APPENDIX

Appendix 1 The Instrument

Request for Expert Judgment on Instrument Validity

To:

Dr. ……

[Affiliation]

My name is……, and I am currently conducting a research study entitled:

"Institutional and Sociocultural Factors Influencing English Majors' Learning Engagement in Higher Education in China."

This study is conducted as part of the academic requirements for completing my graduate study at the Postgraduate Program of Universitas Pendidikan Ganesha. To support the quality and rigor of this research, I have developed a questionnaire instrument aimed at measuring students' learning engagement as well as the institutional and sociocultural factors that influence it. The instrument was constructed based on relevant theoretical frameworks, previous empirical studies, and findings from a preliminary study conducted in several universities within a single educational cluster in China.

In order to ensure the content validity, clarity, and relevance of the questionnaire items, I respectfully request your assistance as an expert judge to review and evaluate the instrument. The expert review is focused on a binary judgment (Relevant / Irrelevant) and is accompanied by constructive suggestions. Specifically, I kindly ask for your professional evaluation of the following aspects:

1. The relevance of each item to the intended indicators and constructs
2. The appropriateness of each item in representing the dimensions of the variables
3. The clarity and comprehensibility of the statements
4. Suggestions for revision, including rewording, addition, or deletion of items

I would be very grateful for your time, expertise, and valuable feedback, which will greatly contribute to improving the quality of this research instrument. Thank you very much for your kind consideration and support.

Sincerely,

……..
Student ID:

Universitas Pendidikan Ganesha

About the study

Education has become a major national priority in China, supported by continuous reforms such as the Outline of China's National Plan for Medium- and Long-term Educational Reform and Development (2010–2020), which emphasizes education as the foundation of national development. The success of these reforms depends largely on effective learning, in which student learning engagement plays a central role. Student engagement refers to students' active participation, commitment, and effort in both academic and extracurricular learning activities, and it is particularly significant in the Chinese educational context, which values discipline, hard work, and academic excellence.

Guided by policies such as Quality Education (suzhi jiaoyu), Chinese higher education institutions are encouraged to promote holistic student development by fostering active, responsible, and creative learners. Previous studies in China have mainly examined internal factors influencing learning engagement, such as motivation, confidence, and learning strategies. However, research has increasingly suggested that learning engagement is also shaped by institutional conditions and sociocultural contexts.

A preliminary study conducted in three colleges within the same educational group in China revealed notable differences in English majors' learning engagement, despite the use of identical curricula and management systems. Classroom observations and interviews indicated that variations in class size, facilities, teaching practices, institutional focus, and regional cultural environments contributed to different levels of student participation, confidence, and motivation. These findings suggest that factors beyond curriculum design influence students' engagement.

Supporting evidence from recent studies further shows that institutional support, teacher–student relationships, regional culture, and sociocultural exposure significantly affect Chinese students' academic engagement. Together, these findings highlight a critical issue: a unified educational system does not necessarily produce equal learning engagement across campuses.

Therefore, this study aims to address a research gap by examining how institutional factors and sociocultural context jointly influence the learning engagement of English language majors within a single educational cluster in China. By focusing on this group, the study seeks to provide deeper insight into how educational environments and cultural settings shape student engagement, offering implications

for improving teaching quality, student participation, and equitable development in Chinese higher education.

Theoretical Review

Learning Engagement

Fredricks et al., (2004) proposed the three-dimensional model of learning engagement. This model deconstructs learning engagement into three interrelated dimensions of behavior, emotion and cognition, and clearly defines its internal hierarchical structure. In this analytical model, learning engagement is examined through three specific dimensions. Behavioral engagement focuses on students' specific learning actions, including directly observable performances such as attending classes on time, actively speaking in class, and completing homework seriously; emotional engagement focuses on students' inner feelings, which are manifested in the acceptance of teachers' teaching methods, the degree of interest in course content, the sense of identity with the campus environment, and the positive or negative emotions generated in the learning process; cognitive engagement is reflected in students' use of learning methods, including whether they can think deeply, effectively manage their learning process, and whether they can persist in overcoming difficulties when they encounter them.

After the three-dimensional model of learning engagement was proposed, the research in this field has made a number of important theoretical and empirical advances, including the Student Engagement Scale developed by Appleton et al., (2006) . The scale not only provides an operational evaluation tool, but also incorporates important influencing factors such as the degree of school support and the level of academic expectations, which significantly improves the explanatory power of the theoretical model. Reeve & Tseng, (2011) advanced the research on this basis, proposed the new concept of "active engagement", and emphasized the subjective initiative of students in the learning process - they are not only the adapters of the environment, but also the active builders of the learning environment. At the same time, Kuh, (2009) placed the classic three-dimensional theoretical model in a broader higher education ecosystem, and systematically explained how the three levels of individual characteristics, school system and social culture are interconnected and jointly affect students' learning engagement. This theoretical expansion enables us to more comprehensively understand the multiple factors that affect learning outcomes. Trowler (2010) literature review revealed the shaping effect of academic culture, teaching style, and policy environment on the performance of learning engagement, and promoted the adaptive development of the model in cross-cultural contexts. Kuh et al. (2008) confirmed through empirical research the complex interaction between institutional factors and student background variables in the path of influencing input.

Guidelines for Filling Out the Questionnaire

This questionnaire is designed to collect information about students' learning engagement, institutional factors, sociocultural factors, and learning outcomes.

Please read the following instructions carefully before completing the questionnaire.

1. **Read each statement carefully**
   Each statement describes a learning behavior, perception, or experience related to your academic activities. Please make sure you understand the meaning of each statement before choosing your answer.
2. **Respond honestly based on your personal experience**
   There are no right or wrong answers. Your responses should reflect your actual experiences and perceptions during your learning process.
3. **Choose only one response for each statement**
   For every statement, select **one** option that best represents how often the statement applies to you.
4. **Use the following response scale consistently**
   Please indicate your response using the five-point Likert scale provided:
   - **Never**: The statement does not apply to you at all
   - **Rarely**: The statement applies to you only occasionally
   - **Sometimes**: The statement applies to you from time to time
   - **Often**: The statement applies to you frequently
   - **Always**: The statement applies to you consistently
5. **Answer all items completely**
   Please ensure that you respond to every statement in the questionnaire. Incomplete responses may affect the accuracy of the research results.
6. **Confidentiality assurance**
   All responses will be kept confidential and will be used solely for academic research purposes. Your identity will not be disclosed in any reports or publications.

Thank you for your time and cooperation in completing this questionnaire.

Appendix 2 Questionnaire for Learning Engagement, Institutional Factors and Social Factors

Variables	Dimension	Number of Items	Statement	Response				
				Never	Rarely	Sometimes	Often	Always
Learning Engagement	Behavioral	9	1. I pay full attention and concentrate during class lectures.					
			2. I take notes during class.					
			3. I think deeply about the course content.					
			4. I actively participate in classroom discussions.					
			5. I complete classroom assignments diligently.					
			6. I promptly summarize what I have learned.					
			7. I collaborate with my classmates during learning activities.					
			8. I discuss learning problems with my classmates.					
			9. I participate in English-related extracurricular activities					
	Emotional	9	10. I am driven by the interesting and curious content of courses.					
			11. I study to build a better life for my family and myself in the future.					
			12. I learn to advance my long-term personal development.					

