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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
“Psychosocial factors affecting class participation in virtual EFL
environments in pine major students at UPSE.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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AND FOREIGN LANGUAGES**

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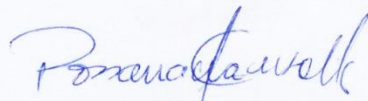
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ADVISOR'S APPROVAL

In my role as advisor of the research paper and title **“Psychosocial Factors Affecting Class Participation in Virtual EFL Environments in PINE Major Students at UPSE”** prepared by Edwin Fabian Rocafuerte Lindao y Sara Valentina Zambonino Funes, an undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

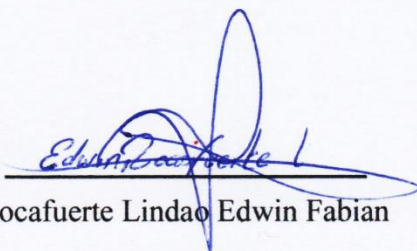


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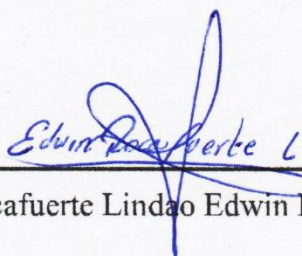


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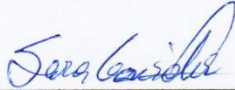


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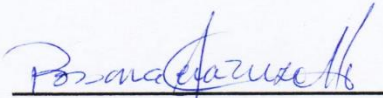
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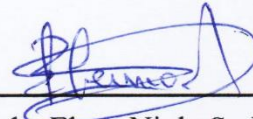
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Dedication

I would love to dedicate this research project to people I consider a great support to me in times of anguish, despair, joy, and success.

Mariuxi and Fabian, Mother and Father, I am sure you always believed in me, and I know you are proud of me at this time; this achievement is because of you and your effort, your honor, and your eternal wisdom. To my little brother, who still has a long way to go, I hope that this study research will be a clear example of perseverance so that he never gives up. I would never overlook my extensive and numerous family; thank you all for supporting me over and over. All that I am now is thanks to you and your influence on my life.

Friendship is not receiving; it is giving. Hence, I dedicate this to Michelle for keeping me afloat in every circumstance and never letting me fall; I would not be dedicating this feat to my loved ones without her unprecedented support during all these moments, which was vital to me. To Isabela, for being a great friend and companion over these years, giving me pleasant and memorable moments by her side. To my friends in class for having forged memories through four years that I will never forget.

This is for you.

With love,

Edwin Fabián

Dedication

I dedicate this research to everyone who faces their learning process in their daily lives and the academic context, and a thank you to myself for my endurance to get this far and to all the experiences that were part of my process as a student, it is just the beginning.

With love,

Sara

Abstract

The present research comes out with the idea to analyze how the students feel and what aspects are involved in this learning process during virtual EFL environments, applying a qualitative methodology to understand this complex area of human beings which are the psychological and social aspects affecting the learning process, the sample was PINE 2/1 students at UPSE who still work under this methodology.

According to the findings of the research and focus groups, most students experience contrasting emotions during virtual classes, including stress, anxiety, and discouragement. On the other side, new issues are introduced, such as inadequate communication between teachers and peers, which is vitally needed for learners to stay focused on their objectives and motivated. Psychosocial factors are becoming more significant in education since they play a role in the learning process as a core part of encouraging students to succeed.

Key words: Emotions, Virtual classes, Psychosocial factors, Stress

Resumen

La presente investigación surge con la idea de analizar cómo se sienten los estudiantes y qué aspectos están involucrados en este proceso de aprendizaje durante los entornos virtuales de EFL, aplicando una metodología cualitativa para comprender esta compleja área del ser humano que son los aspectos psicológicos y sociales que afectan el proceso de aprendizaje, la muestra fueron estudiantes de PINE 2/1 en UPSE que aún trabajan bajo esta metodología.

De acuerdo con los hallazgos de la investigación y los grupos focales, la mayoría de los estudiantes experimentan emociones contrastantes durante las clases virtuales, incluido el estrés, la ansiedad y el desánimo. Por otro lado, se introducen nuevos problemas, como la comunicación inadecuada entre profesores y compañeros, que es vitalmente necesaria para que los alumnos se mantengan enfocados en sus objetivos y motivados. Los factores psicosociales son cada vez más importantes en la educación, ya que desempeñan un papel en el proceso de aprendizaje como una parte central para alentar a los estudiantes a tener éxito.

Palabras clave: Emociones, Clases virtuales, Factores psicosociales, Estrés

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Introduction

The psychosocial environment of an educational institution is composed of several key elements, including the quality of personal relationships, the learning methods used, classroom management, and the well-being of teachers and students. A positive psychosocial environment at school creates an atmosphere conducive to effective teaching-learning. However, the arrival of the pandemic caused a radical change in the educational landscape, leading to the massive adoption of distance education, which considerably altered these variables. Virtual learning involves unique challenges for teachers and students, who adapt to new ways of teaching and learning, with direct implications on class participation.

In a study conducted by Krumrei-Mancuso, Newton, Kim, & Wilcox (2013, p. 21) titled Psychosocial factors predicting first-year college student success, data were collected from a major public research university in the Midwest, United States, focusing on first-year college students during the 2008-2009 academic year, revealing the relevance of participants' psychosocial variables in predicting success measures. Thus, identifying psychosocial variables early in higher education can lead to effective interventions during the critical period of students' first academic semester, even before course grades become available.

In today's education, the active participation of students in the learning process is a fundamental element for their academic and personal development. This research focuses on the issue of class participation in the virtual classroom of PINE students, Pedagogy of National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena (UPSE), and specifically, examining the psychosocial factors that affect such participation in this educational setting.

The research problem lies in understanding how the pandemic and the abrupt shift to virtual education have affected these psychosocial factors in PINE students at UPSE. Students experienced stress, low self-esteem, frustration, and a lack of social skills caused by confinement measures and global health emergency conditions. This research explores the degree of affectation in the psychosocial factors mentioned due to the worldwide lockdown within the educational context. The study focuses on four psychosocial factors identified as determinants of active participation in virtual English as a Foreign Language (EFL) environments: Self-efficacy, organization to study, stress and time management, and emotional satisfaction.

A qualitative approach is used through focus groups to address these issues, which allows us to obtain a profound and liberal perspective on the experiences and perceptions of students in the virtual classroom where the study population included just PINE major students. Furthermore, this study seeks to understand how psychosocial factors affect PINE students' virtual classroom participation at UPSE, offering a qualitative look to highlight the unique experiences and challenges students faced after the pandemic, identifying these factors and their impacts, it hopes to help to the creation of educational practices and tactics that are more successful and tailored to the needs of the era.

Chapter I

The Problem

1.1. Research topic

Class Participation and Virtual EFL Learning

1.2. Title of the project

Psychosocial factors affecting class participation in virtual EFL environments in PINE major students at UPSE.

1.3. Problem Statement

In 2020, many students faced virtual education for the first time; Consequently, communication issues and speaking anxiousness have come to light. Fear of language, known as glossophobia, is the fear of speaking in public. It can also be expressed as a person's cognitive anxiety when communicating with other people. College students may experience language anxiety and other psychological issues because of limited interaction between teachers, students, and classmates through virtual classes. In this regard, previous studies show an existing link between language anxiety and academic performance, having the previous one as a common obstacle to student learning success (Al Awaji et al., 2022, p. 2).

Teachers and students may find it difficult to adjust to virtual classes after attending in-person ones. In a traditional classroom setting, there are opportunities for face-to-face interaction, non-verbal cues, and spontaneous discussions that can help ease communication and foster class participation. However, these elements may be missing or diminished, leading to cognitive anxiousness and hindering class engagement in an online setting. Because students have to look after younger siblings or complete daily tasks, having trouble fitting in all their classes and finishing the semester (Guzman, 2021, p. 17).

According to Núñez Aguilar (2021, pág. 40), being in captivity has produced psychological effects on students, including stress, low self-esteem, despair, frustration, and a lack of social skills. Moreover, the adult plays a crucial role in assisting the learner in dealing with their emotional outbursts in response to a health emergency. This study aims to determine how a global lockdown in an educational setting changes particular psychosocial aspect.

Given the context of the PINE 2/1 course at the Universidad Estatal Peninsula de Santa Elena, it is pivotal to investigate how the abrupt change in modality has affected students' psychosocial characteristics and their ability to participate in virtual learning environments. Factors such as self-efficacy, organization to study, time and stress management, and emotional satisfaction may all play a role in determining class participation among these students.

Likewise, it will be necessary to collect information for this study through questionnaires, interviews, or other techniques that reflect students' experiences and viewpoints during the virtual learning time, examining how students perceive their language skills, self-efficacy in speaking English, and overall comfort in the online learning environment. Additionally, they can assess how various psychosocial factors interplay and influence class participation.

The findings of such a study could be valuable for educators and administrators in devising strategies to support students' psychosocial well-being and enhance class participation in virtual settings. As the education landscape continues to evolve, understanding and addressing the psychosocial factors affecting class participation can play a role in optimizing the virtual learning experience for EFL learners and other students alike.

In the State University of Santa Elena Peninsula, in the major of Pedagogía de los Idiomas Nacionales y Extranjeros 2/1, English II subject 2022-2, province of Santa Elena. Students went through this modality transition, having psychosocial factors affecting their teaching-learning

process at home, which is a consequence of COVID times. The purpose of this study is to focus on the psychosocial aspects of this population and analyze the teaching-learning process through class participation and the factors that influence this variable, starting from the statement that the PINE 2/1 course is virtual.

1.4. Problem question

1.4.1. General question

- What are the psychosocial aspects influencing student participation in virtual EFL environments?

1.4.2. Specific questions

- How do psychosocial factors affect the learning environment in a virtual context?
- How to promote class participation among PINE students by emphasizing the importance of organization to study, and time and stress management?
- How do self-efficacy and emotional satisfaction influence attention in online classes?

1.5. Objectives

1.5.1 General objective

- To analyze psychosocial aspects that affect class participation related to virtual learning environments.

1.5.2. Specific objectives

- To recognize how psychological and social factors affect virtual EFL environments among PINE major students.

- To describe the link among self-efficacy, organization to study, time and stress management, and emotional satisfaction with classroom performance.
- To determine the aspects that promote and enhance class participation in virtual classes through interviewing PINE students.

1.6. Justification

This research seeks to identify the psychological factors that influence students' participation in class within virtual learning environments outside the traditional academic setting. Consequently, engaging in such learning activities in an unsuitable environment becomes challenging. Unfortunately, this aspect of education is often left behind, and numerous distractions hinder effective information exchange. As a result, the importance of well-crafted communication skills is increasingly recognized, given the challenges posed by virtual classes, such as household responsibilities, family matters, external noises, and anxieties.

The study's objective is to identify the impact of various psychological and social characteristics associated with receiving online classes at home, including self-efficacy, study organization, stress and time management, and emotional satisfaction. The primary focus is identifying distinct differences in these variables that influence class participation in a virtual language course, such as English.

In addition to experiencing academic underperformance, students report having difficulty balancing compulsory academics and extracurricular activities. This issue may be brought on by the growth and dynamism of online learning, and the need for new students to adjust to the intellectual and social demands of university study (Ramírez & Rodríguez, 2021, p. 6). Considering this situation, it becomes crucial to the home circumstances that students encounter while attending classes. The lasting impact of the pandemic has led to the widespread adoption of

virtual learning, offering flexibility and adaptability for many majors. Nonetheless, certain home-related factors pose challenges since students have diverse needs, and not everyone has an ideal environment to focus on their studies effectively.

The research feasibility is guaranteed as we possess all the required financial, human, and informational resources to initiate and support its development. The hybrid learning model is prevalent across many university majors, which increases its methodological significance and makes it a helpful resource for future research on latent psychological components of our academic framework. Furthermore, analyzing data from this timeframe and adhering to the criteria set during this research effort will enable effective comparisons with studies conducted before and after the pandemic.

This research contributes to ongoing national-level studies focusing on the province of Santa Elena. It explores the incidence of psychosocial factors that impact significant learning outcomes in the virtual environment, which has become a prominent aspect of education since the lockdown, observing that even in 2023, are still courses that offer virtually.

Chapter II

Theoretical Framework

First and foremost, UNESCO (2020) mentions some key elements that contribute to the school's psycho-social environment: The quality of personal relationships, the methods employed in the learning process, classroom management, teacher and student well-being, and social and emotional education. Concerning this, a positive psycho-social environment in the school contributes to an appropriate atmosphere for effective teaching-learning, by contrast, when it comes to distance learning, these variables change totally.

2.1. Pedagogical basis

2.1.1. *Theory of Bandura*

The patterns and factors involved in human behavior have been the subject of research for decades to seek answers to improve methods in the educational system. In 1950, the German psychologist and psychoanalyst Erik Erikson explained the theory of psychosocial development, which defines eight different life stages that people go through. These stages occur from birth to old age (Network-Press.Org, 2009). From this study, other contemporary studies have emerged, such as Bandura.

