Motivations Behind Choosing International Chinese Language Education as a Major: Insights from Domestic Chinese Students

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Abstract

In an era where proficiency in the Chinese language has become a valuable asset worldwide. This study aims to the motivations driving students towards International Chinese Language Education (ICLE), a field at the confluence of linguistic skill and cultural dissemination. Using online survey, this research collected 461 valid data, who are the students major in ICLE from the main province higher education institutions in Chian. The responses were analyzed within reliability and validity tests, descriptive analysis, and structural equation modeling. The findings reveal that positive attitudes towards ICLE, strong subjective norms, and high perceived behavioral control significantly predict the intention to choose ICLE as a major, with subjective norms exerting the most substantial influence. This highlights the pivotal role of social support and personal efficacy in guiding students' educational pathways. The study contributes to the academic discourse on language education, offering insights for higher education institutions to align their ICLE programs with the growing global demand for Chinese language skills.

Keywords: International Chinese Language Education (ICLE), Theory of Planned Behavior, Teaching Chinese language, higher education strategy.

1. Introduction

Amidst this global milieu, the Chinese language, propelled by China's burgeoning role as a world economic powerhouse, has emerged as a key player in the arena of international language education (McConnell & Woon, 2023). The rise of China as the world's second-largest economy and its pivotal role in global economic and trade activities have not only heightened the demand for Chinese language proficiency worldwide but also stirred a growing interest in Chinese culture and societal norms (Baláž et al., 2019). Consequently, there has been a noticeable trend among local Chinese students gravitating towards ICLE as their major of choice (Jiang et al., 2024). This trend is indicative of a broader shift in educational preferences and aspirations, aligning with China's cultural and economic ascent on the global stage (Xu & Montgomery, 2019).

The motivations driving this choice among local Chinese students are multifaceted, blending personal aspirations with broader socio-economic trends (Jiang & Wang, 2022). Understanding these motivations is critical for higher education institutions as they design enrollment strategies and curricular offerings in ICLE, thereby aligning academic pathways with the burgeoning demand for Chinese language education globally.

Incorporating the theory of planned behavior into this study enriches the analytical perspective, offering a structured framework to dissect the complex interplay of cognitive, attitudinal, and external factors in shaping students' choices. This study aims to explore the cognitive processes, attitude formation factors, and external influences that guide local Chinese students in choosing ICLE as their major, thus providing a comprehensive understanding of their decision-making process, and offer

actionable insights and recommendations to educators, students in related fields, and higher education institutions, with the goal of fostering the growth and development of ICLE as a major.

2. Literature review

The Theory of Planned Behavior (TPB) is a widely acknowledged psychological framework for understanding human behavior, particularly in decision-making contexts (Ajzen, 1985). TPB posits that an individual's behavior is directly influenced by their intention to perform that behavior. This intention, in turn, is shaped by three critical elements:

Attitudes refers to the individual's personal evaluation of the behavior, encompassing beliefs about the consequences of the behavior and judgments about its outcomes (Ajzen, 1991). In this study, attitudes refer to an individual's comprehensive evaluation and sentiment regarding the pursuit of a major in Teaching Chinese as a Second Language. It encompasses elements such as a predilection for the professional coursework involved and an appreciation for the value of international education. Subjective norms are the perceived social pressures to perform or not perform the behavior (Cheon et al., 2012). It encompasses the influence of peers, family, and societal expectations. In this study, subjective norms constitute the perceived anticipations and societal pressures that influence an individual's decision-making within their social milieu(Cheon et al., 2012). This encompasses the perspectives and viewpoints of family members, peers, educators, and others regarding the individual's educational choices.

Perceived behavioral control relates to the individual's perception of how easy or difficult it will be to perform the behavior, based on past experiences and anticipated obstacles (Li et al., 2024). In this study, perceived behavioral control relates to an individual's assessment of the various factors that may facilitate or impede their choice to specialize in Teaching Chinese as a Second Language. Factors under consideration may include the individual's own abilities and the availability of supportive resources (Wang et al., 2023).

