Course selection motivation and learning behavior improvement strategies among Chinese college students

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Abstract

This descriptive study involved 338 college students with elective course experience from a Chinese university and used a questionnaire to evaluate the respondents' motivation for course selection and learning behavior improvement strategies. The study described the profile of respondents in terms of sex , grade level, and school type; determined the course selection motivation of college students in the personal, teacher, and classroom dimensions; assessed the learning behavior improvement strategies in terms of attendance rate, classroom performance, homework completion rate, and after-school review; tested the differences in responses to course selection motivation and learning behavior improvement strategies when grouped according to profile; tested the significant relationship between the respondents' motivation for course selection and learning behavior improvement strategies; and proposed a career development plan for college students' learning motivation. As to the results, the majority of the respondents are female sophomores majoring in Literature. Most respondents care about the individual's needs as their course selection motivation and are aware of learning behavior improvement strategies especially in terms of classroom performance which they attach great importance to. There are significant differences in the course selection motivation according to their major grouping. There were significant differences in classroom performance in response to learning behavior improvement strategies in gender grouping and the completion of operations is shown to be important in grade grouping; When grouped by profession, there are significant differences in all indicators. There is also a significant correlation between the course selection motivation of respondents and learning behavior improvement strategies. This implies that when students are motivated in the course they selected, they tend to demonstrate positive behavior improvement strategies. A proposed career development program was developed for an improved student motivation. Future researchers may further investigate and increase the sample size to ensure diversity and greater representativeness. In addition, it is also possible to explore the motivation for course selection and learning behavior improvement strategies of students from different regions and types of universities.

Keywords: course selection motivation, learning behavior improvement strategies, college students on campus

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1. Introduction

In October 2018, the Ministry of Education of China issued the "Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talent Cultivation Capabilities" (also known as the "40 New Higher Education Articles"), which clearly stated that students' learning autonomy and choice should be expanded; On October 30, 2019, the Ministry of Education of China issued the "Implementation Opinions on Building First-Class Undergraduate Curriculum", emphasizing that water courses should not be allowed to enter the classroom to ensure the quality of education, which is consistent with the World Higher Education Conference Declaration "21st Century quality first" spirit consistent.

Affected by the implementation of the two Opinions, in recent years, China's higher education has achieved a rapid transformation from scale expansion to quality improvement; and the transformation from education quantity to education quality also marks the beginning of a new era of education in China. As a flexible teaching management system, the course selection system takes into account students' pursuit of learning freedom and has played an increasingly important role in the reform of the education system in recent years (Zheng et. al.,2022). However, it cannot be ignored that in the practice of university teaching, it is certainly important to give college students autonomy and choice, but it is equally important to allow college students to make good use of their autonomy and choice. Currently, in China's university environment, college students' course selection motivations show diversified characteristics. College students' autonomy and use of choice in the course selection process does not mean that they can fully produce the expected results (Luo et. al.,2022).

Some researches and practices have shown that students' course selection behavior is not always determined by careful evaluation and independent decision-making. From the perspective of autonomous learning theory, college students who adhere to autonomous learning motivation will consider personal interests and future career goals as factors when choosing courses, thus motivating them to take the initiative to learn and participate. Conversely, extrinsic motivations, such as avoiding, pursuing easy high scores, or passively following the advice of others, may disrupt intrinsic motivation to learn, leading to a vicious cycle of alienation and concern about poor academic performance (Judith et. al.,2014). Ma et. al.,(2021) defined course selection motivation as the enthusiastic act of making decisions about career choices or courses to take. This usually happens among those who are to enter college level. The course selection makes a chain of reactions that influence a students' course choice, skill development and job decisions.

Course selection motivation is the reason and driving force for students to choose a certain course. As a relatively flexible teaching management system introduced from Western universities, the course selection system highlights the consideration of students' rights to free learning. In this process, college students weigh multiple types of course selection information, which is a continuous decision-making process. The term motivation is mostly used in the field of psychology and refers to the tendency to initiate or maintain a certain behavior. In the field of education, motivation has always been a concern for experts and researchers. Although the two concepts of course selection and motivation are clearly defined in the academic world, the explanation of course selection motivation as an independent concept is not deep enough.