			13. I chase good grades to win recognition and respect from others.					
			14. I aim for outstanding scores to gain advantages in competitions, further study and job hunting.					
			15. I feel guilty and anxious when failing course requirements or getting failing grades.					
			16. I acquire great joy and a strong sense of satisfaction through learning.					
			17. I hold confidence to face unknown learning difficulties.					
			18. I grow more fond of my major with continuous study.					
	Cognitive	9	19. I connect course content with my previous knowledge.					
			20. I integrate knowledge from different courses.					
			21. I identify valuable information in my learning.					
			22. I consider problems from multiple perspectives.					
			23. I critically evaluate others' conclusions.					
			24. I understand other people's viewpoints.					
			25. I form my own viewpoints based on evidence.					
			26. I reflect on and adjust my understanding.					
			27. I reflect on my personal strengths and weaknesses.					

Institutional Factors	Teacher Support	6	28. The teacher teaches responsibly.					
			29. The teacher lectures logically and plainly.					
			30. The teacher adjusts teaching based on student feedback.					
			31. The teacher leads meaningful class discussions.					
			32. The teacher encourages students to raise critical questions					
			33. The teacher supports students' independent exploration.					
	Curriculum Design	3	34. The course helps me develop my thinking and cognitive skills.					
			35. The course content and requirements are clear and well-organized.					
			36. The courses I take are challenging and require serious effort.					
	Course Assessment	2	37. The assessment methods used in this course fairly evaluate my learning and understanding.					
			38. The university conducts comprehensive quality assessments to improve education.					
	Campus Environment	2	39. The university provides a positive climate and culture that supports learning.					
			40. The university provides sufficient institutional support and learning resources.					
	Community Service	3	41. I think taking part in volunteer services is meaningful.					

Sociocultural Factors			42. I actively participate in community service that have a strong impact on my academic and personal development.					
			43. I receive frequent feedback that helps me improve my study during the community service.					
	Students' Organization	3	44. I am willing to join student clubs.					
			45. Student organizations help me make many friends and become more outgoing.					
			46. Club activities improve my comprehensive abilities.					
	Overseas or Extracurricular Language Learning	2	47. The university provides a lot of overseas study opportunities (summer schools, exchanges, etc.).					
			48. I take part in extracurricular activities(professional, language, arts and sports contests)every week.					
	Language Identity	2	49. I am willing to communicate in English after class.					
			50. I take pride in my fluent English.					

Appendix 3 Validity and Reliability

Item 01	Pearson Correlation	.412**	Item 26	Pearson Correlation	.564**
	Sig. (2-tailed)	0.008		Sig. (2-tailed)	0.000
Item 02	Pearson Correlation	.403**	Item 27	Pearson Correlation	.406**
	Sig. (2-tailed)	0.010		Sig. (2-tailed)	0.009
Item 03	Pearson Correlation	.355*	Item 28	Pearson Correlation	.473**
	Sig. (2-tailed)	0.025		Sig. (2-tailed)	0.002
Item 04	Pearson Correlation	.445**	Item 29	Pearson Correlation	.433**
	Sig. (2-tailed)	0.004		Sig. (2-tailed)	0.005
Item 05	Pearson Correlation	.540**	Item 30	Pearson Correlation	.496**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.001
Item 06	Pearson Correlation	.469**	Item 31	Pearson Correlation	.545**
	Sig. (2-tailed)	0.002		Sig. (2-tailed)	0.000
Item 07	Pearson Correlation	.454**	Item 32	Pearson Correlation	.431**
	Sig. (2-tailed)	0.003		Sig. (2-tailed)	0.006
Item 08	Pearson Correlation	.426**	Item 33	Pearson Correlation	.409**
	Sig. (2-tailed)	0.006		Sig. (2-tailed)	0.009
Item 09	Pearson Correlation	.421**	Item 34	Pearson Correlation	.334*
	Sig. (2-tailed)	0.007		Sig. (2-tailed)	0.035
Item 10	Pearson Correlation	.459**	Item 35	Pearson Correlation	.421**
	Sig. (2-tailed)	0.003		Sig. (2-tailed)	0.007
Item 11	Pearson Correlation	.402*	Item 36	Pearson Correlation	.524**
	Sig. (2-tailed)	0.010		Sig. (2-tailed)	0.001
Item 12	Pearson Correlation	.553**	Item 37	Pearson Correlation	.429**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.006
Item 13	Pearson Correlation	.454**	Item 38	Pearson Correlation	.511**
	Sig. (2-tailed)	0.003		Sig. (2-tailed)	0.001

Item 14	Pearson Correlation	.448**	Item 39	Pearson Correlation	.463**
	Sig. (2-tailed)	0.004		Sig. (2-tailed)	0.003
Item 15	Pearson Correlation	.452**	Item 40	Pearson Correlation	.571**
	Sig. (2-tailed)	0.003		Sig. (2-tailed)	0.000
Item 16	Pearson Correlation	.393*	Item 41	Pearson Correlation	.455**
	Sig. (2-tailed)	0.012		Sig. (2-tailed)	0.003
Item 17	Pearson Correlation	.483**	Item 42	Pearson Correlation	.399*
	Sig. (2-tailed)	0.002		Sig. (2-tailed)	0.011
Item 18	Pearson Correlation	.360*	Item 43	Pearson Correlation	.446**
	Sig. (2-tailed)	0.022		Sig. (2-tailed)	0.004
Item 19	Pearson Correlation	.409**	Item 44	Pearson Correlation	.425**
	Sig. (2-tailed)	0.009		Sig. (2-tailed)	0.006
Item 20	Pearson Correlation	.409**	Item 45	Pearson Correlation	.354*
	Sig. (2-tailed)	0.009		Sig. (2-tailed)	0.025
Item 21	Pearson Correlation	.585**	Item 46	Pearson Correlation	.491**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.001
Item 22	Pearson Correlation	.532**	Item 47	Pearson Correlation	.477**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.002
Item 23	Pearson Correlation	.498**	Item 48	Pearson Correlation	.433**
	Sig. (2-tailed)	0.001		Sig. (2-tailed)	0.005
Item 24	Pearson Correlation	.451**	Item 49	Pearson Correlation	.397*
	Sig. (2-tailed)	0.003		Sig. (2-tailed)	0.011
Item 25	Pearson Correlation	.535**	Item 50	Pearson Correlation	.422**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.007

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	50

Appendix 4 Data Analysis

Descriptives

	College			Statistic	Std. Error
Learning Engagement	1	Mean		3.8190	.05643
		95% Confidence Interval for Mean	Lower Bound	3.7074	
			Upper Bound	3.9306	
		5% Trimmed Mean		3.8365	
		Median		4.0200	
		Variance		.427	
		Std. Deviation		.65322	
		Minimum		2.57	
		Maximum		4.64	
		Range		2.07	
		Interquartile Range		1.39	
		Skewness		-.445	.209
		Kurtosis		-1.376	.416
	2	Mean		3.8320	.05674
		95% Confidence Interval for Mean	Lower Bound	3.7198	
			Upper Bound	3.9443	
		5% Trimmed Mean		3.8469	
		Median		4.0000	
		Variance		.428	
		Std. Deviation		.65436	
		Minimum		2.71	
		Maximum		4.68	
		Range		1.97	
		Interquartile Range		1.37	
		Skewness		-.422	.210
		Kurtosis		-1.365	.417
	3	Mean		3.8224	.05791
		95% Confidence Interval for Mean	Lower Bound	3.7078	
			Upper Bound	3.9370	
		5% Trimmed Mean		3.8343	
		Median		4.0000	
		Variance		.426	
		Std. Deviation		.65256	
		Minimum		2.71	
		Maximum		4.68	

