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A Study OF the Factors Affecting Students' Engagement in IPTC in HIU, China

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Abstract

Purpose: The purpose of this study is to examine the impact of academic motivation, self-efficacy, and performance on students' engagement in IPTC (ideological and political theories courses) at a leading private university, Heilongjiang international university, located in the southeast of China. Nowadays, it is China's national strategy to improve the quality of IPTC education, which will train more talents to contribute to the socialist cause in China. Using SWOT, this study analyzes the opportunities and challenges of IPTC education at present. The study was conducted quantitatively and applied the multi-stage sampling technique by simple random sampling, and quota sampling method. A sample size of 200 students from year 1 semester II to year 4 who are studying in various majors in HIU which has a population of more than 4,000 students studying the IPTC. The data, which is collected through the questionnaire of students' engagement passed the reliability and validity tests, were analyzed by using multiple linear regression to confirm the hypotheses testing. The results revealed academic motivation, self-efficacy, and performance have a significant effect on students' engagement in IPTC.

Keywords : students' engagement, motivation, self-efficacy, academic performance, IPTC

JEL Classification Code: E44, F31, F37, G15

1. Introduction¹

With the continuous development of China's reform and opening up, the influence of Western universal values has had a significant impact on Chinese people, especially young people studying in various universities, through various cultural means such as Internet media. It is urgent to change this situation by strengthening IPTC education with Chinese characteristics (Yi & Dan, 2020). In China, higher education attaches great importance to ideological and political education, and a set of ideological and political theory courses have been set up from the state to colleges

and universities, which are an important part of patriotism education. Enhancing students' engagement in IPTC is very important for students to form correct national consciousness and political identity (Zeng, 2020). For foreign research status of IPTC, due to the fact that ideological and political education in the United States, Europe, and Russia, as well as other countries and regions, is primarily focused on patriotic education, citizenship education, moral education, value education, legal education, and religious education, the following research method and methodology are used to examine the various forms of recessive education (Merler et al., 2015).

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In the aspect of domestic research, In light of the significance of courses in political and ideological theory in the Chinese higher education system, numerous academics have investigated a wide range of issues, including Internet influence, the use of new media and information systems, the effectiveness of teaching political and ideological theory courses, and the level of student engagement (Wang & Fan, 2012). In previous studies, numerous scholars have conducted numerous studies on a wide range of topics, including the influence of the Internet, the use of new media and information systems, the effectiveness of teaching ideological and political theory courses, and the state of students' engagement in China's tertiary educational system (Qiao & Tan, 2018). This study was carried out in a private university in Northeast of China, focusing on various factors that may affect the change of engagement.

1.1 Focal organization

1.1.1 Brief introduction of HIU

Heilongjiang International University (HIU) is a private university in Heilongjiang, China, and more than 4,000 students will finish not less than 190 hours IPTC education. In HIU, there are 30 different specialties offered to all students, as well as three departments dedicated to public education. Respondents in this study come from the various specialties.

1.1.2 Current situation and preliminary diagnosis

In HIU and almost all of the colleges and universities, the ideological and political curriculum is comprised of five courses: An Outline of Fundamental Marxist Principles; Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics; Chinese Modern History; Ideological and Moral Education and Elements of Law; and Situation and Policy Education (Zhang & Fagan, 2016). The faculties and administrative functions are under the management of the School of Marxism. The Academic Committee is in charge of evaluating and supervising all courses; a diagram illustrating the management structure is displayed below.

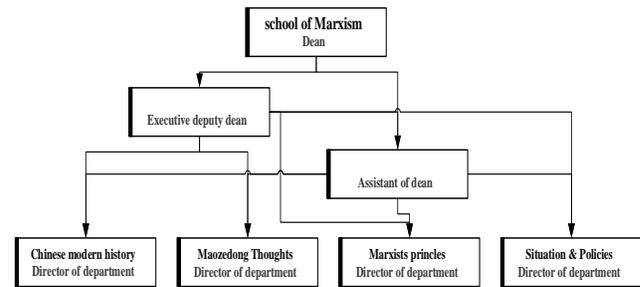


Figure 1. Structure of IPTC in HIU

Through the interviews, the author of the paper investigated the current situation of IPTC in HIU, which has the following symptoms.