Albert Bandura, a distinguished psychologist known for theories such as self-efficacy and social learning, has made meaningful contributions to academics. Besides direct observation, Bandura states that modeling other people's behavior can also perform as a way of indirect observation. This social learning theory emphasizes how psychosocial factors, such as role models and social influences, can mold behavior and skill obtainment.

The studies by Bandura and his collaborators show that imitation or observation of models has three main effects. First, the observer can acquire new responses that previously did not exist

in their repertoire. Secondly, the monitoring of Second, model observation may strengthen or weaken inhibitory responses. By third, the inspection of third, the observance of a model may sometimes evoke previously learned emulation responses in the observer simply because the perception of acts of any specific type serves as a trigger for replies of the same category. This effect is called provocation or social facilitation (Valdeiglesias, pág. 22).

In brief, Bandura introduced the notion of self-efficacy, which pertains to an individual's confidence in their capability to succeed in particular tasks. This element influences motivation, perseverance, and academic accomplishments, underscoring its importance as a psychosocial factor in education. Bandura's perspectives impact comprehension of how individuals learn and develop, with practical implications encompassing diverse domains, including education, psychology, and the social sciences.

2.1.2. Theory of Lave and Wenger

Sociologists Jean Lave and Etienne Wenger are well known for their work concerning the theory of communities of practice and situated learning. This approach highlights the importance of active participation in specific social and cultural contexts for learning and skill development. Situated learning is an educational approach based on the idea that learning is most effective in authentic and relevant contexts. It emphasizes giving students practical and meaningful experiences so they may put their knowledge to use in the real world, promoting active student participation, collaboration with others, and collective knowledge construction (Lave & Wenger, 1991, págs. 32-33).

Lave and Wenger also argue that learning is a social and collaborative process that occurs through participation in communities of practice, also called CoP. A group of people who share a common interest, who share a common interest, engage in joint activities and share knowledge

and experiences. These communities of practice provide a social environment where individuals can participate, learn and develop skills through interaction with other members. Andrew (2008, p. 8) states “CoPs as a gateway to informal professional learning, suggesting that, when embedded in the workplace, they can create an identity and give meaning to professional practice”.

Communities of practice theory have been applied in traditional classroom settings to stimulate student cooperation and active learning. However, withinside online learning environments, this theory has been employed through digital platforms and tools that encourage collaboration and interaction (Fallah et al., 2021, pp. 4-5). Despite the evident lack of physical interaction, students would participate in online forums, virtual working groups, and group projects, facilitating communication and enabling communities of practice outside of physical borders.

2.2. Theoretical Basis

2.2.1. Psychosocial approach

Psychology encompasses various aspects such as emotions, behavioral habits, cognition, and relationships, all falling within the scope of psychology. Applying psychology in education and teaching can benefit growth, particularly in modern students living in the information era (Liu et al., 2023). On the other hand, Social aspects emerge as paramount, enveloping group participation, fostering close and warm relationships, and engaging in communication. These social dimensions evoke a sense of enjoyment that transcends gender and age (Engels & Freund, 2020). In this way, the term ‘psychosocial’ refers to the dynamic relationship between the psychological aspects and our broader social experience, such as relationships, family, and community networks (Abdulsalam & Manu, 2021).

The psychosocial approach is a way of approaching the human being that inspires a set of practices, values, and intervention strategies from psychology, considering the relationship between the person and the context as a crucial aspect. As for the theoretical approaches adopted, these are characterized by openness, generalist, and pluralistic character, considering all the alternatives at the service of practice and human welfare. Social commitment has a connection with the psychosocial approach, that is to say, with a notable sensitivity towards vulnerable sectors of society. Through a holistic picture of humans, it also views well-being, diversity, and human dignity as core ethical ideals (Quintana-Abello, 2018).

In connection to the fundamentals of education, psychosocial factors are one of the most extensive concerns, defining the factors involved in classroom management. Showing real situations with which a teacher must coexist daily, a correct selection of objectives and curricular contents is essential, as well as the acquisition of teaching strategies adequate to the characteristics of the knowledge construction processes and the individual differences of the students (Puerta González, 2017, p. 24).

During the COVID-19 pandemic, the present challenge lies in dealing with a new paradigm that defines different psychosocial elements. The determined conditions inside educational settings are related to the contents, didactic and pedagogical strategies, attitudes, and affective relationships between teachers and students, which can favor or hinder knowledge acquisition inside and outside the classroom (Alarcón, 2016). As a result, one of the most distorted points concerning the pedagogical basis was the affective relationships dissolved by the pandemic and the confinement. The educational environment not only had a change but also a distorted reality.

2.2.2. Class participation

Class participation is a fundamental component of the educational process that actively engages students in the learning environment. It refers to the direct interaction of students with academic content, the teacher, and their classmates during classroom activities and discussions (Khan et al., 2022, pp. 25-26).

Class participation offers several benefits. First, it boosts students' engagement and attention, allowing them to be actively involved in the learning process, which increases their interest, motivation, retention, and understanding of information. In addition, participation in group discussions and activities develops cognitive and social skills by allowing students to express ideas, argue, and listen to different perspectives. It also fosters an inclusive and stimulating atmosphere by encouraging diversity of opinions and experiences, enriching the teaching-learning process (Wonder, 2021, p. 4).

For the record, several educational theories are the foundation for class participation. First, in the view of constructivism, learning is an active process in which students build their knowledge by engaging in relevant tasks and interacting with others. Social learning theory highlights that students learn by observing and emulating the behavior of their peers and teachers, which influences the creation of a collaborative environment (Pudjiarti et al., 2023, p. 3). At last, situated learning theory emphasizes that learning is most effective in legitimate contexts.

To gain a more comprehensive understanding of student engagement and its impact on the learning environment, it is necessary the analysis of various aspects to determine the level of student engagement. The frequency of questions and answers from students, along with their regular and punctual attendance in class, are factors to consider when evaluating participation. In addition, the quality of these contributions is essential, considering the level of reflection,

argumentation, use of evidence, and connection with academic content (Bermudez et al., 2021, p. 36). Collaboration and teamwork in group activities are also vital, taking into account the ability to work well with others or the willingness to consider different perspectives of the group.

2.2.3. Virtual EFL environments

Mayer and their colleagues established e-learning design principles that focus on reducing irrelevant cognitive load and introducing relevant and distinctive ones at a suitable level for users. Starting with the conception of cognitive load theory, researchers developed a set of principles that make up e-learning theory, involving the amount of mental effort involved in working memory, which falls into three categories: relevant, internal, and external (Mayer, 2022).

However, it is not the beginning of the history of virtual environments. The first generation of distance learning took place in distance learning courses of the 20s cause of the railroads' developments that made the postal service more reliable and faster. Lack of interaction in these classes was a defining feature in the beginning and during the lessons since students completed the assignments and sent the e-mails back to teachers. Before the First World War, American universities began to offer Correspondence surveys of adults living abroad at University. Traditional college courses resisted adopting distance learning due to a high frequency of questions dropping out and low academic performance (Jardines, 2009).

Adding with more recent scholarship where great authors such as Richard e Clark succeeded who defined virtual education in modern times as a medium in which communication between the teacher and the student is to be facilitated by printed, electronic, mechanical or other material, electronic, mechanical or other devices to which technology is incorporated as a vehicle to facilitate the educational process. (Palmera, 2016).

2.3. Variables of the study

2.3.1. Independent variables

Self-efficacy.

Self-efficacy is a psychological concept proposed by Albert Bandura that relates to beliefs and perceptions held by individuals in their ability to complete an activity or accomplish goals. The term significantly affects various aspects of a person's life, including academic, work, athletic, and personal performance (Matovu, 2020, p. 3). In this sense, people would not possess skills and knowledge but also beliefs and perceptions about their capacity.

When students are confident in their capacity to learn and face academic obstacles, they demonstrate high self-efficacy in the classroom. This confidence drives them to set ambitious goals, persevere in studying, seek help when needed, and use effective learning strategies. On the other hand, students with low self-efficacy may experience doubts about their ability to learn and succeed academically. This lack of confidence can result in lower motivation, or the worst case, depression (Matovu, 2020, p. 3).

In closing, self-efficacy is considered a psychological factor because of its intrapersonal nature and impact on behavior and social relationships. As a component of personal beliefs, self-efficacy affects how people perceive and evaluate their competence in various situations, having significant social and psychological implications.

Organization to Study.

Organizations are a global topic that is present everywhere. They impact practically every element of human existence, including conception, development, learning, employment, and even mortality (Hodge et al., 2008). Our understanding of the complexity of organizations and

organizational life is often limited. However, one of the largest organizations we all have to obey is the government, usually determined by the supreme law of the land, the Constitution.

Some researchers (in what came to be known as the human relations school began to examine the social-human aspects of an organization. They preferred the normative one over the descriptive approach, which means a shift in focus from what organizations thought to be to what organizations were in reality. They also began to focus on worker satisfaction, believing that the key to organizational effectiveness is a satisfied workforce (Mwangeka, 2020).

Organization is a word with a wide range of connotations, the classification of society one of them. Introducing education is not something complex because education, society, and organization are indispensable complements for the execution of satisfactory syllabuses or educational curricula within school planning, something that gave a significant workload for the dynamic study, and considering COVID-19 pandemic, many studying methods and organizations were visualized, including multitasking.

Although the term organization arose from a philosophical tradition that saw social systems as history-dependent organisms, the earliest contributions to organization theory portrayed organizations as machine-like systems. It is said little about how organizations might reflect history or temporary environmental conditions (Starbuck, 2003).

According to Laegaard (2006) “The diversity of isolated theories within organizational theory may be related to these levels of analysis. The earliest organizational studies were based on the social-psychological level. On the basis of early studies by Max Weber, the structural level became widespread”.

Time and Stress Management.

Time management involves allocating time effectively for tasks and obligations aligned with personal desires and needs. This factor aids in distinguishing between urgent matters and those that can wait. Acquiring the skill of managing time and responsibilities may prove challenging; however, it leads to increased convenience, fulfillment in life, and reduced stress. One of the main learning objectives involves recognizing and mitigating stress within oneself and others, assuming control over one's mental state, and positively influencing individual and team performance (Promise and Training, 2020).

While it is true that this dilemma collapsed during the pandemic, this is not an educational period in which socio-affective strategies are missing and only the curriculum is maintained, recalling that these strategies support students in learning a new language like English, helping them to concentrate, develop skills, and make their learning efforts worthwhile (Neira, 2022, p. 41). The connection between time and stress management is learning to manage time correctly to be more productive and avoid feeling stressed. If students know how to control their time appropriately, tasks seem undemanding and stress-free (Counseling and Psychiatry, 2020).

The variety of stress-reduction techniques available, alongside the wide range of health outcome measures in stress intervention studies, makes it difficult to draw firm conclusions about the efficacy of these techniques and their respective outcomes. Also, the quality of the methodology varied substantially among studies, highlighting that the most constructive results across the various health outcomes came from two or more techniques involved. These interventions consistently proved effective in influencing job-related outcomes, such as absenteeism or job satisfaction (Murphy, 1996).

Emotional satisfaction.

Emotional satisfaction pertains to the contentment and fulfillment individuals derive from their emotions and feelings. It encompasses the capacity to experience positive and negative emotions and keep them in balance (Alves, 2023, p. 5). Furthermore, one's disposition toward life circumstances plays a vital role in achieving this balance, fulfilling basic emotional needs, including a sense of belonging, personal achievement, and authenticity. Consequently, individuals who experience emotional satisfaction often enjoy an improved quality of life and greater psychological well-being (Trigueros et al., 2019, p. 7).

When students encounter emotional satisfaction within educational settings, they experience a sense of safety, engagement, and happiness, ultimately fostering an environment that supports effective learning (Krumrei-Mancuso et al., 2013, p. 24). Moreover, emotional satisfaction is closely tied to intrinsic motivation, propelling students to increase engagement and display a positive attitude toward the learning journey (Díaz, 2016, p. 20). Social relationships and emotional support are paramount to students' emotional satisfaction, offering them a sense of belonging and reassurance. On top of that, emotional satisfaction has a notable influence on academic performance, as students demonstrate a greater willingness to confront challenges and persevere in their academic endeavors.

Emotional satisfaction as a psychosocial factor is closely related to other psychological and social aspects, such as self-esteem and resilience. Within an individual level, it connects to subjective well-being, self-image, and emotional self-regulation. Socially, it influences the quality of interpersonal relationships, community participation, and perceived social support.

2.3.2. Dependent variable

Class participation as a dependent variable.

Class participation is a dependent variable that is susceptible to a variety of psychosocial influences. Social and psychological factors contribute to the student's involvement and engagement in the educational environment, encompassing various determinants that shape the extent to which students actively participate in their learning experience, especially when students perceive a positive social environment.

Chapter III

Methodological Framework

3.1. Methods

Outside of the conventional and academic social sciences, qualitative research methods are experiencing a rise in popularity, especially within public health and international development research. While quantitative research methods dominate these fields, researchers are incorporating an extensive range of methodologies to address public health challenges. Within this approach to applied research, qualitative methods have emerged as indispensable tools for their valuable insights into the viewpoints and perspectives of the study populations. (Mack et al., 2005).