		Range		1.97	
		Interquartile Range		1.39	
		Skewness		-.372	.215
		Kurtosis		-1.426	.427
Institutional Factors	1	Mean		3.8202	.05737
		95% Confidence Interval for Mean	Lower Bound	3.7067	
			Upper Bound	3.9337	
		5% Trimmed Mean		3.8345	
		Median		3.9200	
		Variance		.441	
		Std. Deviation		.66412	
		Minimum		2.54	
		Maximum		4.85	
		Range		2.31	
		Interquartile Range		1.31	
		Skewness		-.312	.209
		Kurtosis		-1.288	.416
	2	Mean		3.8673	.05729
		95% Confidence Interval for Mean	Lower Bound	3.7540	
			Upper Bound	3.9806	
		5% Trimmed Mean		3.8844	
		Median		4.0000	
		Variance		.436	
		Std. Deviation		.66067	
		Minimum		2.54	
		Maximum		4.77	
		Range		2.23	
		Interquartile Range		1.23	
		Skewness		-.388	.210
		Kurtosis		-1.254	.417
	3	Mean		3.8159	.05979
		95% Confidence Interval for Mean	Lower Bound	3.6976	
			Upper Bound	3.9342	
		5% Trimmed Mean		3.8291	
		Median		4.0000	
		Variance		.454	
		Std. Deviation		.67378	
		Minimum		2.62	
		Maximum		4.77	

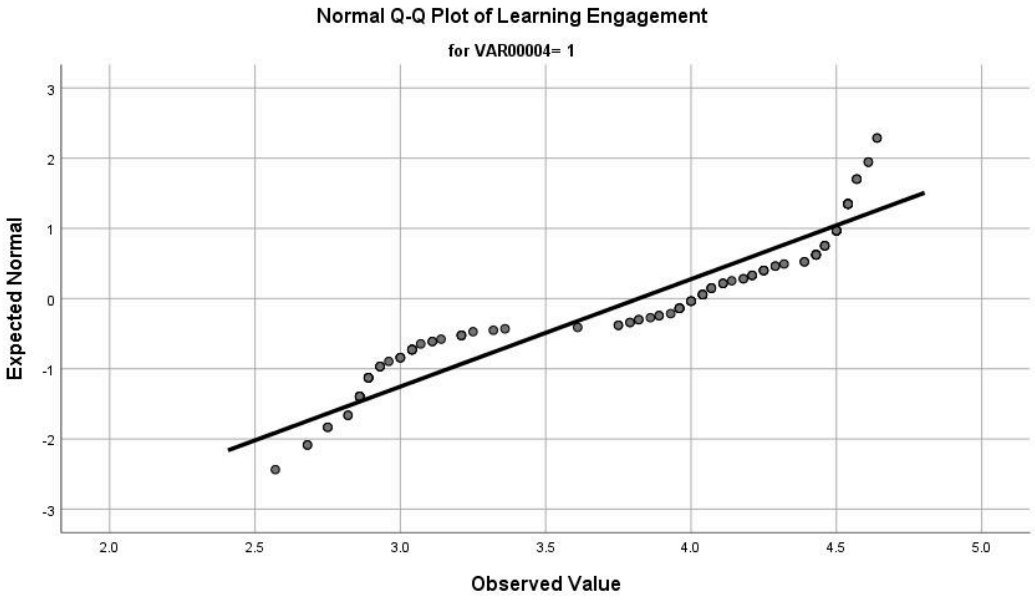
		Range		2.15	
		Interquartile Range		1.30	
		Skewness		-.374	.215
		Kurtosis		-1.312	.427
Socio Cultural Factors	1	Mean		3.8269	.05628
		95% Confidence Interval for Mean	Lower Bound	3.7156	
			Upper Bound	3.9382	
		5% Trimmed Mean		3.8490	
		Median		4.0000	
		Variance		.424	
		Std. Deviation		.65145	
		Minimum		2.40	
		Maximum		4.80	
		Range		2.40	
		Interquartile Range		1.20	
		Skewness		-.452	.209
		Kurtosis		-1.112	.416
	2	Mean		3.8023	.05745
		95% Confidence Interval for Mean	Lower Bound	3.6886	
			Upper Bound	3.9159	
		5% Trimmed Mean		3.8217	
		Median		4.0000	
		Variance		.439	
		Std. Deviation		.66258	
		Minimum		2.30	
		Maximum		4.90	
		Range		2.60	
		Interquartile Range		1.30	
		Skewness		-.472	.210
		Kurtosis		-1.161	.417
	3	Mean		3.8157	.05881
		95% Confidence Interval for Mean	Lower Bound	3.6994	
			Upper Bound	3.9321	
		5% Trimmed Mean		3.8377	
		Median		4.0000	
		Variance		.439	
		Std. Deviation		.66278	
		Minimum		2.50	
		Maximum		4.70	

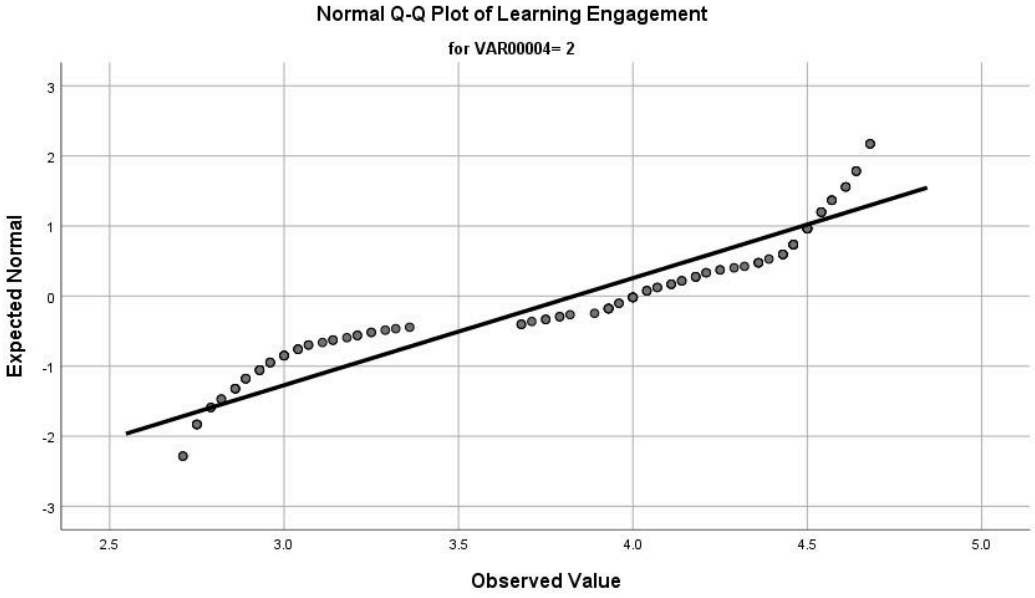
	Range	2.20	
	Interquartile Range	1.20	
	Skewness	-.485	.215
	Kurtosis	-1.211	.427