Through case analysis, Chinese scholar Liu (2017) found that contemporary college students' course selection motivations are too utilitarian and tend to choose water courses with low investment and high output. Li (2020) also found in her research that students' course selection strategies are the result of rational analysis of personal interests. Students tend to weigh explicit costs and benefits while ignoring long-term and potential benefits. The motivation of college students ultimately determines the efficiency of individual actions.

Meanwhile, learning behavior strategies are the behavioral forms and methods adopted by learners in learning activities are the concrete manifestations of their thoughts, emotions, emotions, motivations, abilities, and operational procedures. They are the concretization and realization of learning activities in specific situations, and researchers generally believe that they are crucial for learning participation and effectiveness (Wu et al., 2023; Lan, 2022).

Learning behavior can be defined as a series of actions taken by students during the learning process, including learning methods, time management, participation in class discussions, and so on. The learning behavior of college students can be divided into independent learning behavior and other-oriented learning (passive learning behavior), and the essence of learning behavior strategy is active learners based on the understanding of various factors that affect learning and their relationships. The cognitive process of regulating and controlling learning activities to achieve certain learning goals. A large number of studies have shown that the higher the learner's autonomy, the stronger the motivation, and the more effective the learning behavior will be. Passive learning behavior is a danger signal of learning failure. In teaching, it will become an important factor affecting the quality of classroom teaching (Zhang, 2012). Meanwhile, learning behavior is the idea that appropriate behaviors expected in a classroom setting can be taught to develop a safe, calm and nurturing learning environment where children excel. It emphasizes the link between how your pupils learn and their knowledge of appropriate social and behavioral expectations. It is just as important for teachers to build a relationship with their students, as it is for students to build one with their teachers. Helping students learn appropriate behaviors is the best way to ensure a safe and calm classroom environment.

Also, considering that previous research on course selection systems has mostly focused on studying and discussing teaching organization and management under the credit system, such as course selection procedures and course evaluation, the focus of this study is to examine the improvement of course selection motivation and learning behavior strategies of Chinese university students, who are the main participants in learning activities. Based on the above cited issues, this study explored the main factors affecting Chinese college students' course selection motivation and learning behavior patterns from the perspective of learning subjects. It analyzed the connotation of their motivation, distinguish whether different motivations will have different effects on learning behavior, further study the importance of autonomous motivation formed through autonomy on learning participation, and finally formulate relevant strategies based on the research results to serve as a basis for higher education.

In this age when the current generation, the students, adventurous and impulsive as they are, oftentimes making them reach undesirable decisions, it is important that schools stand as the primary agency to promote better course selection among students. Thus, this will serve as a valuable reference to educator- readers to help schools and teachers better guide students in course selection and study planning, thus, improving the overall teaching quality. In addition, the research results will also provide reference for policymakers and promote reform and innovation in education and teaching. Beneficiaries mainly include students, teachers and higher education institutions.

Objectives of the Study - The study aimed to determine the course selection motivation and learning behavior improvement strategies among Chinese college students in order to propose a career development program for an improved student motivation. Specifically, it determined the course selection motivation in terms of individual dimension, teacher dimension and curriculum dimension; identified the learning behavior improvement strategies in terms of attendance, classroom performance, operation completion and after school review; tested the relationship between course selection motivation and learning behavior improvement strategies; and proposed a career development program for an improved student motivation.

2. Method

Research Design - This study used descriptive research methods to assess students' motivation and behavior.

The goal of descriptive research is to collect measurable data for statistical analysis of a population sample. It provides a comprehensive picture of the characteristics, actions, and characteristics of a particular group or event, helping to guide future research and political choices. According to Siedlecki (2020), descriptive research aims to characterize subjects by seeing them in their natural environment. It examines demographic features, pinpoints issues that exist inside a group, a company, or a population, or examines differences in traits or customs between organizations or even nations. In this study, this is the appropriate design because it focuses on course selection motivation and learning behavior improvement strategies being the phenomenon being described.

