

Original Article

# The Effects of Perceived Social Support and Motivation for Major Selection on Major Satisfaction among University Students Majoring in Aviation Tourism

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## ABSTRACT

**Objectives:** This study examines how perceived Social Support—Emotional, Evaluative, Informational, and Material Support—and Motivation for Major Selection (Intrinsic and Extrinsic Motivation) influence Curriculum Satisfaction, Perception Satisfaction, and Relationship Satisfaction among aviation tourism majors. **Methods:** Data were collected from 282 undergraduates majoring in Aviation Tourism at H University through an online survey. Using SPSS 25.0, descriptive statistics, reliability analysis, correlation analysis, and multiple regression were performed to analyze the effects of each sub-factor on major satisfaction. **Results:** Emotional Support and Informational Support showed consistent significant positive (+) effects across all satisfaction domains. Material Support influenced Curriculum Satisfaction, and Evaluative Support affected Perception Satisfaction. Both Intrinsic and Extrinsic Motivation had significant positive (+) effects on Curriculum, Perception, and Relationship Satisfaction, with Intrinsic Motivation demonstrating stronger influence than Extrinsic Motivation. **Conclusion:** The findings highlight that multidimensional Social Support and Intrinsic Motivation are key determinants of major satisfaction among aviation tourism students. To improve Curriculum, Perception, and Relationship Satisfaction, universities should strengthen emotional and informational support systems and implement educational strategies that cultivate intrinsic motivation. These results provide practical guidance for enhancing academic adjustment and career readiness in the aviation tourism field.

**Keywords:** Aviation and tourism majors, Major satisfaction, Motivation for major selection, Social support

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## 1. Introduction

In a rapidly changing socio-economic environment, university students' career decisions and employment outcomes are no longer individual concerns but structural issues that must be addressed by both the state and society. Increasing uncertainty in the labor market, declining job quality, and the rise of underemployment caused by educational inflation have intensified students' burden regarding career planning and major selection, thereby directly influencing their overall adjustment and satisfaction with university life [1]. The university years, situated in early adulthood, represent a critical stage of career devel-

opment in which individuals explore life directions and prepare for the transition to the world of work. Although students may appear to function as adults, this period simultaneously requires psychological and social exploration and maturation [2,3]. Experiences and perceptions formed during this stage regarding one's major become key determinants of the quality and stability of future career choices.

A student's chosen major serves as the foundation for future occupations and career goals. When a major does not align with an individual's aptitude or interests, it may lead to negative outcomes such as lower academic achievement, maladjustment to university life, and confusion in

career decision-making [4]. Major satisfaction is one of the most influential factors in career development; prior studies indicate that higher major satisfaction is associated with stronger intentions to pursue major-related careers and more proactive career behaviors [5,6]. In the aviation tourism major, the importance of major satisfaction is even greater, as the curriculum is closely linked to the growth of the aviation and tourism service industries and the increasing demand for service specialists. For students majoring in aviation tourism, major satisfaction extends beyond academic contentment; it is a fundamental basis for job-major fit, career preparation behaviors, and the development of a professional identity in aviation and tourism fields.

Among the various factors influencing major satisfaction, social support has been emphasized as a critical environmental resource that alleviates the psychological and emotional burdens students experience during career exploration and major adjustment, while sustaining learning motivation [7]. Prior research demonstrates that social support directly enhances academic and major satisfaction [8,9] or indirectly influences outcomes through mediating variables such as self-efficacy and career preparation behaviors [10]. Major satisfaction affects not only academic engagement but also students' overall psychological well-being and subsequent career behaviors. High levels of major satisfaction reinforce self-efficacy and self-determination, which in turn enhance learning engagement and career preparation [11]. Major satisfaction is formed through the perceived congruence between one's career or occupational expectations and the current major [12], and is shaped by students' evaluations of their career goals and university majors. These motivational dynamics hold particular significance in majors such as aviation tourism, where high levels of service competence and occupational relevance are required. This highlights the meaningful role of social support in influencing major-related outcomes.