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	College	Statistic	df	Sig.	Statistic	df	Sig.
Learning Engagement	1	.168	134	.000	.867	134	.000
	2	.153	133	.000	.878	133	.000
	3	.164	127	.000	.872	127	.000
Institutional Factors	1	.128	134	.000	.920	134	.000
	2	.124	133	.000	.911	133	.000
	3	.152	127	.000	.897	127	.000
Socio Cultural Factors	1	.140	134	.000	.919	134	.000
	2	.159	133	.000	.908	133	.000
	3	.169	127	.000	.895	127	.000

a. Lilliefors Significance Correction

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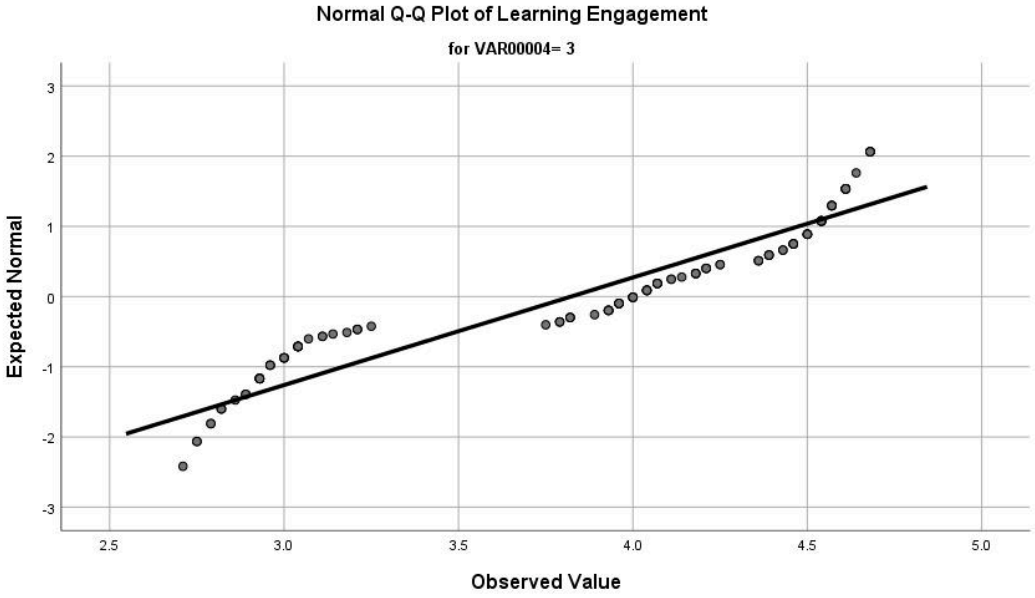
5.0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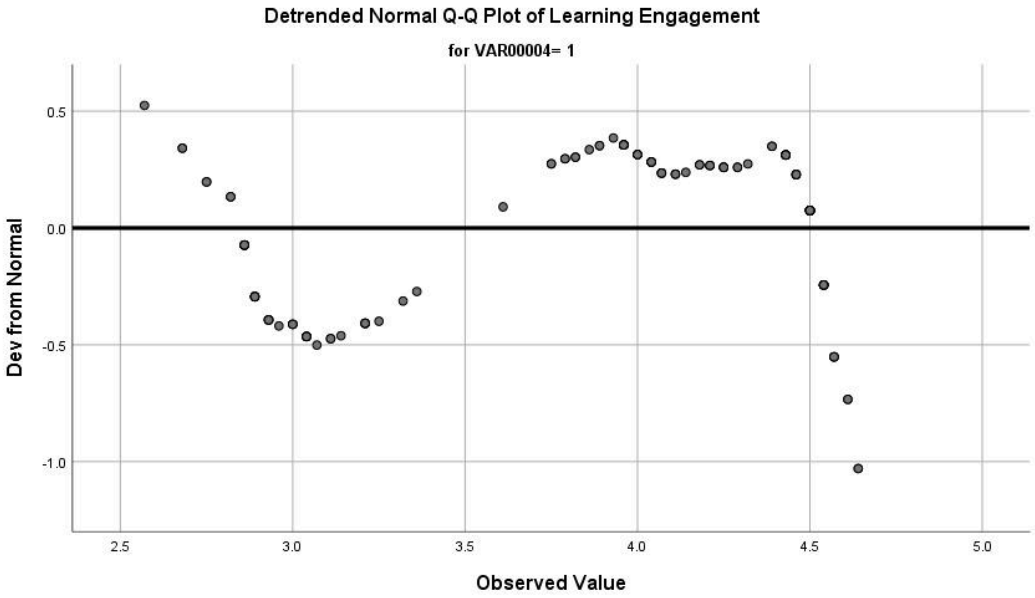
4.0
4.5
5.0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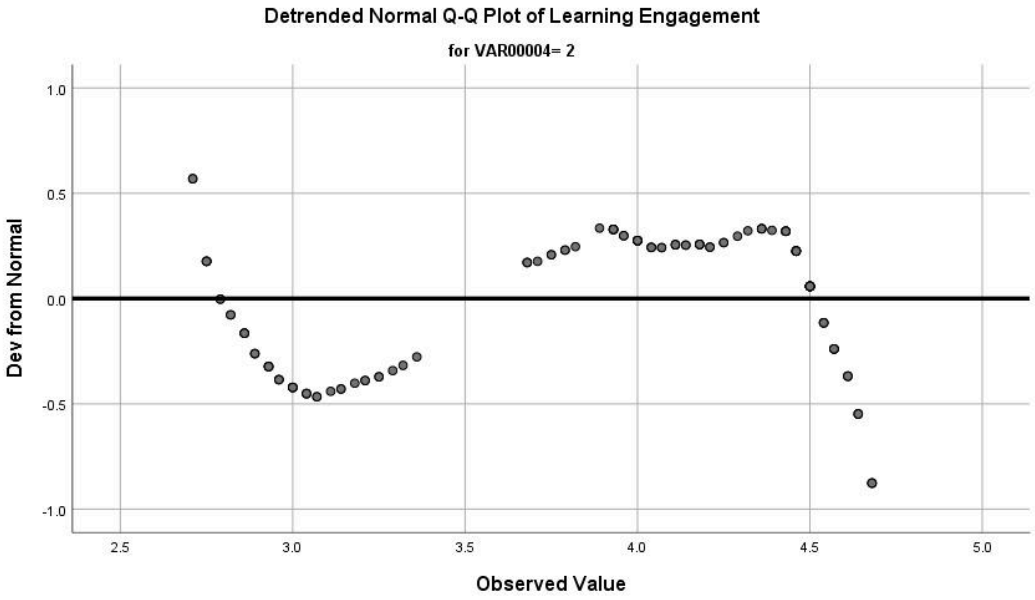
4.0
4.5
5.0
Observed Value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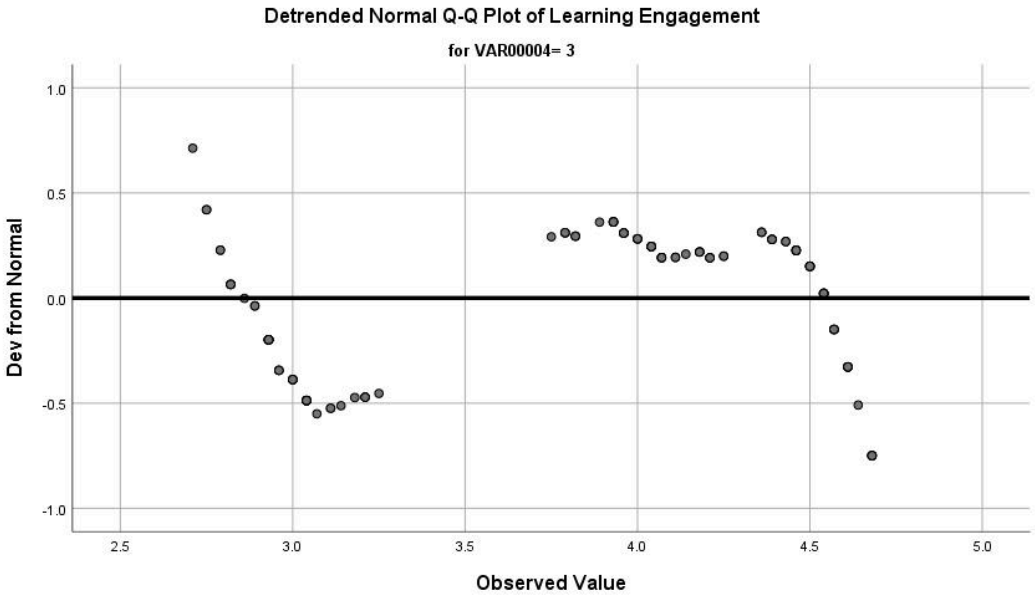
Observed Value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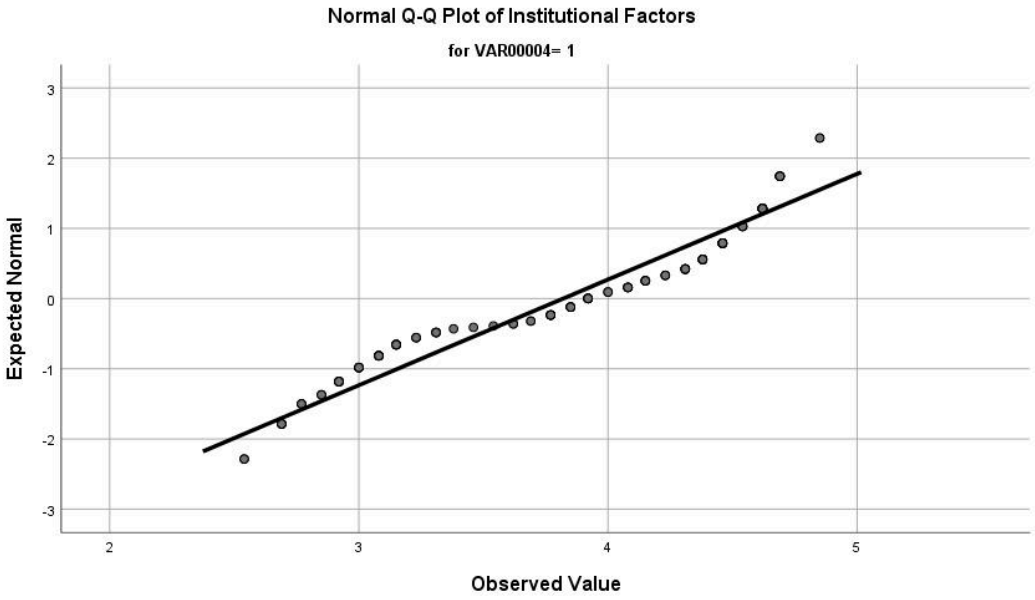
Observed Value


