

Survey on the Satisfaction of English Major in Applied Universities

Xianghua Wu

Zhengzhou University of Science and Technology, Zhengzhou 450000, China.

Abstract: The cultivation of English majors in applied universities aims to cultivate versatile foreign language talents that meet the needs of social development. The construction and development of the English major need to keep up with the pace of changes in the times, and meeting the needs of current social development is the main criterion for measuring the value of this major. The satisfaction of English major students with their major is an important factor affecting the construction and reform of the major. This article mainly uses the questionnaire survey method to survey English majors in several applied universities and analyze their major satisfaction.

Keywords: Applied Universities; English Major; Major Satisfaction

1. Introduction

The English major is a relatively mature and well-established major with a long history in China's higher education system. So far, the English major has become a widely established major in various professional and comprehensive universities in China, and has very mature experience. However, application-oriented universities generally focus on engineering majors, so the talent cultivation goals for English major in these universities are significantly different from those of other types of universities. Since 2020, English majors have faced enormous challenges and many new opportunities. In the context of increasingly close globalization connections, China's social development requires new foreign language talents who possess both national sentiments and international perspectives.

In the new context, whether the construction and development of the English major can keep up with the pace of changes in the times, and whether it can meet the needs of current social development are the main criteria for measuring the value of this major. The core of professional construction is curriculum construction, and the construction and reform of professional courses are the key to talent cultivation. The rationality of the curriculum plan for the English major is the main goal of its development and reform. The satisfaction of English major students in applied universities with the talent cultivation goals and curriculum settings of their major is the main influencing factor for the development and reform of their major. This study will explore the satisfaction of English major in applied universities.

2. Research Design

In order to gain a deeper understanding of the satisfaction level of English major students in applied universities, this study develops the "Satisfaction Survey Scale for English Majors in Applied Universities" based on the theory of expectation confirmation. Through online surveys, English major students in several applied universities are surveyed to analyze their satisfaction level with their respective majors.

In 1980, Oliver proposed the Expectation Confirmation Theory (ECT), which is the basic theory for studying consumer satisfaction. This theory suggests that the expectation of confirmation strengthens the corresponding willingness or behavior. At present, this theory is widely applied in the field of education. In recent years, this theory has been increasingly applied to the field of education, such as students' loyalty to their majors, undergraduate professional identity, students' satisfaction with the curriculum, and students' satisfaction with learning platforms. In these studies, the confirmation of students' expectations is used as a measure of satisfaction. If students' expectations are confirmed, satisfaction is higher. Based on this theory, this study develops a survey scale using a seven point scale (with 1-7 options for each item, ranging from dissatisfied to very satisfied) with a total of 28 items, including students' professional expectations, professional perceived performance, degree of expectation confirmation, and professional

satisfaction.

3. Major Satisfaction Survey

3.1 Survey Situation

In order to gain a deeper understanding of the current status of professional satisfaction among English major students, this study conducts two actual measurements. Cronbach α is 0.906. The reliability and quality of the scale are very high. The total correction factor (CITC) coefficients are all greater than 0.4. Because the main purpose of this study is to understand the satisfaction of English major students in applied universities with their major, the main survey subjects selected are third and fourth year students in their major. After two years of study, they have gained their own understanding of their major. A total of 258 questionnaires were collected, among which invalid questionnaires (including single choice questionnaires and incomplete responses) were excluded, resulting in a total of 253 valid questionnaires.

60% of the tested subjects were third year students. The survey results show that the overall satisfaction of English majors in applied universities is 4.31. The satisfaction index is 15%, and the complaint index is 6.04%. It can be seen that the overall professional satisfaction of English majors in applied universities is at a "relatively satisfactory" level. This indicates that there are still some problems in the establishment of English major in such universities. Further analysis reveals that there are two items with a score below 4. The first item is "When applying for the college entrance examination, I had a good understanding of English major", with a score of only 3.38. This fully indicates that most English major students do not have a clear understanding of the major when applying for it. The second question is 'If you have the opportunity to choose a new major, you will also choose an English major.' The score for this question is 3.8. From this, it can be seen that students' expectations for this major have not been fully confirmed, thus their willingness to choose the major again or their subsequent behavior has been affected.

The scores for other questions are all between 4 and 5, with 3 items having the lowest score of 4.13, mainly including: "students' understanding of their interests before applying", and "I am very optimistic about the understanding of the English major training program" and "the employment prospects for the English major". The three options with higher scores are: satisfied with professional practical teaching courses; Satisfied with the theoretical courses offered in this major; Willing to pursue studies or work related to this major after graduation. The survey shows that some students do not have a clear understanding of their major choices, career development, and career planning.