Symptom 1: Most students are interested in theoretical study, but the original knowledge is too scarce, and they cannot keep up with the progress if they want to study seriously.

Symptom 2: Many students do not realize the importance of learning IPTC well and lack the motivation to learn.

Symptom 3: Many students lack self-efficacy in the process of learning IPTC, and have not formed a systematic knowledge structure for IPTC learning.

Symptom 4: More students focus on IPTC grades rather than performance in class.

Combined with the above symptoms, this study has carried out the preliminary diagnosis on the IPTC of HIU through the SWOT.

Strengths and opportunities: The Chinese government has a complete plan and system for IPTC construction, and has sufficient financial support. It has formulated unified curriculum standards nationwide, used unified teaching materials, and conducted nationwide training for all teachers, thus ensuring a high degree of consistency of IPTC. All these measures are of vital significance for strengthening IPTC education. Because of their outstanding performance in the process of prevention and control in COVID-19 pandemic, the Chinese government and the Communist Party of China have won the firm support of the people, which are important historical opportunities for

promoting the development of IPTC education in universities. At the same time, the innovation of new technologies makes it easier for students in HIU to learn the tough history of the Communist Party of China, and makes more foreign students and foreign experts living in HIU want to know about China undergoing great changes through IPTC. In HIU, more and more students from the foreign language majors are eager to learn more IPTC to compare with the developing international community, and then produce their own strong patriotic thoughts and career ideas, which is another important opportunity to study IPTC (Zhang & Fagan, 2016). All these conditions provide opportunities for in-depth study on strengthening students' engagement in IPTC.

Weakness and threats: At the present, the content of ideological and political theory courses in HIU and other private universities is out of date, and the majority of teachers are more concerned with explaining theoretical notions than with focusing on the students' engagement (Huang, 2019). In HIU, students' poor concentration, lack of learning motivation, ignoring the stimulation of self-efficacy, paying attention to achievements but not paying attention to practical knowledge acquisition and other factors are particularly prominent in IPTC learning, which is of course a common problem in similar colleges and universities (Lv, 2021). With the emergence of new media and smart phones, students are more addicted to a large number of online spams. At the same time, influenced by western culture, it is also a great threat for young college students to establish correct values and patriotic stand (Yi & Dan, 2020).

1.2 Research Objectives

The objective of this study is to determine the factors that affect students' engagement in IPTC in HIU. The objectives in details as below.

To quantify and diagnose students' engagement in terms of academic motivation, self-efficacy, and performance.

To identify and analyze the causal relationship between the students' engagement and these factors including motivation, self-efficacy and performance.

1.3 Research Questions

As a preliminary study, this study mainly focuses on the analysis of the influencing factors of students' engagement

as below.

What are the factors that affect students' engagement in IPTC?

1.4 Significance of research

Effective students' engagement in ideological and political courses is vital not just for teaching objectives, but also for the overall growth of the nation and socialism with Chinese features. Academic motivation, performance, and self-efficacy treatments are employed to reach these aims using the scientific ODIs (Chen et al., 2019).

There is still a gap between the relevance and effectiveness of college students' IPE under the current conditions, as well as various weak links. As a consequence, more research efforts should be bolstered and assessed in order to provide the framework for college students' ideological and political education success (Fei Yu, 2019).

Through the enhancement of research methodology, the project will evaluate many options for boosting students' engagement in student-centered outcomes. The ultimate goal is to help college students in establishing strong moral character and a good outlook on life. Additionally, we should encourage college students to establish strong values and convictions and to maintain a consistent opposition to harmful ideology (Chen et al., 2014).

