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Does Discipline Selection Based on Personal Interest Matter in Higher Education? Reflecting Students' Perceptions

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Abstract

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Keywords: Personal Interest, Passion, Academic Achievement, Perception and Aptitude

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Abstract

This study examines students' perceptions of self-interest-based discipline choice and its effect on educational excellence in tertiary education. The main objective was to analyze the effect of self-interest-based discipline selection on educational excellence at the BS level program. A mixed-method approach was adopted. A phenomenological design was applied for the qualitative part while a survey research design was utilized for the quantitative part. The target population consisted of BS (7th & 8th semesters) students from 10 higher education institutions (HEIs) in Khyber Pakhtunkhwa. Word Cloud and Thematic Analysis were used for qualitative data analysis, while Pearson (r) and Linear Regression were applied as inferential statistics for the quantitative part. The findings reveal a moderate positive association between self-interest-based discipline selection and academic success. Recommendations include encouraging learners to choose discipline aligned with their self-interest instead of relying on others. Parents, teachers, and other stakeholders should respect learners' interests.

Keywords:

[Personal Interest](#), [Passion](#), [Academic Achievement](#), [Perception and Aptitude](#)

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Introduction

All human beings are not similar; there are multiple differences among them. As there are some visible contrasts in color, body stature, height, and shape similarly, their way of thinking, perception, ideas, and notions about different things, philosophies, and other aspects of life are also different. Their political, economic, social, and emotional perceptions are not

the same. Due to these individual differences in their IQs. Behaviors and attitudes are different (Lerner, 1982). The same case exists here about the academic discipline selection in higher-level classes.

Assadourian (2017) has shed light on the special role of education in human promotion and development. He has emphasized that there is no full stop to progress and development. There are always



opportunities for promotion. Philosophers and educationists have played their due role but here we are to play our role. The cry of the day is to deliver according to personal capacity. Still, there are hidden realities to expose. There are still gaps to fill. The ultimate aim of human beings should be holistic development and human prosperity.

According to Ericsson (1996), it is the obligation of every individual to get mastery in the area of his/her interest. It is an undeniable fact that being researchers we need to do two things i.e. validate the existing knowledge or invent new dimensions in every field of life. This is possible only when we provide opportunities to new generations according to their internal strengths and capabilities. There are millions of institutions in the world, and every institution has its own vision, mission, and objective none of these are against human nature. Every institute claims to have the best curriculum and syllabus for human development. Each year millions of learners enroll in these institutions and start their careers but in practice, we see that all individuals are not treated according to his/her capabilities. There are multiple flaws and gaps in the education system. These gaps need to be identified and reformed. Here in sub-content in general while especially in Pakistan students have very less opportunities to excel his/their hidden potential. Admission criteria and unique rules of colleges and universities have tied students into a strange race that is a race of marks instead of aptitude.

Selecting an academic discipline in higher education is a challenging task for students. Different modes are adopted in the discipline selection at tertiary education. Most of the students prefer the subjects of their personal interest while there are other modes which are also in practice although against human nature yet exist. Parents and guardians of a learner wish that their children should select a particular discipline to study while other family members think according to their own wishes while the real person i.e. a learner is almost ignored and external decisions are imposed on him/ her to choose a specific subject. Similarly, peers and friends of a learner have their own considerations and recommend the same to other fellows. Another mode

has emerged i.e. scope and demand for a particular subject and a race has been observed that everyone chases it for the purpose of job chances or lucrative incentives for the time being. Students blindly enroll in these disciplines even have no taste and aptitude for the subject.

Lent, Brown, and Hackett (1994) state that learners commonly adopt some different modes while selecting a discipline in higher education, which can vary depending on motives i.e. their individual interests, academic pursuits, professional goals, and directions and recommendations from peers/friends and parents or other family members.

Personal interest-based discipline selection is an independent variable in this research study which still needs to be explored with respect to its impact on educational success. Eccles (2005) claims that when learners choose a subject related to their interests, they are comparatively more motivated, engaged, and enthusiastic about their prep. This gentle engagement commonly construes into improved academic success.

