

## ABSTRACT

This study examines the relationship between computer self-efficacy, self-regulation, engagement, and expected achievement for students in distance learning. Prior research on these variables is robust; however, studies specifically on distance learning at the high school level are sparse. While the bulk of research on distance learning has focused on higher education and has mostly looked at the role of self-efficacy and self-regulation, it was predicted that there would be a significant relationship between computer self-efficacy, self-regulation, and engagement at the high school level. To determine if such a relationship existed, students (N=194) were given an online survey that consisted of items from the Web Users Self-Efficacy scale (Eachus & Cassidy, 2006), designed to measure their computer self-efficacy; a modified version of the self-regulation subscale from the Motivated Strategies for Learning Questionnaire (Pintrich & De Groot, 1990), designed to measure their self-regulation; and a modified version of the Feelings About School Inventory (Fredricks, Blumenfeld, Friedel, & Paris, 2005), designed to measure their behavioral, emotional, and cognitive engagement. The results of the analysis indicated that there was a significant relationship between students' self-regulation and their engagement and expected achievement in distance learning.