

**A STUDY OF EDUCATIONAL AND CAREER ASPIRATIONS OF
SEMARANG FRESHMEN UNIVERSITIES, INDONESIA**

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Using the Weidman (1989) Undergraduate Socialization model, the present study attempts to examine the distinction between educational and career aspirations in public and private university freshman of Semarang, Indonesia. The correlation between the four dimensions of independent variables, student characteristics, parental socialization, significant others, and collegiate experiences, and four dependent variables, educational aspirations, expecting a position as a government employee, expecting a position as a private employee, and career aspirations were analyzed.

Data were collected through a survey distributed to 379 freshmen students from two public and two private universities, using a stratified sampling method to analyze data from each university. Data were analyzed using zero order correlations and multiple regressions analysis.

For both public and private university students, almost all student characteristic variables that correlate with educational and career aspirations showed a significant positive effect, and the degree of its correlation for the public sample is greater than for the private counterpart.

For both public and private university students, almost all parental socioeconomic status indicated a positive significance for educational and career aspirations. For private students, there were some significant negative effects of parental encouragement, but, on the other hand, no significant negative effects appear on educational and career aspirations.

All variable significant other for public university showed a positive effect on career aspirations and some negative effects on three other dependent variables, while for the private

university only one variable, significant other, showed a positive significant effect on career aspirations and two variables had negative effects on expecting a position as a private employee.

In the public university sample, almost all collegiate experiences variables that had a correlation to educational and career aspirations showed significant positive effects. In addition, the relative absence of collegiate experiences for educational and career aspirations, especially social integration, is somewhat contradictory to Weidman's model.

Expecting a position as a government employee and expecting a position as private employee are new variables and were never used as criterion in the previous research on educational and career aspirations. However, it is not effective enough to employ in the model of educational and career aspirations.

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1. INTRODUCTION

1.1. Background of the Problem

Many theories have been applied to study educational and career aspirations such as social class theory (Armstrong, Howe & Weaver, 1977), social mobility theory (Sewell, 1970; and Saleh, 1986), career development theory (Holland, 1973), and learning motivation theory (Dweck, 1986). From the social class point of view, for example, the relationship between educational and career aspirations is a function of social class, where individuals in the lower class have lower aspirations than those in the higher social class (Armstrong, Howe & Weaver, 1977).

In addition, geographical factors affect students' educational aspirations as well. For example, using 1984 student entrance examination data from 478,930 test takers, Saleh (1986) conducted a study to observe the determinants of access to higher education in Indonesia. Based on his study, it appears that students from urban areas have stronger motivation to attain higher education than students from rural areas.

With access to higher occupational position becoming more dependent on educational attainment, it is evident that college attendance is a key for obtaining an advanced of occupational position or for uplifting status class in the United States. Kerbo (1991) noted that:

those who finish college have a 49 percent occupational advantage over those who do not, while those who finish high school have only a 15 to 29 percent advantage over those who do not (p.375).

Educational aspirations are associated with region, parental education, father's occupation, religion, home language, school type, age, repetition of grades, birth order, perceived parental encouragement, peer plans and ability (Mani, 1983). Meanwhile Chung and Loeb in their study stated that socioeconomic level of the father's occupation was positively related to the career aspirations of the student (Chung & Loeb, 1996).

Some studies on the influence of educational and career aspirations have been done in the United States on topics such as social economic status (Hannah, 1989), parents' education (Burlin, 1976; Hoffman 1992), peer differences (Cohen, 1983) and sex (Dune, & Elliott 1981). Results from these studies indicated that these factors are important influences on educational and career decisions.

Using some psychological variables, Chung and Loeb (1996) studied factors predicting the educational and career aspirations of Black college freshmen based on the Farmer model (Farmer & Chung 1995). This model consists of a set of criteria, namely aspirations and four predictors: background, personality, environment and behavior.

A study of Singaporean students' career decisions found that educational and career aspirations differ among socioeconomic class (Rodrigues, 1998). Meanwhile geography and sex differences proved to be two of the strongest influences shaping the students' desires and expectations (Moody, 1996).

Weidman (1974, 1979, 1984, and 1989) used psychological and sociological conceptions to build his model framework. In his study some variables such as parental socialization, reference group, and pre-college and collegiate normative pressure were used to determine students' career choices. Parental socialization is the primary influencer for undergraduate aspirations at entrance to college as freshman. During the first year, collegiate experiences influence students to reconsider their options of continuing the initial chosen field or transferring to another program. The Weidman (1989) model was applied in the conceptual framework designed for this research. Also, it will be used to guide the literature review in order to investigate the impact of selected aspects of the freshman's educational and career aspirations.

It should be noted that first year study in college is very important to be remembered as a foundation for exploring college experiences because college years function as developmental phase between adolescence and adulthood, a time to examine and test new roles, attitudes, beliefs, and behaviors (Pascarella & Terenzini, 1991).

1.2. Problem in Indonesia

Freshman integration into a new environment is a crucial phenomenon, especially since the university represents a transition from learning under teacher guidance in high school to studying independently. Freshman students have different motivations behind their entry into the university (Notodihardjo, 1985; Deci et. al. 1991; and Cote, 1997), as well as different opportunities to attain higher education (Saleh, 1986).

Although adolescents become progressively independent from their parents, beginning with the high school years, they still depend on their parents for career development. Parents often control and dominate their children for entering particular school. Some parents influenced adolescents in the selection of a postsecondary school to support their career in the future. Whether middle and high class or lower class, parents expect their children to someday become a successful person by getting a good position and career (Lankard, 1995; Moody, 1996).

As the primary choice for high school graduates to continue their education, public universities have tight selection systems for enrollment because of their limited number of students that can be accepted. Since the public universities in Indonesia are unable to fulfill demands of high school graduates to enter postsecondary level, it has caused a fast growing numbers of private universities over the last decade.

The desire of Indonesian youth to attain a higher educational level can be seen in the yearly university selection test presented in Table 1. This table indicates that the number of high

school graduates who continue to higher education increased gradually from 1996 to 1999. The numbers of high school graduates are 862,997; 855,828; 897,323 and 966,526, respectively, with the percentages of students entered in the universities from 1996 to 1999 are 59.03%; 60.54%; 66.37% and 65%, respectively.

Table 1. High School Graduates Enrolled into Higher Education in Indonesia

	1996	1997	1998	1999
High School Graduates	862,997	855,828	897,323	966,526
New Entrance of HE	509,385	518,087	595,574	628,268
Percentage	59.03%	60.54%	66.37%	65.00%

Note. Source: <http://www.pdk.go.id>. The Ministry of Education and Culture Republic of Indonesia.

Most high school graduates select public universities as a place to study as the first choice as presented in Table 2. In 1999, the number of students who enrolled in public universities (659,921) is higher than private universities (561,138). On the contrary, the number of student accepted in public universities (121,019) is smaller than private universities (345,516). Also, this table indicates that selection test of public universities is tougher than private in order to limit the huge number of applicants. For students who failed in the selection test, they may retake in the next year. It means that they have to spend more money and time for the best preparation in the next selection test.

Table 2. The Accepted Student into Higher Education in Indonesia, 1999.

Type of University	Enrolled	Accepted	%
<u>Public University</u>			
2-years program	218,998	60,925	27.82
4-years program	659,921	121,019	18.33
Total	878,919	181,944	20.70

Type of University	Enrolled	Accepted	%
<u>Private University</u>			
2-years program	145,509	100,808	69.28
4-years program	561,138	345,516	61.57
Total	706,647	446,324	63.16
Total Indonesia	1,585,566	628,268	39.62

Note. Source: <http://www.pdk.go.id>. The Ministry of Education and Culture Republic of Indonesia.

1.3. Significance of the Study

It is believed that the role of education is important in the technological societies because the allocation of social position relies heavily on higher education: the better educational background, the higher position possible to be reached in an office. It is hoped that social mobility will uplift consequently by higher educational attainment. Parallel with this condition the need of higher education level in Indonesia increased rapidly. Therefore educational and career aspirations of freshmen are an important phenomenon to be studied.

The study can be used to provide information for maintaining student motivation and both academic and social integration to support career development during study in the university. For some new entrance students of private universities, the first year is a crucial term because they tend to move to another university if the program is not appropriate with what they expected. It is hoped that the findings from this study can be used to examine the trend of educational and career aspirations of freshmen in Indonesia. From the faculty and university administrator's point of view, the findings from this study can be used as a consideration in how to retain students (Chapman, 1981; Pascarella, Terenzini & Wolfe, 1986, and Kreamer, 1997).

1.4. Statement of the Problem

This study examined the relationship between students' educational and career aspirations as dependent variables and parental socialization, students' characteristics, significant others, and collegiate experiences of freshman of public and private universities as independent variables. This study also identified the best combination of predictors of students' educational and career aspirations (i.e. parental socialization, student characteristics, significant others, and collegiate experiences).

1.5. Research Questions

The present study attempted to examine the distinction between public and private university students in term of their educational and career aspirations. Based on the conceptual framework of this study, there were four research questions to be answered:

- What parental socialization is associated with student characteristics of public and private universities?
- What significant others are associated with student characteristics of public and private universities?
- What parental socialization, student characteristics, and significant others are associated with collegiate experience of public and private universities?
- Which independent variables -- student characteristic dimensions, parental socialization dimensions, significant others dimensions and collegiate experiences -- are the best combination to predict educational and career aspirations of Indonesian College Freshmen?

1.6. Limitations of the Study

This study was limited to universities with more than 5,000 students of both public and private in Semarang, Indonesia which is have variability of students' background of social, economic, ethnic and religious where they enrolled in the academic year 2002-2003. Two public and four private universities matched to this conditions. These are Diponegoro University; Semarang State University; Sultan Agung Islamic University; Soegijopranoto Catholic University; Semarang University and 17 Agustus 1945 University.

This study was analyzed based on the freshman student questionnaire as the basis of information as the primary data. Even though the designed framework is causal-effect relationship looks alike and data will be analyzed by statistical correlation, the result should not be interpreted as causal-effect association.

1.7. Definition of Terms

The definitions used for this study are as follows:

Academic integration

According to Nora (1993), academic integration is the development of a strong affiliation with the college academic environment both in the classroom and outside of class. Includes interaction with faculty, academic staff, and peers but of an academic nature (e.g., peer tutoring, study group).

Aspirations

An aspiration is a strong desire for high achievement and it is influenced by family background, and the ways in which family interacts, communicates, and behaves. Cooper, Arkelin and Tiebert (1994) defined aspirations as hopes and ambitions that influenced by intrapersonal and

interpersonal factors. In this study, aspiration is replicate of student hopes in term of educational attainment, expecting position as government employee, expecting position as private employee, and career after finishing their study.

Collegiate experience

Is a process that includes developing academic and intellectual competence; establishing and maintaining interpersonal relationship; developing an identity; deciding on a career and life style; maintaining personal health and wellness; and developing an integrated philosophy of life to determine student success (Upcraft & Gardner, 1989)

Parental socialization

Parental socialization is the influences of parents to the student regarding student's career preferences and orientation that students bring with them at college entrance and persist during the course of the student's college years (Weidman, 1989).

Significant others

Sewel et al. (1969) define significant others as particular persons from whom the individual obtains his/her level of aspirations, either because they serve as models or because they communicate to him/her expectations of behavior.

Social integration

Social integration is the development of a strong affiliation with the college social environment both in the classroom and outside of class. Includes interactions with faculty, academic staff, and peers but of a social nature (e.g., peer group interactions, informal contact with faculty, involvement in organizations) (Nora, 1993).

1.8. Summary

With respect to the conceptualization of undergraduate socialization by Weidman (1989), the researcher applied Weidman's idea to build the conceptual framework for this research. This study discusses the relationship between parental socialization, student characteristics, significant others and collegiate experiences dimensions as independent variables and educational and career aspirations as dependent variables. Also, this study examines the best combination of predictors of educational and career aspirations.

Since the study in the educational and career aspirations is limited in Indonesia, it is hoped that the findings from this research will help educators, scholars, and educational decision makers in Indonesia to have a better understanding of educational and career aspirations of Indonesian youth. Moreover, public and private universities administrators can use the results of the research as a consideration to develop available programs that have the ability to absorb the huge number of failed high school graduates who enter public universities.

Finally, it is very useful for administrators and faculty to maintain their good relationships with freshman during the first year of study. According to Tinto's theory of student departure, negative interaction and experiences tend to reduce integration, to distance the individual from academic and social communities (Pascarella & Terenzini, 1991).

2. REVIEW OF THE LITERATURE

2.1. The Basic Theories of Educational and Career Aspirations

Both sociologists and psychologists have developed various studies that advance theories and approaches to educational and career aspirations. Most educational theories were developed by sociologists who focus on the systematic study of relationships among people in society. Meanwhile psychologists have developed theories related to behavior, personality, and achievement of the individual student within the educational process. This study reviews the main theories and approaches to educational and career aspirations that focus on class stratification, social mobility, learning theories, and socialization.

2.1.1. Social Stratification

In every society, people are differently valued relative to others. Some people have more valued resource than others, such as money, housing, education, health, and power. These are the factors that are commonly called social inequality. Some social inequality reflects how people differ due to heredity, capabilities, abilities and their own individual effort in life. That division that is based on the social positions occupied by individual members in a society is what is called social stratification. Some sociologists define social stratification in the following ways. Katsillis and Armer (1994) state that:

Social stratification refers to the class or status hierarchy in society and the inequality in social rewards between people who belong to different classes or have a different status (p. 541).

Dronkers (1994) states the following definition:

Social stratification is the hierarchical ranking of people within a society along one or more dimensions of inequality, based on a certain combination of real and perceived

income, wealth, power, social standing, age, and ethnicity, as well as other social (and sometimes physical) characteristics (p. 5549).

Meanwhile Hunt and Colander (1993) propose that:

Social stratification is the grouping of people according to differences in income, occupation, power, and privilege, manner of living, region where they live, age, gender, or race (p.363).

Some studies in sociology have proposed the different types of class stratification, such as that which exists in slavery, in a caste system, on estates and in a system of social classes (Kerbo, 1991; Macionis, 1991; and Hunt & Colander, 1993). In comparing systems of social stratification, sociologists have distinguished two general systems: those that are relatively closed -- with little social mobility -- and those that are relatively open -- offering considerable social mobility (Goldhamer, 1972). A caste system is an example of the closed mode of social stratification where individuals' social status is based on ascribed status. Ascribed status is a social position that received at birth or involuntarily assumed later in the life course (Macionis, 1991, p. 149). For those living in a caste system, ascribed status determines the fundamental aspects of their lives.

On the other hand, a class system is an example of open social stratification based on achieved status, where children coming from different family backgrounds have the same probability of achieving a specified status level. This openness promotes the development of individual talents, leading to relatively high rates of social mobility based on their achievement (Macionis, 1991). Stratification systems that emphasize ascribed characteristics for class or status placement lead to status inheritance and class reproduction. On the other hand, stratification systems that emphasize achieved characteristics are expected to lead to social

mobility (Katsillis & Armer, 1994). Research is pertinent in relationship to the social class system where people can attain social mobility based on their achievement through education or special training.

For many years sociologists have studied the role of education in the process of social stratification. Sorokin (1927) described education as the major vehicle for upward mobility. It functions as a social mechanism to test, to select, and to allocate individuals within and across different social strata.

Through all its examination and moral supervision to discover, in the first place, which of the pupils are talented and which are not; what ability every pupil has and in what degree; and which of them are socially and morally fit; in the second place, to eliminate those who do not have the desirable mental and moral qualities; in the third place, through an elimination of the failures to close the doors for their social promotion, at least, within certain definite social fields, and to promote those who happen to be the bright students in the direction of those social positions which correspond to their general and specific abilities (Sorokin, p.188).

Talcott Parsons, writing in 1951, stated that, as one of the agents of socialization, education has an important role in the selection within the social system. In addition, he emphasized the role of education in the process of socialization, seeing it as a means to inculcate societal values and norms and to stress the importance of achievement to children. He stressed that the function of education is primarily for childhood development (Brezinka, 1994). Other sociologists, Lipset and Bendix (1964) asserted that in most industrial or Western countries where occupational status plays a central role in the social stratification, education has become a principal avenue to upward mobility. However, they also argue that education should not only be considered as a means for vertical mobility.

The contradictory postulate concerning the function of education was also stated by other sociologists. One of the earliest studies addressing this issue was conducted by Coleman (Coleman et al., 1966). Using data collected from more than 645,000 pupils and 4,000 public

schools, Coleman and his associates concluded that socioeconomic or familial status is highly correlated with the academic achievement of school children; the effect of school quality appears to be relatively insignificant. The importance of school's effect on achievement is diminished (Coleman, 1968):

... that schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that independent of child's immediate social environment and that strong independent effect is not present in American schools (Coleman, 1968, p. 119).

Jencks (1968), another sociologist, in his findings in the study "Social Stratification and Higher Education," supported Coleman's postulate. He stated that in the United States the effect of educational attainment on occupational status is not as important as has been widely believed. Instead, he argued that socioeconomic background is far more influential than educational attainment in explaining the allocation of occupational statuses.

The above distinction happens because educational scholars interpreted the role of education in a different way. Functionalist theorists tend to look for the ways in which education serves society's need. On the other hand, conflict theorists focus on the role of education in reinforcing social inequality (Appelbaum & Chambliss, 1997). Hence the former assume that vertical mobility can be reached by achievement, and the latter assume that vertical mobility exists due to an ascription process.

The primary characteristic of modern technological societies is that allocation of social position is mostly dependent on higher education. To get a higher position in a valued occupation, some specific requirements are needed. This occupation is restricted to those whose educational attainment goes beyond secondary school. It is presumed that higher education has

given them the habits of thought, attitudes, and special skills that these occupations require (Sorokin, 1927; Blau & Duncan, 1967; Jencks, 1968).

2.1.2. Social Mobility

Sociologists in their studies have defined many definitions of social mobility, such as Goldhamer (1972) states that:

Social mobility is the movement of individuals, families, and groups from one social position to another (p. 429).

Katsillis and Armer (1994) claim that:

Social mobility is the movement from one class or status to another. The emphasis here is on the intergenerational mobility that refers to the change in class or status from parents to their adult children (p.541).

Hunt and Collander (1993) state the following:

The term social mobility refers to the comparative ease with which we can improve (or worsen) our social and economic standing in society (p. 369).

Based on social mobility theories, some researchers developed status attainment models (Blau & Duncan, 1967; Sewell & Shah, 1968; Sewell, Haller & Ohlendorf, 1970; and Sewell, Haller & Portes, 1969). In their study, Blau and Duncan collected data with detailed information on family backgrounds, educational experience, and occupational history of over 20, 000 males in the labor force (Blau & Duncan, 1967).

Based on their study, Blau and Duncan (1967) proposed that in the United States social status is a function of educational attainment. With respect to education's role in the intergenerational transmission of social status, they noted:

Education assumes increasing significance for social status in general and for the transmission of social standing from fathers to sons in particular. Superior family origins increase a son's chances of attaining superior occupational status in the United States in large part because they help him to obtain a better education (Blau & Duncan, 1967: p. 430).

Many researchers agree that Blau and Duncan's theory contributed much to understanding the process of status attainment. Part of their contribution was the production of a data analysis methodology that discovers certain paths that allow researchers to disentangle the direct and indirect effect of a number of interrelated independent variables (Kerbo, 1991). The purpose of path analysis is to estimate the effects of a father's occupation on his son's education and his son's occupation in the United States. These effects could be distinguished as indirect effects (from a father's occupation via his son's education to his son's occupation) and direct effects (from a father's occupation to his son's occupation). In this research (Blau & Duncan, 1967) were most concerned with the data concerning a father's education, a father's occupation, the son's education, and his first job given by their respondents in the massive data collected in 1962.

Some years later, the Blau and Duncan model (1967) was expanded with additional sociopsychological variables, such as mental ability, academic performance, relationships with significant others, educational aspirations, and occupational aspirations. This model -- named the Wisconsin model -- was developed by Sewell, Haller, and Portes (1969). Kerbo (1991) stated that the purpose of the extended model of Blau and Duncan model:

Additional of these social psychological variables can be seen as an attempt to specify how family background affects educational and occupational achievement, as well as to an

attempt to explain the model more fully. Also included in the Wisconsin model are indicators of mental ability and academic performance (Kerbo, p. 371)

The Wisconsin Model attempted to explain how status is transmitted from one generation to the next generation. It postulates that levels of educational and occupational aspirations affect levels of educational and occupational attainment or so-called status attainment. It also assumes that the level of aspirations are indirectly affected by socioeconomic status through the influence of significant others. Mental ability affects aspirations, but indirectly through academic performance and encouragement from significant others. Since then the process of occupational attainment has become the central interest when studying social mobility and stratification in the United States (Porter, 1974).

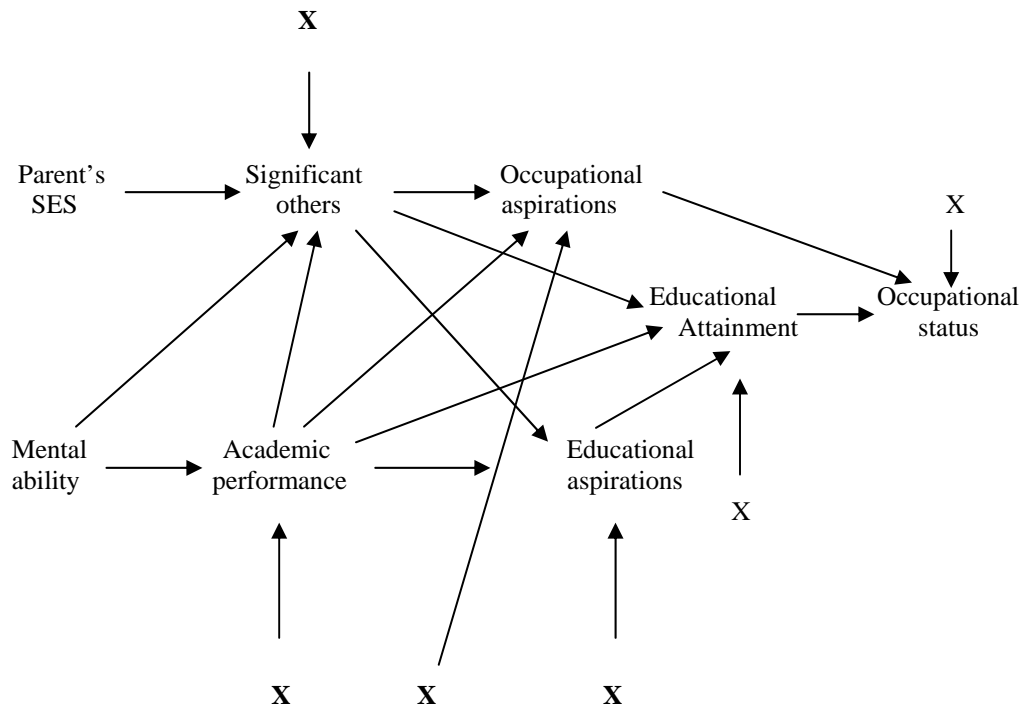


Figure 1. The Wisconsin Model of Status Attainment

Note. Adapted from Sewell, Haller, and Ohlendorf (1970), p. 1023

2.1.3. Learning Motivation

Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior (Brophy,1998). This can be used to determine an individual's success in academic performance. Different individuals have different levels of learning motivation.

Relative learning motivation explains the different degrees to which students enjoy school life and profit from their school career, especially concerning how it prepares them for a professional career and life. Some studies related to the student learning motivation have been done by researchers in the United States such as: achievement motivation goals in relation to academic performance (Eppier & Harju, 1997); motivation and student development (Cote & Levine 1997); motivational goals and beliefs in academic success (Livengood, 1992); and reasons for enrolling at a university (Stage & Williams, 1990; Cote & Levine, 1997; and Martin & Dixon, 1991).

Brophy (1998) described four theories related to students' motivation to learn in order to develop strategies for encouraging students in the classroom: behavior reinforcement theories, needs theories, goals theories, and intrinsic motivation theories. One of the famous motivational models is the 'needs theory' developed by Abraham Maslow (1962). He proposed a hierarchy of human needs, consisting of five levels: 1) physiological needs (sleep, thirst); 2) safety needs (freedom from danger, anxiety, or physiological threat); 3) love needs (acceptance from parents, teachers, peers); 4) esteem needs (mastery experience, confidence in one's ability); and 5) needs for self-actualization (creative self expression, satisfaction of curiosity). In this regard, attainment of a higher education degree is manifestation of esteem needs and the need for self-actualization (Deci et al., 1981).

Achievement motivation, however, can be divided into two goals: 1) learning goals, in which individuals seek to increase their competence; to understand or master something new and 2) performance goals, in which individuals seek to gain favorable judgment of their competence or avoid negative judgments of their competence (Dweck, 1986). These two categories always happen in the school activities that are expected from students in school, learning and performing. The primary goal of a student who comes to school is to increase their knowledge and competencies and to master more complex issues. At the certain times, students have to take tests or exams to prove how much and how efficiently they have learned. Consequently, it brings about the conflict of motivational goals, imposing on students the concern of whether to focus on their learning goals or their performance goals.

Dweck (1986) also categorized motivational behavior in two ways: adaptive motivational patterns are those that promote the establishment, maintenance, and attainment of personality challenge and personality valued achievement goals. Maladaptive motivational patterns, then, are associated with a failure to establish responsible, valued goals, to maintain effective striving toward these goals, or, ultimately, to attain valued goals that are potentially within one's reach.