Qualitative research excels in intricate textual portrayals of individuals' experiences regarding a specific research matter. It illuminates the human dimension of an issue, encompassing the frequently conflicting behaviors, beliefs, opinions, emotions, and relationships exhibited by individuals. Moreover, qualitative methods effectively uncover intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose significance may not be immediately apparent in the research title. When combined with quantitative methods, qualitative research assists in interpreting and enhancing our understanding of complex realities associated with a given situation, complementing the insights derived from quantitative data.

While qualitative data findings extend to individuals who share similar characteristics with the study population, the emphasis lies more on obtaining a comprehensive understanding of a specific social context or phenomenon rather than producing generalized data across different geographical areas or communities. In this regard, qualitative research diverges slightly from the broader realm of scientific research (Mack, 2013).

Consequently, by addressing the social and psychological aspects that affected students in a given population, this research preserves the essence of the qualitative research method that looks for solutions that can present an equitable point of view, covering the factors that affected students.

3.2. Type of Research

According to Duquesne University (2007), Phenomenology aids in comprehending the significance of people's lived experiences. A study employing a phenomenological approach delves into the specific experiences of individuals and emphasizes their encounters with a particular phenomenon. Given its philosophical roots, phenomenology forms a solid basis for understanding such matters.

Furthermore, phenomenological studies provide in-depth observations about individual circumstances that are not easily generalizable in the same manner as survey research often claims to be. The validity of broad theories developed from phenomenological observations depends on transparency. Specifically, the reader should be able to navigate through the data and understand the process through which the researcher arrived at interpretations, enabling them to connect the data with the theories (Lester, 1999).

A recent development exemplifies this gap between psychology and psychosocial studies within British universities, namely the establishment of the Centre for Psychosocial Studies at the University of the West of England. This center adopts prominently on social theory and group relations, drawing its foundations from the application of psychoanalysis within the cultural realm. The following statement about itself makes it clear that this is not a psychological initiative in the usual disciplinary sense: Our attention additionally focuses on implementing these perspectives in organizational, social, and political matters, plus exploring the reciprocal influence between psychoanalysis and modern social and political theory (Frosh, 2003).

3.3. Data Collection Techniques

3.3.1. Focus Group

“The focus group technique is a research method that allows for the collection of qualitative data through a group discussion. It enables the gathering of potentially hidden information through the interactions between participants” (Borsotto et al., 2023, p. 6).

Focus groups are rooted in qualitative epistemology, highlighting the need to point out distinctions between the qualitative and quantitative approaches. Traditional social science research typically follows a conventional process where a theoretical model is constructed based on empirical evidence. This model serves as the starting point since researchers derive, analyze and draw conclusions from it. The goal is to achieve data representativeness. Additionally, complex relationships are often broken down into isolated variables to examine their effects, with the data consistently subjected to empirical analysis.

The findings of the focus group investigation are solid and resilient. When participants actively engage in the study and skilled moderators facilitate the discussions, the results can clarify significant matters. While physical data holds importance in marketing settings, it does not always provide a comprehensive overview. In contrast, focus groups assist companies in comprehending the larger context and gaining a deeper understanding of the perspectives shared by the interviewees.

The emergence of the focus group technique as a qualitative data collection approach has served as a bridge between scientific research and local knowledge. Focus group discussions are recognized as a cost-effective and promising alternative to participatory research, providing a platform for diverse paradigms and worldviews. Sociologists and psychologists have utilized this method since the 1940s (Bagiu et al., 2020, p. 4).

3.4. Instruments

3.4.1. Questionnaire

Questionnaires are typically paper-based or transmitted electronically, involving all participants answering several questions. Once created, it is simple to send the questionnaire to many individuals. However, a large number of participants also means a large amount of data to code and analyze. Interviews, on the other hand, are usually one-on-one. They require investigators to spend considerable time conducting interviews and transcribing and coding data. Even though it is impossible to completely understand one participant's perspective, as in an interview, group discussions often provide data on service in a shorter period than an individual interview (Cox, 2008).

The questionnaire, comprising eight questions, will be appended in the final section. These questions aim to explore the psychosocial factors influencing class participation. The interviewees will have the opportunity to openly express their thoughts and emotions because the questions will be open-ended, basing them on their experiences in virtual classes during the lockdown period and their performance in second language acquisition.

3.4.2. Interview

Interviews hold a prominent position within the qualitative paradigm and are widely utilized in qualitative research. Scholars perceive them as the primary method for gathering information on participants' experiences, understandings, and opinions related to a specific phenomenon or research question (Self, 2021). This instrument facilitates the way to obtain opinions or verbal answers on a problem from which questions were drawn based on this. Since it works through dialogue, performing them would facilitate the work of the researcher and the study subject.

The research questions are a fundamental tool that goes hand in hand with the interview, being the skeleton of oneself, and in turn, they work by themselves to find a concrete answer to a well-posed question. This instrument contains theoretical concepts that seek to be explained by an individual through perceptions, enhancing opinions, or judgments that contribute to the research. In qualitative research, questions explore broader arguments and establish a general perspective in response to a specific problem.

Researchers characterize a qualitative interview as a method of gathering data where an interviewer poses questions to an interviewee, in-person or remotely. It is a conceptual and theoretical approach that focuses on the meanings attached to life experiences by the interviewees. Researchers can conduct data collection through various methods based on these descriptions (Saarijärvi & Bratt, 2021). In this case, the study investigates how psychosocial factors impact class participation, the scope of the topic, the factors involved, and how to address it with a certain degree of precision and if it were theoretical or applied research.

3.5. Data Collection Processing and Resources

Table 1

Basic Questions and Explanation

Basic Questions	Explanation
<i>What?</i>	Project based Approach
<i>Where?</i>	In PINE major students at Universidad Estatal Península de “Santa Elena”
<i>When?</i>	2023 – 1
<i>How?</i>	Focus Group
<i>What for?</i>	To diagnose how psychosocial factors, affect class participation in virtual EFL environments.

Note. The presented table outlines the necessary resources for the successful execution of this research project. Each key point is specified to ensure the attainment of the research objective.

3.5.1. Population and Sample

The population and sample selected for this research are students of the major Pedagogía de los Idiomas Nacionales e Internacionales (PINE) from Universidad Estatal Península de Santa Elena, parallel 2/1, who continue in virtual modality this semester. Eight people out of thirty-five between the ages of 19 and 21 made up the sample. The average age of participants was 20 years and 60% of the participants were women, and 40% were men.

Chapter IV

Analysis of Findings

5.1. Report of the questions

After conducting a focus group with the chosen sample to gather qualitative data, the coding of the responses utilized a matrix that captured the relationships between different analysis categories. The collected qualitative data will be analyzed in sections, allowing precise examination of the specific aspects identified by the students regarding psychosocial factors that influence their participation in virtual classes where the interviewees discussed their ideas and past experiences concerning the subject matter.

Table 2

Emotions and Aspects to consider in Class Participation

Category		
Number of participants	Emotions that affect Class Participation	Aspects that motivate Class Participation
Speaker 1	Frustration and stress due to lack of guidance and support from the teacher	Good response or reaction from the teacher
Speaker 2	Stress, doubt, and fear hinder effective participation	Good motivation and teaching methodology as factors that would serve students better
Speaker 3	Nervousness and concern about making mistakes or not knowing the correct answer	More dynamic classes to encourage participation

Speaker 4	Anxiety, depression, and stress due to remote learning during the pandemic	Teachers invest time in creating understandable educational strategies
Speaker 5	Lack of interest due to teachers' lack of effort in explaining classes	The excitement when understanding something, which brings more motivation to continue learning
Speaker 6	Confusion, boredom, and lack of motivation in virtual classes	Didactic teachers and participatory classes involving all students
Speaker 7	Discouragement and lack of effort and concentration in classes	Teacher's interest in the class
Speaker 8	Lack of interest, sometimes engaging in other activities during class and not paying attention	Clear explanations and more interaction to ensure student engagement

Note. This table summarizes the responses of different speakers regarding the emotions that affect class participation and the factors that motivate it.

Table 3

Psychosocial Factors affecting Class Participation

Category		
Number of participants	Psychological factors affecting Class Participation in virtual EFL environments.	Social factors affecting Class Participation in virtual EFL environments.
Speaker 1	Negative impact on self-esteem by teachers affecting everyone's emotions	Lack of interaction in virtual classes leading to asocial behavior

Speaker 2	Lack of good teaching causing stress and demotivation in students	Influence of family environment on participation
Speaker 3	Stress from not understanding the class content affecting participation	Lack of socialization and reduced focus at home compared to a classroom setting
Speaker 4	Teacher's behavior impacting individuals with psychological trauma and potentially leading to school dropout	Importance of interaction for personal development and professional performance
Speaker 5	Anxiety about making mistakes or appearing ridiculous in front of others affecting participation	Communication between teachers and students contributing to higher performance
Speaker 6	Self-confidence and self-efficacy as essential for external functioning	Social interaction with teachers and peers for enhanced learning
Speaker 7	Feeling downcast and discouraged due to uncertainty in participation	Influence and motivation from friends and family in learning and effort
Speaker 8	Importance of self-confidence in class participation and making fewer mistakes	Family support and interest as a motivating factor in learning

Note. The table provides a summary of the psychosocial factors affecting class participation in virtual English as a Foreign Language (EFL) environments. The participants share their insights on various aspects related to class participation.

Table 4

Variables of the Study

Category				
Number of participants	Self-efficacy	Emotional Satisfaction	Organization to Study	Time and Stress Management
Speaker 1	Interconnected with self-esteem, leading to motivation and concentration	Sadness, depression, and anxiety demotivate and affect attention	Difficulty managing time due to extracurricular activities affecting learning	Balancing time and stress in allocated hours for forums and platform activities
Speaker 2	Related to self-esteem, giving confidence in one's abilities	Mood greatly influences attention, with sadness leading to disengagement	Lack of effective planning leading to disorganization and difficulty in self-education	Time and stress management depends on individual efforts
Speaker 3	Essential for expressing oneself and trusting abilities	Frustration due to not understanding classes leading to emotional dissatisfaction	Focusing on class hours for planning	Impatience and anger arise during group work due to the desire for organization
Speaker 4	Crucial for student development and class participation	Influence of mood on activities, with a significant impact on performance	Acknowledging different possibilities but emphasizing the importance of planning and effort	Insufficient time leading to high stress levels and potential nervous breakdowns

Speaker 5	Vital alongside self-esteem for progress and achievement	Lack of emotional satisfaction with virtual classes, preferring self-learning	Allocating 1 to 2 hours daily for activities and self-learning	Stress caused by surprise activities and time constraints in virtual classes
Speaker 6	Trusting oneself and believing in abilities lead to self-efficacy	Self-efficacy contributes to activity completion and well-being	Dedication to activities and autonomous learning, especially on topics not fully covered in classes	Understanding the importance of stress management for effective activity completion and well-being
Speaker 7	Importance of integrating self-efficacy and self-esteem for better learning	Inconsistent emotional satisfaction due to occasional difficulty in understanding classes	Setting aside time after virtual classes for additional learning through videos and online platforms	Prioritizing planning and effective time distribution since the beginning of studies
Speaker 8	Self-efficacy results from self-awareness and recognizing abilities	Attention and understanding contribute to emotional satisfaction in classes	Effort to distribute time well and engage in additional learning activities	Handling stress and its impact on activity development and overall well-being

Note. The table provides a summary of participants' perspectives on the variables of the study. It offers insights into the interconnections between these factors and their influence on class participation.

5.2. Interpretation of data from the focus group

Emotions and aspects to consider in Class Participation

The responses reveal that students experience negative emotions such as stress, anxiety, frustration, depression, confusion, boredom, and lack of motivation during virtual classes. These emotions affect their class participation and engagement, as they can decrease interest and concentration.

Four of the eight speakers expressed frustration at the lack of good teaching and guidance from teachers. They mentioned that this hinders their participation and prevents them from getting the best out of themselves, negatively affecting their learning experience.

- Speaker 1: Developing self-learning without knowing how to cope and without a good teacher's guidance makes you desperate and stressful.
- Speaker 5: Teachers do not put as much effort into explaining their classes, and this affects my excitement for participation because I do not feel so much interest.

Based on the answers provided in question number 2, the aspects that could motivate students the most when participating in classes from highest to lowest frequency of response are appreciated here:

1. Motivation and teaching methodology.
2. Dynamism and Active participation.
3. Interest and commitment of the teacher.

Four of the eight speakers shared an opinion on motivation and teaching methodology. These speakers stressed the significance of the teacher's motive, which works in parallel with effectual methods to keep students interested.

- Speaker 5: When I understand something, I get too excited, and that brings more encouragement to be able to continue motivated in learning.

Three of the eight speakers mentioned the need for more dynamic and participatory classes. These speakers expressed that virtual lessons should be more interactive, allowing greater participation of both teacher and students, which would help maintain their interest and motivation.

- Speaker 4: It would be better to have more dynamic classes, get out of the routine, and that the teacher reaches a point where the students can start acquiring knowledge without being ignored.