Major-selection motivation also represents a key determinant of students' academic and career adaptation. Students may select their major due to intrinsic motivations—such as personal aptitude and interest—or extrinsic motivations—such as employment prospects, social recognition, or the influence of others [13]. As the cognitive and motivational foundation of major choice, major-selection motivation reflects the reasons and expectations underlying students' decisions, and the nature of these motivations can determine subsequent levels of engagement and satisfaction [14,15]. Students with strong aptitude- or interest-based intrinsic motivation tend to show higher satisfaction and more positive evaluations of their major environment, whereas students motivated primarily by ex-

trinsic factors such as employment prospects or external recommendations are more likely to experience lower adaptation and satisfaction [16,17]. Previous studies further indicate that students who choose their major based on intrinsic factors demonstrate more positive attitudes toward their field, higher academic adjustment, and ultimately higher major satisfaction compared to those who do not [15,18].

Despite these findings, limited research has examined the integrated effects of social support and major-selection motivation on major satisfaction specifically among aviation tourism majors. Empirical studies addressing the unique educational and career-related context of the aviation tourism field also remain insufficient. Therefore, the present study aims to systematically analyze the effects of perceived social support and major-selection motivation on major satisfaction among aviation tourism students, thereby identifying key factors that promote major adjustment and career development. Furthermore, this study seeks to provide foundational evidence for establishing support systems that enhance major satisfaction through social support-based learning and career guidance, as well as strategies to strengthen students' major-selection motivation in aviation tourism programs.

## 2. Theoretical framework

### 2.1. Social support

Social support refers to the various resources provided by others through social interactions to satisfy fundamental human social needs [19,20]. It encompasses all positive resources that individuals receive from significant others within their social relationships [20,21]. Social support is defined as emotional support, which refers to the belief that one receives care and affection from others; esteem support, which reflects the perception that one's value is recognized and respected; and network support, which indicates a sense of belonging within a relational network [22]. Accordingly, social support represents diverse forms of positive resources that individuals receive from others throughout their socialization and developmental processes.

Social support is defined as the perception that one is cared for, loved, and supported by others, fostering the belief that one is a valued member of a social group characterized by mutual communication and responsibility [7]. Higher levels of social support enhance students' adjustment to school life, and improved school adjustment subsequently increases major satisfaction [23]. For university students, meaningful sources of social support typically

include friends, professors, and parents. Interest, affection, recognition, acceptance, understanding, and assistance from these individuals contribute to positive social support, which plays a critical role in addressing students' psychological and social challenges and in improving their satisfaction with their major.

Although early studies approached social support as a unidimensional construct, research since the mid-1980s has conceptualized it as a multidimensional variable [24]. Social support is classified into informational support, emotional support, evaluative support, and instrumental support [25]. Social support is categorized into emotional, informational, material, and evaluative support based on its specific content and functions [19]. Social support is defined as material support, referring to the receipt of goods or services; informational support, involving the provision of necessary information; emotional support, encompassing affection and care; and evaluative support, which involves receiving positive feedback regarding one's behavior [20].

Social support can therefore be understood as the perception and belief that one receives various forms of positive support from others through interpersonal relationships to fulfill social needs. Based on these theoretical foundations, the present study operationalizes social support using a multidimensional scale consisting of emotional support, informational support, material support, and evaluative support as subdimensions [19].

## 2.2. Motivation for major selection

Selecting an academic major carries significant meaning, as students acquire specialized knowledge through major-related courses and learn the theoretical and practical foundations required for pursuing careers in related fields [15]. Major-selection motivation refers to the reasons or triggers that students consider when selecting their major, based on their understanding of themselves as well as their understanding of academic disciplines and occupational characteristics [18]. Major-selection motivation is defined as the rationale or impetus for choosing a particular field of study, formed through the integration of information regarding desired career goals, self-understanding, and understanding of the world of work [26].

Choosing a major in university constitutes a form of future planning for various career pathways and represents one of the most crucial decisions influencing later occupational choices. Major choice significantly impacts not only students' academic experiences during university but also their career decisions and future lives. Students who choose their major based on their aptitude and interests tend to

exhibit higher concentration and satisfaction in major courses, whereas those who select a major for reasons unrelated to personal aptitude often display lower interest, reduced academic achievement, and ultimately lower major satisfaction [27,28]. Major-selection motivation thus reflects an individual's understanding of the characteristics of the major and the degree to which their personal attributes align with the field [14]. Numerous studies have demonstrated a strong association between major-selection motivation and major satisfaction [29].

Major-selection motivation varies across individuals, and different factors may combine to influence the choice of a particular major [30]. Major-selection motivation consists of intrinsic and extrinsic motivation. Intrinsic motivation is driven by interest, enjoyment, or challenge, whereas extrinsic motivation is reinforced when external outcomes or values are perceived as important [20]. Intrinsic motivation encompasses factors such as aptitude, interest, enjoyment, professional knowledge, personal values, curiosity, career orientation, and contribution to society, while extrinsic motivation includes employment prospects, salary, social recognition, and social image [31].