Behavioral intention is the motivational factor that indicates the likelihood of the individual performing the behavior (Li et al., 2024). It is influenced by the attitude towards the behavior, the subjective norm, and perceived behavioral control . In the study, it refers to an individual's resolved inclination and preparatory planning to major in Teaching Chinese as a Second Language. This intentionality is fundamental to the TPB and serves as a predictor of the likelihood of engaging in a specific behavior.

Behavior is the actual action taken by the individual, which in the framework of TPB, is predicted by the behavioral intention (Obaidellah et al., 2019). In this study, this is the ultimate action taken by an individual, specifically, the definitive act of opting to major in Teaching Chinese as a Second Language. It is the consummation of the decision-making process as forecasted by the preceding components of the TPB.

TPB has been utilized in numerous studies to understand educational choices. Al-Jubari (2019) applied TPB to study entrepreneurial intentions among students, demonstrating how personal attitudes, social norms, and control perceptions shape career choices. In language education, TPB has been instrumental in exploring factors influencing students' decisions to learn a foreign language (Hoi, 2020).George Mwangi and Yao (2020) used TPB to examine college students' choices of a health education major, highlighting how attitudes and subjective norms significantly impacted their decisions. In the realm of language education, Kumar (2019) explored the choice of English majors in China, finding that personal interest (attitude), job prospects (perceived behavioral control), and family influence (subjective norms) were pivotal.

In this study, TPB can be a valuable theoretical lens. It can help decipher how local Chinese students balance their personal attitudes towards the Chinese language and culture, the influence of societal and professional norms, and their perception of the challenges and opportunities in ICLE. Hence, this research posits:.

H1. Attitudes towards TSCOL positively affect intention to choose ICLE major.

H2. Subjective norms positively affect intention to choose ICLE major.

H3. Perceived behavioral control positively affect intention to choose ICLE major.

H4. Intention to choose ICLE major positively affect choose ICLE major.

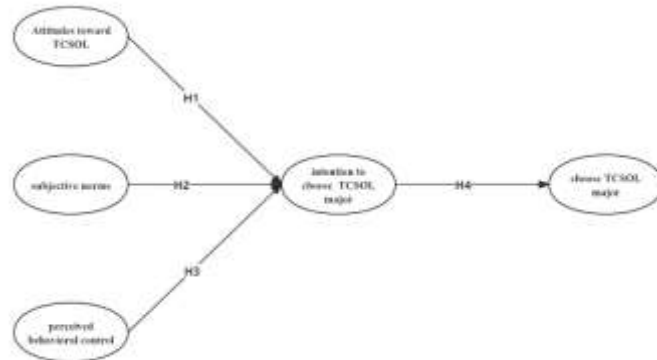Figure 2-1 portrays the theoretical framework.

Figure 2-1 Framework of The Theory of Planned Behavior

3. Method

This research conducted an online questionnaire, aim to investigate the master and PhD students major in ICLE. Using the convenient sampling method, this research adopted 461 valid data. The figure 2 presented delineates the numerical distribution of students across five prominent Chinese provinces: Beijing, Shanghai, Guangdong, Jiangsu, and Zhejiang.
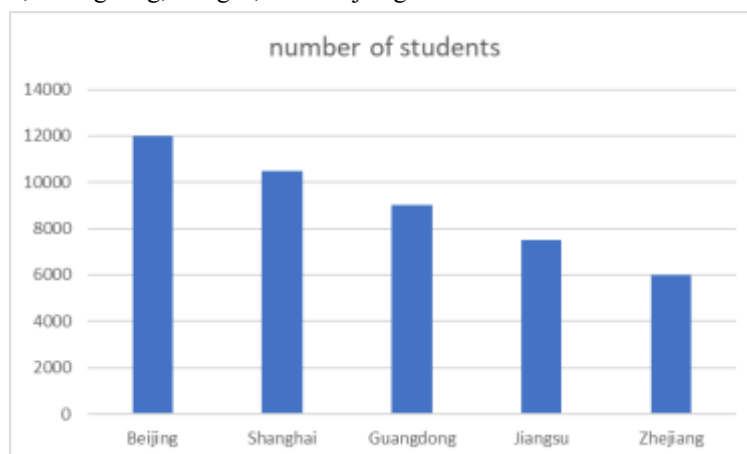