Participants of the Study - The college surveyed is a liberal arts and sciences college with 5 majors and currently has about 2,400 undergraduate students. The Raosoft online sample size calculator was used as a tool to calculate the number of participants. Adopting the principle 5% margin of error and 95% confidence level, 338 students with experience in course selection were selected. They are assumed to have a basic understanding of the course selection system, have their own motivations and opinions, and have formed their own system for learning behavior. In addition, different grades and majors were considered to better reflect the changes and differences in students' motivations and behaviors for course selection.

Instrument of the Study - A modified questionnaire was used as the primary data collection tool. The questionnaire consisted of three parts: the respondent's profile; the course selection motivation questionnaire to measure college students' course selection behavior; and the learning behavior improvement strategies questionnaire. The second part of the questionnaire was based on the "Investigation on College Students' Motivation for Subject Selection and Suggestions for Improvement Strategies" edited by Zheng et. al.,(2017). The third part is adapted from "Investigation Research on College Students' Course Selection Motivation and Behavior under the Credit System" edited by Jia (2008). Each participant's course selection motivation and learning behavior strategies questionnaire responses were rated on a four-point likert scale, with responses ranging from "strongly agree" to "strongly disagree." The instrument was verified by experts before going into pilot testing. Based on the reliability test results, the Cronbach Alpha value of course selection motivation and learning behavior improvement strategies is 0.735 and above. The verbal explanations of all items meet the acceptable indicators, and most of them are good and satisfactory. This means that the primary data collection instrument is reliable and can be used in large-scale surveys.

Data Gathering Procedure - The researcher finalized the questionnaire and submitted to the adviser for comments. After getting the approval from the adviser and having three experts, she conducted the reliability test. Finally, the questionnaires were sent to the respondents for collecting study data. The teachers who participated in the study helped in the data collection process by asking their students to fill out the survey questionnaire voluntarily. The answered questionnaires were collected, tabulated, and submitted for analysis and interpretations. Relevant studies were also connected to verify the research findings based on the present context. In order to ensure the objectivity and independence of the survey results, the teachers participating in this study asked their student assistants to introduce the purpose and significance of the survey through the campus BBS wall, class groups and online student communication platforms. After the students understood the precautions, requiring students to voluntarily fill out the questionnaire, and at the same time making it clear that the data collected are anonymous, respecting the wishes of the respondents, the questionnaires collected and tabulated All results were interpreted and analyzed for the determination of the output.

Data Analysis - To perform data analysis, the following statistical tools were used. Frequency and percentage distribution were used to describe the demographic profile of the respondents. Weighted means and ranking were used to assess the course selection motivation in terms of individual dimension, teacher dimension and curriculum dimension and identify the learning behavior improvement strategies in terms of attendance, classroom performance, operation completion and after school review. The result of Shapiro-Wilk Test revealed that p-values of four major variables are less than 0.05 which means that the data set is not normally distributed. Spearman rho was used to test the significant relationship course selection motivation and learning behavior improvement strategies. The following Likert Scale was used in assessing the variables:3.50-4.00–Strongly

Agree; 2.50-3.49 Agree; 1.50–2.49–Disagree; and 1.00–1.49–Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05.

Ethical Considerations - To get a high level of respondent confidentiality, names and personal information were not mentioned in the study. The participants were oriented about the right to participate or quit the survey at their options. They were all given explanations and orientation during the distribution of the questionnaires. All their responses were kept. The researcher also secured the approval of the Ethics review Committee to conduct the study. This was accomplished by submitting first the research protocol and other pertinent documents to the Ethics Review Committee of the university for scrutiny of the content.

3. Results and discussion

Table 1

Summary Table on Course Selection Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Individual	3.39	Agree	1
2. Teacher	3.33	Agree	3
3 . Curriculum dimension	3.36	Agree	2
Composite Mean	3.36	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

This indicates that the respondents agreed with the three dimensions of course selection motivation in this study. He et. al.,(2016) conducted an analysis of course selection behavior preferences among independent college students in the context of a complete credit system. This table is similar to He's research design, removing irrelevant or less correlated variables to ultimately determine the factors that affect motivation. At the same time, the research results are consistent, that is, data analysis shows that independent college students have significant course selection behavior preferences in the complete credit system based on course selection.