In summary, major-selection motivation refers to the reasons or triggers underlying students' selection of a major, considering their aptitude, interests, and relevant information about the field. Based on previous studies, the present research conceptualizes major-selection motivation as consisting of intrinsic motivation and extrinsic motivation.

## 2.3. Major satisfaction

Major satisfaction refers to the degree to which students evaluate and feel satisfied with their academic department, based on the alignment between their chosen major and their expectations regarding future careers and occupations [3,32]. Major satisfaction refers to the feeling of satisfaction or dissatisfaction that emerges from various academic activities, interpersonal relationships, and experiences within the department, which ultimately contributes to students' future occupational satisfaction and success [33]. Major satisfaction is formed through cognitive processes influenced by the interaction between individual characteristics and the surrounding academic environment [34].

Major satisfaction can be understood as the perception shaped by the degree of congruence between one's career or occupational expectations and the current major [12]. It reflects the evaluative judgments students make about their chosen academic program, as well as their subjective emotional responses to major courses and related experiences. Therefore, major satisfaction may vary depending on the

extent to which students' initial expectations match their actual experiences after selecting the major [35].

Major satisfaction is a multidimensional construct. It encompasses not only satisfaction with academic content but also satisfaction with relationships—such as interactions with faculty members, peers, and classmates—as well as overall perception and evaluation of the department [36]. While major satisfaction has been examined as a single-factor construct in some studies [15,37], other research has conceptualized it as a multidimensional construct comprising curricular satisfaction, relational satisfaction, perceptual satisfaction, and instructional satisfaction [6]. In addition, major satisfaction has also been measured using subdimensions such as relational satisfaction, perceptual satisfaction, and curricular satisfaction [3].

Major satisfaction is thus shaped by an individual's characteristics and the environmental factors surrounding the major, resulting in positive perceptions, attitudes, and behaviors toward one's field of study. Based on prior research, the present study conceptualizes major satisfaction using three subdimensions: curricular satisfaction, perceptual satisfaction, and relational satisfaction.

### 3. Materials and methods

#### 3.1. Research design

This study employed a quantitative research design to examine the relationships among perceived Social Support, Motivation for Major Selection, and Major Satisfaction among undergraduate students majoring in Aviation Tourism. A structured questionnaire survey was used to collect data, and statistical analyses were conducted to identify the effects of social support and major-selection motivation on the sub-dimensions of major satisfaction. The study was approved by the institutional Review Board of Hanseo University (IRB No. HS26-0212-04).

#### 3.2. Participants

The participants were undergraduate students majoring in Aviation Tourism at H University located in Chungnam Province, Korea. The sample included first-, second-, third-, and fourth-year students enrolled during the second semester of the 2025 academic year. A total of 282 students who understood the purpose of the study and voluntarily agreed to participate were included in the final analysis.

Given the characteristics of the Aviation Tourism major, the proportion of male students is relatively low, accounting for approximately 10% of the enrolled student pop-

ulation, and the proportion of male respondents in this study was similar to the overall gender distribution of the department.

#### 3.3. Measurement instruments

The measurement instruments were developed based on prior studies and the conceptual definitions of each construct.

Social support was conceptualized as a multidimensional construct encompassing emotional support, informational support, material support, and evaluative support, based on established theoretical frameworks [19,20]. Using a social support scale, this study measured four subdimensions with six items each, resulting in a total of 24 items [19]. All items were assessed using a five-point Likert scale.

Motivation for major selection was operationalized based on established theoretical frameworks [11,18]. It comprised intrinsic and extrinsic motivation. Intrinsic motivation reflects self-determined choices grounded in aptitude, interest, professional knowledge, and personal values, whereas extrinsic motivation reflects choices influenced by external factors such as employment prospects, social recognition, or recommendations from others [31]. Each subdimension was measured with four items, yielding a total of eight items assessed on a five-point Likert scale.

Major Satisfaction was defined as students' overall evaluation and satisfaction with their chosen major, reflecting a multidimensional structure comprising Curriculum Satisfaction, Relationship Satisfaction, and Perception Satisfaction [3,6]. The instrument consisted of four items for Curriculum Satisfaction, four items for Relationship Satisfaction, and three items for Perception Satisfaction, resulting in a total of 12 items measured on a five-point Likert scale.