Figure 2. Top 5 regions with the most people choosing ICLE major
(source: https://yz.chsi.com.cn/, made by this study)

Table 1 illustrated the participants information. The geographical distribution of the respondents showcases a broad coverage across major regions in China, including Beijing, Shanghai, Guangdong, Jiangsu, and Zhejiang, with a slight preponderance towards Jiangsu. Gender distribution leans towards a higher female participation, mirroring global trends in higher education and possibly reflecting specific

gender dynamics within the field of ICLE. The sample's educational background is evenly spread across master's and doctoral levels, indicating a wide range of academic experiences among the participants. Household income distribution spans from less than ¥100,000 to over ¥1,000,000, presenting a comprehensive view of the economic backgrounds of the respondents.

Overall, the table 1 offers a nuanced understanding of the study's demographic and socio-economic context, laying a solid foundation for the subsequent exploration of factors influencing ICLE major selection. This demographic and socio-economic diversity among the respondents enables a multifaceted analysis, ensuring that the study's conclusions are reflective of a broad spectrum of student experiences and backgrounds.

Table 1. Essential information

Information		Frequency	Percent
Region	Beijing	94	20.4
	Shanghai	93	20.2
	Guangdong	90	19.5
	Jiangsu	96	20.8
	Zhejiang	88	19.1
Gender	Male	189	41.0
	Female	272	59.0
Current level of education	Master's	261	56.6
	Doctorate	200	43.3
Household Income	Less than 100,000	93	20.2
	100,000 - 300,000	83	18.0
	300,000 - 500,000	93	20.2
	500,000 - 1,000,000	96	20.8
	Over ¥1,000,000		

Applying the questionnaire survey method to this study on the factors influencing local Chinese students to major in ICLE, we developed a structured questionnaire, which includes closed-ended questions for ease of response and analysis. The questions will be designed to assess the demographic information, attitudes, subjective norms, perceived behavioral control, and behavioral intentions of the students regarding their choice of ICLE as a major, as introduced in appendix A.

The measurement of variables related to the choice to major in ICLE, adjusted from Ajen (1991) will be conducted using a 5-point Likert scale, a widely recognized method for gauging attitudes and behaviors in social science research. This scale will range from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing participants to express the degree of their agreement or disagreement with a series of statements. Table 2 emphasis the operational definition of the variables.

Table 2. Operational definitions of related variables

Construct	Operational Definition
Attitudes towards ICLE	Students' personal evaluations and perceived value of majoring in ICLE, encompassing their beliefs about its benefits, alignment with personal and professional goals, and intellectual enrichment.
Subjective Norms	The perceived social pressure to major in ICLE, influenced by the opinions and attitudes of important others, such as family, friends, and the perceived prestige within their social circle.
Perceived Behavioral Control	Students' perception of their ability to successfully major in ICLE, considering their confidence, available resources, and ability to manage the demands of the program.
Intention to Choose ICLE	The degree of commitment and decision-making towards enrolling in a ICLE program, reflecting the students' plans and determination to pursue this major.
Choose ICLE major	Students' engagement in the ICLE program, including declared major, current enrollment, participation in related activities, and progress towards degree completion.

Source: Ajzen (1991)

4. Findings

4.1 Reliability analysis

In assessing the internal consistency of the instrument employed within this study, Cronbach's alpha was computed for the 20-item scale. Table 3 uncovers the Cronbach's alpha is 0.902 (>0.7), thereby indicating an exemplary level of internal consistency among the items within the scale.

Table 3 Reliability Statistics	
Cronbach's Alpha	N of Items
.902	20

4.2 Validity test

The validation of the instrument's construct validity was rigorously assessed through the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity, as illustrated in Table 4. The KMO = 0.906. (>0.9), underscoring the exceptional suitability of the data set for extracting factors.

Complementing the KMO measure, Bartlett's test of sphericity yielded an approximate Chi-Square value of 4008.947 with 190 degrees of freedom and a significance level of 0.000. This significant outcome of Bartlett's test further corroborates the appropriateness of the data for factor analysis, reinforcing the reliability of the construct validity assessment process.