2. Literature Review

2.1 Related Studies of Students' engagement

Students' engagement has become increasingly popular as a way for overcoming low academic performance, high levels of student indifference and discontentment, and drop - out rates in metropolitan areas. Several studies study the manner in which settings interact with human needs to either stimulate or hinder from engagement (Eccles & Wigfield, 2015). Others search for techniques to promote intellectual engagement through classroom instruction and activities. Several others study the link between students' engagement and attrition (Connell et al., 1994).

The complex aspect of engagement is mirrored in the study literature, which defines it in three distinct ways. Behavioral engagement is centered on the notion of engagement; it encompasses engagement in academic, cultural, and extra - curricular activities and is usually seen as vital for obtaining excellent academic achievements and

avoiding dropout. Emotional engagement involves both good and negative attitudes toward professors, colleagues, academics, and school, and is considered to establish a sense of institutional belonging and influence a student's willingness to perform the job. Finally, cognitive engagement is predicated on the idea of investment; it entails reflection and a willingness to devote the effort required to grasp complicated concepts and master challenging abilities (Reschly et al., 2020).

Numerous topics taught in the three forms of engagement blend with those examined earlier. For example, behavioral engagement research is related to studies on student behavior and on-task behavior. The research of emotional engagement has been tied to studies on students' perceptions, as well as student beliefs and goals. The study of cognitive engagement is intrinsically tied to the study of motivational goals and self-regulated learning. Because of the vast amount of information available on student motivations, motivations, feelings, and thoughts, attempting to understand and examine all of that information under the rubric of "engagement" may be difficult. This could lead to a proliferation of concepts with slightly various structures, interpretations, and assessments that contribute little to conceptual clarity (Wiren, 2000).

2.2 Related Studies of Academic Motivation

Motivation in academia is stated as "being motivated to action." Successful engagement relies on motivating and enticing pupils. According to a few educators, motivation is vital for academic achievement; without it, the student would never strive to study. Students not only display diverse levels of motivation, but also display varying forms of motivation, which fluctuate according to the context of education (Ryan & Deci, 2000; Sternberg, 2005). Academic motivation is described as a person who lacks the drive or passion to act, whereas motivated people are inspired or energized toward a goal. Student motivation in the classroom refers to a student's willingness to put up the work and concentration necessary to study in order to achieve specific goals (Saeed & Zyngier, 2012).

We describe the discovery of the three distinct modes of engagement, their distinctions, and their interconnections. While we provide behavioral, emotional, and cognitive engagement separately, we emphasize instances when research combines these components of engagement. Finally, we address the relationship between these

categories and other cognitive and motivational traits, as well as the potential influence of study on those factors on engagement research.

The three most often utilized meanings of behavioral engagement are as follows. The first meaning encompasses both proper behavior, such as adhering to regulations and classroom standards, and the lack of disruptive actions, such as skipping class or creating disruption. The second phrase is used to describe the concept and encompasses characteristics such as effort, tenacity, concentration, attention, inquiry, and engagement in class discussions. Engagement in school-related activities, such as athletics or administration, is a third category (Pourtousi et al., 2021).

Academic motivation is critical to a pupil's educational process. It has the potential to raise students' engagement in learning, student perseverance, and student accomplishment. Academic motivation is critical, and it must be utilized across all fields through communication, a thorough grasp of the learning process, enjoyable cognitive exercises, and an enthusiasm for the learning process encountered (Griffin, 2016; Rice & Gregor, 2016; Widodo et al., 2018).