Practically, in the academic world, two behavior patterns, learning goals and performance goals, can be detected when a student faces a difficult academic challenge. Students with the former behavior will roll up their sleeves and get ready to delve into the problem; meanwhile, students with the latter behavior tend to avoid problems (Eppler & Harju, 1997).

The relationship between a theory of intelligence, goal orientation, and behavior pattern can be seen Figure 2 (Dweck, 1986).

Individuals who believe in the entity theory, which posits that intelligence is fixed, stress performance goals motivation in the teaching and learning process. If their confidence in their

ability is high, they will seek challenges and persist in their efforts. Conversely, if their confidence in their ability is low, they attempt to hide from the challenge due to lower persistence.

Theory of Intelligence	Goal Orientation	Confidence in Present ability	Behavior Pattern
Entity theory (Intelligence is fixed)	→ Performance goal (Goal is to gain positive judgments/avoid negative judgments of competence)	If high →	Mastery-oriented Seek challenge High persistence
		but	
		If low →	Helpless Avoid challenge Low persistence
Incremental theory (Intelligence is malleable)	→ Learning goal Goal is to increase competence)	If high →	Mastery-oriented
		or	
		If low ↗	Seeking challenge (that foster learning) High persistence

Figure 2. The Achievement Goals and Achievement Behavior

Note. Adapted from “Motivational Process Affecting Learning”, by Carol Dweck, 1986. *American Psychologist*, vol. 41 no. 10 (p. 1041).

Individuals who believe in the incremental theory, which holds that intelligence is malleable, emphasize learning goals motivation toward transferred knowledge processing. For these individuals, their confidence ability does not affect to seek the challenge. The only one purpose in their study is to master something new.

Based on the Dweck’s theory, Livengood (1992) determined the relationship between goal orientation (performance and learning) and satisfaction and participation in the learning process. The results of her study indicate that for students whose confidence in their ability is low, intelligence has a significant tendency to be performance-goal oriented. They tend to manipulate their ability and performance in order to gain the appearance of achievement, even though the risk is that they may be learning nothing. On the other hand, students who are high in confidence in their ability tend to be learning-goal oriented. They participate in activities to

develop their ability. This type of student is more likely to choose professors who were described as being learning-goal oriented, even though the risk may be receiving a lower assessment value. In fact, they are more satisfied and more freedom to grow and develop their abilities.

Eppler and Harju (1997) indicate that nontraditional students (returning to college at later ages) were more strongly committed to their learning goals when compared with traditional students (from 18 to 22 years old). This is true despite the fact that nontraditional students are working for their family, the intrinsic motivation to acquire knowledge and skills for nontraditional students is greater than traditional students.

A study concerning the reasons inducing students to enter university was done by Cote (1997). He proposed in his inquiry that five learning motivations compel students to obtain a higher education level. These are careerist-materialist; personal-intellectual development; humanitarian; expectation driven; and default. In his study, Cote employed the Input-Environment-Output (I-E-O) model by Astin (1996) as a conceptual guide for studying college student development. As a designer of this model, Astin validated it in many studies over the years, since this model was first applied in the 1960's. The I-E-O box model can be described as follows:

Input refer to the characteristics of the student at the time of initial entry to the institution; environment refers to the various programs, policies faculty, peers, and educational experiences to which the student is exposed; and outcomes refers to the student's characteristic after exposure to the environment (Astin, 1996: p. 69).

Based on the analyzed data, Cote's findings showed that the strongest student motivation factor to enter the university is personal intellectual development to acquire additional human

capital skill. The second ranking student motivation factor is careerist-materialist -- entering university to gain money, status, career, and success.

There is a relationship between student motivation and commitment during their study in the university (Stage & Williams 1990). Stage and Williams designed a study to explore the relationships between various motivations and students commitment to the institution. Their findings showed that students who came to the university for certification reasons were least committed, while those who came for cognitive reasons were most committed to the institution. Surprisingly, the former type of student was likely to receive more financial aid than the latter.

There was a study by Notodihardjo (1985) that investigated students entering twelve public universities in Indonesia using a sample of 998 students. He found that the most popular factor attracting students to higher education is to obtain specific professional qualification. The second reason is getting "better employment opportunities." In some developing countries where economic conditions tend to grow steadily, higher education is the best place for preparing individuals for a working environment. In Sudan and Zambia, more than sixty percent of students undertook post secondary education in order to acquire particular qualifications for obtaining a job (Notodihardjo, 1985).

Another study in the educational area was done by Saleh (1986) about access to higher education in Indonesia. This was the first nationwide study in Indonesia and included 478,930 state university applicants from every district and every high school, public and private, throughout Indonesia. The database served as frame from which the samples used in the study were randomly selected. The final working sample consisted of 7,279 applicants.

Socioeconomic status (SES) as an independent variable affected access to higher education in Indonesia. Socioeconomic factors as observed through parents' education, parents'

occupation, and parents' income were important in determining achievement and access to the university. Applicants from family backgrounds with parents who were better educated and had higher incomes and where fathers were employed in the government sector had a higher level of achievement on entering test scores, applied to better universities, and had better chances for being accepted (Saleh, 1986).

Some studies about access to higher education in the United States were developed by education scholars includes student college choice (Chapman, 1981; Fuller & Manski 1982; Litten 1982; and Hossler et. al 1996); the role of applicant perception (Welki & Navrath, 1987); and the impact of financial aid (Jackson, 1978). Most of those studies imply that parents have an important role in guiding their children to enter a particular university. Decisions to attend or not to attend, and student choice as to the particular university is the main focus in this research.

Litten (1992) developed a college selection process model that concerned some variables, including: race, sex, ability level, parents' educational levels, and geographic location. Some findings in his study indicate that blacks appear to start their college selection process later than whites and reported a higher degree of information-seeking about college than whites. Women and men start the process of gathering information on college about the same time, but women tend to complete it earlier. Students whose parents have had some college degree may start the process earlier than students whose parents have not gone to college or received a degree.

2.1.4. Socialization

Regarding socialization, Cohen and Orbuch (1990) stated that socialization is the learning process that occurs at all ages and stages in entire life human beings. Moreover they defined socialization as:

The process through which a human being learns the way of life of his/her society and develops the capacity to function both as an individual and as a member of the group (Cohen & Orbuch, p. 37).

Macionis (1991) pointed out socialization as the process by which individuals become fully human based on his/her experiences. He defined socialization as:

The lifelong process of social experience by which individuals develop their human potential and learn the pattern of their culture (Macionis, p. 120).

Cohen and Orbuch (1990) stated the goals of socialization:

- The individual must be taught the necessary skills demanded for living in his/her society.
- The individual must be able to communicate effectively and develop the ability to speak, read, and write.
- The individual must internalize the basic values and beliefs of the society.
- The individual must develop a sense of self. The individual learns to view himself/herself as a distinct entity, apart from all other people and things (p. 38).

Although adolescents become progressively independent from their parents, beginning with the high school years, they still depend on their parents for career development. Some parents influenced adolescents in the selection of a postsecondary school to support their career in the future. Whether middle and high class or lower class, parents expect their children to someday become a successful person by getting a good position and career. A study by Trusty et al. indicated that female teens reported higher levels of parental involvement than male teens (Trusty, Watts & Erdman, 1997). It seems that gender may be an important variable to consider in career development. Females may need or want more involvement from parents to map their career path.

Weidman (1989) has developed a conceptual approach to socialization on the undergraduate level. His framework was built on the basis of psychological and social structural

theories that in turn influence the development process of adolescence and adulthood due to their socialization in the organization (See Figure 3). Consistent with the contemporary research on college impact, Weidman proposed four sets of variables in his framework: 1) student background characteristics; 2) college characteristics; 3) measures of students linkages to the college environment; and 4) indicators of college impact (Weidman, p. 292).

The conceptual framework has two concerns: one concern is to try to figure out the situational and individual developmental constraints on the choices made by student in an organizational environment; and another concern is to explore the impact of the socialization process where the individual is involved in a normative context of interpersonal relationship among members. Moreover Weidman (1989) argued that college impact is the dynamic process and the important influencer on the socialization outcomes for student in their career choices, lifestyle, preferences, aspirations, and values.

The Weidman conceptual framework can be summarized as follows:

First, students enter college as a freshman with certain values, aspirations, and other personal goals with various of students background; *second*, they get some collegiate experiences that exposed to various socializing influences while attending college, including normative pressure from social relationship with college faculty and peers, parents and non-college reference groups; *third*, they assess its various normative pressure encountered for maintaining personal goals; and *four*, after their attending in the college, whether they might change or maintain their values, aspirations, and personal goals that were held since their entrance to the college (Weidman, 1989, p. 301).

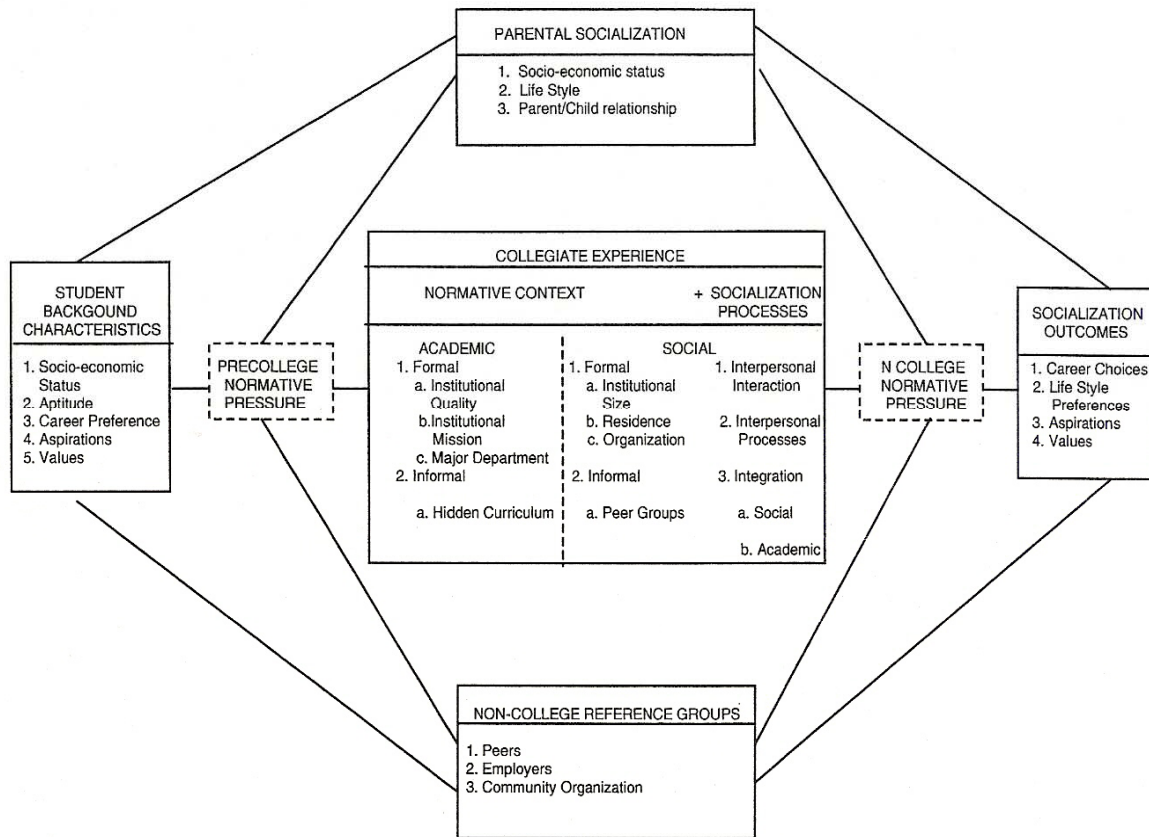


Figure 3. The Weidman Conceptual Model of Undergraduate Socialization

Note. Taken from John C. Weidman, 1989, Undergraduate Socialization: A Conceptual Approach. *Higher Education: Handbook of Theory and Research*. Vol. V (p. 299). Edited by Smart, J.C. New York: Agathon Press.

2.2. Research on Educational and Career Aspirations on the Postsecondary Level

Since the first study of educational and career aspirations by researchers many years ago, these two variables have come to be considered as an individual's attainment of a higher social status (Blau & Duncan, 1961; Kerbo, 1991; Porter, 1974). From the psychologist's point of view, according to Farmer (1985), educational and career aspirations are two important career motivation variables. Career aspiration is one of the "three dimensions" in her study (career commitment, mastery motivation, and career aspiration). In her study, she proposes factors that

influence educational and career aspirations: background, personality, and environment (Farmer, 1985). Then she added a behavior variable (Farmer & Chung, 1995). Behavior is defined as all the activities carried out during high school (Chung, Loeb & Gonzo, 1996).

Conversely, from the sociologist's point of view, socialization processes are considered a dominant factor influencing the college student's educational and career aspirations (Weidman, 1974; 1979; 1984; and 1989). As places for socializing its members, colleges or universities provide experiences that in turn affect career aspirations. Parental socialization, collegiate experiences, normative pressure, and reference group are variables in Weidman's studies.

For many high school graduates, the decision to continue on to university or college is very difficult because adolescence is a critical time for the formulation of educational and career aspirations. It is a time for students to develop and to explore what they want to do to improve their status in society, a time to develop their aspirations. For Williams (1972), aspiration refers to the desires individuals have to attain some future state for themselves.

Research has been done to examine the relationship between socioeconomic status as an independent variable and aspirations as a dependent variable. In recent years, some researchers in this area have still been interested in examining the influence of social psychological variables. These variables include value orientation, parental expectation, parental encouragement, and how these relate to the motivational aspects of aspirations and achievement (Chung, Loeb, & Gonzo, 1996; Farmer & Chung, 1995; Arbona & Novy, 1991).

2.2.1. Research on educational and career aspirations in developing countries

2.2.1.1. Findings in China

Moody (1996) employed a study related to aspirations and expectations of university students in China. The main purpose of this study was to discover and to discern how far aspirations and

expectations are affected by five predicted variables, including: family background, geographic location, the level of the educational institution in which the student is enrolled, academic major, and gender.

He chose the first and last year student population in 9 cities from three provinces as a sample for the study. The total population is 257,116, while the national total population is 2,043,662,000. The total number of students who participated in this study was 1,216; and there was an overall rate of return of 91 percent. These samples are derived from three specific urban locations (Nanjing in Jiang province, Xi'an in Shaanxi province, and Lanzhou in Gansu province). Each city has three universities involved in the study.

Higher educational opportunities are unlikely to be reached by the peasant farmer family, although their population is slightly more than 80% of the national population. There were only 27.8% of the students participating in this study who came from this kind of family, compared to 39.4% of the students who came from families where fathers were employed in high-ranking occupations. The population of these families is less than ten percent of the national population. Nonetheless, considering the difficulties in the countryside, it is truly a tremendous achievement that China has been able to raise the peasant/farmer class to the higher educational level of universities. In general, students tended to aspire to as much higher a career as possible as that of their parents. The only notable exceptions to this trend were those students from business/entrepreneur families, because they wanted to remain in the same occupation as their fathers. The paternal occupational categories in China are office worker, intellectual, leading cadre, skilled worker, factory worker, farmer, businessman, and member of the military.

More often a mother's desire or wishes for her son's or daughter's career was much higher than what students were able to achieve. Family background, in the form of parental

influence also had an impact on educational aspirations. Even with children from the lower class, mothers strongly encouraged their children to attend graduate school in China. Meanwhile, mothers from the higher levels of society aspired to educate their children in a foreign country. Generally, students from the higher occupational categories also chose the highest occupational categories.

2.2.1.2. Findings in Indonesia

In general, it can be said that there was a dearth in higher educational research in Indonesia, primarily in educational and career aspirations (Supriadi, 1997). An educational and career aspirations study was employed by Smith and Carpenter (1974). A total of 554 students were selected in roughly equal proportions from three public universities -- Andalas University, Diponegoro University, and Hassanuddin University -- one each in Sumatera, Java, and Sulawesi. Their study indicated that education played an important role in Indonesia, lifting the family occupational level over the last two generations. This principal status mobilization appears in the shifting status from farming to government employees, moving from the private to public sector, and shifting from non-salaried employment to salaried employment (see Table 3).

There is inequality in the higher educational level, where state universities, especially Java Island, are a place for elite people to continue their study. There is a similar situation in China, where only students from high status families have the opportunity to attain higher education.

Table 3. Occupational Changes of Student's Fathers Compared to Grandfathers

Occupation	Grandfather		Father	
	Paternal	Maternal	Before Revolution	After Revolution
Trade (peddler/merchant)	21.8	24.7	19.7	24.7
Industry (artisan/laborer)	3.1	5.4	7.7	7.8
Village official	5.7	3.6	1.9	2.8

Occupation	Grandfather		Father	
	Paternal	Maternal	Before Revolution	After Revolution
Government official	10.3	10.9	14.4	23.3
Religious leader	1.3	0.9	0.4	0.6
School teacher	5.7	3.6	14.3	9.6
Farmer	48.4	44.2	23.8	18.7
Military/Police, professional (lawyer, medicine, engineer)	1.1	2.0	7.5	18.7
Other	2.6	4.5	9.9	2.6
Total	100.0	100.0	100.0	100.0

Note: Adapted from Smith and Carpenter, 1974, *Asian Survey XIV (4)*, p. 813. Indonesia University Students and their Career Aspirations.

The Office of Educational Development, Ministry of Education, issued a report from the National Assessment of Education and Culture that indicated:

The employed workers in farming, fishing, and forestry in Indonesia represent about 58.6% of the workforce, and their children about 26% of the students in higher education, whereas those employed in professional and managerial jobs represent 2.23% of the workforce, while their children, about 19.7% of the students in higher education (Office of Educational Development, Ministry of Education and Culture, March 1973, p. 78).

Smith and Carpenter (1974) found that three of the highest economic status occupations perceived by students were private industry, private trade, and medicine. The total percentage of the students choosing one of those three occupations is 30.7%, 28.2%, and 21.6%, respectively. Student's career preferences are civil service, medicine, private industry, state enterprise, and government attorney. The total percentage of students who chose these career preferences are 28.3%; 21.4%; 12.0%; 11.4%; and 11.0% respectively.

Another study to investigate the linkage between universities as agents of knowledge and industries as users of high-level manpower in Java was employed by Notodihardjo (1985). Five primary questions guided this study: What factors induce students to continue their studies in

higher education? What is the degree of satisfaction/dissatisfaction of individuals towards training in higher education? What factors induce an individual to obtain and perform his first job? Are the education and training received in higher education utilized in jobs? What important factors are supposed to contribute to job satisfaction and towards meeting career objectives?

Three types of questionnaires were distributed to students, alumnae, and employers. The samples were chosen from 998 students, 228 alumnae, and 125 employers. With respect to student commitment, the questionnaire is to try to understand the student's goal for attending the university. The questionnaire for alumnae seeks to know whether the knowledge and skills gained during university study was instrumental in the working environment. Finally, the employers' questionnaire sought to know how much the knowledge and skills of the high level manpower improved their productivity.

Some conclusions related to educational and career aspirations were drawn as follows:

- It seems clear now that aspirations to pursue education are mainly due to social and economic considerations, in the sense higher education is perceived and expected to be a recognized avenue to proper jobs, and thereby to better socioeconomic benefits.
- Most students in institutions of higher education generally do not change their fields of study. Those who have changed their fields of study did so in the past mainly because they did not like what they were doing. Improvement of the quality as well as a wider distribution of early career information will probably minimize the switching of field of study.
- Generally, students are satisfied with the education and training received from institutions of higher education.
- The majority of the students expect to work in the government sector (Notodihardjo, 1985, p. 150).

2.2.2. Research on educational and career aspirations in developed countries

2.2.2.1. Findings in the United States

With primary focus on race and gender differences, some studies of occupational and educational aspirations were carried out (Howe & Weaver, 1977; Arbona & Novy, 1991; and Luzo, 1992).

Using 500 black and white students, Howe and Weaver (1977) did a study in the fall of 1975. A

self-administered questionnaire was distributed to students in all freshman orientation sessions, social sciences and English classes at St. Phillip's College in San Antonio. Four dependent variables -- occupational aspirations, occupational expectations, educational aspirations, and educational expectations -- were graded into low, medium, and high using thirty-third and sixty-sixth percentiles on the frequency distribution. The data analyzed showed that there are no significant differences between the educational aspirations of the black and the white students, but the black students appear to have notably higher realistic expectations. However, significantly fewer black students than white have low educational expectations, and relatively more black students have medium and high educational expectations.

Concerning occupational aspirations, the findings showed that a significantly larger percentage of white students indicated low occupational aspirations, a significantly larger percentage of black students indicated medium occupational aspirations, and a significant difference was noticed between the occupational aspirations of the two races at the higher level. As Luzo stated, the result of his study showed that the issues related to career development that face college students are not consistent across cultural and ethnic groups (Luzo, 1992, p. 170).

Meanwhile using 320 Black college freshmen of a large Midwestern state university, Chung, Loeb and Gonzo (1996) did a study to discover factors predicting educational and career aspirations. Four independent variables were set as predictors: background, behavior, personality and environment. Their findings showed that Black freshman males, as a group, had lower educational aspirations than females. Surprisingly, some background variables such as parents' education/occupation, parents' income, and a behavior variable, which is the student's average grade in high school, were not predictive of Black college students' educational aspirations. Personal and environmental factors seemed to be more relevant predictors for educational

aspirations. Consistent with the status attainment theory (Blau & Duncan, 1967), the socioeconomic level of fathers' occupation was positively related to the career aspirations of the Black freshman student. This is an important predictor of aspirations, accounting for 57% of the variance explained by the regression model. In previous research, Farmer and Chung (1995) in a study of three dimensions of career motivation -- career commitment, mastery motivation, and career aspiration -- found that mastery motivation is the strongest predictor of the students' educational and career aspirations, accounting for about 43% of the variance explained by the regression model.

Studies to examine educational and career choice based on the college impact aspects were done by Weidman (1974 and 1979). The studies used secondary data from both faculty and student research by the Carnegie Commission on Higher Education in cooperation with the American Council on Education. Six majors were studied in the former research -- English, engineering, mathematics, economics, history, and politics -- and four majors were studied in the latter research -- English, mathematics, history and politics. In the former study, five occupational values were studied, namely: helping others, administration, finance, career eminence and creativity. Three of the occupational values -- creativity, career eminence and helping others -- are more likely than the others to be affected by departmental influences. Sample findings concerning differences on the basis of sex indicate that females and males are differently influenced by kinds of interaction in the collegiate context.

- In term of *creativity*, women seem to be affected more by primary social relationships with departmental faculty than by faculty or student norms. Nevertheless, the positive effects of faculty contact are enhanced by departmental liberal education norms. On the other hand, male students' creativity orientations are more likely to be influenced by departmental faculty norms for undergraduate education than by departmental social relationships.
- As concerns *the career eminence* orientation, women are more likely to be positively influenced by departmental vocational or liberal education norms. There is a strong

positive effect from contact with the departmental faculty. For men, on the other hand, departmental student liberal and vocational education norms are quite influential for students reporting low, but not high peer ties.

- For women, orientations toward *helping others* are affected positively by frequent, primary contact with departmental faculty. This influence is enhanced for women in departments with high faculty liberal education norms. For men, on the other hand, departmental student and faculty norms appear to be the more influential variables, independent of departmental social relationships (Weidman, 1974, pp. 98-99).

In later research by Weidman (1979) the dependent variable for the analysis data is the prestige of the career chosen. The independent variables are family background, parental socialization, career values, career preference, college choice, departmental environment, college attainment, assessment of college experience, and upper division career values (Weidman, 1979). Unlike in other studies, this research indicated that the role of parental socialization is diminished on changes in the career orientations and aspirations of the college student. On the other hand, the role of colleges increases, particularly for the female history major and the male mathematics major. Faculty seemed to be more influential with respect to the students' values than with respect to career aspirations.

2.3. A Framework for Studying Educational and Career Aspirations

2.3.1. The Derived Model

This conceptual framework was categorized as a sociological model because it focuses on the identification and interrelationship of factors that influence aspirations for college attendance (Hossler, et al., 1996). Based on both psychological and social structural conceptions, Weidman built some frameworks in his studies by applying input-outcomes processes. These frameworks tried to figure out how freshmen have preferences for their educational and career aspirations (input) according to parental socialization, significant others, collegiate experiences (processes), and career choices (outcomes).

The present research framework was derived from Weidman's studies of the effect of socialization on undergraduate career aspirations (Weidman, 1974; 1979; 1984; and 1989). He investigated how parental socialization and significant others influence the educational and career aspirations of the freshman student with respect to the choices of higher education (input), as well as their perceived collegiate experiences during the first year of study (processes) and their commitment to their educational and career aspirations (outcomes).

The model of educational and career aspirations represents a dynamic process where students attending the university as a freshmen with particular aptitudes develop particular career aspirations according to pressures as well as support and reinforcement from parents and significant others. Moreover, parental intervention and direction influences both the career preference and social position of the freshman. These are closely linked to parental wishes for their children. During the first year of the college, students get involved in various forms of socialization and are subject to normative pressures exerted via primary social relationships and academic integration. By the end of the year, a freshman student reconsiders his/her aspirations, either changing or maintaining those aspirations that were initially held at entrance to university due to parents' and significant others' pressures or because of satisfaction or dissatisfaction with collegiate experiences.