Normal Q-Q Plot of Institutional Factors
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Expected Normal
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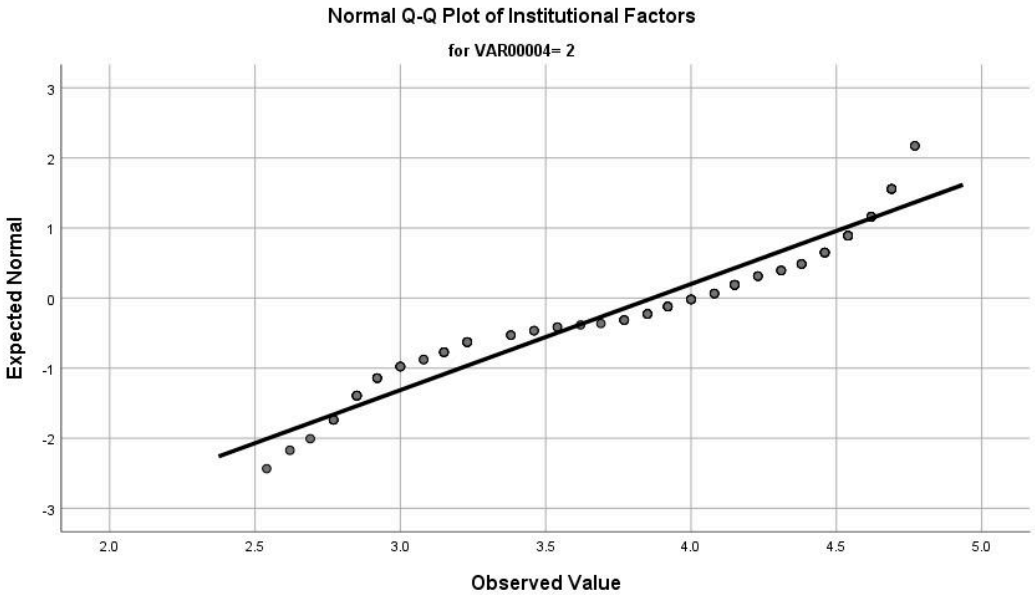
2
3
4
5
Observed Value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for VAR00004= 2
Expected Normal
Observed Value
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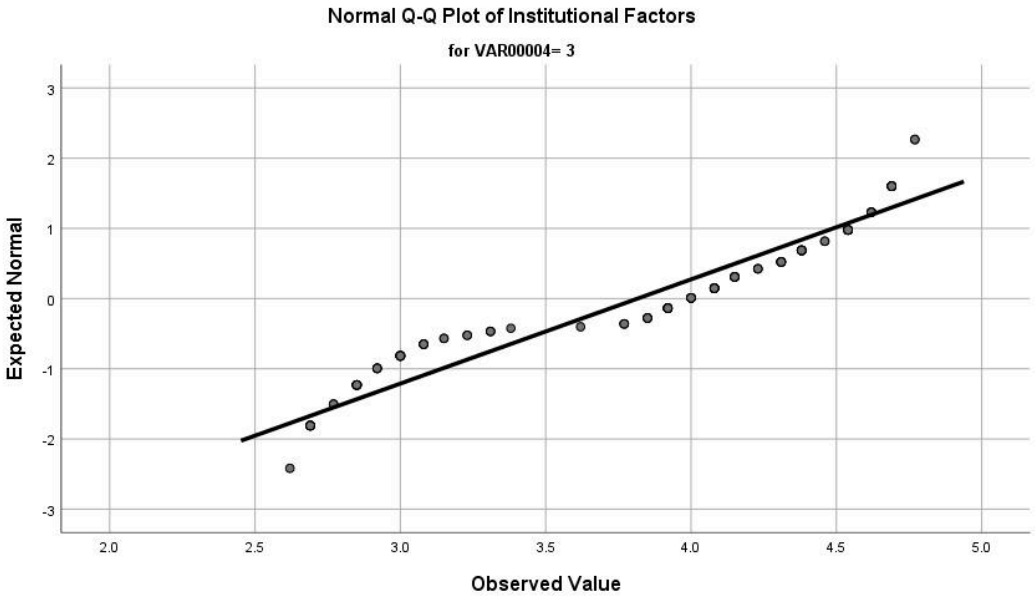
3.5
4.0
4.5
5.0