2.3 Related Studies of Academic Self-efficacy

The notion of self-efficacy as a psychological condition is usually recognized as a crucial contribution to current educational psychology. Nowadays, it is impossible to analyze human functioning components such as motivation, learning, self-regulation, and accomplishment without discussing the importance of self-efficacy beliefs (Bandura, 2001). "Self-efficacy" was invented by Bandura. In 1986 and 1997, he merged it into a social cognitive theory and an agentive approach. Human functioning is analyzed referential integrity in social cognitive theory. Internal personal characteristics impacting cognitive, emotional, and physiological presence; behavior; and external events all work as patterns of relating with reciprocal consequences. Human agency is a concept that refers to an individual's capacity to generate and direct actions toward stated objectives, underlining the vital role of purpose in purposeful activity. Self-reflection is widely considered as a human talent in social cognition theory. Self-reflection is a sort of self-referential cognition in which individuals evaluate and adjust their own thoughts and behaviors. These identity beliefs include self-efficacy evaluations, which are characterized as "beliefs in one's competence to plan and

carry out the appropriate courses of action to attain specified goals" (Pajares, 1996, 2004; Schunk & Pajares, 2010).

Following the variation in study style, we discovered five questionnaire studies in which researchers were looking for factors affecting self-efficacy and assessing students' self-efficacy at a certain instant in time. Apart from these, we discovered twelve studies completed in our choice in which researchers examined the outcomes of an interventional treatment using existing theory other than socio-cognitive theory. Nine intervention trials were done without a treatment group (Miller & Byers, 2008).

2.4 Related Studies of Academic Performance

Maksum and Khory's research of students at a private state university discovered that the vast majority (80%) of students thought with their emotions and just a few (20%) using their intellect. If a person is accustomed to expanding an iterative learning model, his or her thinking will be unable of functioning properly over time. Critical thinking habits deteriorate. Finally, individuals lose their capacity for accurately comprehending and resolving difficulties, especially those encountered in life. This state of affairs is not only detrimental to progress, but also inefficient (Maksum & Khory, 2020).

It is established a correlation between self-esteem and the pupils' socioeconomic situation and gender. Additionally, the perceived behavioral control was connected with greater academic achievement among kids in the U.S.A. In Hong Kong, Zhang and Postiglione observed that postgraduate students with low self-esteem as a consequence of their poor social and financial situation had a harmful influence on their consciousness and academic performance (Sterbin & Rakow, 1996; Zhang & Postiglione, 2001).

Indecision regarding academic preferences and choices is seen in pupils with low self-efficacy. Students who lack intellectual self-esteem seek comfort in peer social support. Snyder recommended students to seek counseling treatment to address underlying problems that lead to poor self-esteem and academic performance.

Additionally, colleges are urged to take a proactive role in resolving students' scholarly self-image, student discomfort, and scholastic strength, as well as pushing students to excel academically (Benitez, 2017).

2.5 Relationship Between Variables

2.5.1 Academic Motivation and Student Engagement

Along with motivation, research indicates that engagement is a critical component in enhancing learning results for all students. Motivation is considered a necessary condition for and aspect of students' engagement in learning. Students' engagement in learning is not just a goal in and of itself; it serves as a means to an end: students who achieve high academic standards. This is crucial since genuine engagement has been shown to result in higher academic performance throughout the course of a student's academic career. To understand and address the issues of young students and to establish engaging learning environments, educators must first listen to what children have to express about their classrooms and instructors (Russell & Mootoo, 2017; Shernoff & Schmidt, 2007).

At any one moment, the amount of engagement of individuals and groups in their learning is determined by a range of contextual elements (such as family and personal situations). Students' engagement recognizes the richness of engagement beyond intellect, conduct, emotion, and impact, and so includes the contextually placed individual.

Motivation is often classed into three categories: lack of motivation, external motivation, and inner motivation. Lack of motivation is a state of mind in which actions have no meaning. External influences, reward expectations, or self-gratification may all be examples of extrinsic motivation in the workplace. Intrinsic motivation, on the other hand, emerges when people do an activity because they like it or because they have a natural drive to succeed. At this point, it is essential to understand how motivational factors impact students, how these parts should be deployed, and how level of motivation affects student engagement. According to the study, students who are intrinsically driven display genuine engagement; those who are extrinsically motivated express ritual engagement, passive acquiescence, and conflict avoidance; and students who lack motivation display rebellious engagement. Additionally, the study reveals that adolescents who are intrinsically driven have superior academic accomplishment, have fewer levels of concern, and are more engaged than those who are highly motivated. Self-determination theory is tied to Schlechty's degree of student class engagement (Mirza et al., 2021; Schweder & Raufelder, 2021).