Psychosocial factors affecting Class Participation in virtual EFL environments

After analyzing the answers of the eight speakers based on two different questions related to the psychological and social factors that affect participation in virtual classes, there are some significant findings:

Three of the eight speakers agree that lack of self-confidence or self-efficacy is a factor that affects participation. If students do not feel confident in their knowledge or do not understand the classes well, this limits their active participation in classes.

- Speaker 6: Based on self-confidence, if you do not trust yourself or your capacity, which means self-efficacy, you will not be able to function externally.
- Speaker 7: If one does not feel safe participating, one does not know what to say, and here is where one feels downcast and discouraged.

Three of the eight speakers mentioned that stress and anxiety are two prevalent factors that harm participation. In both cases, stress and anxiety arise from difficulty understanding the classes, the fear of making mistakes, or feeling incapable of keeping up the pace of learning.

- Speaker 4: Remember that not everyone knows what people live at home. Most people get stressed, angry and have many emotions to handle.
- Speaker 5: I think that anxiety during classes is a real problem. I feel anxious participating because I do not know if I am making a mistake or being ridiculous in front of everyone.

In this section, the participants expressed that anxiety, stress, and lack of self-efficacy can negatively impact their participation in virtual classes. Anxiety and fear of making mistakes or being judged can limit their active participation in class discussions. Besides, self-confidence can cause them to doubt their abilities and feel insecure about participating.

Regarding social factors, the speakers call attention to the interaction with classmates and teachers. The absence of effective communication and emotional support from teachers directly influences their class participation. Likewise, family conflicts and emotional stress in the home environment may shape their ability to concentrate and participate effectively in virtual learning environments.

Six of the eight speakers mention that the lack of interaction and communication with teachers and peers is a factor that negatively affects their participation. They point out that virtual classes limit opportunities to interact and ask questions in real-time, mentioning that teachers establish barriers in communication by directing students through intermediaries, making it difficult to express concerns and opinions.

- Speaker 1: When virtual class, you do not feel free to express yourself or give your point of view to the teacher.
- Speaker 6: Social interaction with teachers is as fundamental as with peers because we can achieve higher learning there.

Five of the eight speakers believe that the family environment and relationships with parents also determine participation in virtual classes. The speakers mentioned that an obstructive family environment can generate stress and emotions that affect academic performance and concentration. On the other hand, a positive and supportive home environment can motivate students to keep learning and struggling.

- Speaker 7: I have friends and family that influence too much and motivate me to continue learning, to put more effort when I am in classes, and when self-learning.
- Speaker 8: Everything starts from home. It is the weightier support that one can have from the family. If there is interest in what we are doing, it will motivate us.

Variables of the study

Self-efficacy.

The analysis of the speakers' responses reveals some essential points about the perception of the role of self-efficacy in attention and participation in virtual classes, as well as its relationship with self-esteem:

Four of eight speakers recognize the importance of self-efficacy in attention and participation in virtual classes. According to them, self-efficacy and self-esteem are fundamental for the development of the student and their active class participation. They also stress that self-confidence is essential to achieving academic success.

- Speaker 4: Both self-efficacy and self-esteem are very important when participating in class and achieving student development. Beyond the psychological aspect, some people often self-sabotage because of fear and social pressure.
- Speaker 7 It is paramount to take these two factors by hand in our learning since it helps us to develop better in what we are studying.

Emotional Satisfaction.

Based on the answers provided by the speakers, when students actively participate in class, a range of viewpoints and experiences are reflected concerning mood and emotional satisfaction:

Four of the eight speakers shared opinions related to emotional satisfaction in classes. These speakers expressed anger, dissatisfaction, and frustration due to a lack of understanding of the content, and a lack of full explanations of topics, showing a preference for a more self-taught approach to learning caused by virtual classes.

- Speaker 5: I don't feel emotionally satisfied with virtual classes. I prefer to be more self-taught.
- Speaker 6: As for the emotional satisfaction with virtuality, the hours of classes are decreasing. The teacher will not explain a whole topic in a few hours, and sometimes my classmates are left with doubts.

Organization to Study.

Approaches and difficulties in organizing and planning study time vary among speakers. Some face obstacles due to extracurricular activities, lack of planning skills, or job responsibilities, while others show a proactive attitude toward autonomous learning. Awareness of the importance of good planning seems to be present in some responses, although individual circumstances may limit the ability to implement it effectively.

Three speakers expressed the importance of good organization and planning to achieve satisfactory academic performance. They recognize that effective planning is necessary to reach well-crafted academic results.

- Speaker 4: Let's be aware that not everyone has the possibilities, but the effort is still in planning over time, mainly because good planning is necessary.

- Speaker 5: After finishing classes and taking a good break, I put in one to two hours a day, depending on whether I am busy.

Time and Stress Management.

focus group shows a range of responses regarding how time management and stress affect participation and engagement during virtual classes. Some speakers acknowledge the negative impact of stress and lack of time, while others point out that they can manage stress and arrange their time effectively.

Three of the eight speakers share that time management and stress can significantly affect their participation and engagement in virtual classes, highlighting that effective stress management is necessary for proper participation and engagement in virtual environments.

- Speaker 2: Time and stress management affect too much, but it depends on ourselves.
- Speaker 4: Like many people, we have responsibilities, and when time is not enough, stress is felt at its maximum, so much so that suddenly someone can even have a nervous breakdown.

5.3. Analysis and discussion of the focus group vs bibliographic review

One of the broadest concerns in education is psychosocial factors (Gonzalez, pág. 24). In the responses of the speakers, the presence of emotions such as stress, frustration, and lack of motivation is evident may be related to psychological and social aspects. The interviewees also highlighted the importance of proper teacher guidance and teacher engagement to motivate students and foster a more effective learning environment.

UNESCO (2020) mentions some key elements contributing to a school's psychosocial environment. Concerning this, a positive psychosocial environment in the school provides an

appropriate atmosphere for effective teaching. In the focus group, several speakers expressed a lack of guidance, and inadequate education could be attached to the lack of effective methods in the learning process during virtual classes.

Additionally, Wonder (2021, p. 4) emphasizes that class participation increases students' engagement and attention, allowing them to be actively involved in learning, which is consistent with the speakers' views, who urge for more dynamic classes in which students' active engagement is encouraged and the expression of diverse viewpoints would welcome.

The psychosocial relationship between psychological aspects and broader social experiences resonates with speakers' comments on the influence of family dynamics, emotional stress, and the overall social environment on their participation in virtual classes (Abdulsalam & Manu, 2021).

As a result, psychological and social factors partake in student participation in virtual classes. Understanding and addressing these factors can contribute to creating a virtual environment more conducive to learning, promoting active participation, and the integral development of students.

The interviewees' answers in the focus groups support the theory of self-efficacy proposed by Albert Bandura. Several speakers mentioned the importance of self-efficacy in attention and participation in virtual classes, remembering that self-efficacy refers to the beliefs and perceptions about their ability to complete an activity or achieve goals (Matovu, 2020, p. 3). Speakers stress that trusting one's abilities and believing in oneself is essential to participate actively in a virtual learning environment.

Some speakers named the importance of trusting oneself and believing in one's abilities to achieve academic success (Matovu, 2020, p. 3). It is related to high self-efficacy, where students

are confident in their capabilities and face academic obstacles. On the other hand, those who doubt their ability to learn and succeed academically may experience low self-efficacy, leading to lower motivation and even depression.

Emotional satisfaction in educational settings creates an environment of safety, engagement, and happiness, which supports effective learning (Krumrei-Mancuso et al., 2013, p. 24). This concept aligns with the speakers' opinions who expressed their emotional dissatisfaction with virtual classes. They described how a lack of understanding of the content, unresolved doubts, and reduced class hours affected their emotional satisfaction and active participation. That indicates that emotional satisfaction plays a role in engagement and contentment in the educational environment.

Likewise, the speakers' responses show a relationship between emotional satisfaction and intrinsic motivation in the educational context. Some speakers mentioned that when they feel emotionally satisfied, they pay more attention and actively participate in classes, indicating that emotional satisfaction can boost students' intrinsic motivation, fostering greater engagement and a positive attitude toward the learning process (Díaz, 2016, p. 20).

Hodge et al. (2008) state that organizational pervasiveness can affect noticeably many elements of human life. In the context of the interviews, several speakers mentioned the difficulty in managing time due to extracurricular activities, part-time work, and other responsibilities. These additional activities and commitments are part of the organizations in which students participate, whether through extracurricular activities or employment, affecting their ability to plan efficiently and organize their study schedules.

Mwangeka (2020) focuses on the approach to human relations in organizations and the importance of worker satisfaction for organizational effectiveness. Personal satisfaction and time

management (Current variables in this study) can influence academic performance. One specific speaker mentioned that the difficulty in managing time was due to a lack of organization and part-time work. These factors can affect personal satisfaction and, in turn, influence academic performance.

The interviews directly address the relationship between time management, stress, and its impact on participation and engagement during virtual classes. The responses of some speakers reinforce the importance of acquiring time management skills and responsibilities to reduce stress and improve participation in virtual classes (Promise and Training, 2020). They express how time and stress management can be challenging and negatively affect their emotional well-being and participation, highlighting the importance of managing stress to maintain proper class participation.

Chapter V

Reflections of the Study

Psychosocial factors play a significant role in shaping the student's environment in a virtual learning context. As evident from the speakers' responses, emotions such as stress, frustration, and lack of motivation are prevalent, indicating the influence of psychological and social aspects. The occupancy of a positive psychosocial environment in the school is vital for effective teaching and learning. Nonetheless, the focus group participants expressed a lack of guidance and ineffective learning methods during virtual classes, pointing to the need for improved psychosocial support to create a conducive learning atmosphere.

Overall, environmental conditions play a crucial role in influencing the psychosocial components, affecting certain variables that depend on the development of their skills. Alongside this research project, there are several factors that we can take into account if we talk about participation in class, showing the relevant aspects that students within a virtual modality transmit, linking the concepts previously detailed in previous chapters with the opinions of our population, connecting the selected factors directly to the original set out psychological approach.

Encouraging class participation in PINE students through aspects such as organization to study or time and stress management, it is paramount to provide clear instructions and guidelines for structuring study schedules. By helping students develop efficacious time management skills and organizational strategies, they can better balance their extracurricular activities and work commitments, ultimately allowing them to allocate sufficient time for studying and participating actively in online classes.

It is remarkable for educators and educational institutions to be aware of these factors and seek strategies to address them, including interactive activities to encourage communication

between students and teachers and provide emotional support to students. In this regard, it is essential to consider students' home environment and provide them with resources and support to manage conflicts and stress that may affect their participation.

The learning environment holds substantial sway over their motivation, alongside interactions with teachers and peers, emphasizing the significance of social aspects in this context. To cultivate motivation, teachers must extend their support to students grappling with feelings of despair, anxiety, and stress. It is crucial to acknowledge that psychological factors are just as vital as social factors, as they collectively enable us to identify potential challenges that students may encounter while receiving virtual classes.

Throughout the research process, data collection and interpretation emerged as the most substantial and highly sought-after aspects for researchers. However, conducting this research within a virtual educational circle posed significant challenges, hindering the interaction between participants and the interviewer. To overcome these limitations, researchers made several attempts to organize a focus group and developed adjustments to the sampling method.

This concept underscores the fundamental principles of our research, highlighting a critical issue in virtual education. It became evident that virtual platforms alone were inadequate for facilitating a seemingly simple yet essential activity such as an interview. The profound lack of participant interaction became increasingly apparent, starting from the initial attempt to gather data through ZOOM, which yielded unsatisfactory results. As a result, we transitioned to conducting face-to-face interviews as the next step. Remarkably, even at this stage, face-to-face interviews exemplify an environment that promotes effective communication and the sharing of ideas.

One of the most noticeable changes occurred in the educational field with the arrival of the pandemic, provoking that various aspects of our lives underwent significant transformations. Before the global health crisis, virtual education was relatively unfamiliar to the general public and students equally. The prevailing perception centered around the traditional model of in-person classes, which had long been the norm. However, as the pandemic spread, the necessity for alternative learning methods became apparent, leading to the rapid adoption of virtual education.

While it is true that virtual education was a great help to keep education running during the pandemic, along the way, various obstacles and limitations arose along the way., not because of the modality itself but also because of the infrastructure of the networking system. If there is a life lesson throughout this project, it would be about virtual educational environments and their incredible influence to keep education standing despite the situation that everyone goes through when no one leaves home with the complete security of not getting sick. Currently, the pandemic is gone, and new problems appeared that affect students who still receive virtual classes, such as higher levels of stress, poor understanding of topics, lower levels of motivation, or even negative reinforcement provided by teachers, to mention a few.

No system is perfect; it is evident in the case of students who receive classes in such systems, faced with their insecurity and various negative emotions that can directly or indirectly affect their academic performance. In addition, the online modality entails lower levels of motivation, unlike face-to-face classes, where individuals develop tasks with tangible materials alongside the support of people who encourage progress. On behalf of this, family and friends' support play a role, something missing in online educational modalities.