2.3.2. Research variables

Based on the literature review, the researcher designed a framework as a guide to study educational and career aspirations of Indonesian freshman students (See Figure 4):

2.3.2.1. Student Characteristics

The term "aspirations," as used in this study, refers to the desires individuals have to attain some future state for themselves (Williams, 1972). According to Copper, Arkelin and Tiebert (1994),

the definition of aspirations is a set of hopes and ambitions that are influenced by intrapersonal and interpersonal factors. By this definition, the researcher assumes that some students attain higher educational levels to satisfy the desires of parents and significant others through academic and social integration into campus life. In the study by Sewell and Hauser, it showed that men's educational and career aspirations are more influenced by ability, by high school grades, and by the support and example of significant others (Sewell & Hauser, 1980). Aptitude also influences what kinds of universities or colleges students should choose. Since entrance tests are a basis for screening applicants, students often self select out of certain institutions; the colleges to which they apply therefore reflect what they believe to be their own virtues and limitations (Chapman, 1981).

Although everyone may wish to succeed in their goals, different individuals from different social levels or classes may have different expectations of their chances of success. A student's educational and career aspirations are influenced by family background and the ways in which members of the family interact, communicate, and behave (Lankard, 1995). Mortimer (1992) found in his study that an adolescent's attitudes, plans for future occupations, and expectations for family roles influence vocational development that in turn influences curriculum or course choices and educational and career aspirations.

2.3.2.2. Parental Socialization

Parental socialization influence is an important force in preparing youth for their roles as workers. Young people form many of their attitudes about work, educational and career aspirations as a result of interaction with the family. Family background provides the basis from which parental socialization is involved in their offspring's educational and career planning.

Sometimes parents place a lot of pressures on children to become what they want them to be, an image which is inflected with their own personal desires. For example, a parent whose occupation is a lawyer would want his/her children to be lawyers too; or a parent who owns a successful business will want their children to attain a degree from a school of business and management

According to Lankard (1995), there are three categories of parental involvement in adolescents' career development: 1) positive involvement, 2) noninvolvement; and 3) negative involvement. Negative involvement pertains to when parents are consistently controlling and domineering in their interactions with their children. The children often pursue the careers selected and reinforced by the parent instead of articulating their own desires. As a result, they feel a strong sense of frustration and guilt when they do not meet their parents' expectations.

A parent has an important influence on his/her children when it comes to choosing what college should be attended after graduation from high school. In a survey of student values and choices (Davis & Van Dusen, 1975), it was found that upper income students appear to prefer private universities, middle-income students tend to prefer state universities, and lower income student are apt to prefer community college or state college. For Korean immigrants, the strongest desires of parents are that their children make educational choices that will lead to success in the professions that are highest paid (Kim, 1993). Studies that have focused on college students have similar results; parents of male college freshmen both directly and indirectly encouraged sons to have interests similar to their own (Hoffman, Hofacker, & Goldsmith, 1992).

Another function of parental socialization is that of providing children with a particular social position. Macionis (1991), in his book "Sociology," showed how parental social status

directs parental expectations of children, shaping their behavior and their educational and career aspirations in turn:

Working class parents usually lack higher education and often have jobs in which they are closely supervised and expected to do as they are told. This leads them to expect similar obedience and conformity in their children. In contrast, with more formal education, middle class parents usually have jobs that provide more autonomy and encourage the use of imagination. The parents are therefore likely to inspire the same qualities in their children. Such differences in pattern of socialization will obviously have long term effect on children’s ambition, partly explaining the fact that middle class children are more likely than working class children to go to college themselves and are generally more confident of success in college and in later careers. (Macionis, 1991, p. 131).

Sex differences also become a consideration for parents when projecting their children’s careers. Girls are generally expected to choose careers that are considered less stressful and less demanding and that have more flexible schedules. These expose the expectation that women are expected to combine families with careers (Lankard, 1995).

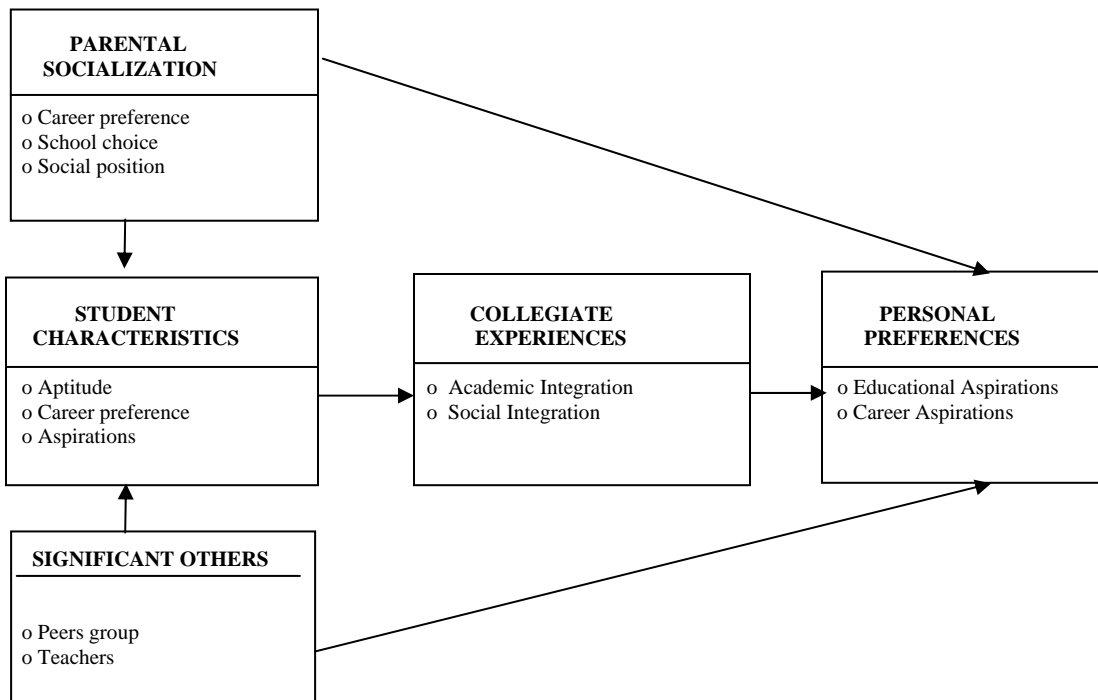


Figure 4. Conceptual Framework for the Study

2.3.2.3. Significant Others

According to Sewell et al. (1969), the influence of significant others and previous academic performance represent a linkage of social-psychological mechanisms with status attainment. Moreover, Sewell et al. (1969) stated that significant others are the specific persons from whom the individual obtains his level of aspirations, either because they serve as models or because they communicate to him their expectations of his behavior. Sewell et al. use the concept of the “significant others” variable because they consider it to be more appropriate than the concept of the reference group in so far as it eliminates the limitations of thinking in terms of larger collectivities such as one’s friends or one’s work group (Sewell, 1969, p. 84). For individuals at the high school level, significant others are a primary influence on performance and behavior.

The importance of the peer group is typically greatest during adolescence, when young people are beginning to break away from their families and think of themselves as responsible adults. It is during this period of life that peer groups typically pressure members toward their own brand of conformity (Macionis, 1991, p. 133).

Farmer, Chung and Gonzo (1996) used environmental terms rather than focusing on significant others in their study. According to them, the significant environmental variables are external or social factors in society that affect the individual; these include parents’ support, teachers’ support, and the support given for women who are working. Working together with parents, the important function of the teacher is as a collaborator, guide, advisor and counselor for children’s career development through encouragement (Lankard, 1995).

2.3.2.4. Collegiate Experiences

Some important questions appear before it is possible to talk about collegiate experiences, because a student wants to get advantages or to have an impact with their involvement. How

does higher education influence students' career opportunities and aspirations? Does it have a significant impact on their values, personality, behavior and life style? Do students become more competent and knowledgeable during their time in higher education?

To answer those questions, Astin (1996) designed a conceptual framework for studying student outcomes, the input-environment-outcomes (I-E-O) model. He stated that for students who want to get the best outcomes, students should be involved actively in that environment. The environment consists of various programs, policies, faculty, peers, and educational experiences to which students may be exposed and which give an added value for students. Astin (1996) finds:

The fact that many students spend four or more years attending college under this circumstances highlight the great potential of the college experience for producing changes not only in knowledge and vocational skill but also in values, attitudes, aspirations, beliefs, and behavior (p. 69).

The important involvement that has an impact on student development is the amount of student learning and personal development associated with any educational program, as well as the effectiveness of any educational policy or practice to increase student involvement (Davis & Murrell 1993).

Weidman (1989) proposes that students will get the collegiate experiences they expected when both normative contexts, the academic and the social dimension, are supported by good socialization processes. The academic dimension refers to those aspects of the collegiate environment that contribute explicitly to the fulfillment of educational objectives (as stated in the institutional mission), including such things as allocation of resources for organization of instruction, and the student selection process. The social dimension refers to the ways in which

opportunities for interaction among members are organized and clustered within the institution (Weidman, 1989, p. 305).

In the Tinto model, student characteristics such as individual attributes, family background, and pre-college experiences are incorporated into a dynamic model of student departure (Davis & Murrell, 1993). These variables are the factors that are considered to lead to student commitment and are considered when predicting student success in the academic degree. The weaker the student's commitment to an institution or toward degree completion, the greater the likelihood the student shall withdraw from school.

In the orientation program for freshman, as anticipatory socialization, Pascarella and Terenzini (1986) hypothesized that background traits and initial commitment influence both the student's academic success and her integration with the environment. They employed two academic integration variables: 1) freshman year cumulative grade point average; and 2) student perceived level of intellectual development during the freshman year. There are four social integration variables: 1) extent of involvement in extra curricular activities during freshman year; 2) frequency of freshman year contacts with faculty outside of the classroom; 3) extent and quality of student's relationship with student peers; and 4) the quality and impact of students' contacts with faculty outside of class.

2.3.2.5. Educational and Career Aspirations

Dahlan et al. (1997) proposed five types of students' aspirations to attain higher education in Indonesia in their study, namely: vocational, academic, collegiate, nonconformist, and politics. This research was employed in six universities consisting of four public universities -- Bandung Technology Institute (ITB), University of Pajajaran (Unpad), Teaching and Education Institute (IKIP), and Islamic Religious Institute (IAIN) -- and two private universities -- University of

Bandung (Unisba) and University of Parahyangan (Unpar) -- in 1992, using 561 students as a sample. The findings showed that there was a significant difference between student origin and three types of aspirations (vocational, academic, and collegiate).

Students from the rural areas are likely to have both higher vocational ($F = 16.58$; $p < 0.001$) and higher collegiate ($F = 5.17$; $p < 0.06$) aspirations than those from urban areas. Meanwhile, students from urban areas are likely to have higher academic aspirations than those from rural areas ($F = 14.90$; $p < 0.001$). Also, parental educational background and grade point average show significant differences when combined with vocational, academic and collegiate aspirations. For example, the higher the father's educational background, the higher the vocational and collegiate aspirations of the student; and the lower father's educational background the higher the academic aspirations of the student.

A career aspirations study of Indonesian university students was done by Smith and Carpenter (1975) by classifying twelve career/professions perceived by students as having a high economic status. These are private industry, private trade, medicine, state enterprise, law, university teaching, the military, political party work, religious institutions, civil service, secondary school teaching, and acting as a government attorney. A total of 554 students were selected in roughly equal proportion from three universities (Diponegoro University = 195 students; Hasanuddin University = 181 students; and Andalas University = 178 students). The findings showed that 28.3% of respondents indicated that they aspired to careers in the civil service; 21.4% indicated that they aspired to careers in medicine; and 12.0% aspired to careers in private industries. The lowest career aspirations expressed by students were being lawyers (1.7%) and political party officers (2.4%). After colonizing by the Dutch more than three and half centuries, Indonesian culture takes into account that working with the government is a

chance for lifting social status in the community. Although the monthly salary is not great compared to the private sector, government gives a better guarantee for the employees after their retirement.

According to Notodihardjo (1985), students enter postsecondary school primarily is because they want to get a job easily after graduation. After enrolling in a university, one of the following will happen: he or she will remain in his chosen of field study or he or she will switch to another program or university. It depends on how satisfied he or she is with the educational or training experiences during their first year of the study.

2.4. Summary

Sociologists and psychologists have developed various instances of research that advance theories and approaches to educational and career aspirations. They mainly focus on social stratification, social mobility, career development, and learning motivation. Some independent variables have been validated in many studies, including socioeconomic background, gender, aptitude, race and ethnicity, parents' and peers' support, and college impact. Many researchers often use these variables to predict educational and career aspirations.

Although studies on educational and career aspirations have been done in the United States many years ago, the monumental research in this field emerged when Blau and Duncan (1967) collected data on family background, son's education and son's first job for over 20,000 males in 1962. Based on the social mobility and class stratification theory, this research showed that a predominant function of education was to lift social status in the U.S. This model was expanded by Sewell and Haller (1969), who added some social-psychological variables, such as mental ability, academic performance, relationships with significant others, educational

aspirations and occupational aspirations. We know it as the Wisconsin model (Sewell, Haller & Portes, 1969).

There is currently a debate regarding the diminishing function of education in the United States after Coleman and his associates (1966) reported their investigation, which found that the effect of educational attainment on occupational status is not as important as has been widely believed. Conversely, many scholars agree that education is a vehicle to lift socioeconomic status. It is presumed that higher education has given the individuals the habits of thought, the attitudes, and the special skills that are required in specified occupations (Blau & Duncan, 1967; Sewell & Shah, 1968; Haller & Ohlendorf, 1970; and Kerbo, 1991).

Research done in developing countries, for example in Indonesia and China, showed relatively similar findings (Moody, 1996; Smith & Carpenter, 1974; and Notodihardjo, 1984). These similarities include: 1) higher educational opportunities are unlikely to be reached by the peasant farmer family or the lower class family although their population is slightly more than 80% of the national population; 2) more often the parents' desires or wishes for a son's or daughter's career was much higher than what the students were themselves able to achieve; 3) family background, in the form of parental influence, also had an impact on educational aspirations; and 4) even with children from the lower class, mothers strongly encouraged their children to attend graduate school.

Weidman built one such study that considers the various influences on the educational and career choices of undergraduates on the basis of psychological and social structural theories. Based on continuous research, he has developed a conceptual approach to socialization on the undergraduate level (Weidman, 1974; 1979; 1984; and 1989). He proposed that college impact is the dynamic process and the important influencer on the socialization outcomes for students in

their career choices, lifestyle preferences, aspirations, and values. The researcher will apply Weidman's model to developing the framework for a study of the educational and career aspirations of the freshman students in the Indonesian universities.

Since educational and career aspiration studies occurring in Indonesia are limited (Supriadi, 1997), it is hoped that the findings from this research will help educators, scholars, and educational decision maker to have a better understanding of Indonesian youth and university attainment. Moreover, the results of the research will contribute to the development of new available programs to deal with the huge numbers of high school graduates that are unsuccessful in entering public universities.

3. RESEARCH METHODOLOGY

3.1. Research Design

The current study is a descriptive research study that involves collecting data in order to answer the research questions concerning the current status of educational and career aspirations among Indonesian university students (Gay, 1987). The purpose of descriptive research is to estimate the nature and degree of existing conditions (Eichelberger, 1989). In order to support this purpose, the careful thought given to sample selection and data collection becomes an important consideration in the research (Gay, 1987).

The data were gathered from freshmen student questionnaires to determine their educational and career aspirations during their first year of study. Five elements of the questionnaire were: student's characteristics, parental socialization, relationship with significant others, collegiate experiences and personal preferences of educational and career aspirations. In order to distinguish between students' educational and career aspirations, the sample population of the study was taken from students at public and private universities in two major of areas in school: science and humanities.

3.2. Location and Population

The population studied consisted of freshmen students from both public and private universities in Semarang, Indonesia. Semarang is the capital city of the Central Java province and is the fifth largest city in Indonesia. More than thirty higher education institutions are located in Semarang, which makes up about 45% (115,115) of students in Central Java province who pursued a course of study in this city during the 2001/2002 academic year (Table 4). Semarang was chosen because of its fast-growing higher education during the past decade. For the current study, the

researcher selected only universities with more than 5,000 students who come from different social, economic, ethnic and religious background. Two public universities (Diponegoro University and Semarang State University) and four private universities (Sultan Agung Islamic University; Soegijopranoto Catholic University; Semarang University; and 17 Agustus 1945 University) located in Semarang match with the above criteria (Table 5).

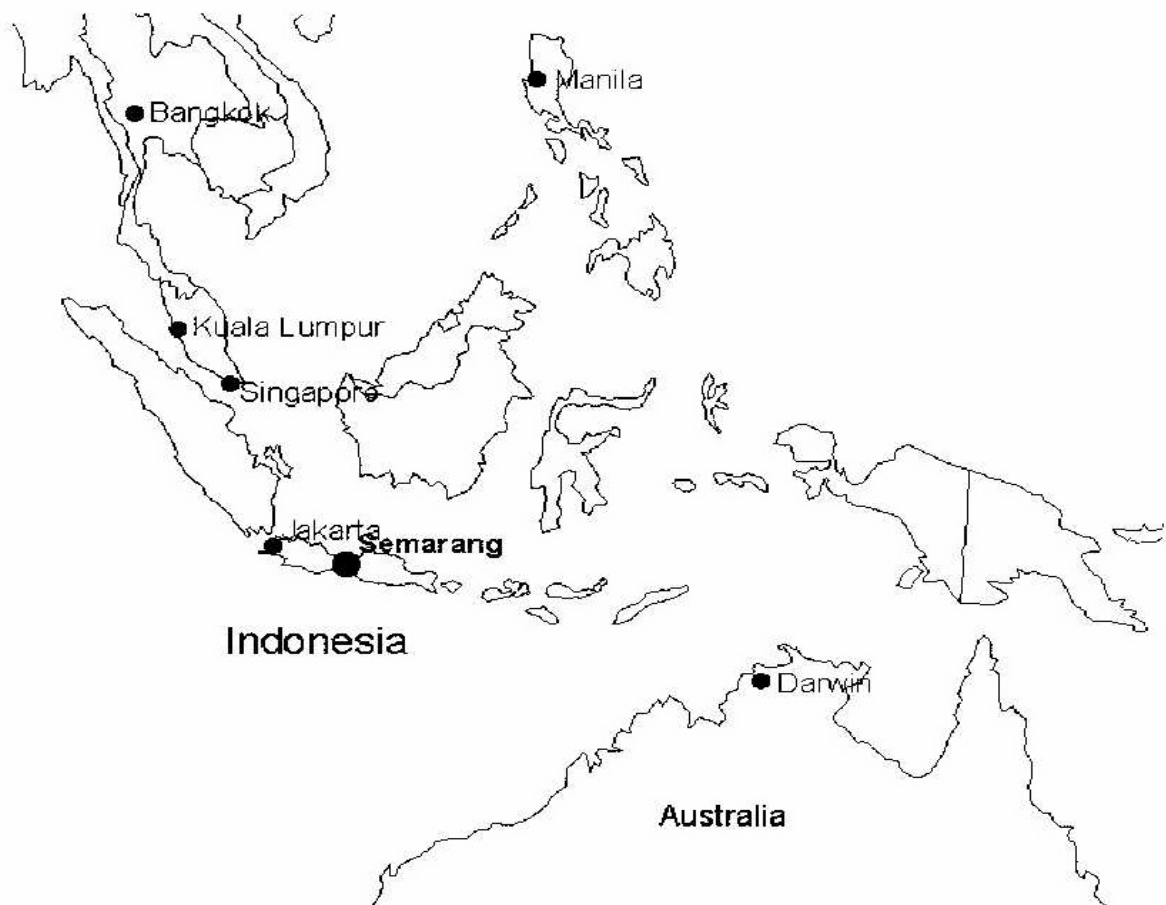


Figure 5. Research Location of Semarang, Central Java, Indonesia

Because the population has a broad variability of characteristics, the 50/50 split was employed to obtain a 5% sampling error (see Table 6). For a population of 10,319 members for

whom the researcher expected a particular split and sampling error, this research required a sample of 370 students to arrive at a sampling error of no more than $\pm 5\%$.

Table 4. The Number of Universities and Students in Semarang 2001/2002

Region	Public University	Private University	Total
Central Java	5 (86,960)	145 (166,089)	150 (253,049)
Semarang	2 (39,506)	56 (75,609)	58 (115,115)

Note: Adapted from Public Universities in Central Java and Private Universities Coordinator District VI Semarang

Table 5. The Number of Freshman from the Selected Universities 2001/2002

Universities	Total Student	Freshman	Number in sample
Diponegoro University	26,393	2,589	93
Semarang State University	13,113	1,759	63
Sultan Agung Islamic University	13,286	1,619	58
Soegijopranoto Catholic University	7,710	1,343	48
Semarang University	8,089	1,550	56
17 Agustus 1945 University	5,382	1,459	52
Total		10,319	370

Note: Adapted from Public Universities in Central Java and Private Universities Coordinator District VI Semarang

The stratified sampling method was used in the current study to determine its population.

Gay (1989) stated that:

stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population (p. 107).

The distribution of the questionnaire was based on the number of freshmen in each university. For example, the number of freshmen selected to participate in this study from

Diponegoro University is $2,589/10,319 \times 370 = 93$ students, and for Semarang State University was $1,759/10,319 \times 370 = 63$ students, and so forth.

Table 6. Sample Size for Various Populations

Population Size	Sample Size for the 95 percent confident level					
	± 3 % sampling error		± 5 % sampling error		± 10 % sampling error	
	50/50 split	80/20 split	50/50 split	80/20 split	50/50 split	80/20 split
100	92	87	80	71	49	38
250	203	183	152	124	70	49
500	341	289	217	165	81	55
750	441	358	254	185	85	57
1,000	516	406	278	198	88	58
2,500	748	537	333	224	93	60
5,000	880	601	357	234	94	61
10,000	964	639	370	240	95	61
25,000	1,023	665	378	244	96	61
50,000	1,045	674	381	245	96	61
100,000	1,056	678	383	245	96	61
1,000,000	1,066	682	384	246	96	61
100,000,000	1,067	683	384	246	96	61

1.

Note: Final sample sizes needed for various population size and characteristics, at three levels of precision. Adapted from Salant and Dillman (1994). How to conduct your own survey (p. 55).

3.3. Pilot Study

Prior to beginning the research, a pilot study was conducted in order to design the instrument to be used for the educational and career aspirations of the Indonesian freshmen. The purpose of the pilot study was twofold: First, it was to evaluate the language aspect of the questionnaire, which included grammar, readability and content; second, it was to investigate the consistency of the items assigned to scale (Harris, 1999).

The pilot study assisted the researcher in deciding whether it was feasible and worthwhile to continue with a full-blown study, and provided an opportunity to assess the appropriateness

and practicality of the data collection instrumentation. Also, the pilot study demonstrated the adequacy of the research procedures and the measures selected for variables.

Participants in the pilot study were students enrolled in Diponegoro University, Semarang during their first year of study. Twenty-five students were involved in this pilot study. Participants were instructed to complete a questionnaire and to comment on items that were poorly worded, ambiguous, or confusing. After collecting all twenty-five questionnaires, the researcher conducted face-to-face interviews with participants regarding the content, appearance, and readability of the questionnaire.

Because all of the respondents are native Indonesians, the instrument was translated into the Indonesian language. The translation from English to Indonesian was accomplished through the following procedures. First, the researcher made an initial translation of the instrument from the English into Indonesian language. Second, four Indonesian graduate students currently enrolled at the University of Pittsburgh reviewed the translation in order to make recommendations for any changes that would improve the respondents' understanding of the questionnaire. These graduate students met as a group to provide direct feedback regarding the accuracy of the translation and the content validity of the instrument. These students are highly proficient in both the English and the Indonesian language and experienced in the education field as well.

During the first week of May 2003, the instrument was tested as a pilot study. Twenty-five students from the Animal Husbandry School, Diponegoro University Semarang were chosen as pilot respondents.

Table 7 summarizes the amendment of the questionnaire resulting from the pilot study. Based on the pilot study, the researcher concluded that seven of the questions were too

complicated to answer by the students. The researcher then categorized these seven questions into two groups: inappropriate options (four questions) and difficult to understand by respondent (three questions). The inappropriate questions included numbers 1, 2, 6, and 11; the difficult to understand questions included numbers 9, 14, and 21.