#### 3.4. Data collection

Data were collected through an online survey administered over a seven-day period from October 13 to October 19, 2025. Only questionnaires completed voluntarily and deemed valid were included in the analysis. Responses identified as incomplete, insincere, or unreliable were excluded prior to statistical analysis.

#### 3.5. Statistical analysis

The collected data were analyzed using SPSS version 25.0. Frequency analysis was conducted to examine the

general characteristics of the participants. Exploratory factor analysis was performed to verify the construct validity of the measurement instruments, and reliability was assessed using Cronbach’s *a* coefficients. Pearson’s correlation analysis was conducted to examine relationships among variables, and multiple linear regression analysis was employed to test the research hypotheses.

## 4. Results

### 4.1. General characteristics of the participants

A frequency analysis was conducted to examine the general characteristics of the respondents, and the results are presented in Table 1. Among the participants, 247 were female (87.6%) and 35 were male (12.4%). Regarding academic year, 78 students (27.7%) were freshmen, 77 (27.3%) were sophomores, 71 (25.2%) were juniors, and 56 (19.9%) were seniors. For major-selection motivation, 202 students (71.6%) reported aptitude and interest as their primary reason, followed by employment prospects (72 students, 25.5%) and academic grades (3 students, 1.1%). Those who influenced the students’ career decisions were identified as themselves (193 students, 68.4%), parents (54 students, 19.1%), friends (20 students, 7.1%), teachers (9 students, 3.2%), and seniors or alumni (6 students, 2.1%).

Regarding post-graduation career plans, 243 students (86.2%) intended to pursue careers as airline cabin crew, followed by employment in general companies (14 students, 5.0%), aviation-related positions other than cabin crew (13 students, 4.6%), hotel and service industries (6 students, 2.1%), and transfer to another university or enroll-

ment in graduate school (6 students, 2.1%).

### 4.2. Validity and reliability verification

The results of the validity and reliability tests for the measurement instruments are presented in Table 2. For social support, the KMO value was 0.955, and Bartlett’s test of sphericity was significant ( $\chi^2 = 7510.554$ ,  $df = 276$ ,  $p < 0.001$ ). The total variance explained by the four extracted factors was 79.753%. For major-selection motivation, the KMO value was 0.871, and Bartlett’s test indicated statistical significance ( $\chi^2 = 2086.545$ ,  $df = 28$ ,  $p = 0.000$ ), with two extracted factors accounting for 81.895% of the total variance. For major satisfaction, the KMO value was 0.924, and Bartlett’s test was also significant ( $\chi^2 = 4315.796$ ,  $df = 66$ ,  $p < 0.001$ ), with three extracted factors explaining 89.504% of the total variance.

All factor loadings derived from the exploratory factor analysis were above 0.40, indicating adequate construct validity. Regarding reliability, Cronbach’s *a* coefficients ranged from 0.931 to 0.959 for social support, 0.873 to 0.954 for major-selection motivation, and 0.949 to 0.969 for major satisfaction, all exceeding the acceptable threshold of 0.60, confirming that the reliability of the measures was satisfactory.

### 4.3. Correlation analysis

The results of the correlation analysis conducted to examine the relationships among the variables are presented in Table 3. The analysis showed that all sub-factors of social support—emotional support, evaluative support, informational support, and material support—were

**Table 1. General characteristics of the sample**

Category		Frequency (N)	Percentage (%)	Category		Frequency (N)	Percentage (%)
<b>Gender</b>	Female	247	87.6	<b>Influential Person in career decision</b>	Self	193	68.4
	Male	35	12.4		Parents	54	19.1
<b>Academic year</b>	1st Year	78	27.7		Friends	20	7.1
	2nd Year	77	27.3		Seniors/alumni	6	2.1
	3rd Year	71	25.2		Teachers	9	3.2
	4th Year	56	19.9	<b>Post-graduation career plans</b>	Airline cabin crew	243	86.2
<b>Motivation for major selection</b>	Academic grades	3	1.1		Aviation-related positions	13	4.6
	Aptitude and interest	202	71.6		Hotel and service industry	6	2.1
	Employment prospects	72	25.5		General companies	14	5.0
	Other	5	1.8		Transfer or graduate school	6	2.1
<b>Total</b>		<b>282</b>	<b>100.0</b>	<b>Total</b>		<b>282</b>	<b>100.0</b>