2.5.2 Academic Self-Efficacy and Student Engagement

Traditionally, students' engagement has been addressed by behavioral, emotional, and cognitive components. A student's level of engagement, effort, focus, and perseverance in school-related activities is referred to as their "behavioral engagement." Students' excitement, curiosity, and pleasure of the activities describe their emotional engagement, while their use of studying and self-regulation skills defines their cognitive engagement. Reeve and Tseng (2011) adopted the term "agentic engagement" to refer to a unique sort of engagement (Reeve et al., 2004; Reeve & Tseng, 2011).

The elements of engagement are intertwined. Additional research on the diverse components of engagement, particularly agentic engagement, is necessary, and this study tries to present empirical evidence on the numerous levels of engagement and their linkages to perceived learner - centered variables and self-efficacy (Reeve, 2012).

The environment, according to Social Cognitive Theory, has an impact on how people behave (Bandura, 1985). For instance, the quantity of assistance youngsters receive from instructors and classmates, as well as teacher evaluation, all effect their self-efficacy and goal orientation (Schunk, 1995). With the exception of their immediate surroundings, kids' behavior is affected by a variety of personal characteristics. Self-efficacy is a crucial personal attribute that impacts students' project engagement; self-efficacy efficacy perceived behavioral motivation, addressing the assessment, instructional methods, and skill development. Likewise, self-efficacy is a crucial determinant of students' behavior (Schunk & Pajares, 2010; Zimmerman & Schunk, 2011).

Individuals' beliefs of their capacities, according to Social Cognitive Theory, impact their behavior, including how long they continue despite hurdles, how much effort they expend, their cognitive patterns, and their emotional responses. Bandura (1985) established a Social Cognitive Theory that is founded on a three - part reciprocal determinism paradigm. The three factors are the person, his or her action, and the environment. In all of their contacts, they are always reciprocal. According to Bandura, human behavior is determined by a triadic reciprocal predestination between the individual, the behavior, and the environment. Bandura's Social Cognitive Theory suggests that self-efficacy (perceptions of capacities for established levels of learning and performance) is a significant component

determining both motivation and engagement in learning and performance circumstances. According to the definitions, self-efficacy is "individuals' appraisals of their capacity to organize and carry out actions necessary to achieve specific sorts of performances". Students' engagement in the classroom is substantially impacted by their feeling of self-efficacy. Students who have a high sense of self-efficacy display greater engagement in terms of behavior, motivation, and understanding as compared to other learners (Olivier et al., 2019; Pintrich, 2004; Wu et al., 2020).

2.5.3 Academic Performance and Student Engagement

Students' engagement is a challenging idea to understand. A range of elements that impact students' engagement have been found. The majority of research have incorporated behavioral, cognitive, and emotional aspects, despite the fact that there is no consensus on the relative relevance of any of these aspects (Christenson et al., 2012; Fredricks et al., 2004).

Whenever it comes to educational accomplishment, students' engagement has a diverse influence on it, depending on the aspects of engagement that are evaluated. According to a survey done in 2003 by Williams et al. (2018). Attendance and timeliness were employed to measure behavioral engagement, and they were demonstrated to have a small association with kids' school-level reading ability. In addition, studies that looked at how much effort was put forth in studying, attendance, and extra-curricular revealed a favorable association between behavioral engagement and academic success. When it comes to academic accomplishment, the favorable influence of behavioral engagement appears to be most obvious among children who are intellectually strong (Jordan, 1999; Liu & Lipowski, 2021).