Significance of the Study

This particular research study's self-interest-based discipline selection and its effect on educational excellence in tertiary education have a profound significance for direct stakeholders i.e. students themselves and indirect stakeholders i.e. parent, teachers.

The findings of the study are helpful for parents and learners themselves in making timely and right decisions regarding discipline selection. For higher educational pursuits it is necessary for learners to know about the effect of alignment and misalignment of a discipline with personal interest and passion for academic accomplishment.

Statement of the Problem

BS is a starting level in tertiary education, here learners have to face multiple hurdles while selecting a major. Learners face internal mental confusion regarding the choice of major along with suggestions from external agents in the shape of parents, elder brothers, peers/friends, and other relatives.

The aim of the research is to unearth the common perceptions of BS students concerning the selection of a major on a self-interest basis at the BS level and its substantial repercussions on educational proficiency.

Objective of the study

To investigate the effect of self-interest-based discipline choice on educational excellence at the BS level program.

Research Question

Does self-interest-based discipline choice have an effect on educational excellence at the BS level program?

Null Hypothesis

There is no substantial link between learners' educational excellence and self-interest-based discipline choice at the BS level.

Literature review:

Personal Interest

Thoman, Sansone, Robinson, & Helm (2020) claim that personal interest is a set of favorites and peculiarities that direct a person's involvement in some specific activities and topics thus affecting his/her learning and career promotion.

In other words, personal interest is a person's definite area of peculiarity, desire, or eagerness which is shaped by their values, desires, and experiences. These interests can affect decision-making, performance, and motivation in multiple facets of life such as career choices, hobbies, and academic searches.

Different people have diverse choices and varied types of activities on their interest basis such as different hobbies, sports tastes, traditional activities, volunteering, leisure time activities or pastimes, research and learning pursuits, spiritual activities and practices, personal developments and cultural activities, etc.

According to (O'Keefe & Linnenbrink, 2014). Artistry, sports, fitness activities, art, cooking and baking, music, dance, film, blogging, literature,

taking pictures, video games, martial arts, traveling, etc. are some of the general interests an individual has.

Some common personal interests are

A strong inspiring feature of interest compels learning and escorts educational and vocational trails (Renninger & Hidi, 2015). Students who follow interest-based selection guarantee success.

Interest in a Particular Subject/ Discipline

Human nature is different from one another. Human beings may have some similarities in physical appearance as well as in basic traits but complete exactness is impossible there must be some diversity in all aspects of the body as well as in feelings, thinking, and delivering some role or performing some task. Learners being human beings are also different in all aspects from other learners which is why their selection of major at the undergraduate level is different. Their mode of discipline of selection may also be different from others.

Gardner's multiple intelligence theory (1983) quoted in Chongde and Tsingan (2003) explains the eight kinds of intelligence that each individual has one or more intelligence/s up to some extent but some people are highly inclined towards some specific areas while others have potential in some others areas. Accordingly, we have top-class singers, dancers, writers, orators, actors, politicians, critics, charismatic leaders, economists, mathematicians, naturalists, teachers, and lawyers with unique characteristics that make them superior to others. It is the cry of the day to identify the traits, features, and uniqueness of individuals and bring excellence in their skills. It is only possible when they are given the opportunity to select their field of education by themselves instead of external imposition.

Motivation

Tranquillo and Stecker (2016) state that motivation is a drive behind doing or performing something, this drive may be external or internal. It is a force that prompts an individual to take initiative and attain a goal or fulfill a need. There are various sources from where motivation originates such as personal wishes, external rewards, social influences, and challenges.

Nevid (2012) narrates two kinds of motivations i.e. extrinsic and intrinsic; extrinsic motivation is determined by some external factors i.e. recognition, rewards, cash prizes, trophies, and other physical incentives while intrinsic motivation is driven by personal interest, satisfaction, and inner joy oriented activities or it comes from the individual itself.