**Table 2. General characteristics of the participants**

Factors and measurement items		Factor loading	Eigenvalue	Variance explained (%)	Cronbach's $\alpha$
<b>Social support</b>					
Evaluative support	Respect me as an individual	0.806	4.931	20.546	0.952
	Acknowledge that I am a valuable person	0.799			
	Acknowledge my work and help me take pride in what I do	0.781			
	Praises me when I do well	0.780			
	Evaluates my actions fairly	0.702			
Emotional support	Respects my opinions and listens to me	0.696	4.902	20.425	0.941
	Makes me feel a sense of closeness	0.816			
	Makes me feel loved and cared for	0.786			
	Is willing to listen to my problems	0.773			
	Shows concern and interest in my well-being	0.755			
Material support	Is someone I can trust and rely on	0.718	4.874	20.308	0.0931
	Encourages me and gives me confidence when I hesitate to make decisions	0.700			
	Provides help, even by seeking assistance from others when necessary	0.831			
	Helps me wholeheartedly without expecting anything in return	0.782			
	Lends me what I need	0.779			
	Provides financial help when necessary	0.730			
Informational support	Makes time for me when I need advice	0.729	4.434	18.474	0.959
	Takes care of my responsibilities when I am ill	0.664			
	Provides information that helps identify the causes of my problems	0.754			
	Gives advice that helps me make reasonable decisions	0.737			
	Offers solutions that help me handle difficult situations	0.725			
	Gives sound advice that helps me adapt well to social life	0.712			
Total variance explained: 79.753%, KMO=0.955, Bartlett's test of sphericity: $\chi^2=7510.554$ (df=276, p=0.000)					
<b>Motivation for major selection</b>					
Intrinsic motivation	Chosen based on personal interest	0.945	3.655	45.688	0.954
	Chosen according to personal aptitude	0.944			
	Chosen to align with future career goals	0.907			
	Chosen based on personal talent or strengths	0.853			
Extrinsic motivation	Chosen based on academic grades or admission likelihood	0.912	2.897	36.207	0.873
	Chosen considering the social perception of the major	0.807			
	Chosen due to recommendations from others	0.789			
	Chosen based on the popularity of the major	0.774			
Total variance explained: 81.895%, KMO=0.871, Bartlett's test of sphericity: $\chi^2=2086.545$ (df=28, p=0.000)					
<b>Major satisfaction</b>					
Perception satisfaction	The major is popular among students	0.919	3.668	30.563	0.961
	I feel proud to tell others about my major	0.882			
	The major is helpful for my future career	0.856			
	The major provides advantages in social life	0.846			
Relationship satisfaction	I can meet professors when needed	0.882	3.574	29.786	0.949
	I receive useful study advice from professors	0.864			
	Professors grade fairly	0.863			
	Communication with professors is smooth	0.842			
Curriculum satisfaction	Communication with professors is smooth	0.842	3.499	29.155	0.969
	The major curriculum is well organized	0.846			
	Theory and practice are well balanced	0.844			
	Courses improve my skills and abilities	0.838			
	The curriculum supports career development	0.835			
Total variance explained: 89.504%, KMO=0.924, Bartlett's test of sphericity: $\chi^2=4315.796$ (df=66, p=0.000)					

**Table 3. Correlation analysis**

Category	Social support				Motivation for major selection		Major satisfaction		
	1	2	3	4	5	6	7	8	9
1. Emotional support	1								
2. Evaluative support	0.713***	1							
3. Informational support	0.750***	0.741***	1						
4. Material support	0.621***	0.675***	0.750***	1					
5. Intrinsic motivation	0.462***	0.412***	0.445***	0.450***	1				
6. Extrinsic motivation	0.357***	0.310***	0.342***	0.359***	0.484***	1			
7. Curriculum satisfaction	0.558***	0.550***	0.609***	0.609***	0.708***	0.416***	1		
8. Perception satisfaction	0.574***	0.575***	0.581***	0.506***	0.457***	0.319***	0.656***	1	
9. Relationship satisfaction	0.495***	0.382***	0.486***	0.378***	0.661***	0.455***	0.654***	0.508***	1

\*\*\* p < 0.001

positively and significantly correlated with the sub-factors of major satisfaction, including curriculum satisfaction, perception satisfaction, and relationship satisfaction (p < 0.001). In addition, both intrinsic motivation and extrinsic motivation, the sub-factors of major-selection motivation, were also found to have positive and statistically significant correlations with curriculum satisfaction, perception satisfaction, and relationship satisfaction (p < 0.001).

