4.20: Online discussion about grades/assignments

As seen in Figure 4.20, 6 HP students, 4 MK and 7 AV students have discussed their grades or assignments with their teacher online; 5 HP, 4 MK, and 3 AV students have sometimes discussed their grades or assignments, 4 HP, 4 MK, and 2 AV students have often had this discussion in online class; 8 HP, 5 MK, and 5 AV students have very often; and 3 students from HP, 10 students from MK and 10 students from AV have always discussed their grades or assignments with their teacher during online classes. To prove, Dixson (2010) has stated that an interactive environment needs to include assignments and feedback for success.

Classroom Observations

There was no reluctance while conducting the research, thus the teachers of the three abovementioned schools were willing to participate in the study by allowing us to conduct classroom observations. The specific observation template for used to observe classes. The observation list aims to gather information on how an online English language class is conducted and focuses on noting how the teacher motivates and engages the students. The observation was conducted in three schools "Hasan Prishtina", "Asim Vokshi" and "Mitrush Kuteli" elementary public school.

As seen in Figure 4.35, the signs of effective planning were evident, with all instructional materials carefully selected to be age-appropriate, accessible, and engaging for the students. The teacher began by clearly introducing the learning goals, setting a clear purpose and direction for the lesson. Additionally, a variety of learning methods were incorporated, catering to different learning styles and preferences to ensure that all students could engage with the content meaningfully. Furthermore, the teacher structured the activities in a sequence that gradually built upon students" prior knowledge, fostering a deeper understanding of the topic. This well-organized approach not only made the lesson more interactive but also enhanced student engagement.

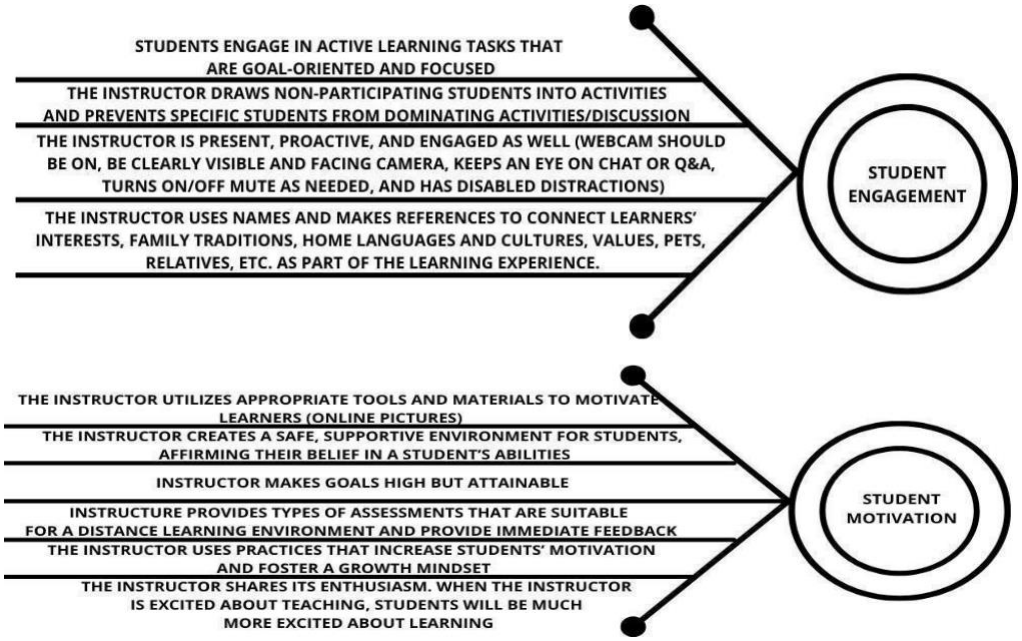

Figure 4.36: Completion of the observation list (Hasan Prishtina school)

As seen in Figure 4.36, the English teacher at HP school had planned the online class before and came with clear instructions, used materials that students had in hand, and had clear goals. The HP teacher left space for any questions students may have at the end of the class. Regarding engagement, the students were very active and focused; as for the motivation, the teacher's enthusiasm could be seen and this skill was the key for stimulating the students during the whole class.