Table 7. The Amendment of Questionnaire

No.	Initial Questions	Amendment
1.	What is your university's name? 1. Diponegoro University 2. Semarang State University 3. Sultan Agung Islamic University 4. Soegijopranoto Catholic University 5. Semarang University 6. 17 Agustus 1945 University.	What is your university's name? 1. Diponegoro University 2. Semarang State University 3. Sultan Agung Islamic University 4. Semarang University
2.	What is your school major? 1. Economics 5. Literature 2. Education 6. Medical School 3. Engineering 7. Others 4. Law	What is your major area of study? 1. Science 2. Humanities
6.	What is your national examination score? 1. Indonesian language 2. Math 3. Don't know/don't remember	What is your national examination score? 1. Under 30 4. 51 - 60 2. 31 - 40 5. above 60 3. 41 - 50
9.	Please, give the appropriate reasons why you keep studying in this university.	Deleted
11.	1. Definitely 3. Probably not 2. Probably 4. Definitely not	1. No 2. Yes
14.	Government employee Private employee 1. Staff 1. Staff 2. Head of Sub Division 2. Manager or Echelon IV 3. Head of Division or 3. General Echelon III Manager 4. Director or Echelon II 4. Director 5. Director General or 5. President Echelon I Director	Government Private 1. Staff 1. Worker 2. Level I 2. Staff 3. Level II 3. Manager 4. Level III 4. Director 5. Level IV 5. President Director
21.	Government employee Private employee 1. Staff 1. Staff 2. Head of Sub Division 2. Manager or Echelon IV 3. Head of Division or 3. General Echelon III Manager 4. Director or Echelon II 4. Director 5. Director General or 5. President Echelon I Director	Government Private 1. Staff 1. Worker 2. Echelon IV 2. Staff 3. Echelon III 3. Manager 4. Echelon II 4. Director 5. Echelon I 5. President Director

3.4. Instrumentation

The research instrument was designed to collect information about the educational and career aspirations of freshmen of public and private universities in Semarang, Indonesia. The questionnaire consisted of students' family background, aptitude and their motivation to enter the university, parental support, teachers' and friends' support, academic and social integration, and students' educational and career aspirations.

The researcher used a Likert scale to measure personal aptitude because this scale has been proven to be the most widely and most successful way to measure aptitude (Ary, Jacob & Razavieh, 1990). The four options scale was used to discourage errors of central tendency (Harris, 1999). This scale offers options ranging from: very dissatisfied = 1; dissatisfied = 2; satisfied = 3; and very satisfied = 4. Appendix G contains a list of individual items included in each measure and their acronyms.

The questionnaire consisted of four dimensions as independent variables: student characteristics, parental socialization, significant others, and collegiate experiences. These four dimensions were applied in order to investigate factors predicting educational and career aspirations (dependent variable). The four dimensions of independent variables and the one dimension of dependent variables are described as follows:

3.4.1. Student characteristics dimension

This section contains eleven items that solicited information about school major, age, sex, high school origin, national examination scores, previous semester GPA, university enrollment information, plan of study for the next year, and purpose in attaining higher education. Chung et al designed their research based on the Farmer model (Farmer, 1985; Farmer & Chung, 1995) in order to investigate the educational and career aspirations of black freshmen. The four

dimensions were used in their framework. The first dimension consists of background variables such as sex, social status, age, and parent educational background. The second dimension of personal variables includes personal self-concept attributes such as academic self-esteem, achievement style, and success/failure attributes. The third dimension, environmental variables, consists of external or social factors in society that affect the individual such as parents' support, friends' support, and teachers' support. The fourth dimension, behavior variables, include behavior attributes exhibited by the individual from the time the student began attending high school such as study habits, course of study in high school, and organizational activities (Chung, Loeb, & Gonzo, 1996).

In order to investigate the students' purpose in attaining higher education, a questionnaire with 16 items was employed. These questions are closed-ended statements that assessed the respondent's perceived higher education level as a way of developing his/her intellect and career. In social mobility theory, where an open class system exists in a society, the attainment of education is one of the best ways to advance from one social class to another class (Hunt, 1993; Blau & Duncan, 1961; and Kerbo, 1991). In addition, Cote and Levine (1997), in their research, found that factors such as careerism, materialism, personal-intellectual development, humanitarianism, expectation drive, and default have a strong impact on students' motivation to attend university.

3.4.2. Parental socialization dimension

This dimension consists of ten items that solicited information about parents including education level, current occupation, career position, monthly income, and descriptions of how parents had raised their children. The item that examines how parents raise their children to obtain a higher education level and influence children's career preferences contains 10 items. These items were

developed based on Weidman studies regarding the socialization of undergraduates by parents (Weidman, 1974; 1979; 1984; and 1989). Weidman analyzed data from the National Survey of Faculty and Student Opinion, sponsored by the Carnegie Commission on Higher Education that was conducted between 1968 and 1972. In this study, response options included: 1. Very true; 2. Somewhat true; and 3. Not true at all.

Several researchers have suggested parents (Davis & Kandel, 1981; and Burlin, 1976); or friends (Cohen, 1983) have a significant impact on individuals in attaining a higher level of education. According to Davis and Kandel (1981), parental influence on an adolescent's aspirations is stronger than peer influence, and this influence does not decline over the adolescent years.

3.4.3. Significant others dimension

This question consists of 6 items that collected information on the degree to which friends and high school teachers influence educational and career aspiration. Farmer et al., in their 1981 study, developed these items based on Career Motivation Achievement Planning (C-MAP). The purpose of this study was to investigate the correlation between motivation to achieve a particular task and level of education and career aspirations of ninth and twelfth grade students. Response options included: 1. Not true at all; 2. Somewhat true; and 3. Very true.

3.4.4. Collegiate experience dimension

Based on Tinto's theory (Pascarella & Terenzini, 1991) two-normative academic, academic integration and social integration, during the first year study were used to determine whether students remained involve in their new academic life after graduating from high school. Tinto theorizes that students enter a college or university with varying patterns of personal, family, and

academic characteristics and skills, including initial dispositions and intentions with respect to college attendance and personal goals (p. 51).

Kreamer (1997) studied the academic and social integration of Hispanic students in college. The population of her research consisted of 1,400 students in a private, bilingual junior college in the Midwest. Questions regarding academic integration included participate in class, use library, seek tutoring, use computer lab, meet instructors out side of class and meet academic counselor. Social integration questions included relationship to Hispanic faculty and staff, to other Hispanic students, Hispanic cultural activities, Hispanic music and food.

This dimension contains two questions regarding student involvement in academic and social integration, and one question regarding student satisfaction with the campus environment. The first question consists of 7 items that gathered information on the degree to which freshmen students are involved in Tinto's normative academic of academic integration. The questions indicate the frequency of students' involvement in normative academic integration. Response options include: 1. Never; 2. A few times in a semester; 3. A few times in a month; 4. Once or twice a week; 5. Nearly every day.

The second question consists of 5 items that gathered information on the degree to which freshmen students are involved in social integration that influenced educational and career aspirations. The questions indicate the frequency of students' involvement in the normative social integration. Response options include: 1. Never; 2. A few times in a semester; 3. A few times in a month; 4. Once or twice a week.

The third question contains 9 statements that determine students' satisfaction with the campus environment. The response options ranged from very dissatisfied to very satisfied.

3.4.5. Personal preferences dimension

The personal preferences dimension consists of questions regarding educational aspiration and career aspirations. Educational aspirations are assessed by respondents' selection of one of four degree levels: (1) none; (2) bachelor's degree; (3) master's degree; (4) doctoral degree.

Career aspirations are assessed by respondents' selection of one option from a hierarchical position in either government or private sector to which they might aspire. Five levels of the hierarchical position are offered in this research. The division of the hierarchical level for the government sector is as follows: staff, Echelon IV, Echelon III, Echelon II, and Echelon I. In addition, the division of the hierarchical level for the private sector is as follows: staff, manager, general manager, director, and president director.

Meanwhile, eight types of occupation preference were set based on the 1995 Intercensal Indonesian Population Survey. These eight types of occupation include: 1) professional, technical, and related workers; 2) administrative and managerial workers; 3) clerical and related workers; 4) sales workers; 5) services workers; 6) agricultural, forestry, hunting, and fishery personal; 7) production workers, transport equipment operators, laborers; and 8) others.

3.5. Data Analysis

The Statistical Package for Social Science (SPSS) program that is widely used by many researchers was also used for this research. The 0.95 confidence interval was chosen to analyze the relationship among the variables.

Based on the research design framework, the data were analyzed in four steps. The first step analyzed the relationship between parental socialization and student characteristics. The second step analyzed the effect of significant others on student characteristics. The third step analyzed the relationships among parental socialization, student characteristics, significant

others, and collegiate experience. Finally, the fourth step analyzed the relationship among all of the above variables and the personal commitment dimension: educational and career aspirations.

To answer the research question pertaining to the relationship between the independent variables, a simple correlation method was employed in analyzing the data. A zero-order correlation with an option to exclude cases pairwise was chosen because the sample size of the current study is relatively small (Babbie & Halley, 1998).

To answer the research question regarding the examination of the best combination of predictors of educational and career aspirations, a multiple regression analysis employing the stepwise method was used in this research. It is a statistical methodology that examines the relationship between two or more quantitative variables. The stepwise method is used frequently by researchers to analyze data (Chung & Loeb, 1998).

In the regression analysis method, multicollinearity is an important issue that needs to be considered when independent variables are highly correlated. Multicollinearity is the situation when predictive variables X_1 and X_2 are closely intercorrelated. If two independent variables are highly correlated with a correlation coefficient of r close to 1.00, the simple solution is to use just one of them in a multiple regression model (Sanders (1990). Since there was no relationship between independent variables that were greater than 0.80 in this study, the researcher did not consider multicollinearity (Wulder, 2002).

3.6. Research Procedure

The research for the current study was actually conducted from August to September 2002. All freshmen in the academic year 2001-2002 received their first semester grade point average in February 2002. Prior to the data collection, letters of request to conduct a survey were sent in July 2002 via email to the six selected universities: Diponegoro University, Semarang State

University, Sultan Agung Islamic University; Soegijopranoto Catholic University; Semarang University; and 17 Agustus 1945 University. However, only four universities gave permission to carry out a sample study: Diponegoro University, Semarang State University, Sultan Agung Islamic University and Semarang University.

Because of the U.S immigration policy restraints, the researcher was not able to travel to Indonesia at that time, therefore data collection was delayed for nearly one year. Considering the uncertain conditions, the researcher made the decision to appoint a contact person in Indonesia who had the responsibility of obtaining permission from the institution to be involved in the study, implementing a pilot study, revising the questionnaire, conducting the survey and entering the data. Dr. Isbandi, a senior professor at Diponegoro University, was hired as this contact person, and, without the researcher present on location, made all of the arrangements from a distance, by phone call or email.

After receiving official permission from Diponegoro University, Semarang State University, Sultan Agung University, and Semarang University, the pilot study was implemented during the first week of May 2003. Twenty-five students from the Animal Husbandry School, Diponegoro University were chosen as pilot respondents. Based on the pilot study, some questions had to be revised because of their inappropriate options or difficulty of understanding by respondents.

In mid-June 2003, the questionnaires were distributed to the sample group in each of the four universities. Under Dr. Isbandi's supervision, a research team was formed to distribute the questionnaire. The team instructed students how to fill out the questionnaire. Fifteen minutes before a designated class began, this team asked permission to distribute the survey. Two to three weeks were needed to distribute all of the questionnaires. Schools that participated in this study

included: civil engineering, electrical engineering, chemical engineering, physical engineering, mathematics, animal husbandry, literature, economics, education, religion, psychology, law, management, and accounting.

Because only four universities gave permission to the researcher to conduct a study at their institution, the sample study then was adjusted according to the table below.

Table 8. Adjustment of Study Sample

Universities	Total Student	Freshman	Number in sample	Study Sample
Diponegoro University	26,393	2,589	127	130
Semarang State University	13,113	1,759	87	91
Sultan Agung Islamic University	13,286	1,619	80	81
Semarang University	8,089	1,550	76	77
Total		7,517	370	379

Note: Adapted from Public Universities in Central Java and Private Universities Coordinator District VI Semarang.

4. FINDINGS

4.1. Characteristics of the Sample

The data were analyzed in four steps: Step One analyzes the relationship between parental socialization and student characteristics; Step Two analyzes the relationship between significant others and student characteristics; Step Three analyzes the relationship between student characteristics and academic experiences; Step Four analyzes the relationship among all of the preceding variables and both educational and career aspirations. The data were analyzed using correlation and stepwise multiple regression analysis.

A descriptive analysis is presented in five parts, relevant to the questionnaire: 1) student characteristics; 2) parental socialization; 3) significant others; 4) collegiate experience; and 5) personal preferences. Percentages are used to represent the distribution of each variable.

4.1.1. Student Characteristics

The study sample for this research consists of 379 students from two public universities: Diponegoro University and Semarang State University, and two private universities: Sultan Agung Islamic University and Semarang University. Student samples taken from each university are as follows: 130 students from Diponegoro University; 91 students from Semarang State University; 81 students from Sultan Agung Islamic University; and 77 students from Semarang University. The following table provides descriptions of the sample student populations of both the public and private universities.

The sample students were classified into two major areas of study: science and humanities. The science major is part of a school in which applicants are required to take an entrance exam that consists of chemistry, biology, English, Indonesian, and mathematics. For the

humanities major, students are required to take an entrance exam that consists of English, Indonesian, mathematics, and social science.

Table 9. Student Characteristics

Category	Public University		Private University	
	N	%	N	%
Major area of study				
Science	119	54	59	37
Humanities	102	46	99	63
	N	221	100	158
100				
Sex				
Male	97	44	93	59
Female	124	56	65	41
	N	221	100	158
100				
Age				
Unknown	1	1	0	0
18 years	67	30	22	14
19 years	119	54	75	47
20 years	26	12	35	22
above 20 years	8	3	26	17
	N	221	100	158
100				
Location of high school				
Unknown	3	1	0	0
Urban area	191	86	129	82
Rural area	27	13	29	18
	N	221	100	158
100				
National examination scores				
Unknown	5	2	2	1
Under 30	10	4	1	1
31 – 40	64	29	64	40
41 – 50	114	52	80	50
51 – 60	20	9	9	6
Above 60	8	4	2	2
	N	221	100.00	158
158				
Grade point average last semester				
Under 2.00	29	13	4	2
2.01 - 2.50	52	23	24	15
2.51 - 3.00	75	34	54	35
3.01 - 3.50	48	22	67	42
3.51 - 4.00	17	8	9	6
	N	221	100	158
100.00				
First choice university				
Unknown	1	1	1	1
Yes	105	47	30	19
No	115	52	127	80

Category	Public University		Private University	
	N	%	N	%
Desire to reapply first choice next year				
Unknown	54	24	13	8
Yes	87	39	100	64
No	80	37	45	28
N	221	100.00	158	100.00
Efforts to gaining acceptance to first choice				
Unknown	76	34	30	19
Studying hard on my own	69	31	49	31
Being involved in a study group	9	5	8	5
Private tutorial	10	4	9	6
Organized test preparation training	57	26	62	39
N	221	100.00	158	100.00
The reasons or purposes to pursue higher education				
- To obtain advantaged skill				
Unknown	1	1	1	1
No	7	3	4	2
Yes	213	96	153	96
- To obtain a higher position in a workplace				
Unknown	8	4	1	1
No	75	34	26	16
Yes	138	62	131	83
- To obtain a prestigious profession				
Unknown	7	3	2	1
No	84	38	43	27
Yes	130	59	113	72
- To earn more money				
Unknown	7	3	6	4
No	55	25	52	33
Yes	159	72	100	63
- To raise socioeconomic status				
Unknown	7	3	4	3
No	55	25	25	16
Yes	159	72	129	81
- To easily obtain job after graduation				
Unknown	7	3	2	1
No	59	27	41	26
Yes	155	70	115	73
- To develop intellectual capacity				
Unknown	2	1	2	1
No	2	1	2	1
Yes	217	98	154	98
- To develop knowledge and technology				
Unknown	7	3	2	1
No	3	1	9	6
Yes	211	96	147	93

Category	Public University		Private University	
	N	%	N	%
- To help people				
Unknown	6	3	3	2
No	23	10	22	14
Yes	192	87	133	84
- To improve human welfare				
Unknown	3	1	3	2
No	8	4	9	6
Yes	210	95	146	92
- To obtain degree				
Unknown	6	3	3	2
No	201	91	127	80
Yes	14	6	28	18
- Parent's expectation to obtain degree				
Unknown	7	3	1	1
No	27	12	19	12
Yes	187	85	138	87
- To make parents proud				
Unknown	6	3	1	1
No	197	89	115	73
Yes	18	8	42	26
- To conform to best friend				
Unknown	6	3	1	1
No	211	95	142	90
Yes	4	2	15	9

The science major area includes subjects such as civil engineering, electrical engineering, chemical engineering, physical engineering, mathematics, medical school, agronomy, forestry, and animal husbandry. The humanities major area includes literature, economics, education, religion, psychology, law, management, and accounting. In this survey the percentage of science students attending public universities is higher than that of students attending private universities, 54% and 37%, respectively. Conversely, the percentage of humanities students attending private universities is higher than that of those attending public universities, 63% and 46%, respectively.

Table 9 indicates that private university freshmen are older than public university freshmen. The percentage of 20 year olds at private universities is 22% and at public it is 12%; the percentage for those students above 20 years old at private and public universities are 17%

and 3%, respectively. In addition, the percentage of new high school graduates, those 18 years old at the time they enter university, is higher at the public university than at the private, 30% and 14%, respectively.

There is no difference in academic achievement between public and private university students during their stay in high school. It can be seen from scores on the national high school examination that more than 50% of the students in both universities achieved a score between 41 and 50. This number means that their average score was 6 to 7, because the national exam consists of 7 subjects with grades ranging from 0 to 10 for each subject. Only a few students scored above 60: 4% of those at public universities and 2% of those at private.

Looking at the grade point averages from the previous semester, it is evident that the freshmen from the private universities made an easier transition from the high school learning system to the academic environment of a university. More than 48% earned a grade point average above 3.0 in their first semester, while only 30% of the freshmen at a public university earned above a 3.0.

As expected, students face uncertain conditions during their first year of study. When asked whether they were attending their first choice school or university, 47% of the students at the public university responded “yes” and 52% “no” to the question, while 80% students at private university responded “no” and only 19% said “yes”.

Private university students are more likely to have a strong desire to reapply to their first choice university in the next academic year. Of the students at a public university, 39% of them said “yes” to reapplying the next year and 37% said “no”, compared to private university students, of whom 63% answered “yes” and 28%, “no”.

Because of the fierce competition to enter public university, students need to be better prepared than they ever have been. They put forth a great deal of effort to gain acceptance to their first choice university, such as studying hard on their own, being involved in a study group, taking private tutorials, and being involved in organized test preparation training. Despite the expense of organized test preparation training, 39% of the students at a private university and 26% of those at a public university prefer being involved in that kind of training rather than simply studying on their own, which constitutes 31% for public university students and 31% for private ones.

Regarding the reasons or purposes for pursuing higher education, students from both universities have a similar viewpoint about the role of higher education. More than 90% of the students agree that the primary reason for entering university are the advantages a higher education provides, such as obtaining better skills (96% for public, 96% for private), developing intellectual capacity (98% for public, 98% for private), developing knowledge and technology (96% for public, and 93% for private), and improving human welfare (95% for public, 92% for private).

Public university freshmen enter the university in order to earn more money (72%) or raise socioeconomic status (72%) more than in order to obtain a better position in a work environment (62%) or obtain a prestigious profession (59%). Private university freshmen enter the university in order to obtain a higher position in a workplace (83%) or raise socioeconomic status (81%) more than in order to obtain a prestigious profession (72%) or earn money (63%).

4.1.2. Parental Socialization

Table 10 shows that in terms of the father's highest level of education, fathers of private university freshmen are better than their public university counterparts. About 58% of private

university fathers have a post-secondary education, a secondary education (37%), or a primary education or less (4%). About 43% of fathers of public university students have a post-secondary education, a secondary education (40%), or a primary education or less (18%). More fathers of private university students are university graduates (39%), or have an academic/diploma III (17%), than fathers of public university freshmen are university graduates (31%), or have an academic/diploma III (9%).

Mothers of private university freshmen are better educated than mothers of public university freshmen. About 46% of mothers of private university students have a higher education, a secondary education (43%), or a primary education or less (11%). For mothers of public university students, 37% have a higher education, 41% have a secondary education, and 23% have a primary education or less. More mothers of private university students are university graduates (20%), or academic/diploma III graduates (18%), than mothers of public university students: 16% and 12%, respectively.

Table 10. Parental Socialization

Category	Public University		Private University	
	N	%	N	%
Father's highest education				
- Unknown	0	0	2	1
- No schooling and some primary school	11	5	0	0
- Graduated from primary school	29	13	5	3
- Graduated from general junior high school	30	14	8	5
- Graduated from vocational junior high school	4	2	8	5
- Graduated from general senior high school	26	12	27	17
- Graduated from vocational senior high school	26	12	16	10
- Diploma I/II diploma	7	3	3	2
- Academy/Diploma III graduate	20	9	27	17
- University graduate	68	31	62	39
N	221	100	158	100
Mother's highest education				
- Unknown	0	0	2	1
- No schooling and some primary school	16	7	4	2
- Graduated from primary school	34	15	12	8

Category	Public University		Private University	
	N	%	N	%
- Graduated from general junior high school	29	13	17	11
- Graduated from vocational junior high school	3	1	3	2
- Graduated from general senior high school	33	15	32	21
- Graduated from vocational senior high school	27	12	15	9
- Diploma I/II diploma	20	9	13	8
- Academy/Diploma III graduate	26	12	29	18
- University graduate	33	16	31	20
N	221	100	158	100
Father's occupation				
- Unknown	44	20	29	18
- Not working outside the home	42	19	33	21
- Production workers, transport equipment operator	32	14	32	20
- Agricultural, forestry, hunting, fishery personal	20	9	12	7
- Services workers	22	10	17	11
- Sales workers	25	11	14	9
- Clerical and related workers	23	10	19	12
- Administrative and managerial workers	10	5	1	1
- Professional, technical and related workers	3	2	1	1
N	221	100	158	100
Mother's occupation				
- Unknown	37	17	29	18
- Not working outside the home	44	20	23	15
- Production worker, transport equipment operator	14	6	4	2
- Agricultural, forestry, hunting, fishery personal	25	11	9	6
- Services worker	28	13	13	8
- Sales worker	24	11	26	17
- Clerical and related workers	21	9	24	15
- Administrative and managerial workers	17	8	23	15
- Professional, technical and related workers	11	5	7	4
N	221	100	158	100
Father's position in workplace				
- Unknown	19	9	11	7
- Level I or Worker	63	28	14	9
- Level II or Staff	33	15	43	27
- Level III or Manager	60	27	57	36
- Level IV or General Manager	17	38	30	19
- Echelon official or Director	8	4	3	2
N	221	100	158	100
Mother's Position in workplace				
- Unknown	60	2	38	24
- Level I or Worker	71	32	28	18
- Level II or Staff	33	15	38	24
- Level III or Manager	35	16	43	27
- Level IV or General Manager	18	8	9	6
- Echelon official or Director	4	2	2	1
N	221	100	158	100

Category	Public University		Private University	
	N	%	N	%
Father's monthly income				
- Unknown	4	2	5	3
- Below Rp.1,000,000	95	43	28	33
- Rp. 1,000,000 - Rp. 2,000,000	82	37	62	36
- Rp. 2,000,000 - Rp. 3,000,000	23	11	41	20
- Rp. 3,000,000 - Rp. 5,000,000	10	4	13	5
- Above Rp. 5,000,000	7	3	9	3
N	221	100	158	100
Mother's monthly income				
- Unknown	47	21	26	16
- Below Rp.1,000,000	89	40	53	33
- Rp. 1,000,000 - Rp. 2,000,000	70	32	57	38
- Rp. 2,000,000 - Rp. 3,000,000	3	2	12	8
- Rp. 3,000,000 - Rp. 5,000,000	3	1	4	2
- Above Rp. 5,000,000	9	4	6	3
N	221	100	158	100
Income classification				
- Low income	108	49	45	28
- Middle income	100	45	101	64
- High income	13	6	12	8
N	221	100	158	100
Father encouraged to enter university				
- Unknown	2	1	0	0
- Not true at all	125	57	59	37
- Somewhat true	36	16	25	16
- Very true	58	27	74	47
N	221	100	158	100
Father encouraged to do well				
- Unknown	2	1	1	1
- Not true at all	5	2	4	2
- Somewhat true	30	13	41	26
- Very true	184	84	112	71
N	221	100	158	100
Father pushed to obtain university degree				
- Unknown	2	1	1	1
- Not true at all	11	5	1	1
- Somewhat true	34	15	50	31
- Very true	174	79	106	67
N	221	100	158	100
Father pushed to choose career of his choice				
- Unknown	2	1	1	1
- Not true at all	126	57	74	47
- Somewhat true	40	18	30	19
- Very true	53	24	53	33
N	221	100	158	100

Category	Public University		Private University	
	N	%	N	%
Father did not care about higher education				
- Unknown	5	2	3	1
- Not true at all	154	70	92	58
- Somewhat true	57	26	47	30
- Very true	5	2	16	11
N	221	100	158	100
Mother encouraged to attend university				
- Unknown	0	0	1	1
- Not true at all	140	63	80	51
- Somewhat true	33	15	26	16
- Very true	48	22	51	32
N	221	100	158	100
Mother encouraged to do well				
- Unknown	1	1	2	1
- Not true at all	5	2	2	1
- Somewhat true	23	10	27	17
- Very true	192	87	127	81
N	221	100	158	100
Mother pushed to obtain university degree				
- Unknown	0	0	1	1
- Not true at all	11	5	4	2
- Somewhat true	29	13	34	22
- Very true	181	82	119	75
N	221	100	158	100
Mother pushed to choose career of her choice				
- Unknown	0	0	1	1
- Not true at all	150	68	90	57
- Somewhat true	25	11	28	18
- Very true	46	21	39	24
N	211	100	158	100
Mother did not care about higher education				
- Unknown	5	2	3	2
- Not true at all	167	76	106	67
- Somewhat true	45	20	31	20
- Very true	4	2	18	11
N	221	100	158	100

Overall, fathers of both public and private university students are better educated than mothers. Conversely, the secondary education of mothers of both types of university students is better than that of fathers. Private and public university mothers have graduated from high school 30% and 27% of the time, respectively, while fathers have graduated from high school 27% and 24%, respectively.