#### 4.4. Hypothesis testing

##### 4.4.1. Test of hypothesis 1: The effect of perceived social support on major satisfaction among aviation tourism majors

To examine the effect of perceived social support on major satisfaction among aviation tourism majors, a multiple regression analysis was conducted, and the results are presented in Table 4. Prior to the analysis, multicollinearity was assessed, and the variance inflation factor (VIF) values were all below 10, indicating no multicollinearity issues.

For curriculum satisfaction, the explanatory power of the regression model (R<sup>2</sup>) was 44.1%, and the model was statistically significant (F = 54.701, p < 0.001). Among the independent variables, material support (β = 0.304, p < 0.001), informational support (β = 0.199, p < 0.05), and emotional support (β = 0.160, p < 0.05) had significant positive effects on curriculum satisfaction. Thus, higher levels of material, informational, and emotional support perceived by students were associated with higher curriculum satisfaction.

For perception satisfaction, the explanatory power of the model (R<sup>2</sup>) was 40.6%, and the model was statistically significant (F = 47.256, p < 0.001). Emotional support (β = 0.228, p < 0.01), evaluative support (β = 0.223, p < 0.01), and informational support (β = 0.192, p < 0.05) had significant positive effects on perception satisfaction. Therefore, students with higher levels of emotional, evaluative, and in-

formational support showed higher perception satisfaction.

Finally, for relationship satisfaction, the explanatory power of the model (R<sup>2</sup>) was 27.7%, and the model was statistically significant (F = 26.513, p < 0.001). Emotional support (β = 0.320, p < 0.001) and informational support (β = 0.289, p < 0.01) had significant positive effects on relationship satisfaction. This indicates that higher levels of emotional and informational support perceived by aviation tourism majors are associated with higher relationship satisfaction.

##### 4.4.2. Test of hypothesis 2: The effect of major-selection motivation on major satisfaction among aviation tourism majors

To examine the effect of major-selection motivation on major satisfaction among aviation tourism majors, a multiple regression analysis was conducted, and the results are presented in Table 5. Prior to the analysis, multicollinearity was assessed, and all variance inflation factor (VIF) values were below 10, indicating no issues with multicollinearity.

For curriculum satisfaction, the explanatory power of the regression model (R<sup>2</sup>) was 50.9%, and the model was statistically significant (F = 144.394, p < 0.001). Among the independent variables, intrinsic motivation (β = 0.662, p < 0.001) and extrinsic motivation (β = 0.095, p < 0.05) had significant positive effects on curriculum satisfaction. This indicates that higher levels of intrinsic and extrinsic motivation lead to higher curriculum satisfaction among aviation tourism majors.

For perception satisfaction, the explanatory power of the model (R<sup>2</sup>) was 22.1%, and the model was statistically significant (F = 39.597, p < 0.001). Intrinsic motivation (β = 0.394, p < 0.001) and extrinsic motivation (β = 0.129, p < 0.05) were found to have significant positive effects on perception satisfaction. Therefore, students with higher intrinsic and extrinsic motivation showed higher levels

**Table 4. Effects of perceived social support on major satisfaction among aviation tourism majors**

Dependent variable	Independent variable	Unstandardized coefficients		Standardized coefficients	t	p	Collinearity statistics
		B	S.E	$\beta$			VIF
<b>Curriculum satisfaction</b>	(Constant)	-1.605	0.422		-3.799	0.000	
	Emotional support	0.291	0.132	0.160	2.207*	0.028	2.620
	Evaluative support	0.155	0.138	0.083	1.123	0.262	2.692
	Informational support	0.372	0.158	0.199	2.358*	0.019	3.550
	Material support	0.509	0.118	0.304	4.304***	0.000	2.467
	R <sup>2</sup> =0.441, Adj. R <sup>2</sup> =0.433, F-value=54.701***, p=0.000, Durbin-watson=2.068						
<b>Perception satisfaction</b>	(Constant)	-1.735	0.441		-3.933	0.000	
	Emotional support	0.418	0.138	0.228	3.035**	0.003	2.620
	Evaluative support	0.424	0.145	0.223	2.932**	0.004	2.692
	Informational support	0.363	0.165	0.192	2.202*	0.028	3.550
	Material support	0.119	0.123	0.070	0.960	0.338	2.467
	R <sup>2</sup> =0.406, Adj. R <sup>2</sup> =0.397, F-value=47.256***, p=0.000, Durbin-watson=2.008						
<b>Relationship satisfaction</b>	(Constant)	-0.95	0.471		-0.202	0.840	
	Emotional support	0.571	0.147	0.320	3.875***	0.000	2.620
	Evaluative support	-0.119	0.154	-0.064	-0.769	0.443	2.692
	Informational support	0.530	0.176	0.289	3.007**	0.003	3.550
	Material support	0.009	0.132	0.006	0.069	0.945	2.467
	R <sup>2</sup> =0.277, Adj. R <sup>2</sup> =0.266, F-value=26.513***, p=0.000, Durbin-watson=1.765						