Table Error! No text of specified style in document. **KMO and Bartlett's Test**		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.906
Bartlett's Test of Sphericity	Approx. Chi-Square	4008.947
	df	190
	Sig.	.000

4.4 Structural equation model

4.4.1 Convergence Validity

Table 5 shows the confirmatory factor analysis was utilized to assess the coherence between observed indicators and their respective latent variables, focusing on attitudes towards ICLE, subjective norms, perceived behavioral control, intention to choose ICLE, and the actual choice of ICLE as a major.

The factor loadings, which represent the strength of the relationship between each indicator and its latent variable, showed significant values ranging from 0.695 to 0.789 (>0.5), indicating strong associations and suggesting that these indicators are effective in reflecting their respective constructs.

The assessment of convergence validity was further supported by examining Composite Reliability (CR) and Average Variance Extracted (AVE) for each construct. The CR values, which assess the reliability of the latent variables, were all above the recommended threshold of 0.7, indicating high internal consistency. AVE values, measuring the amount of variance in the indicators accounted for by the latent variable (>0.5), demonstrating that a substantial portion of the variance in the indicators is captured by their respective constructs.

Table 5 Convergence Validity

Latent variables	Observation indicators	Factor loading	CR	AVE
Attitudes towards ICLE	AT1	0.745	0.847	0.581
	AT2	0.764		
	AT3	0.789		
	AT4	0.749		
Subjective Norms	SN1	0.737	0.832	0.553
	SN2	0.784		
	SN3	0.733		
	SN4	0.719		
Perceived Behavioral Control	PB1	0.742	0.827	0.544
	PB2	0.759		
	PB3	0.695		
	PB4	0.752		
Intention to Choose ICLE	IC1	0.766	0.828	0.547
	IC2	0.706		
	IC3	0.739		
	IC4	0.746		
Choose ICLE major	CT1	0.739	0.835	0.559
	CT2	0.718		
	CT3	0.784		
	CT4	0.747		

4.4.2 Discriminative validity analysis

Table 6 assess whether the key constructs of the study—attitudes towards ICLE, subjective norms, perceived behavioral control, intention to choose ICLE, and the choice of ICLE as a major—are distinct from each other. This is crucial for confirming that our constructs measure different dimensions as intended.

Table 6 presents a comparison where the diagonal elements (the square roots of AVE for each construct) are pitted against the off-diagonal elements (inter-construct correlations). This is indeed what

we observe in our analysis: the square roots of AVE values (ranging from 0.738 to 0.762) are all greater than the correlations between different constructs (ranging from 0.441 to 0.542).

This pattern demonstrates that each construct is distinct and captures a unique facet of the phenomenon under study, ensuring that our constructs are not overlapping in meaning. This clear distinction supports the integrity of our measurement model, allowing us to proceed with confidence in exploring the relationships between these constructs in the context of ICLE major selection. The successful demonstration of discriminant validity solidifies the foundation for our subsequent structural equation modeling, ensuring that the insights derived from analyzing the relationships between constructs are based on well-defined and distinct dimensions.

Table 5. Distinguish between validity tests

Latent variables	1	2	3	4	5
Attitudes towards ICLE	**0.762**				
Subjective Norms	0.542	**0.744**			
Perceived Behavioral Control	0.522	0.482	**0.738**		
Intention to Choose ICLE	0.471	0.497	0.469	**0.740**	
Choose ICLE major	0.441	0.525	0.463	0.466	**0.748**

Note: The diagonal is the square root of the corresponding dimension AVE

4.4.3 Measurement model and fit metrics

Table 6 indicates a strong alignment between the model and the observed data in the study on ICLE major selection. Specifically, the $\chi^2/df=1.180$ (<3) significantly surpasses the standard for an acceptable fit, suggesting the model is not overly complex for the data it seeks to represent. The RMSEA= 0.020 (<0.08), highlighting the model's precision and the low likelihood of error in approximation.

The GFI and AGFI values, at 0.962 and 0.950 respectively, exceed their acceptability thresholds, affirming the model's good absolute fit. Similarly, the NFI, TLI, and CFI indices are all above 0.9, illustrating that the model provides a significantly better fit to the data compared to a null model. These metrics collectively validate the model's efficacy in capturing the dynamics of ICLE major selection.