3.2 Reliability and Validity

In order to gain a clearer understanding of English major students' expectations, perceptions, degree of expectation confirmation, and their relationship with overall major satisfaction, this study constructs a major satisfaction model for English major students based on the theory of expectation confirmation. Therefore, according to the theory of expectation confirmation, it is divided into four dimensions: major expectation (4-11), major perception (12-20), expectation confirmation (21-26), and major satisfaction (27-30).

Table 1: Composition reliability and convergence validity table

Dimension	Item	Estimate	S.E.	C.R.	P	Std	SMC	CR	AVE
Major Expectation	Q4	1				0.84	0.706	0.963	0.764
	Q5	1.029	0.066	15.597	***	0.795	0.631		
	Q6	1.028	0.065	15.798	***	0.801	0.642		
	Q7	1.049	0.061	17.286	***	0.846	0.716		
	Q8	1.128	0.055	20.572	***	0.93	0.865		
	Q9	1.12	0.053	20.959	***	0.939	0.882		
	Q10	1.005	0.052	19.154	***	0.896	0.803		
Major Perception	Q11	1.025	0.05	20.676	***	0.933	0.870		
	Q12	1				0.901	0.812	0.982	0.861
	Q13	1.029	0.04	25.735	***	0.936	0.876		
	Q14	1.032	0.039	26.606	***	0.946	0.895		

	Q15	1.037	0.042	24.848	***	0.925	0.856		
	Q16	1.076	0.041	26.051	***	0.94	0.883		
	Q17	1.025	0.039	26.594	***	0.946	0.895		
	Q18	1.014	0.04	25.444	***	0.933	0.870		
	Q19	0.974	0.038	25.73	***	0.936	0.876		
	Q20	0.949	0.043	22.188	***	0.887	0.787		
	Q21	1				0.901	0.812	0.981	0.897
Expectation	Q22	1.115	0.043	26.18	***	0.941	0.886		
Confirmatio	Q23	1.125	0.041	27.155	***	0.952	0.907		
n	Q24	1.15	0.039	29.372	***	0.974	0.949		
	Q25	1.131	0.042	27.242	***	0.953	0.909		
	Q26	1.143	0.041	27.957	***	0.961	0.923		
	Q27	1				0.808	0.516	0.899	0.693
Major	Q28	1.102	0.071	15.441	***	0.834	0.907		
Satisfaction	Q29	1.146	0.064	17.77	***	0.952	0.696		
	Q30	1.162	0.092	12.587	***	0.718	0.653		

From Table 1, it can be seen that the Std values of all questions are greater than 0.5, so all questions are retained during satisfaction model analysis. The CR values of all four dimensions are greater than 0.7, indicating good consistency within each Dimension. The AVE values of all four dimensions are greater than 0.36, indicating high convergence validity for each dimension.

Table 2: Discriminant validity

Dimension	CV		DV		
	AVE	ME	MP	EC	MS
ME	0.746	0.864			
MP	0.861	0.924	0.928		
EC	0.897	0.921	0.895	0.947	
MS	0.693	0.798	0.828	0.834	0.832

The diagonal values in Table 2 are greater than the Pearson correlation coefficients between other dimensions. It indicates that there is a significant difference in validity between each dimension, and there is no overlap in the entries between each construct.

4. Data Analysis

4.1 Research hypothesis

The expectation confirmation theory holds that the confirmation of expectation will strengthen a person's certain will or behavior; If expectations are not confirmed, an individual's will or behavior cannot be reinforced. This article uses the expectancy confirmation theory model as the research model to study the relationship between major expectations, major perception, degree of expectation confirmation, and major satisfaction of English major students. Therefore, this article proposes five hypotheses.

Table3: Research Hypothesis

Dimension	Hypothesis	Content
ME	H1	Major expectations can have a positive and significant impact on the level of expectation confirmation.
	H2	Major expectations can have a significant positive impact on major perception.
MP	H3	Major perception can positively and significantly affect the degree of expected confirmation.

	H4	Major perception can positively and significantly affect major satisfaction.
EC	H5	The degree of expectation confirmation can have a positive and significant impact on major satisfaction.

4.2 Research hypothesis validation

The commonly used evaluation criteria for model fit include absolute fit index and relative fit index. IFI, TLI (NNFI), and CFI are the most common fit indicators.

Table 4: Model Fit

Model fit index	Standard	The model fitting index
Normed Chi-sqr (χ^2/DF)	$1 < \chi^2/DF < 3$	2.511
GFI	>0.8	0.864
AGFI	>0.8	0.802
RMSEA	<0.5	0.147
SRMR	<0.08	0.051
TLI (NNFI)	>0.9	0.913
CFI	>0.9	0.887

From the various indicators of fit in Table 4, it can be seen that the model in this study has a good fit (moderate fit).

4.3 Hypothesis analysis

There are total 5 hypotheses. After testing, the results of whether the hypotheses are valid are shown in Table 5.