Interest as Intrinsic Motivation

Deci & Ryan, (1985) report that intrinsic motivation refers to performing any task, behaving in something, or selecting any job, hobby, amusement, or other such events by itself for the purpose of self-satisfaction. It is an internal drive based on self-interest and passion that compels an individual to join or participate in the activity. They claim that it shoots from innate psychological needs. According to Schiefele, (2009); and Renninger, (2000) the pleasure that arises from doing a task or performing some action is acknowledged as intrinsic or interest value.

Intrinsic motivation can be defined as it is the inborn drive to incriminate in activity/ conduct only and only on personal desire. Ryan and Deci (2000) claim that intrinsic motivation is connected with enhanced educational representation, advanced innovation, more psychological coziness, and more positive social performances.

Academic Achievement

According to Kohli (1975), academic attainment is success and performance in any educational test or examination or expertise in academic courses. These are commonly measured in marks, grades, and other scales of ranking. It is considered a prerequisite for promotion and up-gradation in a class of institution. It is also deliberated as a keystone for future advancement.

Ries, Hahn, and Barkowski (1984) claim that academic accomplishment is a reflection of learners' self-analysis and a way forward for curriculum designers and other external stakeholders i.e. Education promotion agencies in a state or country. According to Whorton, Karnes, and Curries (1985), intellect is a strong forecaster of education excellence.

Impacts of Personal Interest on Academic Achievement

As per Glasser's "Theory of choice", Learners select courses freely and willingly, attend their classes, pay attention with devotion to these courses, process their information effectively, and perform well in all areas subject to the interest they have in the selected themes or discipline. Hidi & Harackiewicz, (2000) argue that Learners who know their educational desires in educational institutions whether elementary/high/higher secondary/tertiary are expected to excel in their selected areas and succeed in practical life. Interest being a powerful motivating factor boosts learning and guides educational and career trails (Renninger & Hidi, 2015).

Ainley and Hidi (2015) assert that self-interest and educational excellence are interrelated. If a person has an interest in a discipline he/she will perform well in educational activities. It is the interest that motivates an individual to work hard and continue to struggle to achieve a high position. He/ she accepts challenges while satisfying his/her educational pursuits and excellence in the task assumed.

According to Vallerand, (2012) picking a discipline on personal interest based can predict better education outcomes. Students are supposed to be more attached to the areas they like.

Schiefele et al. (2012) claim that it is not essential to produce good results in the most liked disciplines it may lead to failure or low performance when students fail to control their feelings and motivation. They found in their study that the learners who were tremendously absorbed in a discipline and involved in negative feelings associated with it, such as anxiety/foiling, had reduced their educational accomplishment.

Methodology:

Research Methodology

Mixed-method research approach was employed in this particular research study. The main objective of the study was to explore the mode of subject or discipline selection on self- interest basis and its effect

on educational excellence. The following procedures were adopted.

Research Design

Phenomenological research design was applied for the qualitative part while survey research designs were utilized for the qualitative and quantitative part. Qualitative interviews were conducted with 15 respondents while a questionnaire was served to gather data from many respondents within a realistic and limited time and in a cost-effective way (Sekaran & Bougie, 1993). Moreover, the study employed a cross-sectional research method, where data were gathered and analyzed at one point in time. According to Gray (2004), cross-sectional research is relatively unbiased and delivers more correctness.

This mixed-method method allowed the researchers to acquire an all-inclusive understanding of the research issue. (Bell, Bryman & Harley, 2022). Argue that by mixing the qualitative and quantitative results; the researchers succeeded in gaining a complete and strong knowledge of the phenomenon under examination.

Target Population

7th and 8th-semester students at BS level enrolled in colleges and Universities of southern Pakhtunkhwa (Pakistan) were the target population. The total number of 7th and 8th -and 8th-semester learners in the institutions was 6150 (Heads/ Focal persons of the institutions concerned) in the year 2023).