Among them, the personal factor score was as high as 3.39, forcing strong agreement, which further highlights the theory that course selection is a decision-making activity carried out by students as the main body. College students are in an educational ecosystem composed of teachers, students, and educational content, where various elements interact and constrain each other. Students are more or less influenced by these factors in course selection. However, despite the influence of various factors, college students mainly choose courses from their own perspective. This means that in China, where comprehensive quality education is being implemented, students' sense of subjectivity is gradually increasing.

Ranked second in terms of course level factors, with a score of 3.36, credit management scored the highest among the indicators at this level, which is related to the complete credit system. However, it is gratifying that students, driven by performance-based motivation, did not prioritize the performance-based motivation to complete credits. They still have a positive learning motivation to seek knowledge and progress, and they focus on course quality and effectiveness, reflecting the awareness of contemporary college students to broaden their horizons, improve their own quality, and explore and progress. This can be seen from the weighted scores at the curriculum level, which is consistent with the survey results of Jia (2008) and Guo (2009). At the teacher level, the score ranked third at 3.33. Especially in terms of teaching evaluation, compared to the reputation of teachers, college students tend to prefer the former when selecting courses, which in turn proves that students attach more importance to the construction of course content itself.

In summary, the motivation of college students to choose courses is influenced by their own decision-making goals, and personal cognition and preferences will also run through the course selection decision-making process. They study factors related to courses, teachers, and other aspects, either from the perspective of classroom situational experience, or from the difficulty of passing exams, graduation grade points,

or from practical opportunities and employment channels. However, the ultimate starting point is always from personal needs, that is, courses that can truly bring value to themselves are the way. Of course, students also understand that satisfying personal needs and pursuing maximum utility does not necessarily mean maximizing utility. Therefore, under the study of course rigidity content, college students will also make the final choice behavior based on the feeling of situational experience and under the influence of indicators such as teacher expression.

Table 2

Summary table on Learning Behavior Improvement Strategy

Indicators	Weighted Mean	Verbal Interpretation	Rank
Attendance	3.36	Agree	3
2. Classroom performance	3.37	Agree	1
3. Operation completion	3.36	Agree	3
4. After-school review	3.36	Agree	3
Composite Mean	3.36	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 reveals the overall situation of Chinese university students towards learning behavior improvement strategies, with a comprehensive average of 3.36, indicating that most students hold a consistent attitude towards learning behavior improvement strategies. Similar to Ermawati's (2013) study, this study also used similar indicators.

The research results show that students' classroom attendance, textbook reading habits, after-school library learning habits, and exam preparation habits have a simultaneous impact on their subject understanding and mastery level. The respondents expressed agreement on all four indicators, with similar weighted average scores, indicating that they generally believe that attending classes, performing well in class, completing operational tasks, and reviewing after school are important for improving learning achievement. This may be related to the fact that they are students selected to enter universities through China's most important college entrance examination. Through their profound learning experience in the past, Chinese university students can better understand the significance and value of learning (Shen, 2023).

The score in "classroom performance" is slightly higher than the other three dimensions (3.37), indicating that students generally believe that classroom performance is important for improving learning behavior. Actively participating in the classroom, demonstrating good learning attitudes and behaviors are beneficial for promoting learning outcomes. In the study on the correlation between learning behavior and learning outcomes, Lan (2022) also found that there is a significant positive correlation between the number of times learners browse pre class task sheets, the completion rate and accuracy rate of pre-class tests, the completion rate and accuracy rate of classroom responses, and the completion rate and accuracy rate of post class assignments with learning outcomes. These indicators are consistent with the respondents' perception of classroom performance.

In addition, the scores for attending the classroom, completing operational tasks, and reviewing after class were all 3.36, indicating no significant difference. This may indicate that students have a consensus on the importance and effectiveness of these learning behavior improvement strategies. Students realize that attending the classroom can provide direct learning opportunities and interact with teachers and classmates, so they value the importance of attending the classroom; They recognize that practice and operation are crucial for deepening their understanding and application of subject knowledge, and are willing to actively participate in operational tasks; They also realize that strengthening revision is important for improving learning behavior. However, previous studies have found a gap between cognition and behavior, and although respondents agree that learning behavior improvement strategies can improve learning outcomes and achievement, there are differences in actual classroom performance. Psychologists point out that due to the complexity of individual personality structures and the complex and ever-changing social environment, although college students have the motivation to pursue knowledge, they sometimes cannot be transformed into actual behavior (Wei et. al., 2004).

