

## Antecedents of Learner Engagement in Blended Learning: Survey Questionnaire Development and Content Validation Using Expert Review Technique

### Roza Ibrahim

The Maldives National University, Malé, Maldives  
Asia Pacific University of Technology and Innovation, Kuala Lumpur, Malaysia

### Jugindar Singh

Asia Pacific University of Technology and Innovation, Kuala Lumpur, Malaysia

### Abstract

Driven by the evolution of educational technology, blended learning has transformed into an innovative teaching technique in higher education characterized by distinct advantages including learner engagement. Empirical evidence suggests that learner interactivity and engagement can lead to successful implementation and learner satisfaction. As such, blended learning environments can enhance students' engagement with the learning materials, with other learners and with the facilitators. Determining the influencing factors or key indicators of student engagement in blended learning environment is unclear in present literature. This study describes the development and face validation of a survey questionnaire to investigate antecedents of learner interaction and engagement towards blended learning with learner engagement as a mediator and instructor support as a moderator. Employing the Expert Reviews Method, a panel of experts in teaching, educational technology and instructional design analytically evaluated the questionnaire items for content validity, sufficiency, clarity, coherence and relevance with the blended learning constructs. This process incorporated both qualitative comments and feedback and quantitative scores to improve the questionnaire items.

Findings indicate that the validated items in the questionnaire displayed strong content and face validity with the items closely aligned to the intended constructs of eLearning. Expert feedback contributed to refining the items' clarity and consistency, ensuring that each item accurately represented the conceptual domains it was designed to measure. The Content Validity Index (CVI) for all items ranged from 0.85 to 1.00, demonstrating expert agreement on item relevance and clarity. The average item validity of 92% and Kappa values (1.0000, 0.9192, 0.8486) display excellent inter-rater agreement. The results confirm that the instrument is a valid and reliable tool for evaluating key dimensions of eLearning environments, confirming that it effectively measures the constructs it was designed to assess in higher education settings.