Table 6 Measure model fit metrics

Fit index	χ^2/df	RMSEA	GFI	AGFI	NFI	TLI	CFI
Reference standards	<3	<0.08	>0.9	>0.85	>0.9	>0.9	>0.9
Result	1.180	0.020	0.962	0.950	0.954	0.991	0.993

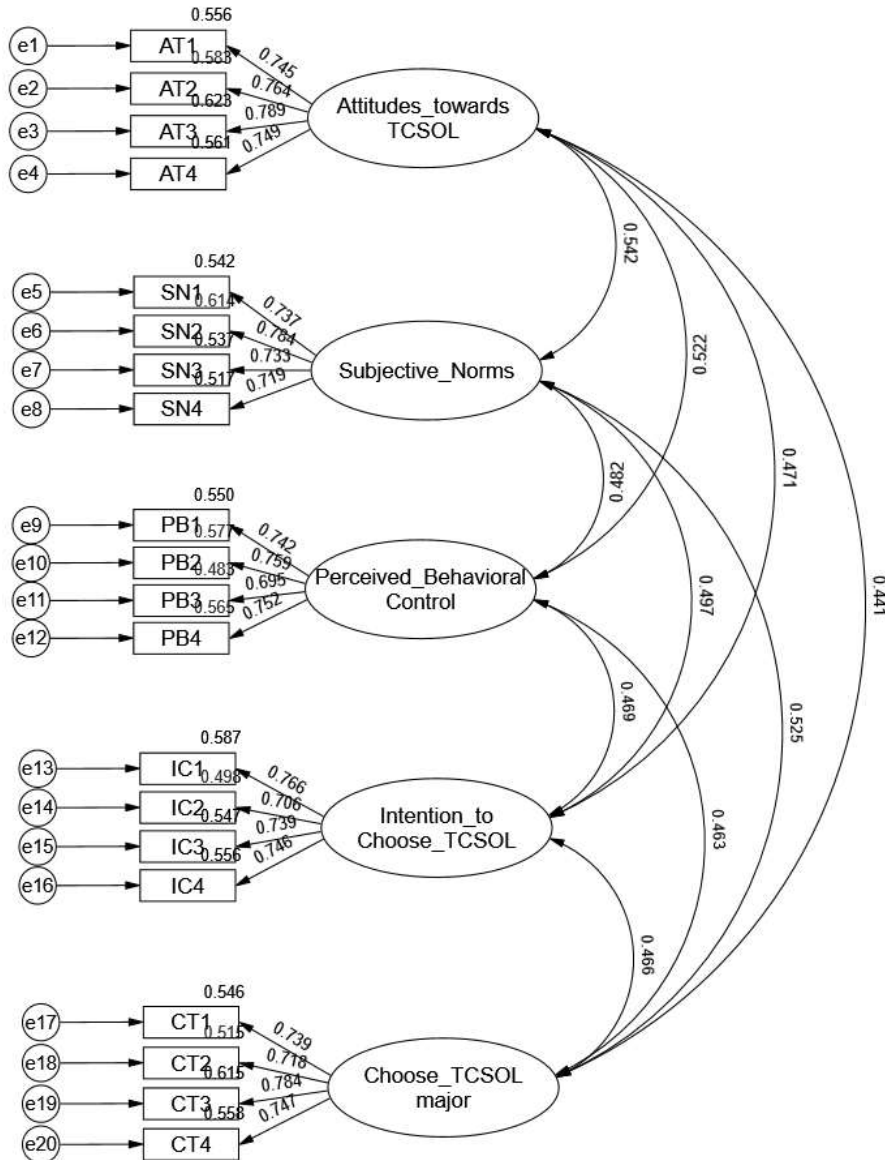Based on the measure model fit metrics, figure 3 portrays the confirmatory factor analysis model.