To sum up, this modality appears to keep things running and on the way. However, it is arduous to replace real interaction and all the benefits it brings to the learners during their classes

since socialization is a core part of human well-being, not only for motivation but also for concentration. In this way, when students are behind a camera that sometimes is off, it is easy to get distracted and lose concentration on what is happening during the lessons.

At the beginning of the research, the belief about the importance of emotions was a sure thing that they were paramount. Nevertheless, the factual impact on students' motivation and performance was completely new since learners showed an unfavorable view of virtual classes. Most people believe that attending face-to-face classes is vital for effective emotional management. This view stems from the innate sociability of humans, as we naturally seek the support of others when acquiring new skills and abilities. In such situations, individuals forge friendships, and people learn to navigate life's challenges, resulting in a more enriching experience. Emotions are not only about what humans feel but also play a critical role in improving performance and motivation, a fact that an initial recognition could not identify.

In conclusion, future research on the same topic could further explore several areas to enhance the depth of its inherent interest and significance. By delving deeper into this captivating and outstanding subject, researchers can discover valuable insights and improve upon certain aspects, such as working with samples for prolonged periods, the action that will be worthy of a better understanding of humans' emotions regarding stressful situations and other variables, being the product of current investigations about psychosocial aspects as a factor in a learning environment, becoming a priority in psychological research.

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Annexes

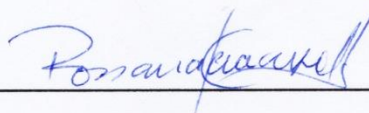
Annex A: Certified Anti-plagiarism System

La Libertad, julio 19 de 2023

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación "**Psychosocial Factors Affecting Class Participation in Virtual EFL Environments in PINE Major Students at UPSE**", La Libertad, Provincia de Santa Elena, año 2023, elaborado por los estudiantes Edwin Fabian Rocafuerte Lindao y Sara Valentina Zambonino Funes, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que el sistema antiplagio Compilatio Magister, señala el 1% de similitud; por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.



Lcda. Rossana Vera Cruzatti, MSc.

Docente Tutor



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CERTIFICADO ANTIPLAGIO

Reporte Compilatio Magister

e

CERTIFICADO DE ANÁLISIS
magister

TESIS_ROCAFUERTE_AND_ZAMBONIN

< 1% Similitudes

< 1% Texto entre comillas
0% similitudes entre comillas
0% Idioma no reconocido

Nombre del documento: TESIS_ROCAFUERTE_AND_ZAMBONINO.docx
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Fuente principal detectada

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1	Documento de otro usuario #107140 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (27 palabras)

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1	Documento de otro usuario #687201 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (20 palabras)
2	Documento de otro usuario #631619 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (10 palabras)
3	Documento de otro usuario #154410 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (12 palabras)

Annex B: Informed and authorized consent to conduct the interviews



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

La Libertad, 22 de junio del 2023.

AUTORIZACION.

He leído y entendido este formulario de consentimiento y se me ha dado la oportunidad de hacer preguntas.

Me comprometo voluntariamente a formar parte del proceso de investigación “Factores psicosociales que afectan la participación en clase en entornos virtuales de EFL en estudiantes de PINE en UPSE”.

Nombre del representante del curso: Emily Mejía Vásquez

Curso: PINE 2/1

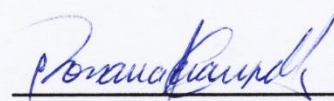
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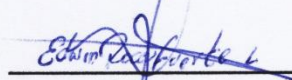
Correo electrónico del representante: emilymejivasquez7684@upse.edu.ec


Se le entregará una copia de este formulario de consentimiento.

¡Gracias por tu ayuda! ¡Realmente aprecio mucho esta participación!


Firma del Representante


Lcda. Rossana Vera, MSc.


Rocafuerte Lindao E. Fabian


Zambonino Funes Sara

Annex C: Interview



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



MAJOR: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CUESTIONARIO DE ENTREVISTA A LOS ALUMNOS DEL 2DO SEMESTRE DE LA CARRERA PINE.

**Psychosocial factors affecting class participation in virtual EFL environments in PINE
major students at UPSE.**

Objective:

- To diagnose how the psychosocial factors can affect the class participation inside virtual EFL environments in PINE major students.

Disclaimer:

Esta entrevista se realiza totalmente de manera anónima, la información proveniente de cada una de las preguntas será confidencial y solamente se utilizarán con fines investigativos, por favor, responde honestamente a cada una de ellas.

Interview in Spanish:

Buenas tardes, hoy es 24 de junio del 2023, nos encontramos con los estudiantes de la carrera PINE, paralelo 1, agradecemos su presencia y tiempo que nos otorgan para hacer posible esta entrevista denominada “Psychosocial factors affecting class participation in virtual EFL environments”.

1. ¿Qué emociones experimentas durante las clases virtuales? ¿Cómo estas emociones afectan tu participación?
2. ¿Qué aspectos te motivarían más al momento de participar en clases desde casa?
3. Teniendo en cuenta que los factores psicológicos se refieren a características internas, como emociones, actitudes y motivaciones, que pueden tener un impacto en el comportamiento y la participación de las personas, ¿Cómo factores, tales como la ansiedad, estrés y autoconfianza pueden afectar la participación de tus compañeros en clases virtuales?
4. Antes de responder a la pregunta, es relevante entender cómo los factores sociales pueden afectar tu participación en clases. Estos factores se refieren a las interacciones y relaciones que estableces con tus profesores, familia y entorno social en general, ¿De qué manera crees que estos factores influyen en tu participación en clases dentro de casa?
5. En cuanto a la autoeficacia, esta se refiere a la creencia en nuestras propias capacidades para llevar a cabo con éxito una tarea o lograr un objetivo específico, para involucrarnos de manera efectiva en nuestro entorno de aprendizaje, ¿Describe como percibes el papel de la autoeficacia en la atención y participación en clase virtuales? ¿Crees que es tan importante como la autoestima?
6. ¿De qué manera te organizas y planificas tus horarios de estudios para lograr un buen rendimiento académico en clase?
7. ¿Cómo influye tu estado ánimo y la satisfacción emocional para lograr una participación activa en clases?

8. ¿Cómo crees que afecta el manejo del tiempo y el estrés en tu participación y compromiso durante tus clases virtuales?

Interview:

1. What emotions do you experience during virtual classes? How do you think they affect your participation?
2. What aspects would motivate you most when participating in classes from home?
3. Psychological factors refer to internal characteristics, such as emotions, attitudes, and motivations, that can impact people's behavior and participation. How can these factors, such as anxiety, stress, and self-confidence, affect your peers' participation in virtual classes?
4. Before answering the question, it's relevant to understand how social factors can affect your participation in classes. These factors refer to the interactions and relationships with your teachers, family, and social environment. How do you think these factors influence your participation in classes at home?
5. Self-efficacy refers to the belief in our abilities to successfully carry out a task or achieve a specific goal to engage effectively in our learning environment. Do you describe how you perceive your role in virtual attention and participation in class? Do you think it's as important as self-esteem?
6. How do you organize and plan your study schedules to achieve good academic performance taking into account your class participation?
7. How does your mood and emotional satisfaction influence active participation in classes?

8. How do you believe time management and stress affect participation and engagement during virtual classes?

Annex D: Interview Transcripts

Enlace a carpeta Focus Group – Thesis Interview audios:

https://drive.google.com/drive/folders/1s81pGCGwnFVQMRn6kq-XjeduZOxk_qJT



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS



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Interview:

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1. **¿Qué emociones experimentas durante las clases virtuales? ¿Cómo estas emociones afectan tu participación?**

Speaker 1: Las emociones que más resaltan se podría decir que son: **el estrés, la desesperación, ansiedad que llegan hasta el punto de generar depresión por la presión que la Universidad ejerce.** Que no da las suficientes horas de estudio es frustrante para un estudiante porque no tiene el todo el tiempo que se necesita para llevar a cabo cada materia. Entonces, el que tengas que **desarrollar una auto enseñanza sin saber el cómo sobrellevarla sin una guía docente, desespera y estresa.**

Speaker 2: Bueno, por lo general las emociones que siento son: el estrés, la duda, el temor, estas llevan a que muchas veces no pueda participar muy bien o sacar lo mejor de mí, ya que no tenemos una buena enseñanza o una buena guía aquí, conllevando a perderse muchas veces y no saber que hacer.

Speaker 3: Bueno, las emociones que yo tendría ante las participaciones en clase serían los nervios y quizá también la preocupación de poderme equivocar y no saber si estoy bien o no. También sobre que ahora el trabajo es autónomo y no nos están enseñando cómo deberían, pues a veces nos dan clases con pocas horas y no son suficiente, los deberes también, envían sin decir nada, a veces no entendemos y ahora tenemos que realizar lo que nos está mandando, cuándo es así de trabajo grupales o individuales muchas veces es complicado sin interacción.

Speaker 4: Bueno, yo creo que más que nada después de lo que vivimos en pandemia es muy normal que se desarrolle en los adolescentes que estudien desde casa lo que es la ansiedad y depresión y estrés. Basado en el estrés, mandan actividades como si uno no tuviera más cosas que hacer y sin embargo tenemos que cumplir con todo lo que tenemos encima, ya sea el trabajo, hacer las tareas de la casa y no descuidar la Universidad, lo cual hace muy difícil encontrar un balance dónde se pueda cumplir con todo y además de eso mantener una vida saludable y activa, sin caer bajo ninguna circunstancia. Yo creo que las principales emociones que se sienten o sentimos hoy en día en clases virtuales es ansiedad, depresión y estrés, que nos conlleva a intentar tomar terapia o algo para poder manejarlo.

Speaker 5: Pues la verdad, yo siento mucho aburrimiento en clases virtuales, aburrido de todo, porque la verdad es que los maestros no le ponen tanto empeño al explicar sus clases, y esto afecta también a los estudiantes, pues son los maestros que tienen que motivar al estudiante. Los

estudiantes deben sentir esa motivación para poder aprender y pues afecta en mi emoción por la participación, pues **no siento tanto interés y no participo tanto en clase.**

Speaker 6: Dentro de **las emociones que experimento en clases virtuales y en esta nueva modalidad es la confusión, aburrimiento y por ende falta de motivación.** En cuanto a la confusión es respecto a esta nueva modalidad, las actividades que nos asignan los docentes, solo quedan ahí en la plataforma, la profesora los cuelga, las deja allí y es el estudiante que tiene que estar ahí pendiente, porque ni siquiera tienen fechas de vencimiento. Las clases virtuales, pues el docente es el que las desmotiva porque entonces no vas a rendir bien en lo académico.

Speaker 7: Bueno, básicamente al estudiar en la jornada matutina uno amanece con pereza, yo incluiría en esto en esta pregunta porque uno está sin ánimos, está pensando en otras cosas y no tiene concentración en lo que respecta a las clases en su momento, entonces **uno siente desánimo y no le mete empeño ni concentración al momento de escuchar las clases o de participar.**

Speaker 8: Pues yo me siento aburrido porque veo a los profesores dando su clase sin interés y no veo que ellos tengan el interés de hacer que nosotros aprendamos. Ellos más lo ven como un trabajo y ahí vemos nosotros que es lo que hacemos o si aprendimos o no, **eso se siente como falta de interés, por ende, a veces uno se pone hacer otras cosas en clases y no presta atención,** por lo tanto, no participo.

2. ¿Qué aspectos te motivarían más al momento de participar en clases desde casa?

Speaker 1: **La reacción del docente,** a veces esta reacción hacia una mala participación tiende a ser agresiva o con algún tono de decepción, entonces eso en vez de motivar al estudiante a que quiera seguir participando con la idea de tener **una buena respuesta del docente, los desmotiva más**

y le quita los ánimos de querer participar a dar su punto de vista en clases, porque a veces el docente no percibe los puntos de vista de los estudiantes y los confunden más.

Speaker 2: Por lo general creo que sería la motivación, tanto que da el docente hacia su forma de enseñar como la del alumno. Todo depende de **si hay buena motivación de parte del docente o una buena metodología de enseñanza como estudiantes nos serviría mejor**, aprenderíamos más y eso nos ayudaría bastante a seguir día a día aprendiendo.

Speaker 3: Yo opino que **las clases deberían ser más dinámica** desde profesor-estudiante y estudiante-profesor, que sea dinámico y entendible en sí, **para que nosotros podamos participar**, que sepan dar su clase que a veces no entendemos.

Speaker 4: Bueno, yo pienso sobre todo **tener una retroalimentación pero que sea con respeto y entendible hacia todas las personas**, pues recordemos que siempre en algún plantel educativo nos vamos a encontrar con múltiples tipos de capacidades mentales. En este caso no todos tenemos la misma retentiva o la misma manera de aprender, **sí me gustaría que los docentes inviertan un poco más de tiempo en crear estrategias educativas que todo el mundo pueda comprender**, porque a veces nos basamos solo en la educación virtual y no es presentar diapositivas y leerlas, algo que hace la clase sea un poco aburrida y el alumno pierda el interés para motivarse, **sería mejor hacer clases un poco dinámicas, salir de la rutina y que el docente llegue un punto al que realmente sus alumnos puedan partir de conocimientos sin ser ignorados**, por decirlos así, porque al igual que ellos se sienten ignorados cuando estamos en línea, a nosotros también se nos hace difícil participar en clase, por vergüenza a equivocarse y miedo de que el docente lo retransmita de manera irrespetuosa.