Emotional engagement may or may not have an impact on academic performance, although the data is mixed. Research studying the link between emotional engagement and academic performance have typically revealed a favorable association between engagement and academic performance. Willms (2003) and Finn (2004) found, however, that emotional engagement focusing on a feeling of belonging or relationship to school was not a major predictor of academic performance (Borman & Overman, 2004).

2.6 Research Hypotheses

Referring to relevant research results, combined with the possible relationship between variables, we make the following research hypotheses.

H₁₀. There is no significant influence of academic motivation on student engagement.

H_{1a}. There is a significant influence of academic motivation on student engagement.

H₂₀. There is no significant influence of academic self-efficacy on student engagement.

H_{2a}. There is a significant influence of academic self-efficacy on student engagement.

H₃₀. There is no significant influence of academic performance on student engagement.

H_{3a}. There is a significant influence of academic performance on student engagement.

3. Theoretical Framework

The purpose of this review is to examine the relationships between the variable's student engagement, academic motivation, self-efficacy, and performance, drawing on previously collected data and a variety of some well theories as below.

Social Cognitive Theory examines how information about efficacy is merged sequentially, computational complexity, adjustable or fixed, or iteratively when it comes from various sources and relevant activities. Additionally, the theory describes certain instances in which self-efficacy may exhibit some cross-domain universality (Bandura, 1985).

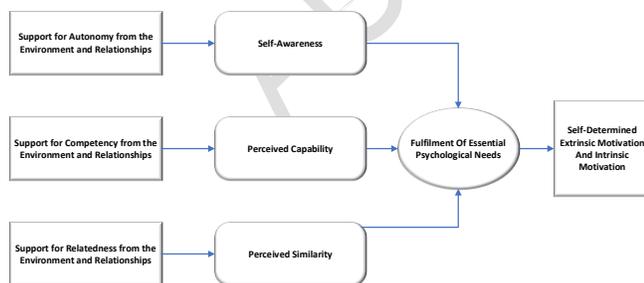


Figure 2. Self-Determination Theory

Self-determination theory is a wide perspective of human personality traits that places a premium on how an

individual interacts with and is influenced by his or her social context. SDT describes intrinsic motivation and several forms of external motivation and investigates its influence on situational reactions across disciplines, but also cognitive and social growth and personalities (Reeve, 2012).

Attribution theory: Attribution theories investigate the perceived causes of triumph and failure. The fundamental concepts of the theory are examined, with an emphasis on both the antecedents and outcomes of apparent causation. Several of the antecedents or causes of attributions are addressed, including instructor actions such as positively and negatively remarks, which may act as an indirect measure of inadequate competence. The consequences are discussed using three properties or aspects of the causes: locus, stability, and predictability. Each dimension is associated with a variety of psychological and behavioral outcomes, and empirical evidence is offered to substantiate each causal relationship. Attribution theory is unusual in that it investigates the origins and implications of both intrapersonal and interpersonal attributions. Future research directions are suggested, including a greater emphasis on novel attributional methodologies, multi-pronged and multi-level intervention strategies that include an attributional element, and incorporation of racial group into the attributional model (Mellard et al., 2013).

Expectancy-Value Theory argues for a more complicated set of relationships between self-efficacy, achievement, and engagement. Previous self-efficacy, it is claimed, contributes to prospective emotional involvement, engagement and achievement, and accomplishment. Additionally, emotional engagement is considered to be associated with subsequent behavioral engagement and accomplishment. As a result, this model incorporates several assumptions, which are detailed below (Wigfield & Eccles, 2000).

Achievement goal theories: individual variances in their judgment of their own ability and description of successful achievements are essential precursors for analyzing young athletes' motivation and performance, according to achievement goal theories. As according Nicholls, an internal mental image of ability may be up or down in connection to prior performance, or as a capability in comparison to others. People's definitions of success in various contexts are influenced by their own assumptions about their own abilities, which lead to two diametrically opposing states of achievement (Nicholls, 1984).

