

**INSTITUTIONAL FACTORS AND
SOCIOCULTURAL CONTEXT ON LEARNING
ENGAGEMENT AMONG ENGLISH MAJORS IN
COLLEGES UNDER CHINA NEW HIGHER
EDUCATION GROUP LIMITED**

DISERTASI



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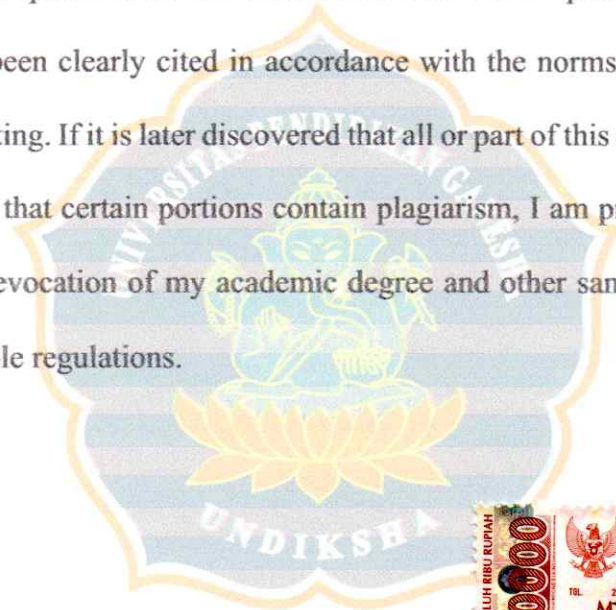


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DECLARATION SHEET

I hereby declare that the dissertation entitled "INSTITUTIONAL FACTORS AND SOCIOCULTURAL CONTEXT ON LEARNING ENGAGEMENT AMONG ENGLISH MAJORS IN COLLEGES UNDER CHINA NEW HIGHER EDUCATION GROUP LIMITED," which I compiled as part of the requirements for obtaining a Doctoral degree from the Postgraduate Program at Ganesha University of Education, is my own work.

Certain portions of this dissertation that I have quoted from the work of others have been clearly cited in accordance with the norms, rules, and ethics of scientific writing. If it is later discovered that all or part of this dissertation is not my own work or that certain portions contain plagiarism, I am prepared to accept the sanction of revocation of my academic degree and other sanctions in accordance with applicable regulations.



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PREFACE

This dissertation, entitled “INSTITUTIONAL FACTORS AND SOCIOCULTURAL CONTEXT ON LEARNING ENGAGEMENT AMONG ENGLISH MAJORS IN COLLEGES UNDER CHINA NEW HIGHER EDUCATION GROUP LIMITED,” has been completed as part of the requirements for the Doctoral Program. The completion of this dissertation would not have been possible without the guidance, support, and encouragement of many individuals and institutions.

The author would like to express sincere appreciation to the supervisors for their invaluable guidance, constructive feedback, and continuous encouragement throughout the entire research process. Appreciation is also extended to the examiners for their insightful comments and recommendations, which have significantly improved the quality of this dissertation.

The author is equally grateful to the university leaders, academic staff, lecturers, and all stakeholders who provided administrative, academic, and technical support during the completion of this study. Special appreciation is also extended to all participants who willingly contributed their time and shared valuable information, making this research possible. Finally, heartfelt gratitude is expressed to the author's family, colleagues, and friends for their continuous encouragement, understanding, and support throughout this academic journey.

It is hoped that this dissertation will contribute to the advancement of knowledge, particularly in the fields of higher education and secondary education. The author also welcomes constructive comments and suggestions for the improvement of future scholarly work.

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Zhang Lingli

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