Speaker 5: **La emoción de aprender**, yo diría que cada tema que aprendemos durante las clases pudiéramos entenderla porque para mí **cuando yo entiendo algo me emociono demasiado y eso me**

trae muchos más ánimos para poder seguir motivado en aprender y eso yo siento que eso podría motivar más

Speaker 6: Sobre todo que los docentes sean muchos más didácticos, que su clase sea participativa, así involucran a que todos los estudiantes participen y por ende se interesen y aprendan porque es cierto que en esta modalidad muchos nos distraemos con cualquier factor que pase en casa.

Speaker 7: Pues el interés de los profesores en clase ya que lo toman a la ligera y no le ponen como que más aprendizaje al momento de enseñar al estudiante.

Speaker 8: Como es una modalidad virtual al momento de presentar las clases y explicar, deberían en todo momento ir explicando, interrogarnos más para ver si nosotros estamos prestando atención, porque hay profesores que llegan prenden la cámara y solo hablan y hablan, y nosotros necesitamos más interacción.

3. *Teniendo en cuenta que los factores psicológicos se refieren a características internas, como emociones, actitudes y motivaciones, que pueden tener un impacto en el comportamiento y la participación de las personas, ¿Cómo factores, tales como la ansiedad, estrés y autoconfianza pueden afectar la participación de tus compañeros en clases virtuales?*

Speaker 1: A veces uno se deja llevar mucho por el autoestima, el autoestima va agarrado de la autoconfianza, entonces si hay profesores que llegan a golpear tu autoestima basándose en tu conocimiento (si tienes muy poco o nada de conocimiento) afecta a los compañeros y a mí en lo personal, porque desmotiva y no dan ganas de seguir estando en clase, a veces hasta te hacen pasar vergüenza y eso es algo que afecta general a todos, porque estaba metiéndose con sentimientos ya personales y no tendrían por qué hacerlo.

Speaker 2: Basándonos en el estrés, ustedes se preguntarán ¿qué estresa a una persona? O ¿que nos lleva a esa parte estresante? Al momento de aprender, es la falta de una buena enseñanza para dar a una clase, entonces esos factores desmotivan tanto a mí como a mis compañeros.

Speaker 3: Para mí sería el estrés, porque a veces los profesores no saben explicar una clase bien y a veces cuando uno va a ser alguna actividad uno no entiende, eso nos causa estrés y ahí sigue la desconfianza en uno mismo. Cuando quiero expresar lo que quiero hablar en clase, no entiendo, El estrés sería el principal factor psicológico por el hecho de que a veces uno no entiende la clase que los profesores nos está indicando.

Speaker 4: Desde mi desde mi perspectiva y la de mi curso, recordemos que no todos sabemos lo que las personas viven en casa, mayormente las personas nos estresamos, nos enojamos, tenemos muchas emociones que manejar y sabemos que los docentes también. En este caso deberían los docentes tratar de controlar un poco más su temperamento, porque si ha pasado en ocasiones que la retroalimentación viene directamente siendo negativa, diciendo “haces las cosas mal”, “estas equivocado” y no un ok piensas esto, pero es tal cosa. A lo que me refiero es saber tratar a una persona porque no sabemos si esa persona tiene algún tipo de trauma psicológico, ya sea por la familia o estrés postraumático, etc. Porque donde a una persona muy sensible le lleguen a hablar así, le puede afectar y pueda influir en una decisión de abandonar los estudios que viene siendo el rezago académico.

Speaker 5: En los aspectos psicológico, yo pienso que la ansiedad durante las clases si es un verdadero problema porque yo siento ansiedad al momento de participar, esa es una causa por la cual ya no participo tanto en clase, porque yo no sé si me voy a equivocar o quedar en ridículo en frente de todos. Por eso ese factor psicológico, la ansiedad, no me permite tanto participar en clases.

Speaker 6: Basándome en la autoconfianza, pues obviamente si uno no confía en sí mismo o en su capacidad (autoeficacia) que tiene no va a poder desenvolverse en lo externo, por ejemplo, allí también influye lo que son las explicaciones del docente, si no se entiende la clase, obviamente uno no se va a sentir seguro de si el conocimiento que tiene es correcto.

Speaker 7: Yo también tenía pensado contestar la pregunta basándome en la autoconfianza, ya que uno no se siente seguro al momento de que uno escucha la clase. Si no he aprendido bien y no me acuerdo bien, entonces en ese momento participar y desenvolverte a lo que el docente consulta, uno no sabe que decir y ahí es donde uno se siente como cabizbajo o con un desánimo el momento de no saber que decir.

Speaker 8: Al momento de querer actuar, la autoconfianza es importante, si uno no confía en sí mismo de lo que uno sabe, uno por ende se equivoca, puede decir otra cosa y por medio de eso uno piensa, lo pienso mucho si querer actuar o no, porque tienes miedo a equivocarte y hacer juzgado o hacer tomado como objeto de bullying, porque se le van a reír y no actúan, por ende, no aprenden.

4. *Antes de responder a la pregunta, es relevante entender cómo los factores sociales pueden afectar tu participación en clases. Estos factores se refieren a las interacciones y relaciones que estableces con tus profesores, familia y entorno social en general, ¿De qué manera crees que estos factores sociales influyen en tu participación en clases dentro de casa?*

Speaker 1: En este caso al estar en clases virtuales no te permite tener una interacción tanto con tus compañeros como con tus docentes, entonces esto hace que ciertas personas se vuelvan asociales. Al no llevar una relación con tus compañeros o con tus docentes afecta en parte al aprendizaje porque si me he dado cuenta que la educación presencial es muy diferente de la virtual.

Cuando tú estás en clase virtuales, tú no puedes dar tus quejas personalmente por qué el docente solamente se comunica con el presidente, si tienes alguna queja o alguna duda, no tienes la libertad de poder expresarte para dar tu punto de vista al docente. Hay docentes que incluso en clases no te permiten que hagas una pregunta para despejar tus dudas, sino que “comuníquese por medio del presidente” entonces en esa parte afecta, las clases virtuales no fomentan la participación ni tampoco la interacción.

Speaker 2: Mi participación es muy influenciada tanto académicamente como en el entorno familiar. Cuando uno se pregunta cuando está en clases virtuales, uno se llena de estrés o emociones que las terminas llevando al entorno familiar, por ende, cuando tienes que hacer algo con tu familia reaccionas de una manera muy diferente a como eras antes, lo que afecta también a aquellos con los que has reaccionado mal.

Speaker 3: Bueno, en mi opinión sería que yo me desconcentro literalmente en mi casa, por lo que no es lo mismo como estar en un aula compartiendo con los profesores y los compañeros. Socializando uno aprende mejor, desde mi punto de vista tampoco me agradan las clases virtuales porque a veces uno se desconcentra cuando el profesor está indicando algo y ahí es cuando uno ya no entiende, aparte decirle un profesor que repita a veces no es bueno, a veces se puede enojar.

Speaker 4: Bueno, yo siempre he dicho que para que un estudiante esté bien su entorno social debe ser lo más despejado posible. En el caso de tener una mala relación con padres tenemos el servicio de Psicología en la Universidad, es algo que se debe trabajar porque al fin y al cabo lo que pasa en la mente de uno le afecta académicamente y uno baja el rendimiento impresionantemente. Puedo hablar desde mi caso, las clases virtuales no son para todo el mundo, gracias a las clases virtuales pude llegar a que me den el diagnóstico de que tengo un pequeño problema de déficit de atención, que me imagino que no soy solo yo, es muy común actualmente porque al estar a través

de una pantalla no se socializa como es debido, tanto con la gente como con los compañeros. Al final le de cuentas hay personas que se gradúan así y nunca convivieron realmente. La convivencia o la interacción en clase es algo sumamente importante para una persona para que se puede desarrollar en el ámbito laboral y realmente rinda como un profesional.

Speaker 5: Con respecto a la interacción con los profesores, yo en lo personal no tengo tanta interacción con los maestros, con los compañeros solamente tengo interacción con unos pocos. Pienso que sí hay comunicación entre maestros y alumnos se puede tener un mayor rendimiento.

Speaker 6: Partiendo de las relaciones con tus familiares, si tú tienes una buena comunicación con tu familia y ellos te dicen “¿cómo vas?”, te motivan porque te están tomando en cuenta, eso te motiva a seguir y aprender. En cuanto a la interacción (social) con los docentes, es tan fundamental como con los compañeros, porque allí podemos lograr un mayor aprendizaje entre estudiantes, nosotros nos podemos explicar un tema que a lo mejor no entendimos y así llenamos vacíos.

Speaker 7: Bueno en cierta parte si tengo amistades o familiares que bueno, entre bromas comienzan a preguntarme “¿cómo vas en inglés?”, en ciertos asuntos uno como que, si se lo ve en grande al estar estudiando esta carrera, por lo que hay personas que, si influyen demasiado y te motivan a seguir aprendiendo, a meterle más empeño al momento de escuchar clases y al momento de auto educarse.

Speaker 8: Todo parte desde casa, ese es el mayor apoyo que uno puede tener de la familia y si existe interés desde ellos hacia lo que nosotros estamos haciendo, nos motiva. A hacerlos sentir orgullosos. Tanto como con los profesores con los estudiantes el tener una mejor comunicación ayudarían para bien, si no lo tenemos pues estaríamos perdidos. aunque reconozco que tengo poca interacción con los profesores en clases virtuales.

5. *En cuanto a la autoeficacia, esta se refiere a la creencia en nuestras propias capacidades para llevar a cabo con éxito una tarea o lograr un objetivo específico, para involucrarnos de manera efectiva en nuestro entorno de aprendizaje, ¿Describe como percibes el papel de la autoeficacia en la atención y participación en clase virtuales? ¿Crees que es tan importante como la autoestima?*

Speaker 1: Si, van de hecho agarrados de la mano, la autoeficacia con la autoestima es dependiente del uno al otro, al yo sentirme eficaz y conforme con las cosas que estoy haciendo mi autoestima se eleva, entonces este eso me ayuda muchísimo más a estar motivada y muchísimo más a estar concentrada. Aunque como ya se ha dicho en la anterior pregunta, igual las clases virtuales siempre llegan uno se distrae, pero uno al ya tener eficacia además de autoestima de que lo puedo hacer, lo puedo lograr, lo puedo captar, me permita estar incluso estar más pendiente de las cosas. Pero eso también tiene que ver mucho con la participación del docente, porque hay veces que, por ejemplo, algo en lo que yo destaco y no me llegó a dar cuenta pero que hacia la vista de alguien más está destacando en eso, el papel del docente es hacer que en lo que te destiques, te destiques muchísimo más. Entonces el docente al no tener una interacción conmigo, ni siquiera sabe cuáles son mis puntos débiles o fuertes y cual debería de mejorar, entonces eso también afecta en el momento de sentirme eficaz.

Speaker 2: Bueno como acaba de decir mi compañera la autoestima y la autoeficacia están relacionadas, lo cual quiere decir que, cuando sé que puedo, puedo hacerlo, y cuando no, yo se que no puedo hacer algo, porque no me siento capaz, porque no tengo la motivación.

Speaker 3: Desde mi punto de vista, para uno poder expresarse ante la sociedad debe confiar en uno, tener autoestima, ser seguro de uno mismo, si tú no tienes eso, no vas a llegar a ningún lado

y eso es importante. Tener la seguridad ante todo para poder desenvolverse más adelante. Ahora si hablamos sobre las clases, yo en realidad no tengo seguridad, por miedo, el miedo me pone nerviosa, me olvidó de todo por las mismas clases virtuales. Ahora sí tomamos en cuenta que va a ser presencial, uno puede tener miedo, pero vas a estar seguro de que te van a corregir, porque un compañero te va a decir “no está mal esto”, “está mal pronunciado” o “te van a corregir” y así.

Speaker 4: Bueno tanto la autoeficacia como la autoestima son muy importantes al momento de la participación en clase y el desenvolvimiento estudiantil, pero yo te voy a hablar más allá del aspecto psicológico, porque hay personas que muchas veces nos autosaboteamos, más allá del miedo y la presión social, te pongo mi caso, vivo con presión de que todo el mundo me dice “Ay!, tú eres fulana de tal, eres y tienes que hacer todo perfecto”, porque tú no puedes tener errores, eso lleva a las personas a una mayor presión a decir no me puedo equivocar porque todo el mundo piensa que lo puedo hacer y no puedo fallar, pero somos humanos todos nos equivocamos tenemos emociones, tenemos miedos, también tenemos traumas por dentro que muchas veces se desarrollan en ese sentido.