Sample

Purposive sampling was used for the qualitative part, while proportionate simple random sampling was employed for the quantitative part. 15 participants were included in the qualitative part as per Cresswell (2013), 5 to 25 partakers are often enough for phenomenological studies. A proportional simple random sampling technique was adopted for the quantitative part of the study. The total sample size was 372 following the procedures provided by Krejcie and Morgan (1970), with a 95% vs. 5% confidence level and margin of error respectively.

Figure 1

Research Instruments

Researchers- made structured interviews and questionnaires were employed (after getting proper validation from specialists and reliability examination) for data gathering. The structured interview was comprised of seven open-ended items on the diverse styles of discipline selection while a detailed questionnaire was settled on the Likert scale in the light of findings from the qualitative part and relevant literature. For the students 'accomplishments, the GPAs of the learners from the 3rd semester to the 6th or 7th semesters were gathered through the same instrument.

Data Analysis

The qualitative data were examined by thematic analysis, in order to classify and analyze frequent patterns and themes within the interview scripts. Furthermore, a word cloud generation method was employed to represent visually the key ideas and ideas that arose from the interview data.

Survey design was used for quantitative where data were gathered through a questionnaire having 20 items validated properly before use. A cross-sectional research approach was employed in this study, where data were gathered and assessed at one point in time. As per Gray (2004) a study that incorporates the two major features i.e. lack of biases and accuracy these two aspects exactly exist in cross-sectional study. Inferential statistics in the form of Pearson r and linear regression analysis were utilized to test the hypothesis. Both variables were measured by an interval scale in this specific study, which is supposed to be a continuous variable (Glass et al., 1972; Lubke & Muthen, 2004).

Results:

Part -A (Qualitative)

Question No. 1. Do you consider that discipline choice on a self-interest basis affects the educational accomplishment at the BS level Program? Explain in detail.

Theme 3: Challenges and Limitations in Subject Choice:

Systemic Obstacles: Universal entry Tests and uniform admission criteria confine learners' capacity to select their favored subjects.

Merit-Based Admissions: Meeting admission standards remains a big hurdle in the way of subject selection on a personal interest basis.

Theme 4: Provisional Independence in Subject Choice:

Incomplete Authority: there should be independence for subject selection on an interest basis with partial restrictions.

Comparative Examination: Observing and comparing other states where learners have more independence in subject selection and its positive results.

Theme 5: Job Orientation and Future Predictions

Vocation Alignment: The subject of study should align with career goals for long-standing pleasure and accomplishment.

Future Career Chances: enhanced future job prospects are the outcome of self-interest-based discipline choice.

Theme 6: Parents' Effect and Cultural Standards

Parents' Recommendations: it is a practice in the subcontinent in general while specifically in Pakistan that parents decide the subject of their children even in higher education.

Balance between Effect and Autonomy: Finding a balance between regarding parents' instruction and allowing learner independence.

Theme 7: Impact on Academic Accomplishment and Personal Growth

Positive Academic Outcomes: all those students who select their subjects by themselves are inclined to attain good and successful results.

Individual Growth and Development: Personal interest-based subject choice nurtures deeper

comprehension and appreciation of the subject under study.

Discussion:

In the light of thematic Findings

- Personal interest-based subject selection significantly affects academic performance at the BS level program. All those students who follow subjects they are zealous about are inclined to be more engaged, excited, and motivated, leading to deeper learning and better educational excellence. This intrinsic motivation nurtures satisfying educational involvement, boosts self-confidence, and helps learners control educational trials. Generally, subject selection according to personal interest is beneficial for the long-lasting effects on academic performance and guarantees continued interest.
- The answers to Question 2 disclose numerous basic themes about discipline selection at the BS level program. A main theme is the importance of individual interest because most of the interviewees consider that selecting a personal interest-based subject leads to more motivation, profound rendezvous, and good academic excellence. For example, Respondents No.1 and No.9 claim that personal interest energizes learners to investigate in-depth, subsequent in improved learning and educational performance. Another important theme is the acknowledgment of personal potential and strengths. Respondents like No.2 and No.3 focus that learners are best fit to choose subjects they shine in and have a sincere interest in, which can lead to improved performance and gratification. However, challenges and restraints also arise as vital deliberations. Respondent No.4 records that peripheral pressures, such as parental effect or admission standards, can limit students' freedom to select their favored subjects, potentially deterring their educational journey. Generally, the agreement among respondents is that authorizing students to make their own subject selections, associated with

their interests and strengths, is vibrant for their academic performance and personal expansion.