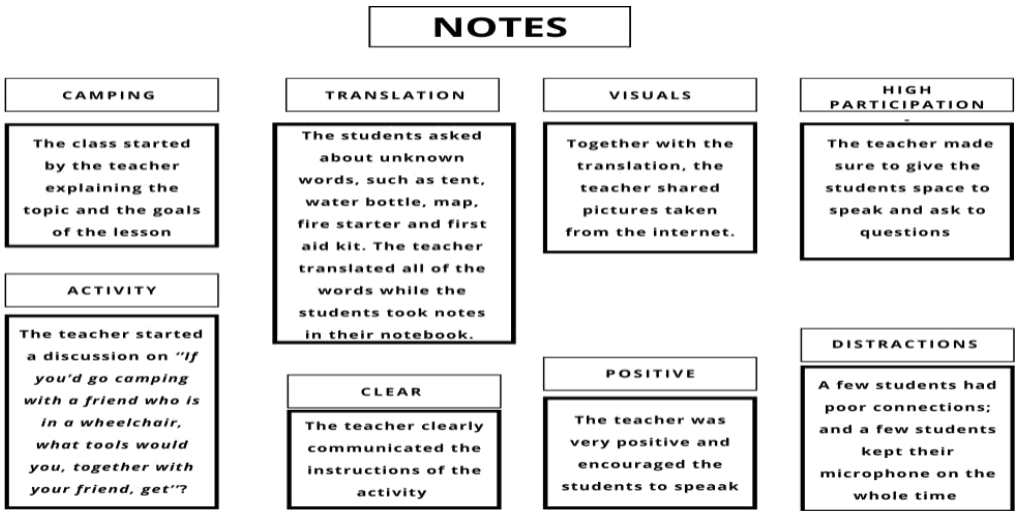

Figure 4.37: Notes that were taken during the online observation (Hasan Prishtina school)

Figure 4.37 shows the flow of the class, the activities, and some techniques noted during the observation. It was noticed that students enjoyed the presentation of the new words through pictures by the teacher and they enjoyed the meaningful discussion.

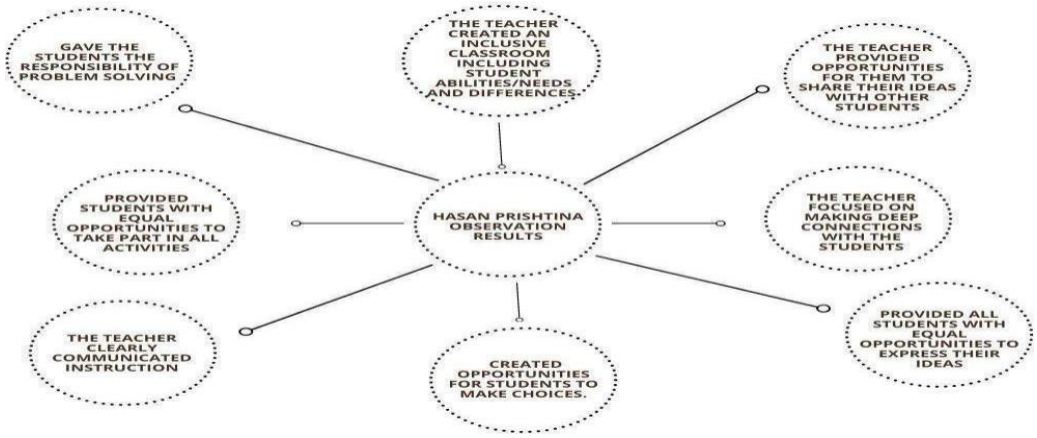

Figure 4.38: Observation results from online classroom observation (Hasan Prishtina school)

Figure 4.38 shows classroom observation results for the HP school, where our focus is the teachers' techniques and methods used for motivating and engaging the students during the online classroom. In detail, from the beginning of the online classroom, the teacher gave clear goals and instruction; at the same time the teacher tried on making connections with the students by being highly positive and asking them how they are doing; the teacher focused on having an inclusive classroom when opting for the discussion activity; next, the teacher tried to enhance the students‟ skills of problem-solving activities; then, the teacher provided same opportunities to discuss, make choices and every voice was heard with no distraction from other students.