DV	IV	Unstd.	S.E.	z-value	P	Hypo.	Std.	R ²	Result
ME	MP	0.794	0.056	14.108	***	H2	0.806	0.649	support
MP	EC	0.989	0.058	17.171	***	H3	0.976	0.906	support
ME	EC	-0.031	0.040	-0.766	0.444	H1	-0.031		nonsupport
EC	MS	0.385	0.114	3.382	***	H5	0.367	0.888	support
MP	MS	0.623	0.121	5.165	***	H4	0.586		support

Table 5: Hypothesis results

According to Table 5, the R² values of major perception, expected confirmation, and major satisfaction are 0.649, 0.906, and 0.888. This indicates that the model has good explanatory power. $P > 0.05$ cannot deny the null hypothesis, therefore hypothesis H1 does not hold and H2, H3, H4, and H5 do.

5. Discussion

5.1 Discussion about hypothesis results

According to the hypothesis results, for English majors in applied universities, their major expectations have a negative impact on the degree of expectation confirmation (Std=-0.031). The main reasons are as follows: firstly, the survey shows that a considerable number of students are not familiar with their major and do not have detailed plans for their professional learning and future career choices. Therefore, their understanding of the major is not comprehensive or even one-sided; Or there may be a phenomenon of high or low expectations for the major, which directly affects students' perception of the major and thus affects the confirmation of major expectations. The survey data shows that the average value of the 9 items expressing students' expectations for confirmation is 4.25, indicating that students have high expectations of their majors and are prone to disappointment in actual major perception, and their expectations cannot be confirmed; Low major expectations can easily affect students' enthusiasm and interest in the field, thereby affecting the confirmation of major expectations.

Major expectations can have a significant positive impact on major perception. The higher the students' expectations for their major, the more serious and focused they will be on delving deeper into the professional courses, and spending more energy on learning professional knowledge and skills. Because the higher the expectations for their major, the more inclined they are to strive to achieve professional achievements, resulting in higher professional perceived performance; Major perception can positively affect the level of expected confirmation. The professional achievements that students ultimately achieve are the best reflection and interpretation of professional talent cultivation plans, while professional courses are the ultimate foothold and embodiment. The survey results indicate that major perception has a very high impact on the level of expectation confirmation, which further demonstrates the importance of professional curriculum design. Major perception can positively and significantly affect the degree of confirmation of major expectations, but it cannot directly and significantly affect major satisfaction. The degree of expected confirmation can have a positive and significant impact on major satisfaction. The higher the degree to which students' expectations of their major are confirmed, the higher their satisfaction with the major.

5.2 Strategies for Improving Satisfaction of English Major in Applied Universities

Firstly, students should be guided to establish reasonable major expectations. At the beginning of enrollment, More efforts should be increased to enable students to fully understand the talent training goals, training plans, curriculum settings, and future employment prospects of English majors in applied universities, so that students have a reasonable understanding and expectations of the major, and thus can set professional learning plans; Secondly, students' major perception should be enhanced. In daily education, teaching, and management work, students should be guided to develop and reasonably utilize the learning resources provided. Education and teaching work should follow the psychological development laws of students, and teachers should pay attention to their mental health, and comprehensively enhances students' major perception; Thirdly, the degree of recognition of students' major expectations should be enhanced. The degree of expectation confirmation is mainly influenced by major perception. Therefore, schools should provide abundant hardware and software resources to promote students' learning and ability development. While implementing talent development plans, they should promptly understand and meet students' reasonable needs.

With the changes of the times, the goals and plans for talent cultivation in English majors are constantly being reformed, and theoretical and practical courses are also being reformed. Applied universities are constantly exploring to cultivate comprehensive foreign language talents.

References

- [1] Bai LL. *Application of Expectancy Confirmation Theory in College English Online Learning*[J]. Journal of Beijing Polytechnic College, 2021, 20(01): 83-88.
- [2] Huang JC. *Study on Influence Factors of Major Satisfaction Degree in Higher Vocational College—A Case Study of Tourism English Major*[D]. Jinan University.
- [3] He JN. A Study on the Level of Students' Major Satisfaction of Undergraduate Colleges and Universities of Hebei Province[J].Hebei University.
- [4] Li D. *A Study on the Occupational Identity of Undergraduates Majoring in Tourism Management Based on the Expectation-Confirmation Theory*[J]. Liaoning Normal University.
- [5] Li W, Yang DS, Chen JM. Research on the Influencing Factors of the willingness to Use Online Education Platforms: Based on Expectation Confirmation Theory[J]. Journal of Chongqing University of Posts and Telecommunications(Social Science Edition), 2022, 34(02):97-10.

About the author: Xianghua Wu (1986-6), Female, Han, Associate professor, Master, Research Direction: English teaching theory and practice.