Fathers of public university freshmen have higher-level occupations, including administrative and managerial (5%) or professional, technical and related worker (2%), than fathers of private university students, who have administrative and managerial (1%) or professional, technical and related worker (1%). In addition, fathers of public university freshmen have fewer low level occupations, not working outside home (19%) or production worker, transport equipment operator (14%) compared to fathers of private university students, who are not working outside the home (21%) or production worker, transport equipment operator (20%).

Conversely, mothers of private university freshmen have higher level occupations, including administrative and managerial worker (15%), or professional, technical and related worker (4%), than mothers of public university students, who have jobs such as administrative and managerial (8%) or professional, technical and related worker (5%). In addition, mothers of private university freshmen have fewer low level occupations, not working outside the home (15%) and production worker, transport equipment operator (2%) than mothers of public university students, who are not working outside home (20%) or production worker, transport equipment operator (6%).

From an occupation point of view, mothers of students from both types of universities not only have a greater number of higher level occupations, such as administrative and managerial workers or professional, technical and related workers, they also have fewer low level occupations, such as not working outside the home or production workers, transport equipment operator. This indicates that women are not trailing behind men in regard to job opportunities, and that the role of women has shifted from housewife to career woman, as indicated by their better levels of both secondary and higher education.

There are no differences in fathers' "position in job" between students of both types of universities. Fathers of public university freshmen have level IV or General Manager (17%) or an echelon official or Director (4%) position, while fathers of private university freshmen have level IV or General Manager (19%) or an echelon official or Director (2%) position. However, fathers of public university freshmen have more low level positions, such as level I or Worker (28%) than fathers of private university freshmen, who have level I or Worker (only 9%).

In general, private university mothers hold better positions than do public university mothers. Table 10 indicates that 33% of private university mothers have a high-level occupation, such as level III or Manager (27%) and level IV or General Manager (6%), while only 24% of public university mothers have a high-level occupation, such as position level III or Manager (16%) and level IV or General Manager (8%).

More than 70% of the parents of both public and private university freshmen have a monthly income below Rp.2,000,000 (US \$235, US \$1 = Rp.8,500) and only a few (less than 5%) have a monthly income above Rp.5,000,000 (US \$588). More fathers of public university freshmen have a low monthly income, below 1 million rupiah (43%) and 1 million to 2 million rupiah (37%), than fathers of private university freshmen, who have a low monthly income, below 1 million rupiah (33%) and 1 million to 2 million rupiah (36%).

Conversely, fewer mothers of public university freshmen have a low monthly income, below 1 million rupiah (40%) and 1 million to 2 million rupiah (32%), than mothers of private university freshmen, who have a low monthly income, below 1 million rupiah (33%) and 1 million to 2 million rupiah (38%). They also have more income above Rp.5,000,000 (4%) than those mothers of private university freshmen (3%), public university fathers (3%), and private university fathers (3%).

The Central Bureau of Statistics of Indonesia classifies family income based on monthly income as follows:

- below Rp.1,000,000 is classified as low income;
- between Rp.1,000,000 to 3,000,000 is classified as middle income;
- above Rp.3,000,000 is classified as high income.

According to those criteria, public university parents more frequently fall into the low income level (49%) than do private university parents (28%) and few in middle income level: 45% and 63%, respectively. Only a few parents were categorized with high-income level: 6% of public university parents and 8% of private. These percentages indicate that, in terms of wealth, private university parents are only slightly better off than their public university counterparts.

Regarding educational attainment, there are two conventional ways (more than 70%) parents raise their children: encouraged to do well, and pushed to obtain university degree. Fathers of both public and private university freshmen encouraged their children to do well 84% and 71% of the time, respectively, and have pushed their children to obtain a university degree 79% and 67% of the time, respectively. Public and private university freshmen mothers encouraged their children to do well 87% and 81% of the time, respectively, and have pushed their children to obtain a university degree 82% and 75% of the time, respectively.

In addition, there are two undesirable lifestyles that both types of university parents engage in raising their children, and which received a response of “not true at all”: pushed to choose career of parent’s choice, and did not care about higher education. Public and private university freshmen fathers pushed to choose a career of his choice 57% and 47% of the time respectively, and did not care about higher education 70% and 58% of the time, respectively, while public and private university freshmen mothers pushed to choose a career of her choice

68% and 57% of the time, respectively, and did not care about higher education 76% and 67% of the time, respectively.

4.1.3. Significant Others

Table 11 shows that the order in which private university freshmen responded “very true” to questions that friends had influenced their aspirations to seek higher education include friends believed a university education will improve social status (66%), friends encouraged the student to enter university (43%), and friends believed a university degree is important for a decent job (29%). Responses of “somewhat true” indicate that friends believed a university degree is important for decent job (49%), friends believed a university education improves social status (23%), and friends encouraged the student to enter university (22%), while the order of those who responded “not true at all” include friends encouraged the student to enter university (34%), friends believed a university degree is important for a decent job (21%), and friends believed a university education improves social status (10%).

Table 11. Significant Others

Category	Public University		Private University	
	N	%	N	%
Friends encouraged to enter university				
- Unknown	0	0	1	1
- Not true at all	89	40	54	34
- Somewhat true	61	28	35	22
- Very true	71	32	68	43
N	221	100	158	100
Friend believed university degree is important to a decent job				
- Unknown	1	1	1	1
- Not true at all	74	33	33	21
- Somewhat true	97	44	78	49
- Very true	49	22	46	29
N	221	100	158	100
Friends believed university education will improve status				
- Unknown	1	1	1	1
- Not true at all	93	42	16	10

Category	Public University		Private University	
	N	%	N	%
- Somewhat true	58	26	36	23
- Very true	69	31	105	66
N	221	100	158	100
High school teacher encouraged to enter university				
- Unknown	0	0	0	0
- Not true at all	91	41	36	23
- Somewhat true	59	27	43	27
- Very true	71	32	79	50
N	221	100	158	100
High school teacher believed university degree is important for a decent job				
- Unknown	0	0	2	1
- Not true at all	72	33	25	16
- Somewhat true	94	42	74	47
- Very true	55	25	57	36
N	221	100	158	100
High school teacher believed university education will improve social status				
- Unknown	1	1	1	1
- Not true at all	82	37	13	8
- Somewhat true	56	25	38	24
- Very true	82	37	106	67
N	221	100	158	100

Furthermore, the order in which public university freshmen responded “very true” to questions that friends influenced their aspirations to seek higher education include friends encouraged the student to enter a university (32%), friends believed a university education will improve social status (31%), and a university degree is important for a decent job (22%). Responses of “somewhat true” include friends believed a university degree is important for a decent job (44%), friends encouraged the student to enter university (28%), and friends believed a university education improves social status (26%), while the order of responses for significant others, such as “not true at all” include friends believed a university education improves social status (42%), friends encouraged the student to enter university (40%), and friends believed a university degree is important for a decent job (33%).

Private university students responding to high school teachers' influences as "very true" include in descending order high school teacher believed university education will improve social status (67%), high school teacher encouraged the student to enter university (50%), and high school teacher believed a university degree is important for a decent job (36%). Responses of "not true at all" can be ranked as follows: high school teacher encouraged to the student to enter university (23%), high school teacher believed a university degree is important for a decent job (16%), and high school teacher believed university education will improve social status (8%).

Public university students responding to their high school teachers' influences as "very true" include in descending order high school teacher believed university education will improve social status (37%), high school teacher encouraged the student to enter university (32%), and high school teacher believed a university degree is important for a decent job (25%). Responses of "not true at all" can be ordered as follows: high school teacher encouraged the student to enter university (41%), high school teacher believed university education will improve social status (37%), and high school teacher believed a university degree is important for a decent job (33%).

4.1.4. Collegiate Experiences

Table 12. Academic Integration, Social Integration and Environmental Satisfaction

Category	Public University		Private University	
	N	%	N	%
1. Academic integration				
Study at night to review and to prepare materials				
- Unknown	6	2	2	1
- Never	17	8	22	14
- A few times in a semester	15	7	29	18
- A few times in a month	40	18	17	11
- Once or twice a week	110	50	60	38
- Nearly every day	33	15	28	18
N	221	100	158	100
Go to library				
- Unknown	1	1	2	1
- Never	24	11	11	7

Category	Public University		Private University	
	N	%	N	%
- A few times in a semester	82	37	40	25
- A few times in a month	66	30	50	32
- Once or twice a week	45	20	47	30
- Nearly every day	3	1	8	5
N	221	100	158	100
Attend science meeting held by professional organization				
- Unknown	0	0	1	1
- Never	91	41	35	22
- A few times in a semester	112	51	62	39
- A few times in a month	13	6	35	22
- Once or twice a week	3	1	23	15
- Nearly every day	2	1	2	1
N	221	100	158	100
Actively involved in a study group				
- Unknown	0	0	2	1
- Never	49	22	30	19
- A few times in a semester	66	30	45	28
- A few times in a month	47	21	42	27
- Once or twice a week	52	23	37	24
- Nearly every day	7	4	2	1
N	221	100	158	100
Met with professors for academic purpose				
- Unknown	1	1	3	2
- Never	68	31	30	19
- A few times in a semester	75	34	45	28
- A few times in a month	36	16	43	27
- Once or twice a week	32	14	27	17
- Nearly every day	9	4	10	7
N	221	100	158	100
Discussed materials with classmate				
- Unknown	4	2	1	1
- Never	57	26	61	38
- A few times in a semester	40	18	19	12
- A few times in a month	32	14	16	10
- Once or twice a week	64	29	42	27
- Nearly every day	24	11	19	12
N	221	100	158	100
Attend seminar on management/leadership				
- Unknown	5	2	2	1
- Never	104	47	67	42
- A few times in a semester	90	41	62	39
- A few times in a month	12	5	14	9
- Once or twice a week	10	5	13	8
N	221	100	158	100.00

Category	Public University		Private University	
	N	%	N	%
2. Social Integration				
Involved in extra curricular formal student org.				
- Unknown	0	0	2	1
- Never	62	28	30	20
- A few times in a semester	51	23	46	30
- A few times in a month	45	20	49	31
- Once or twice a week	63	29	29	18
N	221	100	158	100.00
Informal contact with professor 15 min. duration				
- Unknown	2	1	2	1
- Never	145	66	31	20
- A few times in a semester	41	19	63	40
- A few times in a month	30	13	41	26
- Once or twice a week	3	1	20	13
N	221	100	158	100
Attend friends' or school party				
- Unknown	5	2	1	1
- Never	84	38	34	21
- A few times in a semester	84	38	61	39
- A few times in a month	37	17	52	33
- Once or twice a week	11	5	10	6
N	221	100	158	100
Having entertainment with classmate/roommate				
- Unknown	0	0	2	1
- Never	79	36	30	19
- A few times in a semester	80	36	38	24
- A few times in a month	47	21	58	37
- Once or twice a week	15	7	30	19
N	221	100	158	100
Helped with social activities held by school or student organization				
- Unknown	0	0	2	1
- Never	64	29	22	15
- A few times in a semester	117	53	87	56
- A few times in a month	30	14	32	20
- Once or twice a week	10	4	13	8
N	221	100	158	100
3. College-environment satisfaction				
The college's academic reputation				
- Unknown	1	1	0	0.00
- Very dissatisfied	17	8	0	0.00
- Dissatisfied	112	51	14	9
- Satisfied	85	38	114	72
- Very satisfied	6	2	30	19
N	221	100	158	100

Category	Public University		Private University	
	N	%	N	%
The intellectual environment				
- Unknown	1	1	0	0
- Very dissatisfied	3	1	0	0
- Dissatisfied	113	51	23	15
- Satisfied	97	44	104	66
- Very satisfied	7	3	31	19
N	221	100	158	100
Students relationship with faculty/administrator				
- Unknown	3	1	0	0
- Very dissatisfied	4	2	2	1
- Dissatisfied	100	45	26	17
- Satisfied	103	47	108	68
- Very satisfied	11	5	22	14
N	221	100	158	100
Relationships among students				
- Unknown	0	0	1	1
- Very dissatisfied	19	9	3	2
- Dissatisfied	94	42	9	5
- Satisfied	89	40	77	49
- Very satisfied	19	9	68	43
N	221	100	158	100
Academic facilities				
- Unknown	0	0	0	0
- Very dissatisfied	6	4	2	1
- Dissatisfied	73	50	42	27
- Satisfied	110	36	91	58
- Very satisfied	32	10	23	14
N	221	100	158	100
Services to student				
- Unknown	1	1	0	0
- Very dissatisfied	9	4	3	2
- Dissatisfied	110	50	38	24
- Satisfied	80	36	106	67
- Very satisfied	21	10	11	7
N	221	100	158	100
Professors' teaching method				
- Unknown	1	1	0	0
- Very dissatisfied	2	1	1	1
- Dissatisfied	105	47	28	18
- Satisfied	107	48	115	73
- Very satisfied	6	3	14	8
N	221	100	158	100
The way professor graded assignments and exams				
- Unknown	3	1	1	1
- Very dissatisfied	0	0	5	3
- Dissatisfied	111	50	37	23

Category	Public University		Private University	
	N	%	N	%
- Satisfied	103	47	110	70
- Very satisfied	4	2	5	3
N	221	100	158	100
Syllabi and their implementation				
- Unknown	4	2	6	4
- Very dissatisfied	4	2	1	1
- Dissatisfied	97	44	34	21
- Satisfied	112	51	107	68
- Very satisfied	4	1	10	6
N	221	100	158	100

Table 12 shows that, overall, private university freshmen are better off than their public university counterparts regarding academic integration during the first semester. They not only indicate more positive responses, but also less negative responses than public university freshmen, responding “nearly every day” in the following areas: study at night (18%), went to library (5%), attend science meeting or seminar (1%), met with professor (6.3%), discussed material with classmates (17.7%), attended seminar or discussion on management and leadership topic (8%). Public university freshmen responses in these categories were: 15%; 1%; 1%; 4%; 11%; and 4%, respectively.

Moreover, private university students gave less negative responses, such as “never”, in the following areas: went to library (7%), attended science meeting or seminar (22%), actively involved in study group (19%), met with professor (19%), discussed material with classmates (14%), attended seminar or discussion on management and leadership topic (42%), while public university students responded 11%; 41%; 22%; 31%; 26%; and 47%, respectively. Consequently, this academic integration was related to grade point average in the first semester. The mean grade point average for private university freshmen was 3.34, with a standard deviation of 0.089; the mean grade point average for public university freshmen was 2.87, with a standard deviation of 1.129.

Private university freshmen also surpassed public university freshmen in social integration as well. Private students' percentages of responses to "once or twice a week" and "a few times in month" are higher than those of public university students. Private university students answered "once or twice a week" in the areas of informal contact with professor or advisor (13%); attend a party held by school friends, university or student organization (6%); having entertainment with classmate or roommate (19%); and helped with social activities held by university or student organization (8%), while public university freshmen responded 1%; 5%; 7%; and 4%, respectively.

Moreover, private university students responded "a few times in a month" in the areas of: informal contact with professor or advisor (26%); attend a party held by school, friends or student organization (33%); having entertainment with classmate or roommate (37%); and helped with social activities held by school or student organization (20%). For public students, the responses were: 14%; 17%; 21%; and 14%, respectively.

It seems that private university freshmen adapt more easily to a new college environment than do public university freshmen. More than eighty percent of them responded both "satisfied" and "very satisfied" to five items. For these two categories the percentages are as follows: the college's academic reputation (91%); the intellectual environment (85%); student's relationship with faculty/administrator (82%); relationships among students (92%); and professor's teaching method (82%), while, for these areas, the percentages for public university student responses are 41%; 47%; 52%; 49%; and 51%, respectively.

Moreover, more than seventy percent of private university students responded "satisfied" and "very satisfied" in the following areas: academic facilities (72%); services to student (74%); the way professor graded assignment and exams (73%); and syllabi and their implementation

(74%), while, for these items, the percentages for public university student responses are 46%; 46%; 48%; and 52%, respectively.

4.1.5. Personal Preferences

Table 13 indicates that educational aspirations of public university freshmen are higher than those of private university freshmen. They aspired to continue their education to earn a master’s degree (39%) or a doctoral degree (34%), while private university freshmen aspired to continue on to a master’s degree (43%) or a doctoral degree (19%).

Questions regarding both educational and career aspirations were asked in relation to the student’s future position in the workplace: positions in either the government sector or in the private sector. “If you are continuing on and finishing a program at this university, which position do you expect?” Public university freshmen responded higher than did private university freshmen regarding expecting to secure a position as a government employee. They aspired to achieve a position as Echelon II (28%) and Echelon I (29%) compared to private students, 36% and 7%, respectively. On the other hand, public students indicated low aspirations in expecting a position as private employee. They aspired to be staff 62%, compared to private students who responded 40%.

Table 13. Personal Preferences: Educational and Career Aspirations

Category	Public University		Private University	
	N	%	N	%
Educational Aspirations				
Unknwon	9	4	10	6
None	3	1	0	0
Bachelor's degree	47	21	50	32
Master's degree	86	39	67	43
Doctoral degree	76	34	31	19
N	221	100	158	100
Position as Government Employee				
Unknown	8	4	3	2
Staff	12	5	15	9
Echelon IV	26	12	43	27

Category	Public University		Private University	
	N	%	N	%
Echelon III	49	22	40	25
Echelon II	61	28	57	36
Echelon I	65	29	11	7
N	221	100	158	100
Position as Private Employee				
Unknwon	0	0	5	3
Staff	138	62	64	40
Manager	41	19	54	35
Gneral Manager	17	8	17	11
Director	5	2	7	4
President Director	20	9	11	7
N	221	100	158	100
Career Aspirations:				
- Unknown	39	18	27	17
- Not working outside the home	21	9	0	0
- Production worker, transport equipment operator	59	27	0	0
- Agricultural, forestry, hunting, fishery personal	12	5	0	0
- Services worker	0	0	0	0
- Sales workers	1	1	0	0
- Clerical and related workers	14	6.	24	15
- Administrative and managerial workers	43	19	61	39
- Professional, technical and related workers	32	15	46	29
N	221	100	158	100

In expecting a government position, private university freshmen aspired to be echelon IV (25%); echelon III (36%); and director (7%), while public university freshmen responded 22%, 28% and 29%, respectively. Furthermore in expecting a position at a private company, private university freshmen aspired to manager (11%), general manager (4%), and director (7%), while public university freshmen aspired to manager (8%), general manager (2%), and director (9%).

There are four levels and four echelons in the Indonesian government career system. Organizing the system into Levels I, II, III, and IV related to education attainment, level I employees are those who have only a primary school education when they first enter the government employee workforce; level II employees have a secondary school education; and level III employees have a bachelor's degree as an entry-level employee. Level IV employees are those who have both a bachelor's degree and lengthy work experience.

Echelon is a position in the organizational structure of a department or ministry and is very limited in every single department in Indonesia. The four echelons -- from lower to upper rank – consists of echelon IV, III, II, and I. Echelon IV is a position such as Head of a Sub Division or Head of a Section. Echelon III is a position such as Head of a Division. Level III or Level IV employees do not automatically achieve echelon position; however, the minimum requirement to be considered for an echelon position is level III. Echelon officials are those who have a bachelor's degree, plus length of time on the job, work experience, and skills that relate to their job.

It seems that for all university students career aspirations are difficult to designate. When asked “what is your career preference?” many students from both public and private universities replied “no answer, don't know and not applicable” (18% and 17%, respectively). Apparently they have no idea what type of employment position they would like to hold in the future. Career wise, private university freshmen have higher aspirations than do public university freshmen. Those at private university aspired to be administrative and managerial workers (39%) and professional, technical and related workers (29%), while public university freshmen responded 19% and 14%, respectively.

4.2. Relationship among Educational and Career Aspiration Variables

The statistical analysis, presented in a three-part association between variables relevant to the research model, consists of: 1) the association between parental socialization and student characteristics, 2) the association between student characteristics and the significant others, 3) the association between student characteristics and academic experiences.

In addition, five factors associated with students' aspirations consist of: 4) the association between parental socialization and student aspirations, 5) the association between significant

other and student aspirations, 6) the association between student characteristics and student aspirations, and 7) the association between academic experiences variables and student aspirations, and 8) the best combination of predictors of educational and career aspirations. Acronyms for each of the variables are included in Appendix G.

4.2.1. The Association between Parental Socialization and Student Characteristics

This association was set in order to answer research question 1: “What parental socializations are associated with student characteristics of public and private universities”? Simple correlations were employed to analyze the relationship between parental socialization variables and student characteristics variables.

Table A (Appendix C) shows that for public university students, in general the role of the parent in raising children has a strong correlation to some student characteristics variables such as location of high school (HSDOM), grade point average (GPA), desire to reapply to first choice (REAPLY), effort to gain first choice (EFFROT), higher education for social economic status (HESES), higher education for technology (HETEH), higher education to obtain degree (HEDEG), higher education for making parent proud (HEPROD), and higher education to conform to best friend (HESOL).

The ways of the parents in raising their children, such as father encouraged studying hard (FTPUS2); father pushed to obtain university degree (FTPUS3); mother encouraged to study hard (MTPUS2) and mother pushed to obtain university degree (MTPUS3) all have a negative correlation with grade point average (GPA). The correlation coefficients are: $r = -.229, p < .01$; $r = -.208, p < .01$; $r = -.222, p < .01$; and $r = -.249, p < .01$, respectively. The negative correlation, for example father encouraged to study hard (FTPUS2), indicates that the less present a father’s encouragement, the greater the possibility that those children received a high GPA.

In addition, mother pushed to choose career (MTPUS4); father did not care about higher education (FTPUS5) and mother did not care about higher education (MTPUS5) all have a positive correlation with grade point average (GPA). The correlation coefficients are: $r = .205$, $p < .01$; $r = .197$, $p < .01$; and $r = .192$, $p < .01$, respectively. This positive correlation means that the more parents pushed to chose career and the less they were concerned about higher education, the higher the GPA the student achieved.

A few parents socioeconomic status variables are related to major course of study (STREM), age (AGE), location of high school (HSDOM), higher education for highest position (HEPOS), higher education for prestigious position (HEPROF), higher education for technology (HETEH), Parent's expectation to obtain degree (HEPAR), and higher education for making parent proud (HEPROD). For example, father's highest education (FTEDU), mother's highest education (MTEDU), father's position in workplace (FTPOS) and father's monthly income (FTCOM) has negative correlation with AGE with coefficient correlations of $r = -.236$, $p < .01$; and $r = -.187$, $p < -.01$; $r = -.231$, $p < .01$; and $r = -.230$, $p < .01$, respectively.

It seems that for public university students, the ways in which the parents raised their children were more important than socioeconomic status in retaining their children in a higher education institution. Table A (Appendix D) indicates that for some private university students, studying at their first choice university was still something they hoped to realize in the next academic year. Efforts to be accepted to their first choice university (EFFORT) had a positive correlation with father's highest education (FTEDU), mother's highest education (MTEDU), and mother's monthly income (MTOCU). These coefficient correlations are: $r = .204$; $.231$; and $.202$, respectively. This indicates that the higher a parent's socioeconomic status, the more effort the student made to reapply for admission to the first choice university.

Also, it can be seen that, in general, the association between parental socialization and student characteristics is low. Only a few student characteristics variables, such as higher education for prestigious position (HEPROF), higher education for money (HEMON), higher education for a decent job (HEJOB), higher educations for a degree (HEDEG) and higher education for conform best friends (HESOL) have a strong correlation to parental socialization.

Table 14 summarizes the distinction of the correlation between parental socialization and student characteristics of public and private university students. Based on this table, more private university students' parental socioeconomic status has a positive association with student characteristics variables than for public university students. On the other hand, more public university students' parental encouragement has a negative association than do private university students.