Figure 3 Measurement model

4.4.4 Model fit metrics for the structural equation model

The structural equation model's fit to the empirical data, crucial for understanding the factors influencing the choice of ICLE as a major, is effectively captured by the fit indices presented in Table7. The $\chi 2/df=1.432$ indicates a well-specified model, balancing complexity and explanatory power without exceeding the recommended threshold. The RMSEA=0.028 suggests a close fit, reinforcing the model's accuracy in reflecting the relationships among variables.

GFI and AGFI values, at 0.926 and 0.915 respectively, meet the criteria for a good absolute fit, indicating the model's capability in explaining the observed variance and covariance. The NFI, TLI, and CFI indices, with values above 0.9, further validate the model's robustness, demonstrating an improved fit over a baseline model and confirming the effectiveness of the model in delineating the constructs related to choosing a ICLE major.

Table 7 Model fit metrics

Fit index	$\chi 2/df$	RMSEA	GFI	AGFI	NFI	TLI	CFI

Reference standards	<3	<0.08	>0.9	>0.85	>0.9	>0.9	>0.9
Result	1.432	0.028	0.926	0.915	0.925	0.974	0.976

4.4.5 Path analysis for direct effects

Table 8 conduct the path analysison the structural equation model, effectively confirms the hypothesized relationships integral to understanding the choice of ICLE as a major.

By applying the criteria that a critical ratio (C.R.) greater than 1.96 and a p-value less than 0.05 signify statistical significance within a 95% confidence interval, each hypothesized path in the model is supported. This validation process reveals a hierarchy of influences, with subjective norms showing the most substantial impact on the intention to choose ICLE, followed by perceived behavioral control, and then attitudes towards ICLE. Moreover, the transition from intention to the actual choice of ICLE as a major represents the most robust link, highlighting the central role of intention in educational decision-making.

This path analysis not only validates the theoretical model proposed but also deepens our understanding of the factors that motivate students to pursue a ICLE major. It underscores the importance of social influences, personal agency, and positive attitudes towards ICLE in shaping students' educational trajectories. Through this rigorous examination, the study contributes valuable insights into the dynamics of major selection in higher education, particularly within the context of language teaching and learning.

Table 8 Structural equation model path test

Hypothesis	Path	Estimate	β	S.E.	C.R.	P	Results
H1	AT→IC	0.208	0.205	0.066	3.138	0.002	Supported
H2	SN→IC	0.315	0.301	0.068	4.626	***	Supported
H3	PB→IC	0.243	0.245	0.063	3.877	***	Supported
H4	IC→CT	0.490	0.518	0.056	8.774	***	Supported

Note: AT: Attitudes towards ICLE; SN: Subjective Norms; PB: Perceived Behavioral Control; IC: Intention to Choose ICLE; CT: Choose ICLE major.
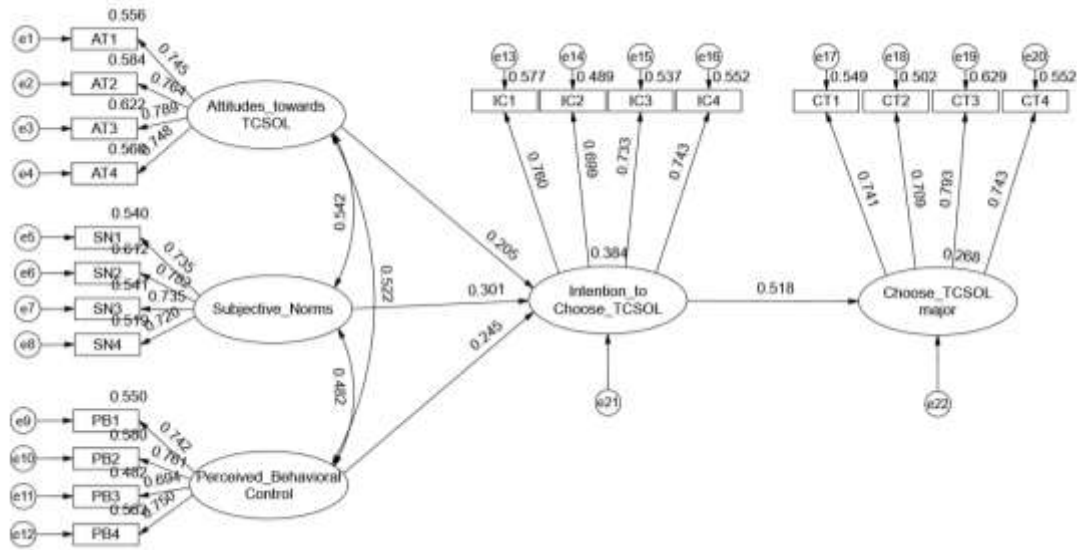
***: $p<0.001$