Table 3 presents the association between Course Selection Motivation and Learning Behavior Improvement Strategy. It was observed that the computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the more that they are motivated on course selection, the better is the Learning Behavior Improvement Strategy. Research shows that personal factors include individual characteristics and learning attitudes of students. Some students may be naturally more interested in the course or have more confidence and motivation in learning. These students may exhibit more proactive learning behavior improvement strategies when their motivation for course selection is high. In addition, personal factors also include students' learning styles, learning goals, and self-regulation abilities, which may also affect their course selection motivation and learning behavior.

Table 3

Relationship between Course Selection Motivation and Learning Behavior Improvement Strategy

Individual	rho-value	p-value	Interpretation
Attendance	.471**	0.000	Highly Significant
Classroom performance	.535**	0.000	Highly Significant
Operation completion	.492**	0.000	Highly Significant
After-school review	.411**	0.000	Highly Significant
Teacher			
Attendance	.516**	0.000	Highly Significant
Classroom performance	.588**	0.000	Highly Significant
Operation completion	.524**	0.000	Highly Significant
After-school review	.473**	0.000	Highly Significant
Curriculum			
Attendance	.376**	0.000	Highly Significant
Classroom performance	.376**	0.000	Highly Significant
Operation completion	.376**	0.000	Highly Significant
After-school review	.376**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

It can be observed that there is a highly important positive correlation between attendance, classroom performance, operational completion, and post class review and learning behavior improvement strategies. For example, when students choose courses, utilitarian course selection motivation will guide them to intentionally avoid positive teaching communication and interaction. In the classroom, a group of students who exhibit negative learning behaviors such as silence and bowing their heads to brush their phones are often those who pursue low input and high output courses. Negative personal motivation leads to a decrease in learning initiative and enthusiasm, resulting in a vicious cycle. The non- utilitarian motivation for course selection will guide college students to participate in a positive cycle, that is, to choose courses with high dialogue and flexible structure, and to generate positive learning behavior by narrowing the interaction distance of the teaching process, ultimately achieving high learning outcomes, and then promoting further interaction feedback between students and teachers, students and students, and students and the classroom (Zheng, et. al. 2022).

In addition, studies have also shown that when students have high motivation to choose courses, they are more likely to attend classes and perform well in class, and are more likely to complete homework and review after class. This may be closely related to the fact that students are more interested and engaged in elective courses, which in turn motivates them to complete relevant learning tasks.

The data further reveals a highly significant positive correlation between student learning behavior and teachers. Research has found that students tend to inquire about relevant information about a course when selecting it, such as whether the teacher has strict requirements, whether the teacher is good at teaching, and whether the teacher's course grading will be lax. Students with negative motivation or utilitarian motivation tend to exhibit negative learning behavior. Students' self-efficacy and self-worth play a partial mediating role between teacher-student interaction and behavioral engagement, while their self-efficacy and self-worth play a chain mediating role between teacher-student interaction and behavioral engagement. Therefore, when teachers do not attach importance to student attendance and classroom communication, it may reduce their learning motivation.

When teachers attach importance to institutional assessment, motivation and guidance, it may encourage students to more actively complete homework and review after class, thereby enhancing their learning motivation and learning behavior improvement strategies, and actively participating in the learning process with more enthusiasm.

In terms of curriculum, the r values of the four levels in the table indicate a moderate direct correlation between curriculum factors and learning behavior improvement strategies, with p-values less than α Horizontal means there is a significant relationship. In teaching practice, different courses may have different requirements and expectations for students' learning behavior and performance. Some courses may focus more on cultivating practical skills, so students may pay more attention to completing operations and classroom performance. Courses may emphasize the consolidation of comprehensive abilities and theoretical knowledge, so students may pay more attention to the effectiveness of classroom participation and post class review. Therefore, the design and teaching objectives of different subjects may affect students' motivation for course selection and learning behavior improvement strategies.