Table 14. Correlation between Parental Socialization and Student Characteristics

	Public University		Private University	
	Positive	Negative	Positive	Negative
FTEDU	STREM	AGE, HSDOM, HEPROD	HSEXAM, EFFORT	HESES, HEJOB, HEINTL, HEWEL, HEDEG
MTEDU	--	HEMON, AGE, HSDOM, ETEH, HEPROD	HSEXAM, EFFORT, HESKIL, HEPROF	HEJOB, HEINTL, HEWEL
FTOCU	--	HESES, HEJOB, HSEXAM, HETEH, HEDEG, HEPOS, HEPROD, HEPROF, HESOL	HSDOM, FCHO, HEPROF, HEMON	STREM, HEHELP, HEDEG, HESOL
MTOCU	HEPOS	HETEH, HEDEG, HEPROD, HEPROF	EFFORT, HEPOS, HEDEG	--
FTPOS	STREM,, HSEXAM	AGE, HESES	STREM, HEPROF	REAPPLY, HEMON, HEJOB, HESOL
MTPOS	--	--	HEPROF, HESES, HEDEG	HEPAR
FTCOM	HSEXAM	AGE, HEINTL	--	SEX, HEMON, HEJOB, HEINTL, HETEH, HEWEL
MTCOM	STREM, HEPOS	HEINTL, HESES, HETEH	SEX, HEPROF, HEJOB	

	Public University		Private University	
	Positive	Negative	Positive	Negative
FTPUS1	--	HEPROD, HEPROF	HEPROF	HSDOM, REAPLY
FTPUS2	HEMON, SEX, HEPROD, GPA, HEJOB, FCHO, HETEH, HSDOM, REAPLY, HEDEG, EFFORT, HEPROF, HESOL	GPA	SEX, AGE	HESOL, HEPROF
FTPUS3	HEJOB, GPA, REAPLY, HSDOM, FCHO, HETEH, EFFORT, HEDEG, HEPROD, HEPROF, HESOL	GPA	--	HESOL
FTPUS4	--	REAPLY, EFFORT REAPLY	HEPROF, HEDEG	--
MTPUS1	HSDOM	SEX, HESES, HETEH, REAPLY, EFFORT, HEPROD, HESOL	--	HSDOM, REAPLY HEPROF, HESOL
MTPUS2	HESES, HSDOM, REAPLY, EFFORT, HEDEG, HEPROD	GPA	SEX, AGE	REAPLY, HESOL
MTPUS3	HESES, HEJOB, HSDOM, REAPLY, EFFORT, HEDEG, HEPROD	--	--	HESOL
MTPUS4	STREM, GPA	REAPLY, EFFORT, HEPROD	EDEG, HESOL	STREM, SEX
FTPUS5	GPA	REAPLY, EFFORT, HEPROD, HEPROF, HESOL	--	--
MTPUS5	GPA	REAPLY, HEPROD, HESOL	--	--

Public university students' parental encouragements have a positive correlation to first choice university (FCHO), effort (EFFORT) and desire to reapply to first choice university (REAPLY), while private university students' parental socioeconomic have a positive correlation with first choice university (FCHO) and effort (EFFORT). It means that parents support their children to attend their first choice university.

4.2.2. The Association Between Significant Others and Student Characteristics

This association was set in order to answer research question 2: "What significant others are associated with student characteristics of public and private universities?" Simple correlations

were employed to analyze the relationship between significant other variables and student characteristics variables.

Table B (Appendix C) indicates that for public university freshmen all significant others, FRIENSO1, FRIENSO2, FRIENSO3, TECHSO1, TECHSO2, and TECHSO3 are positively associated with HSDOM, REAPLY, EFFORT, HETEH, HEDEG, HEPROD, and HESOL with the probability, $p < .01$.

Friends encouraged to enter university (FRIENSO1) has strong associations with location of high school (HSDOM), desire to reapply first choice university (REAPLY), effort to gain first choice university (EFFORT), higher education for decent job (HEJOB), higher education for technology (HETEH), higher education for degree (HEDEG), higher education for making parent proud (HEPROD), and higher education to conform best friends (HESOL) with correlation coefficient of $r = .166, p < .01$; $r = .175, p < .01$; $r = .179, p < .01$; $r = .169, p < .01$; $r = .170, p < .01$; $r = .208, p < .01$; $r = .227, p < .01$ and $r = .216, p < .01$, respectively.

Friends believed university degree to a decent job (FRIENSO2) has strong associations with desire to reapply first choice university (REAPLY), effort to gain first choice university (EFFORT), higher education for degree (HEDEG), higher education for making parent proud (HEPROD), and higher education to conform best friends (HESOL), with correlation coefficients of $r = .173, p < .01$; $r = .272, p < .01$; $r = .261, p < .01$; $r = .242, p < .01$; and $r = .201, p < .01$, respectively.

High school teacher encouraged to enter university (TECHSO1) has strong associations with desire to reapply first choice university (REAPLY), effort to gain first choice university (EFFORT), higher education for technology (HETEH), higher education for degree (HEDEG), higher education for making parent proud (HEPROD), and higher education to conform best

friends (HESOL), with correlation coefficients of $r = .270, p < .01$; $r = .201, p < .01$; $r = .187, p < .01$; $r = .259, p < .01$; $r = .239, p < .01$; and $r = .214, p < .01$, respectively. This strong positive association indicates that the greater the significant others' influence on the student, the more effort the student made to reapply for admission to the first choice university. Also, this indicates that the higher the significant others' influence on the student, the more focused the student is in attaining a university for a degree; the more concerned a student is in making parents proud; and the more concerned a student is about entering university in order to conform best friends.

Table B (Appendix D) shows that for public university students, significant others have fewer strong positive or negative correlations with student characteristics regarding their educational attainment. Only friends believed university degree improve social status (FRIENDSO3), high school teacher encouraged to enter university (TECHSO1), and high school teacher believed university degree improve social status (TECHSO3) have correlations with AGE, GPA, HEPOS, HESES, HETEH, HELEP, and HEPAR.

Friends encouraged to enter university (FRIENDSO3) has strong positive associations with types of university age (AGE), higher education to obtain a higher position in a workplace (HEPOS), higher education to raise socioeconomic status (HESES), and higher education to develop knowledge and technology (HETEH), with correlation coefficients of $r = .242, p < .01$; $r = .197, p < .05$; $r = .181, p < .05$; $r = .161, p < .05$, respectively.

Furthermore, high school teacher believed university degree improve social status (TECHSO3) has strong associations with grade point average (GPA), effort to gain first choice university (EFFORT), higher education to help people (HEHELP), Parent's expectation to obtain degree (HEPAR), with correlation coefficients of $r = .257, p < .01$; $r = .161, p < .05$; $r = .163, p < .05$; and $r = .246, p < .01$, respectively.

Table 15 summarized the distinction between correlations of significant others and student characteristics in public and private university students. Based on this table, the association between both dimensions shows that significant others influenced public university students more significantly than they did private university students. More public university students' significant others showed positive associations with student characteristics than with private university students.

Almost all significant others of public university students had positive correlations with effort (EFFORT); desire to reapply first choice university (REAPLY); higher education for conform best friends (HESOL); higher education for making parents proud (HEPROD); higher education for technology (HETEH); and higher education for a degree (HEDEG).

Table 15. Correlation between Significant Others and Student Characteristics

	Public University		Private University	
	Positive	Negative	Positive	Negative
FRIENSO1	HSDOM, REAPLY, EFFORT, HEPOS, HEJOB, HETEH, HEDEG, HEPROD, HESOL	--	HESES	STREM, AGE, HEPROD
FRIENSO2	REAPLY, EFFORT, HETEH, HEHELP, HEDEG, HEPROD, HESOL	--	HEJOB	GPA
FRIENSO3	HSDOM, REAPLY, EFFORT, HESKIL, HESES, HEJOB, HEPROD, HESOL	HSEXAM	AGE, GPA, HEPOS, HEPROF, HESES, HETEH	--
TECHSO1	REAPLY, EFFORT, HESES, HETEH, HEHELP, HEDEG, HEPROD, HESOL	--	--	STREM, AGE, HSEXAM, GPA, HEMON, HEPROD
TECHSO2	AGE, HETEH, HEDEG, HEPROD, HESOL	--	HEJOB	STREM
TECHSO3	REAPLY, EFFORT, HETEH, HEDEG, HEPROD, HESOL	HSEXAM	HSEXAM, REAPLY EFFORT, HEHELP, HEPAR	--

4.2.3. The Association between Student Characteristics and Collegiate Experiences

These associations were set to answer research question 3: “What student characteristics are associated with collegiate experiences of public and private universities”? Simple correlations were employed to analyze the relationship between student characteristics variables regarding collegiate experiences.

4.2.3.1. Academic Integration

Table C (Appendix C) shows that for public university students, academic integration during their first year of study has strong negative correlation with some variables of sex (SEX), grade point average (GPA), desire to reapply first choice (REAPLY), effort to gain first choice university (EFFORT), higher education for prestigious position (HEPROF), higher education for money (HEMON), higher education for social economic status (HESES), higher education for a decent job (HEJOB), higher education for technology (HETEH), higher education to obtain degree (HEDEG), higher education to making parent proud (HEPROD) and higher education to conform to best friend (HESOL). These correlations are significant at the .01 level.

An example of a strong negative association can be described as follows: effort (EFFORT) has a strong correlation with attend science seminar (ACINT3), actively involved in study group (ACINT4), met with professor for academic purpose (ACINT5), and attend management and leadership seminar (ACINT7), with correlation coefficients of $r = -.407$, $p < .01$; $r = -.138$, $p < .05$; $r = -.229$, $p < .01$; and $r = -.233$, $p < .01$, respectively.

In addition, study at night to review class (ACINT1) has strong positive correlation with first choice university (FCHO), desire to reapply first choice university (REAPLY), higher education for prestigious position (HEPROF), higher education for money (HEMON), higher education for social economic status (HESES), higher education for a decent job (HEJOB),

higher education for technology (HETEH), higher education for help people (HEHELP), higher education for degree (HEDEG), parent's expectation to obtain degree (HEPAR), higher education for making parent proud (HEPROD), and higher education to conform best friend (HESOL). Their correlation coefficients of r are: .274; .321; .145; .223; .264; .269; .321; .337; .331; .316; .348; and .379, respectively with probabilities $p < .01$.

These positive associations indicate that the more a student goes to library, the greater the student's desire to attend the first choice university, the greater the desire to reapply to the first choice university, and the greater the motivation to attend university in order to obtain prestigious position.

Table C (Appendix D) shows that, overall, unlike their public university student counterparts, the characteristics of private university students have a low correlation with academic integration during their first year of study. Only a few student characteristics have both low negative and positive correlations, such as stream (STREM); age (AGE); and higher education to conform best friend (HESOL).

Major course of study (STREM) has correlations with study at night to review class (ACINT1); go to library (ACINT2); attended science seminar (ACINT3); actively involved in study group (ACINT4); and discussed material with classmates (ACINT6), with correlation coefficients of $r = -.262, p < .01$; $r = -.281, p < .01$; $r = -.160, p < .05$; $r = -.176, p < .05$; and $r = -.359, p < .01$, respectively.

Age (AGE) has strong negative correlations with study at night to review class (ACINT1); go to library (ACINT2); and discussed material with classmates (ACINT6), with correlation coefficient of $r = -.297, p < .01$; $r = -.222, p < .01$; and $r = -.395, p < .01$, respectively.

Higher education to conform best friend (HESOL) has correlations with attended science seminar (ACINT3); met with professor for academic purpose (ACINT5); and attend management and leadership seminar (ACINT7) with correlation coefficients of $r = .229, p < .01$; $r = .190, p < .05$ and $r = .335, p < .01$, respectively.

Table 16 summarizes the correlation distinction between academic integration and student characteristics of public and private university students. More public university students' academic integration variables have both positive and negative associations with student characteristics than do private university students. For public university students, there are no correlations between student characteristics and go to library (ACINT2), or attend management and leadership seminar (ACINT 7), while for private university students, there are no correlations between student characteristics and attended science seminar (ACINT3), or attend management and leadership seminar (ACINT 7).

Table 16. Correlation between Academic Integration and Student Characteristics

	Public University		Private University	
	Positive	Negative	Positive	Negative
ACINT1	AGE, FCHO, REAPLY HEPOS, HEPROF, HEMON, HESES, HEJOB, HETEH, HEHELP, HEDEG, HEPAR, HEPROD, HESOL	SEX, GPA	AGE, HSDOM, HEPROF, HEPROD	--
ACINT2	--	--	HESKIL, HEWEL HEPROD	--
ACINT3	GPA	HSDOM, REAPLY, EFFORT HEMON, HESES, HETEH, HEDEG HEPROD, HESOL	--	--
ACINT4	GPA	EFFORT, HESES, HEPROD	HEJOB, HEWEL	--
ACINT5	--	REAPLY, EFFORT, HEMON, HESES, HEJOB, HETEH, HEHELP, HEWEL, HEDEG, HEPAR, HEPROD, HESOL	HEWEL	
ACINT6	HEPOS, HEPROF, HEMON, HESES, HETEH, HEHELP, HEPAR, HESOL	GPA, FCHO	REAPLY, HESKIL HEPROF, HEHELP HEWEL	
ACINT7	--	--	--	--

4.2.3.2. Social Integration

Table C (Appendix C) shows that for public university students, social integration variables have negative correlations with variables such as location of high school (HSDOM); high school exam (HSEXAM); desire to reapply first choice university (FCHO); effort to gain first choice university (EFFORT); higher education for money (HEMON); higher education for raise socioeconomic status (HESES); higher education to easily obtain a decent job (HEJOB); higher education to develop knowledge and technology (HETEh); higher education to help people (HEHLP); higher education to obtain degree (HEDEG); higher education for making parent proud (HEPROD); and higher education to conform best friends (HESOL).

Some of these negative correlations can be described as follows: location of high school (HSDOM) has strong negative correlations with informal contact with professor, advisor or administrator (SOINT2): attend school or friends' party (SOINT3); and helped social activities in school (SOINT5), with correlation coefficients of $r = -.201, p < .01$; $r = -.225, p < .01$; and $r = -.234, p < .01$, respectively. These negative correlations mean that those students who have higher social integration come from urban areas.

High school exam (HSEXAM) has strong negative correlation with involved in extra curricular or student organization (SOINT1); attend school or friends' party (SOINT3); having entertainment with classmates or roommates (SOSINT4); and helped social activities in school (SOINT5) with correlation coefficients of $r = -.209, p < .01$; $r = -.162, p < .05$; $r = -.187, p < .01$ and $r = -.166, p < .05$, respectively. This means that the higher the level of social integration, the lower the high school exam grade.

Desire to reapply first choice university (REAPLY) has strong negative correlations with informal contract with professor, advisor or administrator (SOINT2); attend school or friends'

party (SOINT3); and having entertainment with classmates or roommates (SOINT4); and helped social activities in school (SOINT5) with correlation coefficient of $r = -.305 < .01$; $r = -.263, p < .01$; $r = -.290, p < .01$ and $r = -.312 p < .01$, respectively. This means that the greater level of social integration belongs to students who have the desire to reapply to their first choice university.

Higher education to conform best friends (HESOL) has positive correlations with informal contract with professor, advisor or administrator (SOINT2); attend school or friends' party (SOINT3); and having entertainment with classmates or roommates (SOINT4), with correlation coefficients of $r = .139, p < .05$; $r = .154, p < .05$; and $r = .194 p < .01$, respectively. It means that the greater level of social integration belongs to students who attempt to conform to their best friends regarding studying at university.

For private university students, some student characteristics variables have correlations with social integration during their first year study, such as major course of study (STREM); age (AGE), high school exam (HSEXAM); and effort to gain first choice university (EFFORT).

Major course of study (STREM) has correlations with attend school or friends' party (SOINT3) and having entertainment with classmates or roommates (SOINT4), with correlation coefficient of $r = -.197, p < .05$; and $r = -.268, p < .05$, respectively.

Age (AGE) has correlations with attend in school or friends' party (SOINT3) and having entertainment with classmates or roommates (SOINT4), with correlation coefficient of $r = -.276, p < .01$; and $r = -.220, p < .01$, respectively.

Table 17 summarizes the correlation distinction between social integration and student characteristics of public and private university students. More public university students' social integration variables have both positive and negative associations with student characteristics

than do private university student. High school exam is the most important variable that influences social integration in the first year study.

For private universities, informal contract with professor, advisor or administrator (SOINT2) is not an important variable because there is no strong correlation with student characteristics.

Table 17. Correlation between Social Integration and Student Characteristics

	Public University		Private University	
	Positive	Negative	Positive	Negative
SOINT1	SEX, HSEXAM	AGE, HEPOS, HEJOB, HEPAR, HESOL	HEHELP, HEWEL	--
SOINT2	HSEXAM, HEPROF, HEMON, HESES, HEWEL	--	--	--
SOINT3	HSEXAM, EFFORT, HEPROF, HEMON, HEJOB, HEPROD, HESOL	GPA	--	HEPROF, HESOL
SOINT4	HSEXAM, HEPROF, HEMON, HESES, HEJOB, HETEH, HEHELP, HEPAR, HEPROD, HESOL	--	--	AGE, HEPROF, HESES, HEINTL, HETEH
SOINT5	HSEXAM, REAPLY	HEPOS, HEINTL	HEHELP	HEPAR

4.2.3.3. Environmental Satisfaction

For public university students, college-environment satisfaction has strong correlations with some student characteristics, such as major course of study (STREM), first choice university (FCHO) and effort to gain the first choice university (EFFORT). Major course of study (STREAM) has correlations with academic reputation (CAMP1); intellectual environment (CAMP2); students' relationship with faculty/administrator (CAMP3); relationship among students (CAMP4); relationship among students (CAMP5); and professors' teaching method (CAMP6), with correlation coefficients of $r = .252, p < .01$; $r = .297, p < .01$; $r = .139, p < .05$; $r = .167, p < .05$; $r = .269, p < .01$; and $r = .290, p < .01$, respectively.

First choice university (FCHO) has correlations with intellectual environment (CAMP2); students' relationship with faculty/administrator (CAMP3); relationship among students (CAMP4); and professors' teaching method (CAMP6), with correlation coefficients of $r = .169$, $p < .05$; $r = .159$, $p < .05$; $r = .187$, $p < .05$; and $r = .212$, $p < .01$, respectively.

The college-environment satisfaction of private university students has correlations with age (AGE) and grade point average (GPA). Students' age (AGE) has positive correlations with intellectual environment (CAMP2); students' relationship with faculty/administrator (CAMP3); relationship among students (CAMP4); and professor grading assignment and exams (CAMP8), with correlation coefficients of $r = .303$, $p < .01$; $r = .246$, $p < .01$; $r = .193$, $p < .01$; $r = .288$, $p < .01$; and $r = .226$, $p < .01$, respectively.

Grade point average (GPA) has positive associations with academic reputation (CAMP1); intellectual environment (CAMP2); academic facilities (CAMP6); and professor grading assignment and exams (CAMP8), with correlation coefficient of $r = .228$, $p < .01$; $r = .211$, $p < .01$; $r = .159$, $p < .05$; and $r = .218$, $p < .01$, respectively.

Table 18 summarizes the correlation distinction between college-environment satisfaction and student characteristics of public and private university students. More public university students' college-environment satisfaction variables have both positive and negative associations with student characteristics than do private university students'.

Major course of study (STREM), age (AGE), first choice university (FCHO), and effort to gain first choice university (EFFORT) are the most important variables influencing college-environment satisfaction in the first year study of public university students. Professor grading assignment and exams (CAMP8) is not an important variable, because no strong correlation with student characteristics exists.

For private universities, previous grade point average (GPA) and age (AGE) are the most important variables influencing college-environment satisfaction in the first year study. Relationship among students (CAMP5) is not an important variable, because no strong correlation with student characteristics exists.

Table 18. Correlation between College-Environment and Student Characteristics

	Public University		Private University	
	Positive	Negative	Positive	Negative
CAMP1	STREM, AGE, HESKIL, HEPOS, HEMON, HESES, HEINTL, HETEH, HEWEL, HEPAR, HEPROD HESOL	--	GPA	HEJOB
CAMP2	STREM, AGE, FCHO, REAPLY, HESOL	--	STREM, AGE, HSEXAM, GPA, EFFORT	--
CAMP3	STREM, FCHO	--	AGE, EFFORT	HEPROD
CAMP4	STREM, FCHO, REAPLY, EFFORT, HEPROD	--	AGE	HESOL
CAMP5	STREM	HSDOM, REAPLY, EFFORT, HEMON, HESES, HEJOB, HETEH, HEHELP, HEDEG, HEPROD, HESOL	--	--
CAMP6	TREM, GPA, FCHO	AGE, EFFORT, HEPOS, HEMON, HEJOB, HETEH, HEHELP	AGE, GPA	--
CAMP7	SEX.	HEHELP		HEPROD
CAMP8	--	--	AGE, GPA	--
CAMP9	--	SEX	-	--

4.2.4. Factors Associated with Students' Aspirations

These associations were set to answer research question 4: "Which independent variables -- student characteristics dimension, parental socialization dimension, significant others dimension and collegiate experiences dimension -- are the best combination to predict educational and career aspirations of Indonesian College Freshmen?"

In order to answer this research question, first, zero order correlation among variables of four dimensions and aspiration was employed in order to analyze the relationship.

Second, four independent variables -- student characteristics dimension, parental socialization dimension, significant others dimension, and collegiate experiences dimension -- and four dependent variables -- educational aspirations, expecting position as government employee, expecting position as private employee, and career aspirations--were regressed using the simple regression method.

4.2.4.1. The Association between Student Characteristics and Aspirations

Table 19 reviews the correlation distinction between student characteristics variables and students' aspirations of public and private university students based on Table F (Appendix C and D). It can be seen that, as a result of the number of correlations, student characteristic variables for public university students are more influential in aspirations than private university student.

For public university students, most correlational variables are positive except for age (AGE) and grade point average (GPA). Career aspirations (CARASP) was most influenced by student characteristics, while expecting career as private employee (CARPRI) was least influenced by student characteristics variables. Furthermore, for private university students, career aspirations were not influenced by student characteristics variables.

For public university students, two positive significant effects appear for desire to reapply first choice university (REAPLY) and motivation to attain higher education for a decent job (HEJOB) and one negative significant effect for age (AGE) on the educational aspirations. The negative sign for age indicates that the older student in public universities reflected lower educational aspirations, whereas, for private university students, there are two negative effects, higher education for prestigious position (HEPROF) and higher education for making parent proud (HEPROD). The negative sign indicates that students are motivated to attain higher education not because they want to make parents proud.

For public university students, there are five positive significant effects on expecting position as government employee and two positive significant effects on expecting position as private employee. The former positive significant effects are effort to gain first choice university (EFFORT), higher education for prestigious position (HEPROF), higher education for a decent job (HEMON), higher education for social economic status (HESES) and higher education for help people (HEHELP), the latter are high school exam (HSEXAM) and desire to reapply first choice university (REAPLY).

For private university students, there are negative effects for major course of study (STREAM) and positive effects for higher education to conform best friend (HESOL) on expecting position as government employee, and three positive effects, major of study (STREAM), age (AGE) and desire to reapply first choice university (REAPLY) and one negative effect, higher education to conform best friends (HESOL), on expecting position as private employee.

For public university students, eleven variables of student characteristics have a significant effect on career aspirations, ten variables are positive and one is negative, while for private university students, no significant effects appear on career aspirations.

Table 19. Correlation between Student Characteristics and Aspirations

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
STREM	0	0	0	0	0	--	++	0
SEX	0	0	0	0	0	0	0	0
AGE	-	0	0	+	0	0	++	0
HSDOM	0	0	0	++	0	0	0	0
HSEXAM	0	0	+	0	0	0	0	0
GPA	0	0	0	--	0	0	0	0
FCHO	0	0	0	0	0	0	0	0
REAPLY	++	0	+	++	0	0	+	0
EFFORT	0	+	0	++	0	0	0	0
HESKIL	0	0	0	+	0	0	0	0
HEPOS	0	0	0	0	0	0	0	0
HEPROF	0	++	0	0	--	0	0	0
HEMON	0	+	0	0	0	0	0	0
HESES	0	+	0	+	0	0	0	0

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
HEJOB	+	0	0	0	0	0	0	0
HEINTL	0	0	0	0	0	0	0	0
HETEH	0	0	0	0	0	0	0	0
HEHELP	0	+	0	0	0	0	0	0
HEWEL	0	0	0	0	0	0	0	0
HEDEG	0	0	0	+	0	0	0	0
HEPROD	0	0	0	++	--	0	0	0
HESOL	0	0	0	+	0	+	-	0

++ Positive correlation is significant at the .01 level

+ Positive correlation is significant at the .05 level

-- Negative correlation is significant at the .01 level

- Negative correlation is significant at the .05 level

4.2.4.2. The Association between Parental Socialization and Aspirations

Table 20 summarizes the correlation distinction between parental socialization variables and aspirations of public and private university students based on Table D (Appendix C and D). It can be seen that, for public university students, parental socioeconomic status -- father's highest education, mother's highest education, father's position in workplace, mother's position in workplace, and father's monthly income -- have correlations with aspirations. Only a few parent raises children variables have correlations with aspirations, such as father encouraged to attend university, mother pushed to obtain university degree, and mother did not care about higher education.

Almost all parental socioeconomic status for students of both types of universities has a positive correlation with aspirations, with the exception of MTEDU, FTOCU and MTCOM. Mother's highest education variables have a negative correlation with career aspirations, father's occupation has a negative correlation with career aspirations, while mother's monthly income has a negative correlation with educational aspirations.

For public university students, expecting position as private employee (CARPRI) was positively associated with some socioeconomic variables such as father's highest education,

mother's highest education, father's position in workplace, and father's monthly income, while for private university students, educational aspirations (EDUASP) was influenced by father's highest education, mother's highest education and father's position in workplace.

For both types of university students, parental encouragement variables are not very influential factors on aspirations because only a few of them have correlations with aspirations. In addition, only fathers encourage attending university has a positive significant effect on educational aspirations and expecting position as private employee.