Figure *4*. Path Diagram for the structural equation model

5.   Discussions and conclusions

The results clearly indicate the critical impact of attitudes, subjective norms, and perceived behavioral control on the decision-making process of students considering a major in ICLE. The data strongly supports the notion that positive attitudes towards the discipline are closely linked to the intention to enroll, suggesting that the value students attach to the major in terms of personal and professional development is a significant predictor of their commitment to this academic path.

Furthermore, the influence of subjective norms, reflecting the perceived support or expectation from family and social circles, was found to be a potent factor affecting students' choices. This points to the importance of a supportive environment in shaping educational trajectories. Perceived control over the ability to succeed in the ICLE program, access to resources, and managing the major alongside other commitments was also a substantial determinant of students' intentions. These insights underscore the need for educational institutions to provide robust support systems and resources to bolster students' confidence and ability to pursue a ICLE major, aligning with the primary objective to enhance the development of Chinese International Education.

The validation of the study's hypotheses underscores the relevance of the Theory of Planned Behavior in the field of education, particularly in the selection of ICLE as a major. This study's contribution to the theory lies in its emphasis on the cultural context, highlighting the potent influence of subjective norms among Chinese students, a finding that diverges from previous research where personal attitudes often held more sway. By exploring the nuances of subjective norms, this study adds depth to the theory, suggesting that in certain cultural settings, the social environment may play a more defining role in shaping intentions than previously understood.

Compared to previous literature (Li et al., 2021; Sun, 2021), this study enhances the understanding of Theory of Planned Behavior within the specific context of ICLE. While earlier research has established the foundational role of TPB in various domains(Al-Mamary et al., 2020; Liu et al., 2020), this study provides a nuanced view of how these constructs operate within the realm of language education, particularly highlighting the weight of subjective norms in the decision to choose ICLE as a major. This

reflects a possible cultural specificity where societal influence is paramount in educational choices among Chinese students, thereby offering a theoretical breakthrough that underscores the importance of cultural context in TPB.

Positive attitudes towards ICLE significantly influence students' intentions to pursue this major (H1, $\beta = 0.205$), language departments can create marketing materials that highlight the successful career trajectories of ICLE graduates and the intellectual rewards of the field. Additionally, they can enhance course offerings to include more content that students perceive as beneficial for their future careers. Educator could involve integrating real-world applications of ICLE in course content and collaborating with industry partners to provide practical insights.

The significant effect of subjective norms on students' intentions suggests that practitioners should engage in community-building activities that involve not just the students but their wider social circles (H2, $\beta = 0.301$). For example, family-oriented events and peer discussion forums can be designed to foster an environment where ICLE is recognized as a prestigious and valued academic pursuit. Practitioners might initiate mentorship programs that connect students with ICLE professionals, thus providing a platform for influential social figures to endorse the major and share their positive experiences.

Perceived behavioral control plays an important role in intention to choose ICLE major (H3, $\beta = 0.245$). Institutions can offer workshops on academic skill development and study strategies specific to ICLE, alongside providing clear information about program requirements and support services, thereby empowering students and making the path towards a ICLE major seem more attainable.

The intention to major in ICLE is the strong role in leading to the actual choice to pursue the major (H4, $\beta = 0.518$). To capitalize on this, institutions might implement early commitment incentives, such as priority in course selection for students who declare a ICLE major early in their academic career, or community recognition for those who commit to the major. Strategies like early registration benefits for ICLE courses and special acknowledgment in ICLE-related events could incentivize students to solidify their intent into a definitive choice.

