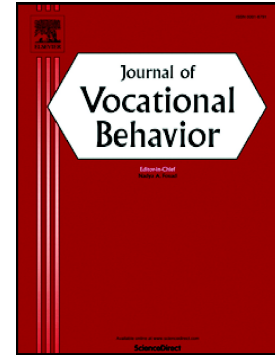


Accepted Manuscript

Self-determined motivation to choose college majors, its antecedents, and outcomes: A cross-cultural investigation

Shi Yu, Fengjiao Zhang, Ludmila D. Nunes, Chantal Levesque-Bristol



PII: S0001-8791(18)30078-2
DOI: [doi:10.1016/j.jvb.2018.07.002](https://doi.org/10.1016/j.jvb.2018.07.002)
Reference: YJVBE 3198

To appear in: *Journal of Vocational Behavior*

Received date: 7 December 2017
Revised date: 23 June 2018
Accepted date: 1 July 2018

Please cite this article as: Shi Yu, Fengjiao Zhang, Ludmila D. Nunes, Chantal Levesque-Bristol , Self-determined motivation to choose college majors, its antecedents, and outcomes: A cross-cultural investigation. *Yjvbe* (2018), doi:[10.1016/j.jvb.2018.07.002](https://doi.org/10.1016/j.jvb.2018.07.002)

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Self-determined motivation to choose college majors, its antecedents, and outcomes: A cross-cultural investigation

Shi Yu, Fengjiao Zhang, Ludmila D. Nunes, & Chantal Levesque-Bristol

Abstract

The choice of college majors is an important career decision for many contemporary youths. Based on self-determination theory, we propose that the self-determined motivation underlying youths' choice of major is critical for their optimal functioning, performance and well-being in college. We also propose that the effects of a self-determined choice of major is mediated by the self-determined motivation to study and that the self-determined choice of major is predicted by autonomy-supportive parenting and individual differences in autonomous functioning. Structural equation modeling results obtained from college students in two studies ($N = 146$ and 479) showed that (1) these hypotheses were supported using both cross-sectional and longitudinal designs and subjective and objective measures; (2) these structural relationships received support and were invariant for both Chinese and American students; (3) Chinese students scored significantly lower on various variables related to self-determination than American students; and (4) several direct predictive effects were also identified beyond the model we proposed. We suggest that future studies could improve the psychometric quality of measurements, conduct in-depth cross-cultural comparisons, and expand the current model with additional variables. Implications for parenting and career counseling practices are also discussed.

Keywords

self-determination theory; college majors; academic motivation; parental autonomy support; autonomous functioning

Download English Version:

<https://daneshyari.com/en/article/7247110>

Download Persian Version:

<https://daneshyari.com/article/7247110>

[Daneshyari.com](https://daneshyari.com)