Normal Q-Q Plot of Institutional Factors
for VAR00004= 3
Expected Normal
Observed Value
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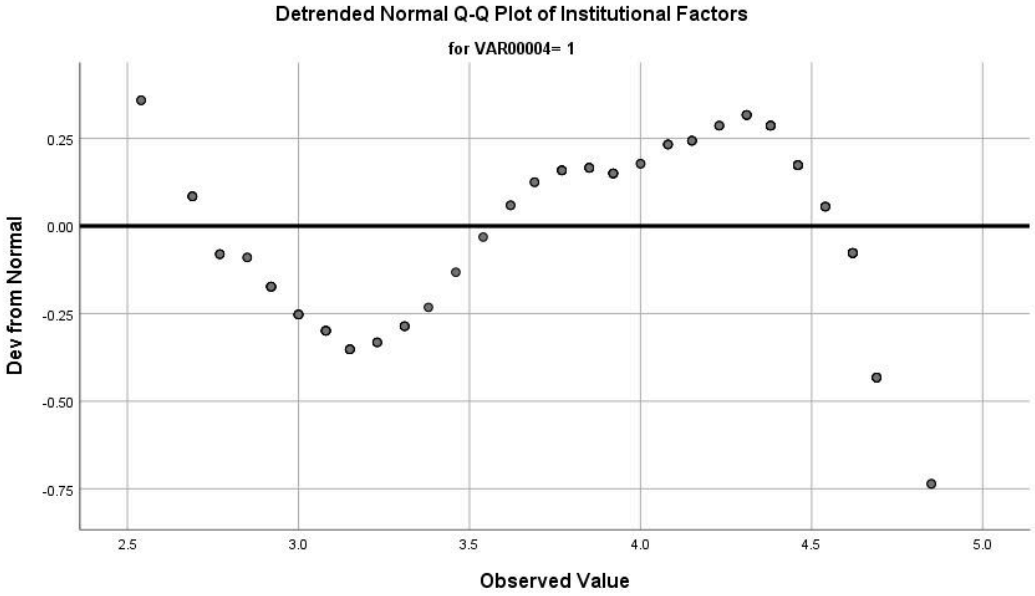
4.0
4.5
5.0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for VAR00004= 1
Dev from Normal
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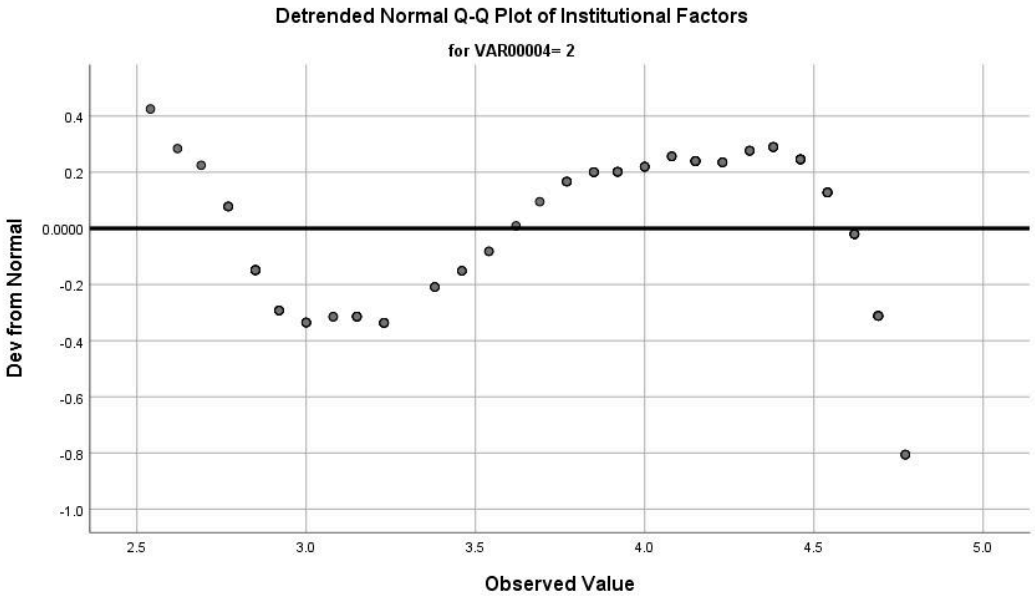
3.0
3.5
4.0
4.5
5.0