The convenience sampling approach may introduce bias, and the concentration of participants from certain areas may not capture regional differences in attitudes toward ICLE. Additionally, the reliance on self-reported data could affect the accuracy of the findings. For future research, it is suggested to employ a more stratified sampling method that includes students from a wider array of socio-economic backgrounds and regions. Longitudinal studies could provide insights into how attitudes and intentions toward ICLE evolve over time. Moreover, incorporating qualitative methods could enrich the understanding of individual motivations and experiences related to choosing ICLE as a major.

The research findings have shed valuable light on the intricate interplay of variables in the context of ICLE major selection. Specifically, attitudes towards ICLE, subjective norms, perceived behavioral control, and intention to choose ICLE major were identified as key factors. The analysis revealed that students with positive attitudes towards ICLE were more likely to express intentions to pursue it as their major. Additionally, the study demonstrated the significant impact of subjective norms and perceived behavioral *control on students' intentions to choose ICLE major, highlighting the role of social pressures and individual p*erceptions in the decision-making process. Furthermore, the path from intention to actual choice was robust, affirming the potency of intention as a predictor.

6. Limitations and future study

This study provides valuable insights into the motivations behind students' choice of majoring in ICLE. However, the sample is limited to students from main province higher education institutions in China, which may not fully represent the diversity of students nationwide or internationally. The homogeneity

of the sample restricts the generalizability of the findings to other regions and contexts. Secondly, the use of online surveys as the sole research method may have introduced self-selection bias, as the participants who are more inclined to respond could already have a positive predisposition towards ICLE. Additionally, surveys may not capture the depth and nuances of students' motivations as qualitative methods such as interviews or focus groups might. Thirdly, the theoretical framework, while robust, does not encompass all potential variables that could affect the decision-making process of students, such as personal identity factors or broader socioeconomic trends. Lastly, the research is confined to the geographical location of China, which might limit its applicability in countries where the sociocultural dynamics and job market outlook regarding ICLE may differ significantly.

Future research could address these limitations and expand the scope of understanding in this field. A broader sample including students from various provinces and educational backgrounds within China, as well as international students in ICLE programs, could offer a more comprehensive view of the motivations at play. Employing a mixed-methods approach could provide richer, more nuanced data; in-depth interviews or ethnographic studies might uncover deeper insights into the subjective experiences of students. Further exploration of theoretical models could include additional factors such as identity, broader sociocultural influences, and economic considerations that may impact students' decisions. Comparative studies between different countries could shed light on how local and global factors converge to influence student choice in ICLE. These advances could provide a more holistic understanding of the dynamics driving the field and inform strategies to support and expand ICLE education to meet global demands.

Conflicts Declaration

All the authors confirm there is no academic and business conflicts with this article.

APPENDIX A.

Construct	Items
Attitudes towards ICLE	ATT1. I believe that majoring in ICLE will be beneficial for my future career.
	ATT2. I feel that studying ICLE is a valuable and rewarding academic pursuit.
	ATT3. Majoring in ICLE aligns well with my personal and professional interests.
	ATT4. I think that ICLE is an intellectually stimulating field of study.
Subjective Norms	SN1. People who are important to me think that I should major in ICLE.
	SN2. My family members support the idea of me studying ICLE.
	SN3. My friends believe that a ICLE major is a good choice for me.
	SN4. In my social circle, majoring in ICLE is seen as a prestigious choice.
Perceived Behavioral Control	PBC1. I am confident in my ability to succeed in the ICLE program.

	PBC2. I have the necessary resources and support to major in ICLE.
	PBC3. I feel in control of my decision to pursue a major in ICLE.
	PBC4. Majoring in ICLE is something I feel I can manage alongside my other commitments.
Intention to Choose ICLE	ICT1. I am seriously considering majoring in ICLE.
	ICT2. I intend to enroll in the ICLE program in the near future.
	ICT3. Choosing a ICLE major is a definite plan of mine.
	ICT4. I am committed to pursuing a degree in ICLE.
Choose ICLE major	CTM1. I have officially declared ICLE as my major.
	CTM2. I am currently enrolled in courses related to ICLE.
	CTM3. I have completed/intend to complete all requirements for a ICLE major.
	CTM4. I actively participate in activities and events related to ICLE.

Source: Ajzen (1991)

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