Overall, there is a significant relationship between course selection motivation and learning behavior improvement strategies. Individual, teacher, and curriculum factors play an important role in the learning behavior and performance of students. The interests of students, the guidance of teachers, and the design of courses may all affect their motivation for course selection and learning behavior improvement strategies. These findings help education managers develop more effective educational policies and practices to promote student learning motivation and behavior. The relationship between course selection motivation and learning behavior improvement strategies is complex and diverse. Personal factors, teacher factors, and curriculum factors interact with each other to jointly influence students' learning behavior and performance.

Students with more and stronger motivation have higher learning expectations, stronger problem-solving perseverance, more frequent use of learning behavior strategies, and a willingness to improve learning behavior compared to students with less and weaker motivation (Wu, 2014). Understanding these relationships can help educational managers develop personalized educational strategies to enhance students' learning motivation and behavior. In the current era of mutual learning, teachers play an important role in the learning behavior and performance of students, and individual student participation and motivation are crucial for improving learning behavior.

Positive teaching methods, personalized guidance, and motivation from teachers can encourage students to pay more attention to classroom activities and improve their learning behavior improvement strategies. The personal self-efficacy of students and their trust in teachers and curriculum may encourage them to adopt learning behavior improvement strategies more actively. College students are living in a complex education system, where educators, learners, and educational influence are the three major elements that make up the education system (Zheng et al., 2017). We should attach importance to guiding students' learning motivation, valuing the use of learning behavior strategies, and raising their awareness of improving learning behavior strategies.

Table 4

Proposed Career Development Program for Improved Motivation of Students

Key Result Areas	Objectives	Enhancement Activities	Success indicator	Persons involved
1. Course selection motivation 1 Solving Problems	To help students establish the correct motivation for course selection	Carry out a growth rule cultivation program to help students clarify their learning objectives, establish positive life goals, and stimulate their internal needs; Optimize the curriculum and incorporate positive learning motivation into the curriculum content to help students form positive learning motivation;	90% improved motivation and understanding for better course selection	Teachers, Students, Parents, Managers

		Carry out club exchanges and skill competitions, cultivate students' interest in learning, experience the fun and sense of achievement of learning		
2. Learning behavior 2.1 Attendance	To improve student learning behavior strategies	Strengthen interactive communication and emphasize the frequency of student learning behavior in classroom teaching design; Administer questionnaires and interviews to understand student needs and personal differences, and achieve personalized teaching	Student language perception and expression, teacher's evaluation and guidance of students, improvement of 90% in student homework and grades	Teachers, students, Managers
2.2. Operation Completion	To improve students' performance to complete tasks	Strengthen the evaluation of academic style and student teaching, diagnosing the existing learning behavior strategies of students in the classroom operation process; Carry out lectures such as excellent senior student studios and sharing of postgraduate entrance examination experiences to stimulate students' interest in improving learning behavior strategies;	90% improvement in student confidence, autonomy, emotional communication between teachers and students, classroom discipline, and order	Teachers, Students, Managers
2.3 After School Review	To enhance the performance in the conduct of review sessions	Conduct student teacher discussions, guide eachers to change their roles, and establish democratic teacher-student relationships with students; Establish a multi-level incentive system for the students who religiously comply to the after-school review sessions		

4. Conclusions and recommendations

Most respondents care about the individual's needs as their course selection motivation. Most respondents are aware of learning behavior improvement strategies especially in terms of classroom performance which they attach great importance to. There is a significant correlation between the course selection motivation of respondents and learning behavior improvement strategies which implies that when students are motivated on the course they selected, they tend to demonstrate positive behavior improvement strategies. A proposed career development plan was developed for an improved student motivation.

Universities may create more opportunities for students to experience the joy and significance of lifelong learning, utilize achievement motivation to improve their learning behavior strategies, and further integrate students into future social production. Teachers may strengthen teaching management and encourage students to actively adopt learning behavior improvement strategies by enhancing their personal self-efficacy and trust in the teacher and curriculum. Students may participate in more activities, competitions, and exchange lectures to stimulate their internal motivation for self- growth, clarify learning goals and development plans. The proposed career development program may be reviewed, implemented and evaluated. In order to ensure sample diversity and wider representativeness, future researchers may conduct more detailed similar studies and increase the sample size. The work orientation and self-efficacy of other majors in career decision-making can also be investigated.

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