Observed Value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for VAR00004= 2
Dev from Normal
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0.0000
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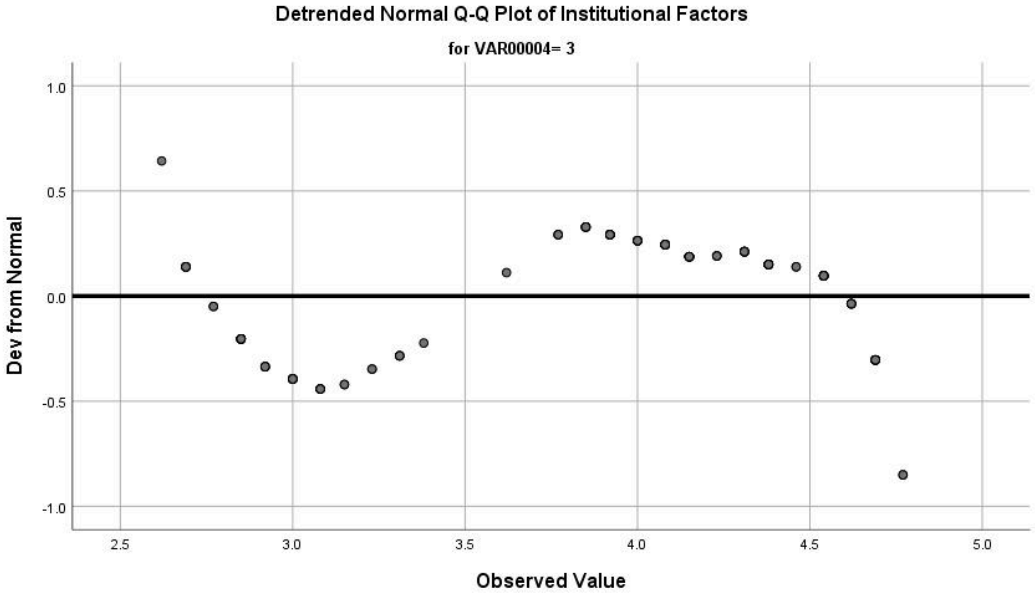
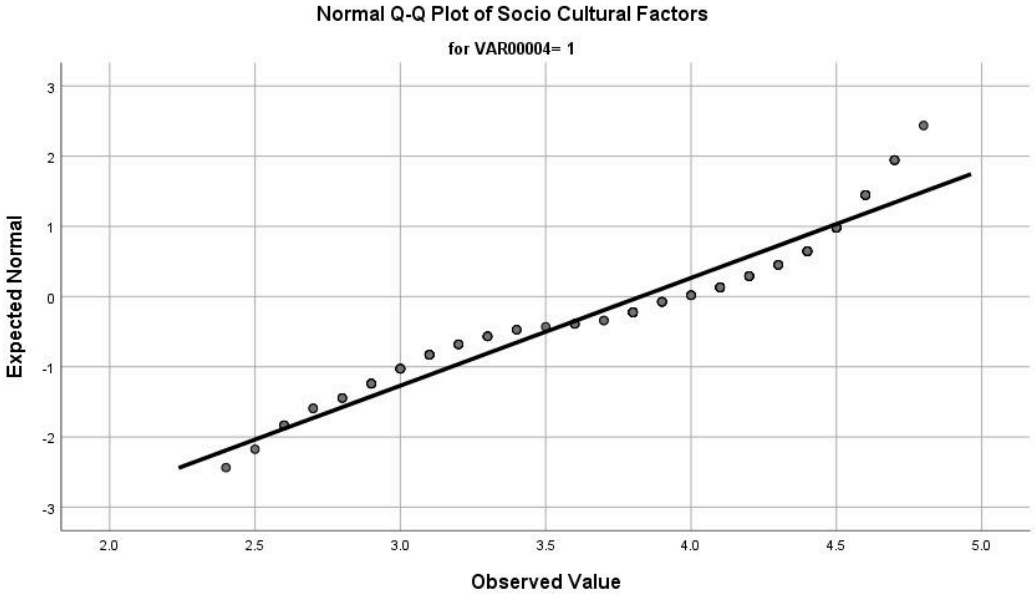
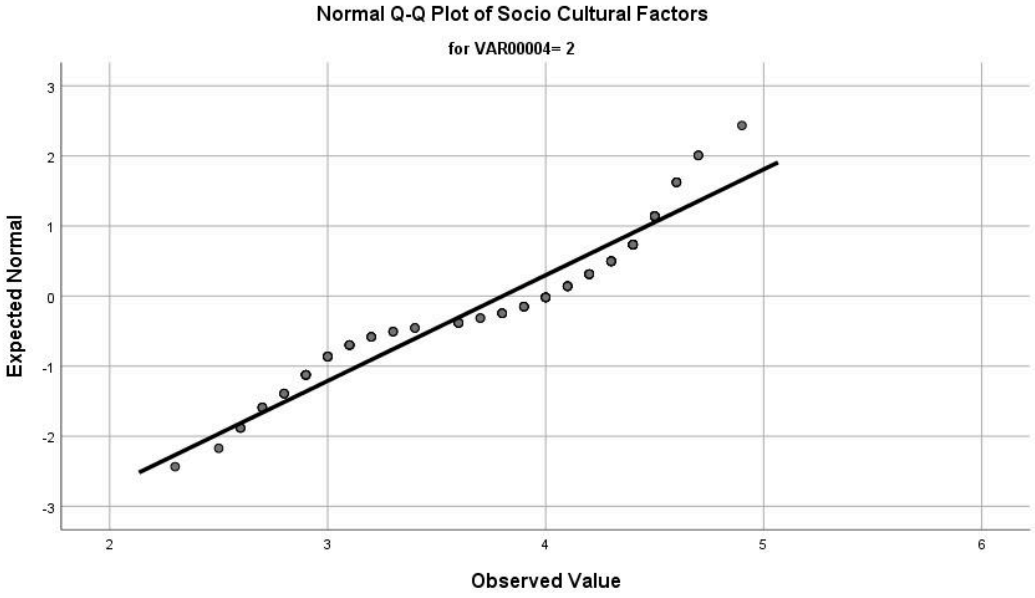
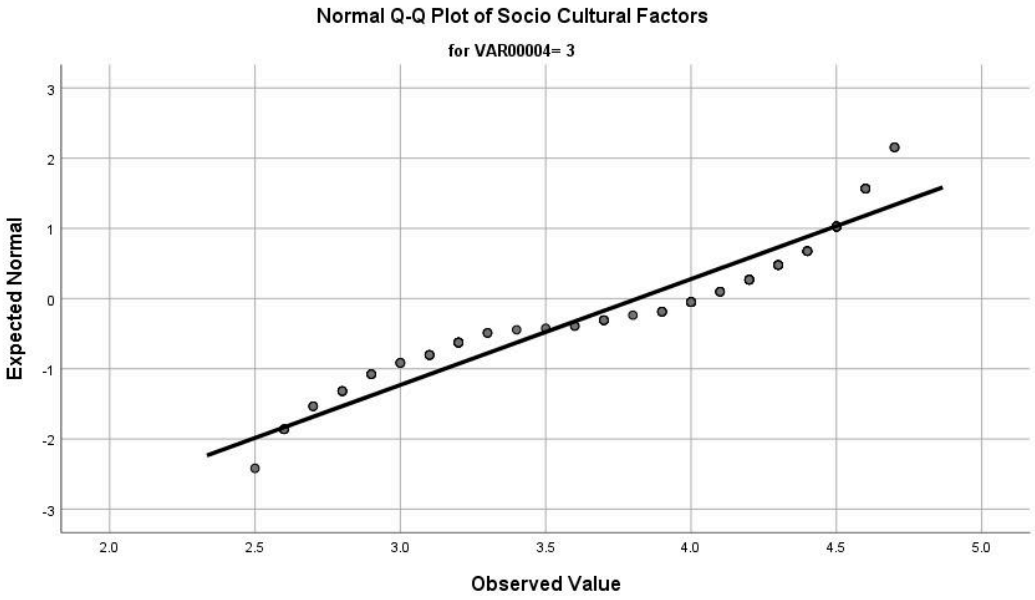
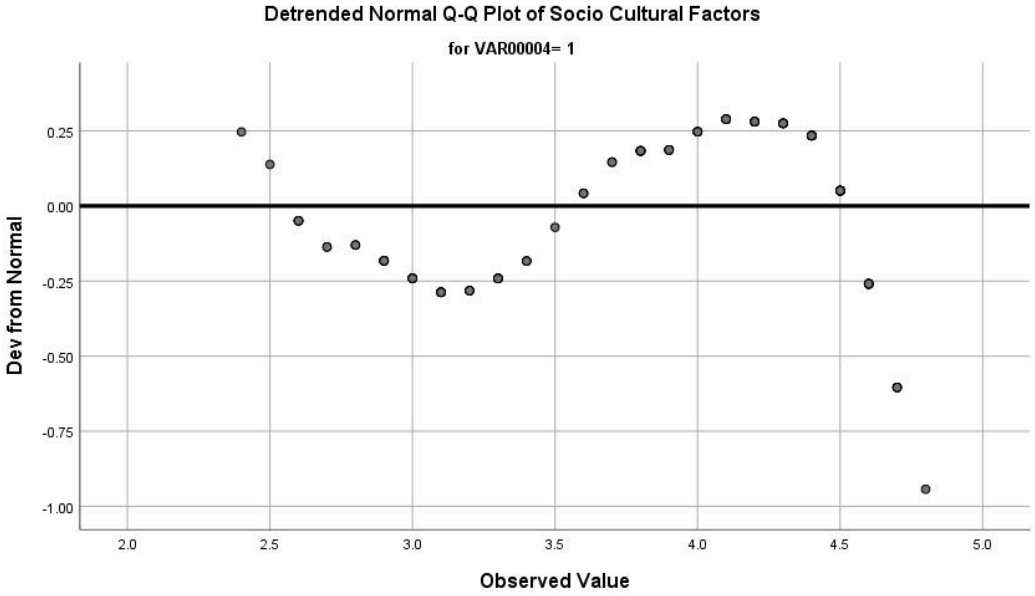
-0.8
-1.0
2.5
3.0
3.5
4.0
4.5
5.0
Observed Value