Table 20. Correlation between Parental Socialization and Aspirations

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
FTEDU	0	+	++	0	+	0	--	0
MTEU	++	++	++	-	++	0	--	0
FTOCU	0	0	0	-	0	0	0	0
MTOCU	0	0	0	0	0	0	0	0
FTPOS	+	++	++	0	+	++	++	0
MTPUS	0	0	0	+	0	0	+	+
FTCOM	0	0	+	0	+	0	0	0
MTCOM	--	0	0	0	0	0	0	0
FTPUS1	+	0	+	0	+	0	0	0
FTPUS2	0	0	0	0	0	--	--	0
FTPUS3	0	0	0	0	0	0	0	0
FTPUS4	0	0	0	0	0	0	0	0
MTPUS1	0	0	0	0	0	-	-	0
MTPUS2	0	0	0	0	0	0	0	0
MTPUS3	0	0	0	--	0	0	--	0
MTPUS4	0	0	0	0	0	0	0	0
FTPUS5	0	0	0	0	0	0	0	0
MTPUS5	0	0	0	+	0	0	0	0

++ Positive correlation is significant at the .01 level

+ Positive correlation is significant at the .05 level

-- Negative correlation is significant at the .01 level

- Negative correlation is significant at the .05 level

4.2.4.3. The Association between Significant Others and Aspirations

Table 21 summarizes the distinction of significant others variables and aspirations of public and private universities based on Table E (Appendix C and D). As seen in Table 21, for public and private university students there were no significant effects of friends on educational aspirations,

while high school teachers have significant effects on them. There was a negative significant effect of high school teaches of public university freshmen who believed attending university could easily lead to finding a decent job (TECHSO2) and educational aspiration. For private university student, there were two significant positive effects, high school teacher encouraged to enter university (TECHSO1) and high school teacher believed university degree improve social status (TECHSO3) on educational aspirations.

All significant others variables of public university students have significant positive effects on career aspirations; on the contrary, there were no significant effects of significant others of private university student on expecting position as government employee (CARGOV).

More public university students' significant others variables have both positive and negative correlations with aspirations than private university students. For public university students, all significant other variables have a strong positive correlation with career aspirations (CARASP), while for private university students, career aspirations were influenced only by friends believed university degree improve social status (FRIENSO3).

Table 21. Correlation between Significant Others and Aspirations

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
FRIENSO1	0	0	0	++	0	0	--	0
FRIENSO2	0	0	0	++	0	0	0	0
FRIENSO3	0	-	0	++	0	0	0	+
TECHSO1	0	0	0	++	++	0	--	0
TECHSO2	--	0	-	++	0	0	0	0
TECHSO3	0	--	0	++	++	0	0	0

- ++ Positive correlation is significant at the .01 level
- + Positive correlation is significant at the .05 level
- Negative correlation is significant at the .01 level
- Negative correlation is significant at the .05 level

4.2.4.4. The Association between Collegiate Experiences and Aspirations

Table 22 summarizes the correlation between collegiate experiences variables and students' aspirations of public and private university students based on Table G (Appendix C and D). For

public university students, there are four positive significant effects of academic integration for expecting position as government employee (CARGOV) and career aspirations (CARASP). Go to library (ACINT2) has a significant effect on expecting position as government employee and career aspirations; attend science seminar (ACINT3) has a significant effect on career aspirations; and attend management and leadership seminar (ACINT7) has a significant effect on expecting position as government employee. There is no significant effect of academic integration on educational aspirations. For private university students, there are two negative significant effects of academic integration on educational aspirations and one positive effect on career aspirations. Study at night to review class (ACINT1) and met with professor for academic purpose (ACINT5) both have significant effects on educational aspirations and career aspirations. There is no significant effect of academic integration on expecting position as government employee and expecting position as private employee.

For public university students, there are four positive significant effects of social integration on expecting position as government employee (CARGOV) and expecting position as private employee (CARPRI). Informal contact with professor, advisor and administrator (SOINT2) has a significant effect on both CARGOV and CARPRI and having entertainment with classmates or roommates (SOINT4) also has a significant effect on both CARGOV and CARPRI. Surprisingly, for private university students, there is no significant effect of social integration on the four dependent variables.

For public university students, there are seven positive and four negative effects of environmental satisfaction variables on educational aspirations (EDUASP), expecting position as private employee (CARPRI) and career aspirations (CARASP). Professor's teaching method (CAMP7) has a significant effect on educational aspirations; intellectual environment (CAMP2)

has a significant effect on both CARPRI and CARASP; relationship among students (CAMP4) has significant effect on both CARPRI and CARASP; service to students (CAMP6) has a positive significant effect on CARPRI and negative effect on CARGOV and CARASP; academic reputation (CAMP1) has a positive significant effect on CARASP; and syllabi and the implementation (CAMP9) has a negative effect on educational aspirations. For private university students, there are two positive significant effects, intellectual environment (CAMP2) and syllabi and the implementation (CAMP9) on expecting position as private employee. There is no environmental satisfaction effect on educational aspirations, expecting position as government employee, or career aspirations.

It can be seen that, because of the number of correlations, collegiate experiences variables of public university students are more influential to aspirations than private university students. For public university student, the correlation between career aspirations (CARASP) and collegiate experiences is better than educational aspirations (EDUASP); expecting position as government employee (CARGOV) and expecting position as private employee (CARPRI). In addition, most career aspirations were influenced by college-environment satisfaction, while for private university students, it seems that collegiate experiences are not an important influential factor on aspirations because only a few of that variable correlate with one another.

Table 22. Correlation between Collegiate Experiences and Aspirations

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
ACINT1	0	0	0	0	-	0	0	0
ACINT2	0	+	0	+	0	0	0	0
ACINT3	0	0	0	++	0	0	0	0
ACINT4	0	0	0	0	0	0	0	0
ACINT5	0	0	0	0	-	0	0	++
ACINT6	0	0	0	0	0	0	0	0
ACINT7	0	+	0	0	0	0	0	0
SOINT1	0	0	0	0	0	0	0	0
SOINT2	0	+	++	0	0	0	0	0
SOINT3	0	0	0	0	0	0	0	0
SOINT4	0	++	++	0	0	0	0	0

	Public Universities				Private Universities			
	EDUASP	CARGOV	CARPRI	CARASP	EDUASP	CARGOV	CARPRI	CARASP
SOINT5	0	0	0	0	0	0	0	0
CAMP1	0	0	0	+	0	0	0	0
CAMP2	0	0	+	+	0	0	+	0
CAMP3	0	0	0	0	0	0	0	0
CAMP4	0	0	++	++	0	0	0	0
CAMP5	0	0	0	--	0	0	0	0
CAMP6	0	-	+	-	0	0	0	0
CAMP7	+	0	0	0	0	0	0	0
CAMP8	0	0	0	0	0	0	0	0
CAMP9	--	0	0	0	0	0	++	0

++ Positive correlation is significant at the .01 level

+ Positive correlation is significant at the .05 level

-- Negative correlation is significant at the .01 level

- Negative correlation is significant at the .05 level

4.2.5. The Best Combination of Predictor of Educational and Career Aspirations

Table 23 summarizes the distinction of the best predictors of educational and career aspirations of public and private university students based on Table A (Appendix F). Overall, public university students have more variables entered as predictors than do private university students.

For public university students, parental socialization is the best predictor of educational aspirations, expecting position as government employee, expecting position as private employee and career aspirations, while for private university students, it is only the best predictor of educational aspiration and career aspirations. It means that the role of public university students' parents is relatively higher than that of private university students. From this table, it can be seen that the public university mother's role is relatively important regarding educational aspirations than fathers and parental socioeconomic status is more important than parental encouragement.

In addition, significant others of public university students include as the best predictors of educational aspiration, expecting position as government employee, and expecting position as private employee, while for private university students, it is included only as the best predictor of educational aspirations. From this table, it can be seen that the high school teacher of public university students has a more important role than friends regarding their decision to obtain

higher education and occupation for the future. Friends and high school teachers believed that higher education is the best way to obtain the better job.

Table 23. The Distinction of Predictors' Public and Private Universities

Dependent Variables	The Best Predictor of Dependent Variables	
	Public University	Private University
Educational Aspirations	<ol style="list-style-type: none"> 1. Mother highest education 2. Mother monthly income 3. Father encouraged to attend university 4. Mother occupation 5. First choice university 6. Location of high school 7. H.E to easily obtain a decent job 8. H.E to conform to best friends 9. H.E. to making parent proud 10. H.S teacher encouraged to enter university 11. H.S teacher believed university degree improve status social 12. H.S teacher believed university degree to decent job 13. Involved in extra curricular or student organization 14. Informal contact with professor, advisor or administrator 15. Actively involved in study group 16. Academic reputation 17. Professor grading assignment and Exams 18. Syllabi and that implementation 	<ol style="list-style-type: none"> 1. Mother pushed to obtain university degree 2. H.E. to making parent proud 3. Desire to reapply first choice university 4. Age 5. High school exam 6. H.S teacher believed university degree improve status social 7. H.S teacher encouraged to enter university 8. H.S teacher believed university degree to decent job 9. Involved in extra curricular or student organization 10. Informal contact with professor, advisor or administrator 11. Students' relationship with Faculty/administrator
Expecting positions As Government Employee	<ol style="list-style-type: none"> 1. Father's position in workplace 2. Mother encouraged to study hard 3. H.E to help people 4. Sex 5. Having entertainment with classmates roommates 6. H.S teacher believed university degree to decent job 7. Friend encouraged to enter university 8. Friend believed university degree improve social status 9. H.S teacher encouraged to enter university 10. Attend management and leadership seminar 	<ol style="list-style-type: none"> 1. Major of study 2. Study at night to review class 3. Go to library 4. H. E to conform to best friends
Expecting Position as Private Employee	<ol style="list-style-type: none"> 1. Father's highest education 2. High school exam 3. Friends believed university degree to decent job 4. H.S teacher believed university degree to decent job 	<ol style="list-style-type: none"> 1. Mother's position in workplace 2. Father pushed to study hard 3. Mother pushed to study hard 4. Major of study 5. Age 6. Desire to reapply first choice university

Dependent Variables	The Best Predictor of Dependent Variables	
	Public University	Private University
	5. H.S teacher believed university degree improve status social 6. Relationship among students 7. Study at night to review class	
Career aspirations	1. Father's occupation 2. Mother highest education 3. Father's position in workplace 4. Age 5. H.E to help people 6. Involved in extra curricular or student organization 7. Informal contact with professor, advisor or administrator 8. Study at night to review class	1. Father's occupation 2. H.E to conform to best friends 3. H.E to raise socioeconomic status 4. Involved in extra curricular or student organization 5. Discussed material with classmate

Generally, for both types of university students, in term of social integration, two variables -- involved in extra curricular or student organization and informal contact with professor, advisor and administrator – are the most important predictors, while for academic integration, study at night to review class is the most important predictor.

The following table depicts the best predictor of independent variables using the merged data of public and private university students for its regression. The result of regression with the stepwise method can be seen in Table B (Appendix F).

Table 24. The Best Combination of Predictors of Sample Population

Dependent Variables	The Best Combination of Predictor
Educational Aspirations (10 variables)	1. MTEDU (++) (Mother highest education); 2. MTCOM (--) (Mother monthly income); 3. AGE (--) (Age); 4. HEPROD (--) (Higher education to make parent proud); 5. HEJOB (++) (Higher education for a decent job); 6. SOINT2 (--) (Informal contact with professor, advisor or administrator); 7. SOINT3 (--) (Attend in school or friends' party); 8. ACINT4 (++) (Active in study group); 9. FRIENSO3 (++) (Friends believed university improve social status); and 10. TECHSO3 (++) (H.S. Teacher believed university improve social status).
Expecting Position as Government Employee (5 variables)	1. FTPOS (++) (Father's position in workplace); 2. EFFORT (++) (Effort to gain first choice university); 3. HEHELP (++) (Higher education for help people); 4. TECHSO3 (+) (H.S. Teacher believed university improve social status); and 5. ACINT7 (-) (Attend management or leadership seminar).
Expecting Position as Private Employee (4 variables)	1. FTEDU (++) (Father's highest education); 2. FRIENSO2 (-) (Friends believed university degree for a decent job); 3. ACINT5 (++) (Met professor for academic purpose) and 4. CAMP9 (+) (Syllabi and its implementation).

Dependent Variables	The Best Combination of Predictor
Career Aspirations (7 variables)	1. MTPUS3 (++) (Mother pushed to obtain university degree); 2. FTPUS5 (--) (Father didn't care higher education); 3. FTPUS2 (++) (Father encouraged to study hard); 4. AGE (++) (age); 5. HEDEG (+) (higher education for a degree); 6. FRIENSO3 (++) (Friends believed university improve social status) and 7. SOINT1 (+) (Involved in extra curricular or student organization).

- ++ Positive correlation is significant at the .01 level
- Negative correlation is significant at the .05 level
- + Positive correlation is significant at the .05 level
- Negative correlation is significant at the .01 level

5. DISCUSSION AND IMPLICATION OF THE STUDY

5.1. Discussion

This researcher employed four dimensions as independent variables -- student characteristics, parental socialization, significant other, and collegiate experience -- to investigate their relationships to personal preferences as dependent variables. Personal preferences were represented by four variables: educational aspirations, expecting position as government employee, expecting position as private employee, and career aspirations.

With respect to Weidman's Model of Undergraduate Socialization as the basic model of the study, the researcher tried to examine the current study and compare it to the Weidman's model because, when introduced into the recent literature, the validity of the model for research remains unexamined. In addition, according to Weidman, students enter to college with a set of background characteristics such as socioeconomic status, aptitudes, career preferences, aspirations, values and the like, and normative pressures deriving from both parents and other non-college reference groups such as peers, employers, and community (Pascarella & Terenzini, 1991).

The following discussion is organized based on the correlational analysis between the above four dimensions and personal preferences. Within each dimension, independent variables significantly related to the educational and career aspirations and the best predictors are paid greater attention. The merged data of both public and private university students were regressed in order to analyze the best predictors of students' aspirations (See Table 24).

Because the two dependent variables -- expecting position as government employee and private employee -- are the new variables and were never used as criterion in the previous research of educational and career aspirations, it is very difficult to compare this study to the

others. It should be noted, however, that these two independent variables are not effective enough to be employed in the model, because only about 9% of the variability of underlying factors in expecting position as government employee are explained by five selected predictor variables, and only about 10% of the variability of underlying factors in expecting position as private employee are explained by four selected predictor variables.

5.1.1. Student Characteristics Dimension

Resembling to Weidman's Model, which includes five background characteristics (socioeconomic status, aptitude, career preferences, aspirations and values), the current study employed personal, aptitude, and values variables. For the purpose of this study, values refer to students' motivations to attend a higher education institution for their future personal career.

The current study shows there were occurrences of positive significant effects of student characteristics: desire to reapply first choice (REAPPLY), effort to gain first choice university (EFFORT), higher education for prestigious position (HEPROF), higher education for earn money (HEMON), higher education for social economic status (HESES), and higher education for a decent job (HEJOB). Although the researcher did not find reapply to first choice university and effort to gain first choice university variables to be significantly positive in the others studies, this study proved that correlation.

It is obvious that first year study is a very crucial stage for many students who are not studying at their first choice university. For freshmen students who were forced to study involuntarily, they planned to reapply for admission the next year. Because of the fierce competition to enter public university, these students need to be better prepared than they were previously. This was evidenced by students who responded when asked whether they were attending their first choice school or university: 47% of public university students responded

“yes” and 52% “no” to the question; while 80% of private university students responded “no” and only 19% said “yes”.

In order to reapply to their first choice university, students spend additional money and time for organized test preparation training. About 39% of the students at private university and about 16% of those at public university prefer being involved in such training rather than studying on their own.

Some motivation variables, higher education for prestigious position (HEPROF); higher education for earn money (HEMON); and higher education for social economic status (HESES) have a positive significant effect on educational aspirations, expecting position as government employee, and career aspirations. These findings are relevant to the social mobility and human capital theory, which the strongest motivation of students to enter university is to obtain intellectual development enough to find a decent job, and to achieve a prestigious position in the workplace in order to uplift their socioeconomic status. It is obvious that in some developing countries, where economic conditions tend to grow steadily, higher education is the best place for preparing an individual to enter the workforce (Notodihardjo, 1985 & Cote 1997).

Contrary to the study of educational aspirations, especially Weidman’s study on the impact of campus experiences and parental socialization on undergraduates’ career choices (1984), the current study found that academic performance -- high school exam and grade point average -- were not included as predictors of students’ aspirations.

5.1.2. Parental Socialization Dimension

Consistent with Weidman’s model of Undergraduate Socialization as the basic model, the current research shows its similarities and differences of significant effects for parental socialization on personal preferences. The similarities and differences are that not only do

parental socioeconomic indicators and parental encouragement have positive significant effects, but negative significant effects as well.

Relevant to some research in educational and career aspirations (Weidman, 1984; Chung & Loeb, 1996; Farmer & Chung, 1995) the current study found similar findings of parental socialization influence to aspirations of college student. This can be seen in the correlation between parental socioeconomic status and aspirations that have positive effect on freshmen's aspirations. The current study found that parental socioeconomic status, father's and mother's education, father's and mother's position in workplace, and father's income, more influential for public university students than for their private counterpart, although some did have negative effects on students aspirations.

That parental education has a negative effect on career aspirations and expecting position as private employee for both public and private university were very interesting findings of the current study, and suggest that the highest parent's education does not guarantee that their children would have elevated career aspirations. In the other words, the role of parental highest education becomes less important when children grow into adulthood. These findings are similar to Weidman's study, which found that:

parents become less and less important influences on the career orientation of their offspring as they move way from the overall supervision of the family and into college (Weidman, 1984, p. 466).

In addition, career aspirations are difficult for students to designate because they are still in the transition phase from childhood to adulthood. When asked "what is your career preference?", many students from both public university and private university replied

“unknown” 17%. Apparently they have no idea what type of career or position they would like to hold in the future.

These positive and negative significant effects are relevant to some findings in the area of stratification research that indicate children of higher social-class origins are more likely to aspire to high educational and career goals than are children of lower social class origins. However, some lower-class children aspire to and achieve high levels educational and career goals despite the limitations imposed on them by their social-class origins (Kerbo, 1991).

In addition, parallel to other studies of educational and career aspirations (Drew & Astin, 1972; Sariagiani et.al., 1990; McWhirter (1994); Lankard, 1995; Chung & Loeb, 1996; Farmer & Chung, 1995; Drew & Astin, 1972), the current study illustrates some similarities in the correlation between parental socioeconomic and educational aspirations. For example Sariagiani et. al. (1990) found that among rural youths in particular, parents’ education level was positively correlated with youths’ educational aspirations, and McWhirter (1994) also found a significant positive relationship between educational aspirations and parental level of education. More specifically, a study by Laosa (1982) found that Mexican-American mother’s level of education was positively associated with the level of education they hoped and expected their children would attain.

The role of the mother in raising children is as important as that of the father, even occasionally taking over the father’s role. The current study, for example, found that public student mother’s highest education was positively significant to educational aspirations, expecting position as government employee, and expecting position as private employee, and that private student mother’s highest education correlated significantly to educational aspirations. Even though mothers are busy with their jobs, they still concern themselves with their children’s

education. In general, this situation is a reflection of the traditional culture in Java -- which the most important job for a mother is to raise the children, while father's job is to earn money.

A study of the aspirations and expectations of students in China (Moody, 1996) showed the importance of the mother's role to children. Mothers in this study encouraged their children to attain a much higher education level than what students were able to achieve. In her study, Moody found that mothers from higher levels of society aspired to educate their children in a foreign country, while even among children from the lower class, mothers strongly encouraged their children to attend graduate school.

5.1.3. Significant Others Dimension

In Weidman's model, significant other was grouped into the non-college reference group. He stated that the support of non-college significant others, including friends and other relatives, is also important for older students. In the current study, significant others came from high school teachers and friends who provided meaningful supports to students' educational and career aspirations.

For both public and private university students there were no significant effects of friends on educational aspirations, while high school teachers had significant effects on them. There was a negative significant effect of high school teachers of public university freshmen who believed university could easily to find a decent job (TECHSO2) on educational aspirations. For private university students, there were two significant positive effects, high school teacher encouraged to enter university (TECHSO1) and high school teacher believed university degree improve social status (TECHSO3) on educational aspirations.

All significant others variables for public university students had significant positive effects on career aspirations; however, there were no significant effects of significant others of private university students on expecting position as government employee.

Some significant others variables became predictors of educational and career aspirations: TECHSO3 and FRIENSO3 are predictors of educational aspirations; TECHSO3 is a predictor of expecting position as government employee; FRIENSO2 is a predictor of expecting career as private employee; and FRIENSO3 is a predictor of career aspirations.

These predictors are consistent with studies regarding educational and career aspirations that were conducted some years ago by Sewell and Hauser (1980) and Farmer (1985). These studies showed that significant others' influences are central variables in a social psychological explanation of educational and occupational attainment.

5.1.4. Collegiate Experiences Dimension

The Weidman Undergraduate Socialization model divides collegiate experiences into academic normative context and social normative context. The former refers to those aspects of the collegiate environment that contribute explicitly to the fulfillment of educational objectives; the latter refers to the ways in which opportunities for interaction among members are organized and clustered within an institution. Implicitly, this current research divides collegiate experiences into academic integration, social integration, and environmental satisfaction.

Taking note of the Weidman's Model of Undergraduate Socialization (Weidman, 1989), the relative absence of collegiate experiences impact on private university students was an unexpected result in term of students' aspirations. Implicitly, collegiate experience as a normative context in the higher education institution process plays an important role in maintaining students' career choices, life style preferences, aspirations, and values (Weidman,

1989). In addition, by looking at the parental socioeconomic background that is better than the public university student's parent, the findings were very uncommon because, in general, students from wealthy families integrate more easily in a new environment (Berger, 1997). But, by paying attention to the student's desire to reapply to the first choice university in the next year academic (80% not attend their first choice university and 63% will reapply next year) the condition appears normal. Banning (1989) stated about collegiate environments:

Once student arrives on campus, the fit between student and institution may well determine whether the collegiate environment is going to have a positive impact (retention) or a negative impact (attrition). The nature of the ecological transition and the resulting ecological congruence are critical to freshman success (p.58).

Furthermore, interventions can be designed based on the concepts of ecological transition, and ecological congruence through the following:

- Understanding the systemic relationship between freshmen and the campus environment.
- Knowing your campus characteristics (the receiving environment).
- Knowing the characteristics of freshman students and their previous environment (the sending environment).
- Studying the transition and congruence between the receiving and sending environments.
- Designing environments to capture the positive outcomes of undermanned settings.
- Designing orientation programs that take into account both freshman needs and the campus environment.
- Designing program to produce small, interest-centered "niche" environment (Banning, 1989: p.62).

5.2. Implication of the Study

5.2.1. Implication for Scholars and Practitioners

This current study attempted to examine itself in comparison with Weidman's model as the basic model. The dichotomy of universities, public versus private, is the most important issue to be investigated, in terms of distinguishing personal preferences.

Although many variables were not included as predictors of educational and career aspirations, in general, some variables of the four dimensions were found to be significantly correlated with the educational and career aspirations of Semarang university freshmen students. Some important implications for scholars and practitioners can be described as follows:

- The findings reinforce the conclusion that there was a relatively dearth of parental encouragement on students' educational aspirations for both public and private university students.
- For public university students, parental levels of educational attainment are significantly associated with children's educational aspirations, expecting a position as government employee, expecting a position as private employee, and career aspirations, while for private university students it has significance only regarding educational aspirations and expecting a position as private employee.
- The relative absence of a significant effect on collegiate experiences of private university students, especially social integration, is somewhat contradictory to the Weidman model.
- Significant others influenced public university students more strongly than they did private university students. More public university students' significant others have positive associations with student characteristics than do private university students.
- More public university students' academic integration variables, social integration variables, and environmental satisfaction have a positive association with student characteristics than do private university students.
- For public university students, parental socialization is the best predictor of educational aspirations, expecting position as government employee, expecting position as private

employee and career aspirations, while for private university students, it is only the best predictor of educational aspiration and career aspirations.

- Significant others of public university students are included as the best predictor of educational aspirations, expecting position as government employee, and expecting position as private employee, while for private university students, it is only included as the best predictor of educational aspirations.
- Using separate data for the correlation analysis, generally, for both types of university students, in term of social integration, involved in extra curricular or student organization and informal contact with professor, advisor and administrator are the most important predictor, while for academic integration, study at night to review class is the most important predictor.

Two dependent variables, expecting a position as government employee and expecting a position as private employee are new variables and have never been used as criterion in the previous research of educational and career aspirations. It should be noted, however, that these two independent variables were not effective enough to be incorporated in the model of educational and career aspirations. Only about 9% of the variability of underlying factors in expecting position as government employee is explained by five selected predictor variables, and only about 10% of the variability of underlying factors in expecting position as private employee are explained by four selected predictor variables.

Regarding these unexpected findings, perhaps students do not answer the question seriously, or they lack an understanding of questionnaire itself. However, this issue is important enough to be remembered for subsequent research, and that researchers must explain in greater

detail about the levels or positions of government and private organization structure, and must conduct interviews with selected respondents in order to recheck their answer.

Several findings in the current research are relevant to the theories and studies of previous researchers, such as Notodihardjo (1985) and Cote (1997), who found that the strongest student motivation factor in entering a university is personal intellectual development in order to acquire additional skills that, in turn, can be used to find a decent job. In addition, mothers play an important role than fathers to aspire their children to attain higher educational level (Moody, 1996).

The current research focused primarily on the dichotomy between public and private university students in impacting educational and career aspirations. Although result of the current research is not identical to Weidman's model, it would be more attractive for future research to explore sex differences or school majors with a large amount of data in order to replicate more accurately to the Weidman Model of Undergraduate Socialization.