3.1 Conceptual Framework

The conceptual frameworks as illustrated in Figure 3 is adopted from various theoretical frameworks and various research studies as described above. In this framework the researchers get to know the factors (academic motivation, academic self-efficacy and academic performance) that affect students' engagement in IPTC. The study aims to study the factors as stated earlier that may affect students' engagement.

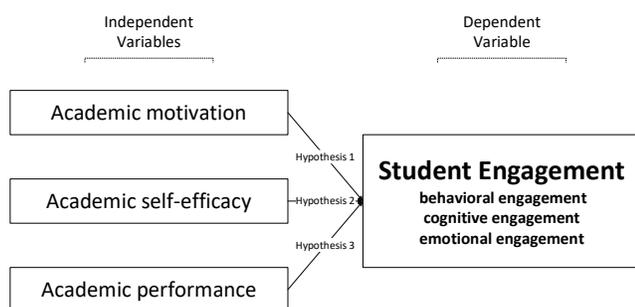


Figure 3. Conceptual Framework

4. Research Methodology

4.1 Research Design

The goal of this research is to answer the issue of students' poor engagement in the ideology and political theory course, we learned about relevant theories, variables that influence students' engagement in the classroom, and how to set up a scientific research methodology, as well as how to decide and modify the conceptual framework and the action research framework, through our previous literature research. Finally, we came up with a hypothesis for our research. According to the path of research technique, we will finish the follow-up data gathering and evaluation work to validate the formation of the study hypothesis.

The design of this research is based on five major theories of organizational behavior, such as attribution theory and expectancy theory. Students' engagement, motivation, self-efficacy, and academic performance are all assessed by the questionnaire. By requesting psychologists to analyze the questionnaire, the IOC findings are acquired and the validity of the questionnaire is validated. Data was gathered using the biggest survey system in China, the

questionnaire's reliability was examined using IBM SPSS 26.0, Cronbach's Alpha coefficient was checked, and the correlations between the variables were ensured using probability sampling.

4.2 Research Population and Procedure

In HIU, there are more than 4,000 students participating in IPTC education. They come from different majors and ages, and there are more female than male in gender. In addition, 200 respondents were chosen from the sampling population of 4,000 by simple random sampling, and quota sampling method. Thirteen teachers from School of Marxism assisted the researcher in selecting respondents and collecting data. Respondents are evenly distributed among all majors and randomly selected, considering the gender ratio and grade. The whole process of respondents choosing took a month and was supplemented by quota sampling. Finally, the researcher gained authorization from students and performed the survey over a one-hour session in the fall of 2021. The researcher distributed surveys to students using an internet survey system.

4.3 Research Instrument Testing

This study uses a questionnaire as a research instrument, through validity of the questionnaire to verify, distributed to 50 respondents, and finally get the relationship between variables. In the end, a questionnaire comprised of 19 items was developed to assess the four research variables: students' engagement (3 questions measuring behavioral engagement, 3 questions measuring cognitive engagement, 2 questions measuring emotional engagement), academic self-efficacy (3 questions measuring academic self-efficacy), motivation (5 questions measuring motivation), and performance (3 questions measuring performance). Each of the four ideas is evaluated using a five-point Linkert scale, with 5 strongly agreeing, 4 strongly agreeing, and 3 strongly agreeing, 2 strongly disagreeing and 1 strongly disagreeing are the other three answers.

4.3.1 Validity Testing

The questionnaire was tested by IOC before being distributed to 50 respondents, and management experts were invited to evaluate the questionnaire questions, and the following results were obtained. The evaluation experts

tested the validity of 19 questions in the questionnaire, and finally the average score of 15 questions from 19 questions reached more than 0.7, which met the requirements. Four question was deleted, and the validity of the questionnaire was verified, the questionnaire could be used for data collection.