- Responses of the interviewees indicate a strong confidence that learners should have the power to make their own selections regarding subject choice at the BS level. Most of the respondents stress that letting learners select subjects based on individual interests and potential leads to higher involvement, motivation, and academic accomplishment. This independence nurtures a sense of possession and obligation towards their education, as stressed by Respondents No.1, No.3, and No.9. However, there are

distinguished anxieties about peripheral features such as parental effect and official admission standards, which can confine students' freedom of choice, as pointed out by Respondent No.4. Notwithstanding these trials, the inclusive feeling is that student authorization in subject selection is vital for personal and academic development. Providing direction and support in this process can further increase students' decision-making capabilities and career willingness, making a strong case for granting them this power.

Part B (Quantitative)

Table 1

Correlative examination of the methods of a discipline's choice i.e. On self-interest based, on scope/importance of a discipline, on parental direction, and on peers/friends commendation and educational excellence.

	N included	percent	N excluded	Percent	Mean	N	Std. Deviation
Educational Excellence* Choice of Discipline.	372	100.0%	0	0.0%			
personal interest-based					3.5116	163	.40581
On parental direction					3.1470	91	.36460
On the scope/importance of a discipline					3.3070	42	.27239
On peers/friends' commendation					2.6309	68	.22740
No one of the above					3.1750	8	.49984
Total					3.2300	372	.47882

Table 1 shows that learners who choose subjects on a self-interest basis have attained the maximum average score, which is subsequent by those who select discipline by its scope/importance, those who select discipline on the parental direction, and those who select discipline just for the sake of admission at last

those learners who select discipline on the commendation of peer/friends. This supports that those learners who choose subjects based on personal interest incline to have higher apparent educational accomplishment.

Table 2

A learner must choose a discipline on the basis of self-interest basis at the tertiary level.

	SDA	DA	UD	A	SA	Total
Respondents' inputs	2	13	4	221	133	372
Percent	.50%	3.50%	1.07%	59.40%	35.75%	100%

Table 2 depicts that most of the participants i.e. 59.40% agree with the statement 35.75% strongly agree and jointly 95.15% support the statement, which approves that learners ought to choose a discipline on a self-interest basis at the tertiary level. This ratio displays that respondents have proper

support for self-interest-based discipline selection instead of other ways. A smaller number of respondents have opted to disagree or strongly disagree which shows that a very small number of students have diverse ideas in discipline choice.

Table 3

An in-depth understanding of any discipline needs self-interest in that specific field.

	SDA	DA	UD	A	SA	Total
Respondents' inputs	2	12	6	220	132	372
Percent	.50%	3.20%	1.60%	59.15%	35.50%	100%

Table 3 displays that most of the respondents i.e. 59.15% agree with the statement while 35.50% strongly agree and jointly 94.65% support the statement. It suggests that a clear majority of the respondents are in favor of self-interest in a field that

produces improved and in-depth learning Further learners consider a strong link between self-interest in a discipline and its good effect on education accomplishment.

Table 4

All learners should have the autonomy to choose the discipline of his/her choice.

	SDA	DA	UD	A	SA	Total
Respondents' inputs	2	9	7	196	158	372
Percent	0.75%	3.30%	2.60%	52.70%	42.50%	100%

Table 4 According to the responses of the participants 52.70% agree with the statement regarding the autonomy of discipline choice while 42.50% strongly agree and jointly 95.2% support the statement. Very

limited respondents are not in favor of the statements. This strong support to the perception mentioned declares that learners should have freedom in discipline choice.