Conclusion

This study sought to investigate the levels of student motivation and engagement in blended learning environments within high schools in Prishtina. Specifically, it aimed to assess how blended learning, which combines face-to-face instruction with online components, impacts students‟ participation, and commitment to learning. By examining various factors such as students‟ attitudes, and the influence of instructional methods, this research provides insight into how blended learning affects students‟ overall engagement and motivation in a high school setting.

Regarding the data collected on student engagement, the HP and MK teachers engage students in active learning activities; the HP and AV teachers prevent specific students to take too much time of sharing, and focus on giving every student a chance to share their opinion or idea; the HP and MK teachers continuously used the names of the students by inviting them to share, and the MK and AV teacher provided instructions before the task was given. In further detail, the HP teacher was actively present and engaged with the students. And, the MK teacher continually monitored the task; allowed students to have control over the activity; and cancelled disruptive behaviours immediately.

Additionally, concerning the student motivation, the results showed that the teachers of HP and MK provided tasks that were suitable for online classes and gave immediate feedback; the HP and MK provided tasks that fostered a growth mindset; the HP and MK shared their excitement about online teaching; the HP and MK used online resources to motivate their students; the HP and MK teachers created a safe environment for the students. In further detail, the HP teacher set high goals but reachable; the MK teacher maintained a friendly spirit between the students during the activity and pushed them to work together, and the AV teacher encouraged self-reflection.

Finally, the observation of the teachers of online classes, the teachers had in common a few methods. Concerning the instructional design, first, the teachers from HP, MK, and AV were prepared for the online class, meaning they had prepared the lesson plan before the online classes. Secondly, the teacher introduces the learning goals to the students orally or in written form. Thirdly, the online materials for the class were easily accessible and age-appropriate for 5th graders. Lastly, the materials used during the online class were the same as used in the classroom at school (the book and the notebook). Looking at the time management, the HP and AV teachers left time for questions at the

end of the online classroom. On the other hand, the MK teacher had prepared ahead to show a video related to the class topic and did not allocate time in the end for questions.

Regarding the first hypothesis introduced in this research, "The teachers find it more effective to use E-Learning rather than having regular classes at school" was not supported by the gathered data from the teachers‟ questionnaire. A high number of teachers disagreed with the statement. In detail, 30% of the teachers have been undecided and 38% of the teachers have disagreed. Textbooks are a great help for each course teacher, thus it gives all the plans, text, assignments, and tasks to cover a topic in detail.

Regarding the second hypothesis presented in this research, "During the online classes, teachers still depend and use the traditional teaching aids, such as textbooks and notebooks", was supported by the gathered data. 92% of the teachers have used the same class textbooks when teaching online; 38% of the teachers have asked students to use the same class textbooks during online classes as well; 38% of the teachers have asked students to take notes on their notebooks, and 7% of the teachers have required their students to use hard copy dictionaries.

Next, the third hypothesis regarding students in this research was "Students are more engaged during the online classes than during traditional classes", which was not supported by the gathered data from the students‟ questionnaire, with 56% of the answers being "Never". As result, despite the rapid growth of online learning, many elementary students state they still prefer the traditional classroom setting. It is well-known that the teacher plays an important role in students‟ motivation to learn.

The last hypothesis was supported by the gathered data of the students‟ questionnaire. "Students are highly motivated when teachers create a positive learning environment and present different interactive online activities and YouTube videos" 30% of the students strongly agreed that in cases when the teacher creates a positive learning environment, they get highly motivated, followed by 41% of the students who agreed with the statement.

To this very end, educators and policymakers can enhance blended learning environments to better support student engagement, thereby fostering a more interactive and motivating educational experience in high schools. Further research is recommended to explore additional factors that may influence student engagement in blended learning and to examine the long-term impact of such approaches on academic performance and overall student success.

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