Speaker 5: Bueno, la autoeficacia si nosotros dominamos cualquier cosa ya sea los temas que nos van explicando durante las clases, si nosotros ya tenemos conocimiento ya podemos estar preparado y también tener esa autoeficacia para poder responder exámenes o participar durante las clases, así que sí, yo pienso que la autoeficacia es tan importante como la autoestima. Si nosotros no tenemos la confianza en nosotros mismo este no podemos llegar a ninguna parte porque si nosotros no somos confiados, pues no tenemos las capacidades.

Speaker 6: Para mí la autoeficacia y la autoestima van agarrados de la mano porque partiendo de la autoestima, que es confiar en nosotros mismos, nosotros creemos en nuestras capacidades y obviamente nos va a llevar a que nosotros seamos auto eficaces en nuestras actividades.

Speaker 7: Es muy importante llevar de la mano estos 2 factores en nuestro aprendizaje ya que nos ayuda a desarrollarnos de mejor manera en lo que uno está estudiando para así tener más autoconfianza al momento de contestar (en clase), en el momento de interactuar con el docente o con los compañeros, es muy importante como la autoestima.

Speaker 8: La auto eficacia es poder ser más exacto en lo que nosotros queramos decir, por este medio, si nosotros no tenemos esa autoestima también, que es conocerse a uno mismo y saber de nuestras capacidades, nos da como resultado ser más eficaces.

6. ¿De qué manera te organizas y planificas tus horarios de estudios para lograr un buen rendimiento académico en clase?

Speaker 1: Honestamente, me ha costado administrar mi tiempo, siempre tengo actividades extracurriculares y eso puede ser un drenaje emocional en mi aprendizaje.

Speaker 2: Generalmente, no planifico siendo sincero, el único momento donde recibo educación es cuando recibimos clases virtuales, que para ser sincero no son eficaces al momento de poner en práctica tus conocimientos. Por ende, no sé cómo llevar a cabo una buena planificación para así poder organizarme, tener una mejor autoeducación y poder sobrellevar todo.

Speaker 3: Bueno, si hablamos de planificaciones, yo simplemente abarco lo que son las horas de clase. La modalidad hibrida, las horas de clase son cortas y no nos explican lo debido o como un profesor debería explicarnos bien en el tiempo suficiente, también depende de nosotros prestar atención para el entendimiento, pero por eso digo yo, yo no me llevo muy bien con esta modalidad, porque todo es vídeo, nos los dejan ahí, a la voluntad de Dios y uno avece no revisa a conciencia. Ese tiempo que no nos están dando en clases es valioso para que nos indique la profesora lo que tenemos que hacer y no nos diga que ya teníamos que haber aprendido.

Speaker 4: En mi caso, yo creo que puedo rendir en la Universidad por cursos anteriores, seamos honestos el sistema educativo no es lo que uno espera, el sistema educativo ecuatoriano y sobre todo el público es muy poco eficaz. Yo me organizo en el sentido de que no a todos les funciona la educación virtual, en mi caso es así, yo no puedo comprender la virtualidad y tuve que buscar clases presenciales, viajar a otra ciudad los fines de semana para poder aprender y rendir en la universidad, pero lo que rindo no es gracias al sistema educativo de la universidad. Gracias a Dios yo he podido tomar cursos, seamos conscientes que no todos tenemos las posibilidades, pero igual el esfuerzo está en hacer una planificación de horas extras, por qué la nueva modalidad a la que cambiaron, es la modalidad híbrida. Se bajaron las horas de inglés, asunto que nos afectó mucho, porque si de por si algo no se entendía en clase, tener que esperar a la siguiente semana que tenemos 3 horas más de inglés (que no es ni la mitad de lo que teníamos) lastimosamente no se llegan a despejar todas las dudas en clase. Entonces, principalmente por eso es necesaria una buena planificación, me parece que la deberíamos tener muy en cuenta y priorizar más el estudio de Speaking, Writing and listening, porque en eso se basa nuestra carrera y es lo que vamos a ver, solo inglés a partir de cuarto semestre.

Speaker 5: Después de terminar las clases y después de tomarme un buen descanso, yo meto de 1 a 2 horas al día, dependiendo de si estoy ocupado en estudiar temas que hemos visto durante las clases, sobre todo en inglés, que es en lo que más me enfoco porque de eso va la carrera. Tenemos que estar preparados y planificar horarios claros y yo pienso que no todos tenemos esa oportunidad de tener tanto tiempo libre, como otros que tienen ocupaciones y trabajo, eso los puede afectar de mala manera.

Speaker 6: Bueno, los horarios de clases si los respetos, mis actividades escolares suelo realizarlas en las tardes, me toma de una a dos horas, porque yo suelo realizar otras actividades como todos,

entonces siempre trato de sacar ese tiempo para realizar actividades y también para aprender de forma autónoma, sobre todo aquellos temas que muchas veces en clases no son explicados en su totalidad.

Speaker 7: Considerar la organización para el aprendizaje en la materia es muy importante, después de clases si planifico cierto tiempo, me pongo a ver videos en YouTube sobre videos de gramática o practicar en alguna página que haya en internet, para así aprender más y tener conocimiento de lo que el docente ha impartido en clase.

Speaker 8: Para logra un buen rendimiento académico en lo personal no le prestó atención, no me organizo mucho por lo que trabajo la mayor parte del tiempo. El poco tiempo que tengo es en la mañana, en clases y en la tarde trabajo. El tiempo que tengo libre estoy en las redes sociales y me suelen aparecen vídeos donde uno aprende también del inglés, a medida que tú ves recursos de manera audiovisual te educas.

7. ¿Cómo influye tu estado ánimo y la satisfacción emocional para lograr una participación activa en clases?

Speaker 1: Bueno, por ejemplo, la tristeza desmotiva, la depresión, la ansiedad desmotiva, entonces eso afecta en mi participación en clase, porque, por ejemplo, puedo estar dissociando y no estoy prestando atención y ¿qué pasa si no presta atención? No aprendo o no comprendo, si antes aprendía un 15 % de lo que el docente explicaba, ya entrando en ese estado de ánimo comprendo un 5 % y ya no me siento satisfecha emocionalmente con las clases, porque yo sé que puedo más, yo sé que puedo aprender muchísimo más rápido, pero la educación (virtual) me arrastra a seguir a un paso lento, un paso en el que no me siento cómoda y que me desmotiva, me estresa y me hace sentir encerrada.

Speaker 2: Diría que el estado de ánimo influye mucho la verdad, ya sea cuando tú estás triste obviamente no prestas atenciones, estas en tu mundo, estas enfrascado, lo que provoca ese sentimiento. Con respecto a la satisfacción emocional, ya depende de nosotros mismos en mi opinión es muy mala, me siento insatisfecho.

Speaker 3: Mi estado de ánimo es siempre estar enojada, no tanto, pero tampoco tan bueno, pero me da coraje porque a veces no entiendo las clases, sinceramente yo no me siento satisfecha, porque como dije, yo no entiendo por qué a veces uno se desconcentra y me da coraje porque uno quiere entender y si alguien hace bulla no me encuentro satisfecha (emocionalmente).

Speaker 4: Bueno, recordemos que el estado anímico de las personas diría yo que influye en un 85% o 90 % para que una persona pueda desarrollar sus actividades. Ahora basémonos en algún ejemplo de que la persona haya tenido algún problema en casa y no se siente a gusto, la participación activa va a dejar de ser participación activa. Hay muchas veces que uno pasa por problemas en casa y aunque estén cerradas las habitaciones mientras estudias, intentar escuchar clase y atender pueden disociarte en un segundo y ya se perdió media clase, entonces si sería muy importante (la satisfacción emocional). Ya todos sabemos que la pandemia se terminó hace mucho tiempo y sería muy bueno retomar la presencialidad porque muchas personas no damos nuestro 100% debido a que no se puede a través de una pantalla, no me siento satisfecha en lo absoluto.

Speaker 5: Bueno, yo pienso que las emociones influyen mucho al momento de tomar decisiones y de actuar, pues si uno tiene emociones negativas, cómo si sentirse triste o enojada, no te vas a enfocar tanto en lo que dicen los profesores, no me siento satisfecho (emocionalmente) con las clases, por eso yo prefiero ser más autodidacta por lo que las clases no me satisfacen tanto como lo hace un vídeo.

Speaker 6: El estado de ánimo, la verdad que influye demasiado en nuestras actividades académicas, obviamente si nos sentimos tristes no vamos a tener esa capacidad para poder concentrarnos y obviamente entender los temas que se nos explican en clase, y si por el contrario nos sentimos bien con nosotros mismos, pues vamos a tener esas motivaciones, ese interés por aprender. En cuanto a la satisfacción emocional con las clases que nos dictan los docentes, las horas de clases son reducidas, obviamente en pocas horas el docente no nos va a explicar todo un tema y muchas veces los muchachos quedan con dudas debido a que los docentes ni siquiera tienen tiempo para aclarar. Por ende, uno tiene que planificar en otro tiempo e investigar sobre el tema y así llenar los vacíos.

Speaker 7: Desde que uno despierta y amanece esta con ese positivismo en uno mismo, este debería ser muy influyente en cada uno de nosotros para así durante el tiempo de que uno está recibiendo clase, tiene pensado aprender más o auto educarse en inglés. De vez en cuando me siento satisfecho (emocionalmente), no siempre uno entiende la clase.

Speaker 8: Cuando uno entra a clases con ganas de querer aprender y prestar toda la atención posible para ello, lo logra. En lo personal estoy acostumbrado a no encender las cámaras y por ende me da pereza porque sé que no me están viendo, y no presto atención, pero cuando yo presto atención entiendo todo y por eso también me siento satisfecho porque todo lo que yo quiero aprender lo aprendo de una manera muy fácil y rápida. Por otro lado, los profesores son muy teóricos, no ejemplifican mucho y eso causa el aburrimiento entre nosotros, por eso no me siento satisfecho (emocionalmente).

8. ¿Cómo crees que afecta el manejo del tiempo y el estrés en tu participación y compromiso durante tus clases virtuales?

Speaker 1: Se sabe que no todos tenemos un sentimiento de responsabilidad, entonces al uno no sentir presión, que en clase virtuales no nos sentimos presionados a participar, a prestar atención o sentir la motivación, porque el docente te aburre, solo está leyendo diapositivas, poniendo videos, literalmente no hay presión, entonces tampoco hay manejo del tiempo en clase. Hay manejo del tiempo y del estrés en las horas de las actividades de los foros, de realizar las actividades que se publican, por ejemplo, en la plataforma no te llega una notificación de cuándo se va a vencer (una asignación) o cuando se abrió, entonces tienes que estar 100 % pendiente de la plataforma, pero se sabe que no todos tenemos el 100% de nuestro tiempo para estar todo el día revisando plataforma, revisando tareas, revisando las asignaciones entonces esto influye bastante.

Speaker 2: Sinceramente afecta mucho, el manejo del tiempo por lo general depende de nosotros mismos, a veces no, también depende de las clases o de los profesores al momento de impartir (su clase). Pero por lo general, es poco el tiempo que se da al momento de recibir una clase y no se va a aprender si es poco el momento de prestar atención. Es mucho el estrés por parte de los profesores bajo la nueva modalidad, no avisan cuando es de presentar una tarea algún foro, alguna actividad, entonces afecta mucho.

Speaker 3: Si hablamos de tiempo después las clases, la verdad yo no le meto mucho interés, repito la modalidad virtual no la entiendo, mejor es lo presencial, porque hay mucha distracción en casa como dije anteriormente. Con respecto al estrés, para ser sincera eso me llena de coraje e ira, yo soy impaciente cuando se trata de algún trabajo de grupo porque yo quiero que todo este organizado.

Speaker 4: Al igual que muchas personas, pues tenemos responsabilidades y en este caso y hablando desde mi persona, tengo muchas actividades extracurriculares fuera de la academia, como trabajos múltiples. Cuando el tiempo no es suficiente el estrés se siente al máximo, tanto que

de pronto alguna persona puede tener hasta un colapso nervioso, siendo lo más normal hoy en día por el desarrollo de la ansiedad que dan las clases virtuales. En este caso no me siento satisfecha con mi manejo del estrés porque soy una persona que lo acumula hasta un punto donde ya no puede más y aun así tengo que seguir, porque tengo muchas cosas que hacer.

Speaker 5: En el tiempo de antes que entrara a la universidad, yo me ponía a estudiar inglés pero no avanzaba tanto, porque no tenía un control sobre el tiempo y procrastinaba demasiado, peor ahora que estoy en la universidad, tengo actividades que tengo que entregar a tiempo, a veces salen actividades sorpresas porque la plataforma en sí no te da un aviso que tienes actividades cerca y eso puede estresar mucho a un estudiante, más que nada en un trabajo en equipo porque no nos conocemos todos y al momento de organizarnos perdemos tiempo en organizarnos.

Speaker 6: Con respecto al manejo del estrés, si uno se siente estresado obviamente no va a rendir. En lo personal, yo soy una persona que sabe manejar el estrés la mayoría de veces porque la verdad es que tenemos muchas actividades y responsabilidades que así estemos estresados no las podemos descuidar. Si no tenemos en cuenta el estrés, no desarrollamos las actividades y al fin de cuentas no nos vamos a sentir bien

Speaker 7: En lo personal no lo tomo en cuenta, desde que he iniciado mi tiempo estudio he tratado de ir planificando, llevando el asunto de hacer tareas, de estar en clases, de estar pendiente de todos mis estudios, si distribuyo bien mi tiempo.

