For research article

Response to Reviewer 2 Comments

1. Summary

Thank you for taking time to review the R2 version of the paper titled "The Impact of E-Learning Technologies on Entrepreneurship and Sustainability Performance" again.

2. Questions for General Evaluation	**Reviewer's Evaluation**	**Response and Revisions**
Is the content succinctly described and contextualized with respect to previous and present theoretical background and empirical research (if applicable) on the topic?	Yes	
Are all the cited references relevant to the research?	Yes	
Are the research design, questions, hypotheses, and methods clearly stated?	Can be improved	I have adjusted the structure of "Methodology" section. Some explanations have also been added.
Are the arguments and discussion of findings coherent, balanced and compelling?	Yes	
For empirical research, are the results clearly presented?	Yes	
Is the article adequately	Yes	

referenced?

Are the conclusions thoroughly supported by the results presented in the article or referenced in secondary literature?	Yes

3. Point-by-point response to Comments and Suggestions for Authors

Comment:

The heading" methodology and data collection" should be changed to "Methodology" only or "materials and method" based on the journal's guidelines. Then " data collection" should appear before "data analysis" section discussing how the data were collected. The process should be explained. For the "design" section you need to discuss the type of research and its justification (whether it is experimental study, quasi-experimental, survey, etc.). So scoring system of the questionnaire or items included in the questionnaire should be moved to another heading "instruments".

Response:

Thank you for your advice! I'm sorry that I didn't pay attention to the structural requirements in the journal's guideline before. I have adjusted the structure of "Methodology" section as well as added some explanations.

3. Methodology

3.1. Design

Most of the previous studies on teaching methods and technologies have emphasized that single online teaching in an epidemic environment is used as an alternative tool to traditional learning processes, focusing on the exclusive use of E-Learning platforms. This study uses online questionnaire to investigate students' views on ELT as supplementary and complementary tools to offline learning.

3.2. Instrument

The study proposed a 49 items questionnaire designed and distributed via Word and Canvas separately, covering six research areas: ELT (9 items), personal skills (6 items), business skills (6 items), product skills (5 items), sustainability efficacy (17 items) and sustainability awareness (6 items), designed based on previous studies as shown in Table 1.

The measure of ELT in this study covers a learning platform called Canvas, ZOOM, e-mail system, social media, internet as well as the latest technologies like chat GPT etc. A questionnaire survey was conducted to collect relevant data.

In addition, this study also designed three control variables, namely gender, GPA, and working experience, to determine whether sustainability awareness is influenced by external variables.

All responses were assessed on a 7-point Likert scale. Research has shown that compared to Likert scales with scores of 5 and below, the 7-point scale has more significant discrimination and higher reliability [110]. For online environments, a symmetrical 7-point scale interface is considered more suitable for

respondents to express their evaluations, which helps alleviate their psychological burden and increase the number of respondents [111].

3.3. Data collection

Data was collected from March to April, 2023. The data collection is based on an innovation and entrepreneurship course at a university in Hong Kong. The course runs for one semester from January to June 2023, during which students learned about in-novation, entrepreneurship, and sustainability.

3.4. Data analysis