Table 5

The absence of self-interest in any discipline can cause failure or poor performance.

	SDA	DA	UD	A	SA	Total
Respondents' inputs	4	19	27	203	119	372
Percent	1%	5.10%	7.25%	54.55%	31.95%	100%

Table 5 discloses that 54.55% of respondents agree with the statement while 31.95% of respondents

strongly agree thus 86.5% of a large number of respondents support the statement. Only 6.10% of

respondents i.e. very small number are not in the favor of statement. The above explanation declares that success and failure are directly proportional to the self-interest in a discipline.

Table 6

Due to the recognized importance of self-interest in a discipline selection, I would prefer a subject of my own choice if I were to make this decision again.

	SDA	DA	UD	A	SA	Total
Respondents' inputs	12	13	13	179	155	372
Percent	3.20%	3.50%	3.50%	48.10%	41.65%	100%

Table 6 In the light of the above table 48.10% of respondents agree with the statement while 41.65% strongly agree with the statement thus a total of 89.75% i.e. most of the respondents support the statement. In contrast, only 6.70%_ a meager part of the respondents are not in the favor of statement thus the whole scenario declares that discipline should be selected on own choice every time,

Table 7

Association between self-interest-based discipline choice and education excellence.

Correlations		Self-interest-based discipline choice	Educational Excellence
Self-interest-based discipline choice	Pearson Correlation	1	.493**
	Sig. (2-tailed)		.001
	N	372	372
Educational Excellence	Pearson Correlation	.493**	1
	Sig. (2-tailed)	.001	
	N	372	372

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 7 To discover the association between the Self-interest-based discipline choice and Educational Excellence, the Pearson correlation coefficient was used. The calculated value of r i.e. 0.493 discloses that a positive correlation was found between the two variables. The value of $p = .001 < .05$ which portrays notable correlation exists. So, the hypothesis of the study i.e., There is no substantial link between learners' educational excellence and self-interest-based discipline choice at the BS level is rejected.

Table 8

Model Summary About The Effect Of Self-Interst Based Displine Schoice On Educational Excellence.

Model	R	R Square	Adjusted R Square	β	F-status	Sig
v	.493 ^a	.243	.242	.430.	23.20	.001

Predictors: (Constant), Self-interest based discipline choice

Dependent Variable: Educational Excellence

Table B- 8 Model summary in the above table reveals that the effect of self-interest-based discipline choice on educational excellence. It assumes that the worth of $R^2 = .244$ shows that 24% alteration happened in the dependent variable (Educational Excellence) due to forecaster (self-interest-based discipline choice). The

table further reflects that the worth of $F= 23.20$ which means the model found fit. The Positive beta value (.430) discloses that if a single unit upsurge in IV (Self-interest discipline choice) then .430 SD units increase in DV (Educational Excellence). The value of $p= .001$ is less than .05 which portrays that the null hypothesis is rejected. Therefore self-interest-based discipline choice has a significant influence on Educational Excellence.

Findings

The findings of this particular study "Does Discipline Selection on Personal interest-based Matter in Higher Education: in the Light of Students' Perceptions" are:

1. Only 43.80% of learners have chosen their discipline on a self-interest basis while the remaining 56.20% of learners are still deprived of choosing discipline on a self-interest basis at BS.
2. A considerable majority of the students' i.e.95.15% think that students should choose their major subject on their own interest basis.
3. 94.65% of learners have an opinion about the link between in-depth learning of subject matter with self-interest in that species discipline and the role of interest is vibrant in attaining efficacy and profound learning of a discipline.
4. The predominant portion of the respondents i.e. 95.20% of students think that learners should have the autonomy to select the discipline of their own self instead of relying on others.
5. A lion's share of the learners i.e. 86.50% of respondents is of the opinion that the absence of self-interest in a discipline can cause failure or poor results.
6. A significant amount of the respondents i.e. 89.85% supported the statement "Due to the recognized importance of the self-interest in a discipline selection I would prefer a subject of my own choice if I were to make this decision again. Thus recognize the importance of discipline choice by own self.