4.3.2 Reliability Testing

In this study, the largest online questionnaire survey platform in China was used to collect data, and all the collected 50 pieces of data were reliable and effective after testing as the Table 1.

Table 1: Validity of all Collected Data

Case Processing Summary			
		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	0.0
	Total	50	100.0

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

Using Table 1, it can be observed that there were 50 Valid data, no missing data, and a total sample size of 50. Valid data tests are available for all four of the aforementioned variables. Cronbach's Alpha coefficient was used to analyze the findings of 15 questions that tested three independent variables: academic motivation, self-efficacy, and performance. Cronbach's coefficient is larger than 0.7, according to prior research, indicating stronger consistency across items.

Table 2: The Results of the Cronbach's Alpha

Variables	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Academic self-efficacy	0.945	0.945	2
Academic motivation	0.953	0.953	4
Academic performance	0.913	0.913	2

Students' engagement	0.972	0.972	7
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By analyzing the questionnaire data of 50 respondents about engagement and three variables, we can clearly get the results in the above table, which shows that the three variables can affect students' engagement

5. Data Analysis and Results

5.1 Demographic Profile of Respondents

The 200 respondents to verify the relationship between variables from 30 specialties in four grades of HIU. At light of the particularity of the gender makeup of students in Foreign Languages College, 79 percent of the respondents were female students aging 17 to 24, and the balance were male students of comparable age. The source locations and education background of the respondents were gathered. For details, look at the following analytical Figure 4.

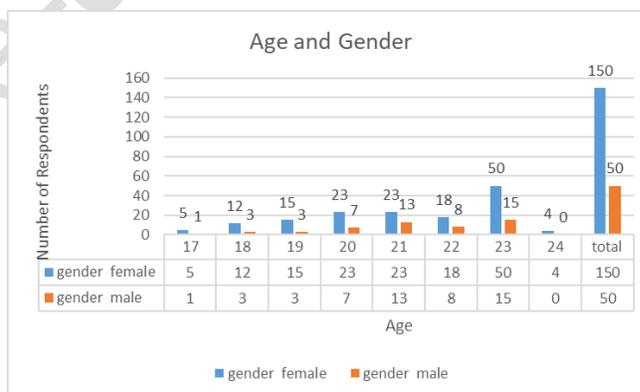


Figure 4. Age and gender

5.2 Relationship between IVs and DV

The researcher uses R and R square to measure the linear correlation between data, and get the values of 0.977a and 0.955, which are very close to 1, which shows that the performance of the representative model is very good, and the three IV, motivation, self-efficiency and performance can reflect the situation well.

Table 3: Correlation Coefficients between IVs and DV

Independent variables	R	R Square	Standardized Coefficients Beta	t	Sig.
AM	0.977 ^a	.955	.364	7.717	.000
ASe			.256	9.269	.000
AP			.386	8.872	.000

Dependent variable: Students' engagement

As seen in Table 3, in the Standard Coefficients Beta, the value of academic performance among the three IVs is the highest, which is 0.386, indicating that performance, achievement acquisition and test have the greatest influence on the enhancement of students' engagement. The second is academic motivation, which is in line with the actual situation of China's higher education at present. Most students pay more attention to their achievements and performance than others do. The Sig. values of all three IVs are 0, which shows that there is a significant correlation between the three independent variables and the dependent variables. Based on the above data, it can be proved that academic motivation; self-efficiency and performance have significant correlation with the dependent variable student engagement, which can be used as the intervention items to strengthen student engagement for the further research.

6. Conclusion and Recommendation

This study evaluates three factors that may affect college students' engagement in IPTC. These factors are not all. However, the research data shows that motivation, self-effectiveness and performance are highly correlated with students' engagement. There is a significant correlation between independent variables and dependent variables. In a word, the result proves that the three factors (motivation, self-efficacy and performance) affecting college students' engagement are effective. The relevant data, which gained from this study, can be used as a reference for further research.

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