\*p&lt;0.05, \*\*p&lt;0.01, \*\*\*p&lt;0.001

**Table 5. Effects of major-selection motivation on major satisfaction among aviation tourism majors**

Dependent variable	Independent variable	Unstandardized coefficients		Standardized coefficients	t	p	Collinearity statistics
		B	S.E	$\beta$			VIF
<b>Curriculum satisfaction</b>	(Constant)	0.063	0.258		.245	0.807	
	Intrinsic motivation	0.873	0.063	0.662	13.808***	0.000	1.306
	Extrinsic motivation	0.094	0.047	0.095	1.988*	0.048	1.306
	R <sup>2</sup> =0.509, Adj. R <sup>2</sup> =0.505, F-value=144.394***, p=0.000, Durbin-watson=1.908						
<b>Perception satisfaction</b>	(Constant)	1.403	0.329		4.258	0.000	
	Intrinsic motivation	0.527	0.081	0.394	6.530***	0.000	1.306
	Extrinsic motivation	0.129	0.060	0.129	2.132*	0.034	1.306
	R <sup>2</sup> =0.221, Adj. R <sup>2</sup> =0.216, F-value=39.597***, p=0.000, Durbin-watson=1.923						
<b>Relationship satisfaction</b>	(Constant)	0.367	0.265		1.382	0.168	
	Intrinsic motivation	0.745	0.065	0.576	11.462***	0.000	1.306
	Extrinsic motivation	0.171	0.049	0.177	3.514**	0.001	1.306
	R <sup>2</sup> =0.461, Adj. R <sup>2</sup> =0.457, F-value=119.294***, p=0.000, Durbin-watson=1.562						

\*p&lt;0.05, \*\*p&lt;0.01, \*\*\*p&lt;0.001

of perception satisfaction.

Lastly, for relationship satisfaction, the explanatory power of the model (R<sup>2</sup>) was 46.1%, and the model was statistically significant (F = 119.294, p < 0.001). Intrinsic motivation ( $\beta = 0.576$ , p < 0.001) and extrinsic motivation ( $\beta = 0.177$ ,

p < 0.01) were found to significantly and positively influence relationship satisfaction. Hence, higher levels of intrinsic and extrinsic motivation among aviation tourism majors were associated with greater relationship satisfaction.

## 5. Discussion

This study empirically analyzed the effects of Social Support and Major Selection Motivation perceived by aviation tourism students on their Major Satisfaction, including Curriculum Satisfaction, Perception Satisfaction, and Relationship Satisfaction. The main findings and implications are summarized as follows.

First, Social Support was found to have a significant positive (+) effect on overall Major Satisfaction. Among its sub-factors, Material Support, Informational Support, and Emotional Support showed a positive (+) effect on Curriculum Satisfaction. Emotional Support, Evaluative Support, and Informational Support demonstrated a positive (+) effect on Perception Satisfaction, while Emotional Support and Informational Support had a positive (+) effect on Relationship Satisfaction. These findings indicate that support from meaningful others—such as family, friends, and professors—exerts a broad positive (+) influence on satisfaction with the major curriculum, pride in the major, and satisfaction with interpersonal relationships within the department. In particular, the consistent positive (+) effects of Emotional Support and Informational Support across all subdomains highlight the importance of support systems that provide attentive listening and practical academic and career-related information.

Second, Major Selection Motivation emerged as a powerful determinant of Major Satisfaction. Both Intrinsic Motivation and Extrinsic Motivation showed a significant positive (+) effect on Curriculum Satisfaction, Perception Satisfaction, and Relationship Satisfaction. Notably, the standardized coefficients ( $\beta$ ) for Intrinsic Motivation were consistently larger than those for Extrinsic Motivation across all models, indicating that self-determined motives—such as aptitude, interest, and alignment with future career goals—have a stronger positive (+) influence on major satisfaction and relationships with faculty. Although Extrinsic Motivation (e.g., employment prospects, social recognition, external encouragement) also produced a positive (+) effect, its influence was relatively limited. These results reaffirm that the initial reason for major selection is a key determinant shaping subsequent academic satisfaction and career behaviors.