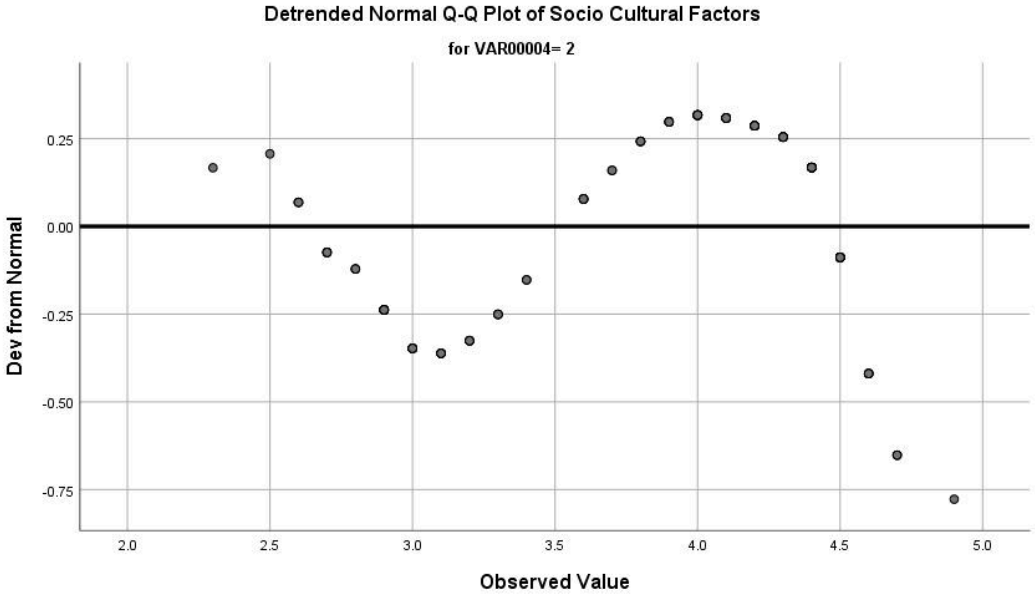

Detrended Normal Q-Q Plot of Institutional Factors
for VAR00004= 3
Dev from Normal
1.0
0.5
0.0
-0.5
-1.0
2.5
3.0
3.5
4.0
4.5
5.0
Observed Value

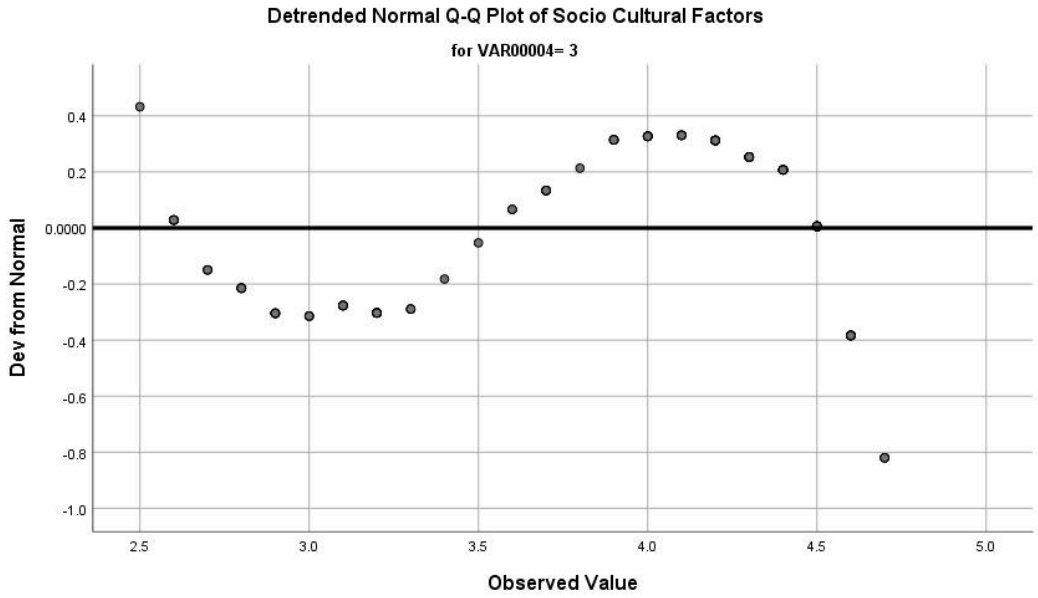

Normal Q-Q Plot of Socio Cultural Factors
for VAR00004= 1
Expected Normal
3
2
1
0
-1
-2
-3
2.0
2.5
3.0
3.5
4.0
4.5
5.0
Observed Value


Normal Q-Q Plot of Socio Cultural Factors
for VAR00004= 2
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
2
3
4
5
6


Normal Q-Q Plot of Socio Cultural Factors
for VAR00004= 3
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
2.0
2.5
3.0
3.5
4.0
4.5
5.0


Detrended Normal Q-Q Plot of Socio Cultural Factors
for VAR00004= 1
Dev from Normal
0.25
0.00
-0.25
-0.50
-0.75
-1.00
2.0
2.5
3.0
3.5
4.0
4.5
5.0
Observed Value


Detrended Normal Q-Q Plot of Socio Cultural Factors
for VAR00004= 2
Dev from Normal
0.25
0.00
-0.25
-0.50
-0.75
2.0
2.5
3.0
3.5
4.0
4.5
5.0
Observed Value



Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Institutional Factors[b]	.	Enter

a. Dependent Variable: Learning Engagement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.929[a]	.864	.863	.24088

a. Predictors: (Constant), Institutional Factors

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.195	1	144.195	2485.179	.000[b]
	Residual	22.745	392	.058		
	Total	166.940	393			

a. Dependent Variable: Learning Engagement

b. Predictors: (Constant), Institutional Factors

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.331	.071		4.647	.000
	Institutional Factors	.911	.018	.929	49.852	.000

a. Dependent Variable: Learning Engagement

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Socio Cultural Factors[b]	.	Enter

a. Dependent Variable: Learning Engagement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.844	.844	.25760

a. Predictors: (Constant), Socio Cultural Factors

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.928	1	140.928	2123.782	.000[b]
	Residual	26.012	392	.066		
	Total	166.940	393			

a. Dependent Variable: Learning Engagement

b. Predictors: (Constant), Socio Cultural Factors

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.951[a]	.904	.903	.20269	.904	1836.149	2	391	.000	2.030

a. Predictors: (Constant), Socio Cultural Factors, Institutional Factors

b. Dependent Variable: Learning Engagement

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	150.876	2	75.438	1836.149	.000[b]
	Residual	16.064	391	.041		
	Total	166.940	393			

a. Dependent Variable: Learning Engagement

b. Predictors: (Constant), Socio Cultural Factors, Institutional Factors

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.139	.062		2.260	.024					
	Institutional Factors	.527	.034	.537	15.560	.000	.929	.618	.244	.206	4.843
	Socio Cultural Factors	.437	.034	.440	12.752	.000	.919	.542	.200	.206	4.843

a. Dependent Variable: Learning Engagement