Speaker 8: Hablando de la participación en clase, yo no me estreso, no me la paso estresado, soy una persona muy relajada. El estrés viene del interés, por ejemplo, si te interesa algo y tienes interés en hacerlo, te estresas más, por ende, si yo no tengo tanto interés en hacer algo, no me voy a estresar. La participación en clase, cuando se puede lo hago, cuando sé que puedo hacerlo lo hago,

pero si veo que algo no sé, no participo. Mi manejo del tiempo afecta porque a veces me acuesto tarde y me levanto con pereza y no tengo toda la motivación de querer hacer bien las cosas.

Appendixes

Appendix A: Results of the interviews

Table 5

Results of Emotions and Aspects to consider in Class Participation

Category		
Number of participants	Emotions that affect Class Participation	Aspects that motivate Class Participation
Speaker 1	<p>Stress, despair and anxiety to the point of generating depression due to the pressure that the University exerts.</p> <p>Developing self-learning without knowing how to cope and without a good teacher guidance makes you desperate and stressful.</p>	<p>The reaction of the teacher, a bad response from the teacher demotivates them and takes away the courage to want to participate or give their point of view in classes. ...</p>
Speaker 2	<p>The emotions I feel are: stress, doubt and fear, these often lead to that many times I cannot participate very well or get the best out of me.</p>	<p>I think it would be the motivation, if there is good motivation on the part of the teacher or a good teaching methodology as students would serve us better</p>
Speaker 3	<p>The emotions that I would have before participating in class would be the nerves and also the worry of making mistakes and not knowing if I am right or not.</p>	<p>I think the classes should be more dynamic so that we can participate.</p>

Speaker 4	After what we live in pandemic it is very normal that anxiety, depression and stress develop in adolescents who study from home.	Have feedback from the council but that is with respect and understandable towards all people. I would like teachers to invest a little more time in creating educational strategies that everyone can understand. It would be better to have more dynamic classes, get out of the routine and that the teacher reaches a point where the students can really start acquiring knowledge without being ignored.
Speaker 5	I feel very bored in virtual classes. Teachers do not put as much effort into explaining their classes, and it affects my excitement for participation, because I do not feel so much interest.	The excitement of learning, when I understand something, I get too excited and that brings more encouragement to be able to continue motivated in learning.
Speaker 6	The emotions I experience in virtual classes and in this new modality is confusion, boredom and therefore lack of motivation.	That teachers were didactic and their class more participatory, thus involving all students to participate and be interested in it.
Speaker 7	I feel discouraged and I do not put effort and concentration when I am in classes or participating	The interest of teachers in class.
Speaker 8	It feels like a lack of interest, sometimes you start doing other things in class and do not pay attention to them. Therefore, I do not participate.	As it is a virtual modality when presenting the classes and explaining, they should at all times explain and interrogate us more to see if we are paying attention

Note. This table shows the transcription of the interview with the eight speakers about the emotions and aspects that affect class participation.

Table 6

Results of Psychosocial Factors affecting Class Participation

Category		
Number of participants	Psychological factors affecting Class Participation in virtual EFL environments.	Social factors affecting Class Participation in virtual EFL environments.
Speaker 1	Sometimes one gets carried away by self-esteem since self-esteem is connected with self-confidence. There are teachers who come to hit your self-esteem based on your knowledge and that is something that affects everyone generally, because it is messing with feelings.	Being in virtual classes does not allow you to have an interaction with both your classmates and teachers, so this makes certain people become asocial. Not having a relationship with your classmates or with your teachers affects learning in part. When you are in virtual class, you do not have the freedom to express yourself to give your point of view to the teacher. Virtual classes do not encourage participation or interaction.
Speaker 2	With regard to stress, what stresses a person? When it comes to learning, it is the lack of good teaching to give a class that stresses and demotivates students.	My participation is very influenced by the family environment.

Speaker 3	For me it would be stress, stress is the main psychological factor affecting class participation due to the fact that sometimes one does not understand the class that the teachers are indicating to us.	In virtual classes, one is filled with stress or emotions that you end up taking them to the family environment.
Speaker 4	Remember that not everyone knows what people live at home, mostly people get stressed, we get angry, we have many emotions to handle. Sometimes the feedback is directly negative, what I mean is that the teacher has to know how to treat a person because we don't know if that person has some kind of psychological trauma and this can influence in a decision to abandon studies, that is school dropout.	I lose focus at home, it's not the same as being in a classroom sharing with teachers and classmates, socializing you learn better. I have always said that for a student to be well his social environment must be as clean as possible. Having a bad relationship with parents is something that must be worked on because at the end of the day what happens in the mind affects us academically and lowers our performance impressively. Thanks to the virtual classes I was able to get the diagnosis that I have a small attention deficit problem, it is very common today because being through a screen we do not socialize properly. Interaction in class is something extremely important for a person, so that they can develop in a work environment and really perform like a professional.
Speaker 5	In the psychological aspects, I think that anxiety during classes is a real problem. I feel anxiety at the time of participating because I do not know if I am	With regard to interaction with teachers, I personally do not have so much interaction with them, but I think

	going to make a mistake or be ridiculous in front of everyone.	that if there is communication between teachers and students, we can have a higher performance.
Speaker 6	Based on self-confidence, if you do not trust yourself or your capacity, which means self-efficacy, you will not be able to function externally.	Starting from the relationships with your relatives, if you have good communication with your family, it motivates you to continue and learn. As for social interaction with teachers, it is as fundamental as with peers, because there we can achieve greater learning.
Speaker 7	I also planned to answer the question based on self-confidence. If one does not feel safe at the time that is in class, at the moment of participating, one does not know what to say and here is where one feels downcast and discouraged.	I have friends and family that influence too much and motivate me to continue learning, to put more effort when I am in classes and when self-learning.
Speaker 8	When you want to participate in class, self-confidence is important, if you do not trust yourself of what you know, you tend more to make mistakes.	Everything starts from home, that is the greatest support that one can have, from the family. If there is interest from them towards what we are doing, it would motivate us. As much as with teachers with students, having better communication would help for good.

Note. The table shows the transcription of the interview regarding the psychosocial factors affecting class participation in virtual English as a Foreign Language (EFL) environments.

Table 7*Results of Variables of the Study*

Category		
Number of participants	Self-efficacy	Emotional Satisfaction
Speaker 1	<p>Self-efficacy with self-esteem is dependent on each other, when I feel satisfied with the things I am doing, my self-esteem rises, helping more to be motivated and to be concentrated.</p> <p>The teacher, not having an interaction with me, does not even know what my weaknesses or strengths are and which one I should improve, this also affects the moment of feeling with self-efficacy</p>	<p>Sadness demotivates, depression and anxiety demotivate, so that affects my participation in class because I may be dissociating. In this way, I am not paying attention.</p> <p>If before I learned 15% of what the teacher explained, already entering in that state of mind I understand 5%, so I no longer feel emotionally satisfied, especially with virtual classes.</p> <p>I would say that the mood influences a lot, either when you are sad obviously you do not pay attention, you are in your world, you are engrossed.</p> <p>Emotional satisfaction already depends on ourselves.</p> <p>In my opinion, mine is very bad, I feel dissatisfied</p>
Speaker 2	<p>Self-esteem and self-efficacy are related, which means that when I know I can, I will be able to do it.</p>	<p>It makes me angry not to understand the classes, honestly, I do not feel emotionally satisfied with this.</p>
Speaker 3	<p>To be able to express things to society you must trust yourself, have self-esteem and be self-confident.</p>	

	<p>About the classes, I don't really have security, because of fear, fear makes me nervous, I forgot everything because of the same conditions of virtual classes.</p>	
Speaker 4	<p>Both self-efficacy and self-esteem are very important when participating in class and achieving student development.</p> <p>Beyond the psychological aspect, there are people who often self-sabotage because of fear and social pressure</p>	<p>I would say that the mood of people influences 85% or 90% in what a person can develop their activities.</p> <p>Let's base ourselves on an example of a person who had a problem at home and does not feel comfortable, active participation will stop being active participation because many of us do not give the 100% because you cannot through a screen, I do not feel satisfied at all.</p>
Speaker 5	<p>If we already have knowledge we can already be prepared and also have that self-efficacy to be able to answer exams or participate during classes.</p> <p>I think self-efficacy is just as important as self-esteem.</p> <p>If we don't have the confidence in ourselves, we can't get anywhere.</p>	<p>I think that emotions influence a lot when making decisions and acting, because if you have negative emotions you are not going to focus so much on what the teachers say.</p> <p>I don't feel emotionally satisfied with virtual classes, that's why I prefer to be more self-taught.</p>
Speaker 6	<p>For me, self-efficacy and self-esteem go hand in hand, trusting ourselves and believing in our abilities will obviously lead us to have self-efficacy in our activities.</p>	<p>The mood influences too much in our academic activities, obviously if we feel sad, we will not have that ability to concentrate and obviously understand the topics that are explained to us in class.</p> <p>As for the emotional satisfaction with virtual classes, the hours of classes are reduced, obviously in a few</p>

Speaker 7	It is very important to take these two factors by the hand in our learning, since it helps us to develop better in what we are studying, It promotes more self-confidence when answering.	hours the teacher will not explain a whole topic and many times my classmates are left with doubts. From the moment one wakes up and dawns this with positivism should be very influential in each of us for the time in which one is receiving class. Occasionally I feel emotionally satisfied, because I don't always understand the class.
Speaker 8	Self-efficacy is being able to be more accurate in what we want to say, knowing oneself and knowing our abilities, results in having self-efficacy	When one enters classes wanting to learn and pay as much attention as possible for it, he succeeds, when I pay attention and I understand everything, I feel emotionally satisfied.

Category

Number of participants	Organization to Study	Time and Stress Management
Speaker 1	Honestly, it has been difficult for me to manage my time, I always have extracurricular activities and that can be an emotional drain on my learning.	There is time and stress management in the hours allocated to the activities of the forums or the activities that are published on the platform. You have to be 100% aware of the platform, but it is known that not all of us have 100% of our time to be all day checking the platform.

Speaker 2	<p>To be honest, I do not plan, the only time I receive education is when we receive virtual classes.</p> <p>I don't know how to carry out good planning so I cannot organize myself, have a better self-education and be able to cope with everything.</p>	<p>Honestly it affects a lot the management of time and stress, but usually depends on ourselves,</p> <p>There is a lot of stress on the part of teachers under the new modality, they do not warn when it is to present a task some forum, some activity, then it affects a lot.</p> <p>If we talk about time after classes, the truth is I do not put much interest. However, when it comes to stress, that fills me with anger, I am impatient when we are working in groups because I want everything to be organized.</p>
Speaker 3	<p>If we talk about planning, I simply cover what class hours are.</p>	<p>Like many people, we have responsibilities, when time is not enough stress is felt at its maximum, so much so that suddenly someone can even have a nervous breakdown.</p> <p>In this case I do not feel satisfied with my stress management because I am a person who accumulates it to a point where I can no longer.</p>
Speaker 4	<p>In my case, I cannot understand virtuality and I had to look for face-to-face classes, travelling to another city on weekends to learn and perform inside the university.</p> <p>Let's be aware that not everyone has the possibilities, but the effort is still in planning overtime, mainly because of that good planning is necessary.</p>	<p>In the time before I was in the major, I started studying English but I did not advance so much, because I did not have control over time and I procrastinated too much.</p> <p>In virtual classes, I have activities that I need to deliver on time, sometimes surprise activities come out on the</p>
Speaker 5	<p>After finishing classes and after taking a good break, I put in 1 to 2 hours a day, depending on whether I am busy or not.</p> <p>We have to be prepared and plan clear schedules, but I think that not all of us have that opportunity to have as</p>	

	<p>much free time, as others who have occupations and work.</p>	<p>platform that does not give you a warning, that can stress a student a lot.</p>
Speaker 6	<p>I respect the class schedules, my school activities are usually done in the afternoons, it takes me 1 to 2 hours. I always try to take that time to do activities and also to learn autonomously, especially those topics that many times in classes are not explained in their entirety.</p>	<p>Personally, I know how to handle stress most of the time.</p> <p>If we do not take into account stress, we do not develop activities and in the end, we will not feel well</p>
Speaker 7	<p>Consider the organization for learning in the subject is very important, after classes if I plan a certain time, I start watching videos on YouTube or practice on a web page that is on the internet, in order to learn more.</p>	<p>Personally, I do not take it into account, since I started my studies I have tried to plan, distributing my time well.</p>
Speaker 8	<p>I don't get organized much because I work most of the time. The little time I have is in the morning, in classes, then in the afternoon I work.</p>	<p>Talking about class participation, I don't get stressed, I'm a very relaxed person, when I can participate in classes and I know I can do it, I do it.</p> <p>My time management does affect me, sometimes I go to bed late and wake up lazily and I don't have all the motivation to do the things right.</p>

Note. The table shows the transcription of the interview respecting the four variables of the study.