Third, descriptive statistics revealed that most students selected their major based on aptitude and interest (71.6%), and a majority expressed a desire to become airline cabin crew (86.2%). This suggests a strong alignment between the aviation tourism major and a clearly defined career path. Within this context, the levels of Social Support and Major Selection Motivation function not only as academic satisfaction factors but also as essential antecedents for

developing competent professionals suitable for the aviation and tourism service sectors.

Fourth, Social Support and Major Selection Motivation demonstrated differentiated positive (+) effects across the subdomains of Major Satisfaction. Material Support showed a positive (+) effect primarily on Curriculum Satisfaction, Evaluative Support had a positive (+) effect on Perception Satisfaction, and Emotional Support and Informational Support exerted positive (+) effects across all domains. Intrinsic Motivation demonstrated the strongest explanatory power, while Extrinsic Motivation played a supplemental role. These results underscore the need to conceptualize Major Satisfaction as a multidimensional structure and to design targeted strategies corresponding to each domain.

Based on the results of this study, the following implications are proposed to enhance the major satisfaction of aviation tourism college students.

First, a multidimensional social support system for aviation tourism students must be established. The study revealed that material support is the most critical factor for curriculum satisfaction, while emotional support is paramount for relationship and awareness satisfaction. Therefore, at the university level, a foundation for material support—such as practice fee subsidies, expanded scholarships, and support for language and certification acquisition—should be strengthened to create an environment where students can focus on their studies without financial burden. Simultaneously, at the department level, an emotional support network should be meticulously designed through substantial academic advising systems and active senior-junior mentoring programs to help students feel a sense of belonging and emotional stability. In particular, linking psychological counseling programs to alleviate emotional labor stress for students aiming for service professions would be an effective measure.

Second, educational interventions to strengthen intrinsic motivation are needed during the freshman selection and guidance processes. Given the overwhelmingly high influence of intrinsic motivation on major satisfaction, admission interviews should prioritize verifying students' aptitude and service mindset over mere grades or employment rate promotion. Furthermore, for enrolled students, curriculums should be operated from the lower grades to help them discover interest in the major and establish career values through vocational aptitude tests, aviation industry job experiences, and lectures by current practitioners. Even for students who entered based on extrinsic motivation, a motivation internalization strategy is required to induce them to discover the intrinsic value of the major through the educational process.

Third, a tailored approach for each sub-factor of major satisfaction is necessary. The results showed that informational support had a significant effect on curriculum, awareness, and relationship satisfaction alike. This suggests that providing concrete and practical information—such as airline recruitment trends, qualification requirements, and career roadmaps—is a key factor driving overall major satisfaction. Therefore, the department should enhance trust and satisfaction with the major by providing accurate and timely information through expanded field training opportunities via industry-academia cooperation and the operation of employment information centers.

This study has limitations in generalizing the results to aviation tourism departments nationwide, as it targeted students from a specific university in Chungnam. Additionally, as a cross-sectional study, there are limitations in clearly clarifying the causal relationships between variables. Future research should expand the survey subjects to a national level and conduct longitudinal studies examining changes by grade level to more deeply investigate the process of change in major satisfaction. Despite these limitations, this study is significant in that it empirically identified the relative influence of detailed sub-factors of social support and major selection motivation as determinants of major satisfaction among aviation tourism students, thereby providing foundational data for establishing efficient department operations and student guidance strategies.

## 6. Conclusions

This study empirically demonstrated that perceived social support and major selection motivation significantly influence major satisfaction among aviation tourism students. In particular, emotional and informational support emerged as critical factors across all satisfaction domains, while intrinsic motivation showed the strongest and most consistent positive effects. These findings highlight the importance of both supportive learning environments and self-determined motivational foundations in enhancing students' satisfaction with their major.

By identifying the differentiated roles of specific types of social support and motivation, this study contributes to a more nuanced understanding of major satisfaction as a multidimensional construct. The results offer empirical evidence that can inform the design of effective departmental support systems, curriculum management strategies, and student guidance policies tailored to aviation tourism and other service-oriented majors.

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## Conflict of Interest

No author has any other conflict of interest to declare.

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