7. All those Learners whose mode of discipline choice is self-interest-based have exhibited the highest average.
8. The Pearson coefficient (r) between "Self-interest-based discipline choice " and " Educational Excellence" is 0.493. This is significant in statistical terms at the level of 0.01 (2-tailed) and has a mild positive linear association.
9. The coefficient for self-interest-based discipline choice is 0.430. It shows on average per unit increment in self-interest-based discipline choice, educational excellence is likely to upsurge by 0.430 units. The model demonstrates statistical significance (Sig. = 0.001), signifying that self-interest-based discipline choice significantly predicts education excellence.

Discussion

Self-interest-based discipline choice meaningfully affects educational excellence at the BS level. Learners who follow subjects they are fervent about are inclined to be more motivated, involved, and excited, leading to profound learning and improved academic performance. This intrinsic motivation nurtures a satisfying scholastic experience, helps learners to overawed academic trials, and enhances self-confidence. Generally, subject choice aligns with personal interests and guarantees continued interest and long-standing academic accomplishment, highlighting the prominence of personal selection in achieving learning goals.

The upshots of the present study disclose that self-interest-based discipline choice has an effect on educational excellence and those who adopt this way of discipline selection get a high level of educational attainment, here self-interest works as intrinsic motivation. Further, it has been established through statistical calculation that interest-oriented discipline has a moderate positive correlation with education excellence. Thus this study supports the findings of Karno (2023).

Outcomes of the existing research reveal that self-interest in discipline choice matters with a special

focus on educational results therefore favoring Moore & Loewenstein (2004). study's findings. According to them self-interest in the discipline irrespective of gender shows excellence in academic accomplishment.

Pintrich and De Groot (1990) carried out a correlation research at the University of Michigan on the title "Motivational and Self-Regulated Learning Components of Classroom Academic Performance" and found that Self-efficacy and intrinsic value were positively linked to mental rendezvous and educational performance.

The findings of this particular research also favor Pintrich and De Groot's (1990) study, in both the studies Self-efficacy and intrinsic value were positively correlated to educational excellence.

Conclusion

1. Below half the learners choose discipline on a self-interest basis at BS while more than half are still deprived of it.
2. The bulk of the learners consider interest-oriented discipline choice to be mandatory for excellence in the education journey.
3. Learners have an opinion that self-interest plays a vital role in the in-depth learning of any concept.
4. The vast majority of the students consider that learners must have autonomy in discipline selection instead of relying on others.
5. Learners respect the prominence of an individual's preferences while choosing an educational field.
6. Learners consider that they would certainly choose a subject of their interest instead of relying on others if an opportunity to choose a discipline was given once again
7. Discipline choice on a self-interest basis significantly predicts educational excellence.
8. There is a moderate positive correlation between discipline selection on self-interest based and Educational excellence.
9. Discipline choice on personal interest significantly predicts Academic performance and has a moderate effect on educational performance.

Recommendations

- Students of BS-level programs must choose a discipline/ major subject that harmonizes with their personal interests and desires.
- A student should select such discipline which captures not only their interest but also according to their proposed professional way.
- There should be open communication regarding subject selection between parents and their children and parents should know and respect the interest area of their kids.
- It is a genuine responsibility of the government to devise such comprehensive admission policies that allow students to pursue their subjects of interest in higher education, and it must be ensured that these admission processes provide a different range of majors that cherish a student-centered model.
- There should be a career counseling program at higher education institutes in order to assist students while selecting their major according to the potential they have.
- Colleges and universities should devise admission criteria that include aptitude evaluations along with educational achievement.
- Govt. agencies, recruitment firms, and other Employers should have the policy to hire candidates on the basis of practical skills, industry familiarity, and capability to relate theoretical concepts to real-world circumstances instead of mere existing marks-oriented approaches.

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