5.2.2. Implications to the Faculties and Administrators

The university campus, as a transition place from high school to a higher education institution, plays an important role for freshman students in helping adjust their behavior from a sending environment to a receiving one. Generally, students came from different parental socioeconomic status, religious, race, and demographic background but with the same goal: to obtain knowledge in order to prepare for competition in the job market. Because of this differentiating background, some findings in the current research about student retention showed that the first year of college is crucial to college success.

The freshman's most critical transition period occurs during the first two to six weeks. Of the students who drop during the terms of the freshman year (not between terms), half

drop out in the first six weeks. During this critical period, the quality and responsiveness of faculty and staff may be the most powerful resources available for improving student success and persistence (Levita & Noel, 1989).

Some causes of attrition include academic boredom, a sense of irrelevance, limited or unrealistic expectations of college, academic under preparedness, transition difficulties, uncertainty about a major or a career, and incompatibility (Levita & Noel, 1989). In the current study, the prospective students' attrition was indicated by their first choice university and desire to reapply in the next academic year. Not surprisingly, private universities face higher student attrition than do public universities. When asked whether they were attending their first choice school or university, 47% of the students at the public university responded "yes" and 52% "no" to the question, while 80.4% students at the private university responded "no" and only 19% said "yes".

Private university students are more likely to have a strong desire to reapply to their first choice university in the next academic year. Of the students at a public university, 36% of them said "yes" to reapplying the next year and 39% said "no", compared to private university students, 63% of whom answered "yes" and 28%, "no".

Those behind the success of student retention, faculties and administrators, should consider the following findings, because a caring attitude by faculty and staff is the most potent retention force on campus:

- For academic integration, being active in study group is a predictor of educational aspirations; attend management or leadership seminar is a predictor of expecting position as government employee; met professor for academic purpose and syllabi and its

implementation are predictors of expecting position as private employee; and involved in extra curricular activities or student organizations is a predictor of career aspirations.

- The findings shows that, as a result of the number of correlations, public university students' aspirations were more relatively influenced by collegiate experiences than their private counterparts. The most important influential factor is college-environment satisfaction, followed by academic integration and social integration.

The relative absence of significant effects on collegiate experiences of private university students should be paid greater attention in order to make freshmen more comfortable with their new environment. Efforts to improve freshmen persistence, then, must focus on helping them make academic, personal and social adjustments to college.

Levitz and Noel, 1989, suggested a four-step program to make freshmen feel a connection to the university, which, in turn, makes students successful: 1) connection to the environment; 2) making the transition to college; 3) working toward their goals in terms of academic major, degree and career; and 4) succeeding in the class room.

APPENDIX A
KUESIONER ASPIRASI PENDIDIKAN
DAN KARIR MAHASISWA TINGKAT I SEMARANG, INDONESIA

Bagian I: Pendahuluan

Tujuan dari penelitian ini adalah untuk menguji hubungan antara aspirasi pendidikan dan karir mahasiswa dengan karakteristik mahasiswa, sosialisasi orang tua, pengaruh lainnya dan kehidupan kampus.

Aspirasi pendidikan dan karir adalah sangat penting untuk diketahui sebagai salah satu petunjuk untuk melangkah ke masa depan. Bila Saudara bersedia untuk berpartisipasi dalam penelitian ini, Saudara diminta untuk memberikan informasi yang berhubungan dengan factor-faktor yang berpengaruh terhadap aspirasi pendidikan dan karir. Pengisian kuisoner in akan memakan waktu kurang lebih 30 menit.

Pengisian kuesioner ini berdasarkan kesukarelaan dan semua jawaban akan disimpan secara rahasia. Saudara diminta untuk mengisinya dengan sejujur mungkin. Berilah tanda “X” (silang) pada jawaban yang sesuai dengan pilihan Saudara. Berdasarkan atas kesukarelaan Saudara tersebut, diharapkan Saudara tidak menuntut balik dikemudian hari atas jawaban yang telah Saudara tulis. Dan Saudara juga tidak berhak mengambil keuntungan langsung terhadap partisipasi Saudara.

Bagian II: Data Pribadi

1. Apakah nama universitas Saudara?
 - (1) Universitas Diponegoro
 - (2) Universitas Negeri Semarang
 - (3) Universitas Sultan Agung
 - (4) Universitas Semarang

2. Apakah bidang studi saudara?
 - (1) Sains
 - (2) Ilmu sosial

3. Jenis kelamin:
 - (1) Pria
 - (2) Wanita

4. Umur Saudara:

(1) 18 tahun	(3) 20 tahun
(2) 19 tahun	(4) di atas 20 tahun

Bagian III: Dimensi Karakteristik Mahasiswa

5. Dimanakah domisili Sekolah Menengah Atas (Umum) Saudara:
 - (1) Perkotaan
 - (2) Pedesaan

6. Berapakah Nilai NEM Saudara?

- (1) Dibawah 30
- (2) 30 – 40
- (3) 41 - 50
- (4) 51 – 60
- (5) Di atas 60

7. Berapa Indeks Prestasi (IP) Saudara semester terakhir ini?

- (1) dibawah 2.00
- (2) 2.01 – 2.50
- (3) 2.51 – 3.00
- (4) 3.01 – 3.50
- (5) 3.51 – 4.00
- (6) Tidak tahu

8. Apakah universitas tempat Saudara kuliah saat ini merupakan pilihan pertama?

- Ya Tidak

9. Apakah Saudara masih mempunyai keinginan kuliah di universitas pilihan pertama Saudara?

- Ya Tidak

10. Apakah usaha Saudara agar dapat diterima di universitas tersebut?

- (1) Belajar materi test sendiri
- (2) Belajar mater test secara kelompok
- (3) Les privat
- (4) Ikut bimbingan test
- (5) Lainnya (sebutkan) :

11. Pilihlah pernyataan di bawah ini yang paling sesuai dengan maksud dan tujuan Saudara masuk ke perguruan tinggi.

No	Pernyataan	1	2
1.	Pendidikan prguruan tinggi merupakan jalan untuk mendapatkan keahlian yang dapat mendukung karir dimasa depan.		
2.	Pendidikan perguruan tinggi merupakan jalan untuk mendapatkan posisi yang tinggi di tempat kerja.		
3.	Pendidikan perguruan tinggi merupakan jalan untuk mencapai profesi yang bergengsi.		
4.	Pendidikan perguruan tinggi merupakan sarana untuk mendapatkan keahlian guna memudahkan dalam mencari uang.		
5.	Pendidikan perguruan tinggi merupakan cara untuk meningkatkan status sosial dan ekonomi keluarga.		
6.	Pendidikan perguruan tinggi merupakan jalan untuk memudahkan mencari pekerjaan setelah tamat kuliah.		
7.	Pendidikan tinggi yang saya peroleh akan membantu meningkatkan kapasitas intelektual.		

8.	Universitas adalah tempat untuk meningkatkan ilmu pengetahuan dan teknologi.		
9.	Pendidikan tinggi yang saya peroleh dapat membantu orang lain yang kurang mampu.		
10.	Saya akan memanfaatkan pendidikan tinggi untuk kesejahteraan umat manusia		
11.	Saya masuk perguruan tinggi hanya semata-mata untuk mendapatkan gelar.		
12.	Orang tua saya akan kecewa apabila saya gagal meraih gelar sarjana.		
13.	Saya masuk perguruan tinggi hanya untuk membuat orang tua saya merasa bangga kepada saya.		
14.	Pada dasarnya saya masuk perguruan tinggi hanya karena solidier kepada sahabat.		

1 = Tidak

2 = Ya

Bagian IV. Dimensi Sosialisasi Orangtua

12. Apakah pendidikan tertinggi yang diselesaikan orang tua Saudara?

No.	Tingkat Pendidikan	Ayah	Ibu
1.	Tidak/belum tamat Sekolah Dasar		
2.	Tamat Sekolah Dasar		
3.	Tamat Sekolah Menengah Tingkat Pertama Umum		
4.	Tamat Sekolah Menengah Tingkat Pertama Kejuruan		
5.	Tamat Sekolah Menengah Tingkat Atas Umum		
6.	Tamat Sekolah Menengah Tingkat Atas Kejuruan		
7.	Diploma I/II		
8.	Akademi/Diploma III		
9.	Universitas (S1, S2, S3)		

13. Apakah pekerjaan orang tua Saudara saat ini?

No.	Pekerjaan	Ayah	Ibu
1.	Tidak bekerja di luar rumah		
2.	Tenaga produksi, operator alat angkutan, pekerja kasar		
3.	Tenaga usaha peratanian, kehutanan, perburuan, perikanan		
4.	Tenaga usaha jasa		
5.	Tenaga usaha penjualan		
6.	Tenaga tata usaha dan tenaga yang sejenis		
7.	Tenaga kepemimpinan dan ketatalaksanaan		
8.	Tenaga professional, teknisi dan sejenis		

14. Dari tabel di berikut ini, manakah yang paling sesuai menggambarkan karir/jabatan pekerjaan orang tua Saudara dikantornya? (Berilah tanda \surd yang paling sesuai).

Ayah		Ibu	
Pegawai Negeri	Pegawai Swasta	Pegawai Negeri	Pegawai Swasta
1. Golongan I	1. Buruh	1. Golongan I	1. Buruh
2. Golongan II	2. Staff	2. Golongan II	2. Staff

Ayah		Ibu	
Pegawai Negeri	Pegawai Swasta	Pegawai Negeri	Pegawai Swasta
3. Golongan III	3. Manajer	3. Golongan III	3. Manajer
4. Golongan IV	4. General Manajer	4. Golongan IV	4. General Manajer
5. Pejabat Eselon	5. Direktur	5. Pejabat Eselon	5. Direktur

15. Termasuk di dalam kategori manakah penghasilan kedua orang tua Saudara setiap bulannya?

Ayah	Ibu
< Rp. 1.000.000	< Rp. 1.000.000
Rp. 1.000.000 – Rp. 2.000.000	Rp. 1.000.000 – Rp. 2.000.000
Rp. 2.000.000 – Rp. 3.000.000	Rp. 2.000.000 – Rp. 3.000.000
Rp. 3.000.000 – Rp. 5.000.000	Rp. 3.000.000 – Rp. 5.000.000
> Rp. 5.000.000	> Rp. 5.000.000

16. Berikut ini adalah merupakan uraian bagaimana orang tua memperlakukan anaknya. Pilihlah pernyataan yang sesuai dengan keadaan diri Saudara, bagaimana kedua orang tua berpengaruh terhadap pendidikan dan karir Saudara.

No.	Pernyataan	1	2	3
1	Ayah menganjurkan saya untuk masuk perguruan tinggi sesuai pilihannya			
2	Ayah mendorong saya untuk berhasil baik pada setiap mata kuliah			
3	Ayah selalu mendorong saya untuk mendapatkan pendidikan tinggi			
4	Ayah selalu mendorong saya untuk memilih karir sesuai dengan keinginannya			
5	Ayah tidak pernah/sempat memperhatikan kuliah saya			
6	Ibu menganjurkan saya untuk masuk perguruan tinggi sesuai pilihannya			
7	Ibu mendorong saya untuk berhasil baik pada setiap mata kuliah			
8	Ibu selalu mendorong saya untuk mendapatkan pendidikan tinggi			
9	Ibu selalu mendorong saya untuk memilih karir sesuai dengan keinginannya			
10	Ibu tidak pernah/sempat memperhatikan kuliah saya			

1 = Tidak betul

2 = Kadang betul

3 = Betul

Bagian V. Dimensi Pengaruh Lainnya

17. Berikut ini adalah uraian bagaimana teman dan guru berpengaruh terhadap pendidikan dan karir Saudara. Pada tiap pernyataan di bawah, pilihlah pernyataan yang sesuai dengan pribadi Saudara.

No.	Pernyataan	1	2	3
1.	Teman-teman mendorong saya untuk masuk perguruan tinggi			
2.	Teman-teman berpendapat dengan memiliki ijazah sarjana, saya akan mudah mencari kerja			
3.	Teman-teman percaya bahwa dengan memiliki pendidikan tinggi akan meningkatkan status social			
4.	Guru SMA mendorong saya melanjutkan perguruan tinggi karena tahu kemampuan saya			
5.	Guru SMA berpendapat dengan memiliki ijazah sarjana, saya akan mudah mencari kerja			
6.	Guru SMA percaya bahwa dengan memiliki pendidikan tinggi akan meningkatkan status social			

1 = Tidak betul

2 = Kadang betul

3 = Betul

Bagian VI. Dimensi Kehidupan Kampus

18. Berikut ini adalah pernyataan-2 yang menggambarkan cara integrasi akademis dan integrasi sosial selama tahun pertama Saudara belajar di universitas ini.

a) Sesuai dengan frekuensi, bagaimana Saudara melakukan integrasi akademis di bawah ini:

1 = Tidak pernah

4 = sekali atau dua kali dalam seminggu

2 = beberapa kali dalam satu semester

5 = hampir setiap hari

3 = beberapa kali dalam sebulan

No.	Pernyataan	1	2	3	4	5
1.	Belajar malam hari untuk mengulang pelajaran yang Telah saya terima pada pagi harinya.					
2.	Pergi ke perpustakaan untuk meminjam buku yang berkaitan dengan pelajaran yang saya ambil.					
3.	Menghadiri seminar ilmiah yang diadakan oleh fakultas maupun universitas.					
4.	Menghadiri kelompok belajar untuk membahas tugas-tugas dari dosen.					
5.	Melakukan diskusi akademik dengan dosen-dosen atau teman satu fakultas.					
6.	Setelah selesai kuliah, berdiskusi tentang pelajaran Yang baru saja diterima dengan teman sekelas.					
7.	Menghadiri seminar atau mengikuti pelatihan manajemen dan kepemimpinan.					

21 Apabila Saudara menyelesaikan pendidikan di universitas ini, karir apakah yang Saudara harapkan?

Pegawai Negeri		Pegawai Swasta	
	Staff		Staff
	Eselon IV		Manajer
	Eselon III		General Manajer
	Eselon II		Direktur
	Eselon I		Presiden Direktur

22. Jenis pekerjaan apa yang Saudara minati?

- (1) Tidak bekerja di luar rumah
- (2) Tenaga produksi, operator alat angkutan, pekerja kasar
- (3) Tenaga usaha peratanian, kehutanan, perburuan, perikanan
- (4) Tenaga usaha jasa
- (5) Tenaga usaha penjualan
- (6) Tenaga tata usaha dan tenaga yang sejenis
- (7) Tenaga kepemimpinan dan ketatalaksanaan
- (8) Tenaga profesional, teknisi dan sejenis

Bagian VIII. Penutup

Terima kasih atas partisipasi Saudara dalam menjawab kuisisioner dengan sebaik-baiknya. Jawaban Saudara tersebut akan sangat bermanfaat untuk penelitian ini. Semua jawaban Saudara akan dirahasiakan dengan baik.

APPENDIX B
EDUCATIONAL AND CAREER ASPIRATIONS
OF SEMARNG FRESHMEN, INDONESIA

Section I: Introduction

The purpose of this research study is to examine the relationship between students' educational and career aspirations as dependent variables and personality characteristics, parental socialization, significant others and collegiate experiences of Indonesian university freshmen as independent variables.

Educational and career aspirations are very important for guiding students toward the right path. If you are willing to participate, my questionnaire will gather information concerning the factors that influence a student's educational and career aspirations. It should take you about 30 minutes to complete this survey.

Completion of this survey is on a voluntary basis and all responses will be kept confidential. Please answer each item as honestly as possible. Return the questionnaire to your instructor when you are finished. Since this study is a voluntary basis demand, there is no anticipated risk on this study. Also, there is no direct benefit to your participation.

For each item below, place an "X" in the parentheses next to the item that applies to you.

Section II: Personal Data

1. What is your university's name?
 - (1) Diponegoro University
 - (2) Semarang State University
 - (3) Sultan Agung Islamic University
 - (4) Semarang University

2. What is your major area of study?
 - (1) Science
 - (2) Humanities

3. Age:
 - (1) 18
 - (2) 19
 - (3) 20
 - (4) Above 20

4. Sex:
 - (1) Male
 - (2) Female

Section III: Student Characteristics

5. How would you describe the area, which your high school resides?
 - (1) Urban area

- (2) Rural area
6. What is your national examination score:
- (1) Under 30
 - (2) 31 – 40
 - (3) 41 – 50
 - (4) 51 – 60
 - (5) Above 60
7. Grade point average last semester:
- (1) Under 2.00
 - (2) 2.01 – 2.50
 - (3) 2.51 – 3.00
 - (4) 3.01 – 3.50
 - (5) 3.51 – 4.00
 - (6) Don't know
8. Is your current university your first choice?
- Yes No
9. Do you still have a desire to apply at your first choice university next year?
- Yes No
10. What are your efforts to gaining acceptance to your first choice university?
- (1) Studying hard on my own
 - (2) Being involved in a study group
 - (3) Private 1 tutorial
 - (4) Organized test preparation training
11. Indicate the importance of each of the following statements regarding the reason or purpose you have decide to pursue higher education:

No	Statements	1	2
1.	Higher education is a way for me to obtain advantaged skills to in order to support my career in the future		
2.	Higher education is a way to obtain a higher position in the work environment		
3.	Higher education is a way to obtain a prestigious profession in society		
4.	Higher education is a way for me to get advantaged skills that can help me to earn more money		
5.	Higher education is away for me to raise my family's socioeconomic status		
6.	Higher education is a way to easily obtain a job after graduation		
7.	My education should help me develop intellectual capacity		
8.	The university is a place for developing knowledge and technology		

9.	My education should enable me to help people who are less fortunate		
10.	My education should enable to improve human welfare		
11.	I attend university to obtain a degree		
12.	My parents would be disappointed if I failed to get a university degree		
13.	I attend my university to make my parents proud of me		
14.	I attend university to conform to my best friend		

1 = No

2 = Yes

Section IV: Parental Socialization Dimensions

12. What is the highest level of education your parent has completed?

No	Educational Level	Father	Mother
1.	No schooling and some primary school		
2.	Graduated from primary school		
3.	Graduated from general junior high school		
4.	Graduated from vocational junior high school		
5.	Graduated from general senior high school		
6.	Graduated from vocational senior high school		
7.	Diploma I/II graduate		
8.	Academy/Diploma III graduate		
9.	University graduate		

13. What is your parent's current occupation?

No	Type of Occupations	Father	Mother
1.	Not working outside home		
2.	Production workers, transportation equipment, operators, laborer		
3.	Agricultural, forestry, hunting, fishery personal		
4.	Services workers		
5.	Sales workers		
6.	Clerical and related workers		
7.	Administrative and managerial workers		
8.	Professional, technical, and related workers		

14. Which best describe your parent's career position as indicates in the following table?
(Please, mark \checkmark for the best description related to their career position)

Father		Mother	
Government Employee	Private Employee	Government employee	Private Employee
1. Level I 2. Level II 3. Level III 4. Level I 5. Echelon Official	1. Worker 2. Staff 3. Manager 4. General Mngr. 5. Director	1. Level I 2. Level II 3. Level III 4. Level I 5. Echelon Official	1. Worker 2. Staff 3. Manager 4. General Mngr. 5. Director

15. Which of these groups' best describes your parent's monthly income?

Father		Mother	
< Rp. 1.000.000	< Rp. 1.000.000	< Rp. 1.000.000	< Rp. 1.000.000
Rp. 1.000.000 – Rp. 2.000.000	Rp. 1.000.000 – Rp. 2.000.000	Rp. 1.000.000 – Rp. 2.000.000	Rp. 1.000.000 – Rp. 2.000.000
Rp. 2.000.000 – Rp. 3.000.000	Rp. 2.000.000 – Rp. 3.000.000	Rp. 2.000.000 – Rp. 3.000.000	Rp. 2.000.000 – Rp. 3.000.000
Rp. 3.000.000 – Rp. 5.000.000	Rp. 3.000.000 – Rp. 5.000.000	Rp. 3.000.000 – Rp. 5.000.000	Rp. 3.000.000 – Rp. 5.000.000
> Rp. 5.000.000	> Rp. 5.000.000	> Rp. 5.000.000	> Rp. 5.000.000

16. The following statements are descriptions of how some parents raise the children. Mark the responses, which best describe your mother and father as they were most influential in your educational and career decisions.

No	Statements	1	2	3
1.	My father encouraged me to attend a university			
2.	My father encouraged me to do well in all courses			
3.	My father pushed me to obtain a university degree			
4.	My father pushed me to choose career of his choice			
5.	My father did not care about my higher education			
6.	My mother encouraged me to attend university			
7.	My mother encouraged me to do well in all courses			
8.	My mother pushed me to obtain a university certificate			
9.	My mother pushed me to choose career of her desire			
10.	My mother did not care about my higher education			

1 = Not true at all

2 = Somewhat true

3 = Very true

Section V: Significant Others Dimensions

17. The following statements are description of how friends and teachers influence your education and career aspirations. Respond the following statements according to how they influenced your educational and career aspirations.

No.	Statements	1	2	3
1.	My friends encouraged me to enter a university			
2.	My friends believed that having a university degree is important in order for me to receive a decent job			
3.	My friends believed that a university education will improve my social status			
4.	My high school teachers encouraged me to enter university because they know my capabilities			
5.	My high school teachers believed that having a university degree is important in order for me to receive a decent job			
6.	My high school teachers believed that a university education will improve my social status			

1 = Not true at all

2 = Somewhat true

3 = Very true

Section VI: Collegiate Experiences Dimensions

18. The following statements indicate the extent to which you were involved n academic and social integration as a freshman or first year student. Please respond to the following statements according to how often you participated in the following activities.

1) Academic integration

No	Statements	1	2	3	4	5
1.	Study at night to review class that I attended in the morning					
2.	Went to the library to find materials related class					
3.	Attend science seminar at my school or university					
4.	Actively involved in a study group					
5.	Met with professor for academic purposes					
6.	Discussed material with classmate when class is over					
7.	Attend at the seminar or discussion about management and leadership					

1 = Never

2 = A few times in a semester

3 = A few times in a month 5 = nearly every day

4 = Once or twice a week

2) Social Integration

No	Statements	1	2	3	4
1.	Involved in extra curricular or formal student organization				
2.	Informal contact with professor for a fifteen minutes duration or more in order to discuss an idea, an intellectual issue, advice, or career				
3.	Attended party held by school or university				
4.	Watched movie with classmate or roommate				
5.	Helped social activities held by school or university				

1 = Never
 2 = A few times in a semester
 3 = A few times in a month
 4 = Once or twice a week

19. The following statements refer to the college environment. How satisfied are you with the following conditions at your college?

No	Statements	1	2	3	4
1.	The college's academic reputation				
2.	The intellectual environment				
3.	Students' relationship with faculty/administrator				
4.	Relationship among students				
5.	Academic facilities (library, computer lab, classroom etc.)				
6.	Services to the student				
7.	Professors' teaching method				
8.	The way professors grading assignments and exams				
9.	Syllabi and that implementation				

1 = Very dissatisfied
 2 = Dissatisfied
 3 = Satisfied
 4 = Very satisfied

Section VII: Personal Preferences Dimensions

20. What is the highest educational do you want to attain?

- (1) No degree
- (2) Bachelor's degree
- (3) Master's degree
- (4) Doctoral degree

21. Which career do you expect with your educational background? (Please, mark √ for the best description related to career position).

	As a Government Employee		As a Private Employee
	Staff		Staff
	Echelon IV		Manager
	Echelon III		General Manager
	Echelon II		Director
	Echelon I		President Director

22. If you are continuing and finishing the program at this university, what is your occupational preference?

- (1) Not working outside the home
- (2) Production workers, transportation equipment operators, laborer
- (3) Agricultural and related workers
- (4) Services workers
- (5) Sales workers
- (6) Clerical and related workers
- (7) Administrative and managerial workers
- (8) Professional, technical, and related workers

Section VIII : Conclusion

Thank you for completing this questionnaire. Your responses are very useful for the development of my research. All responses will be kept confidential.

APPENDIX C
ZERO ORDER CORRELATION OF PUBLIC UNIVERSITIES

Table A. Correlation between Parental Socialization and Student Characteristics

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REPLY	EFFORT	HESKIL	HEPOS	HEPROF
FTEDU	.150*	.031	-.236**	-.196**	.123	.112	.115	.003	.017	.103	-.061	.022
MTEDU	.010	-.035	-.187*	-.229**	.049	.121	.037	-.055	-.054	.111	-.034	.105
FTOCU	.058	-.111	.020	.102	-.172**	-.079	-.096	-.035	-.037	.039	-.162**	-.264**
MTOCU	.032	-.107	-.075	-.031	.120	-.119	-.095	.046	-.076	.000	.179**	-.160*
FTPOS	.277**	.087	-.231**	-.090	.144*	.019	.052	.038	.063	-.030	-.066	.073
MTPOS	.086	.098	.008	.053	-.106	.012	.040	.117	.070	.002	-.089	.052
FTCOM	.110	-.016	-.230**	-.114	.150*	-.061	.049	.043	.094	.001	-.027	.100
MTCOM	.132*	.103	.052	.006	-.038	.024	.026	.029	.044	-.082	.202**	.072
FTPUS1	.127	-.084	-.070	.000	-.070	.126	.011	.093	-.120	-.037	-.088	-.137*
FTPUS2	.059	.140	-.003	.212**	-.047	-.229**	.152*	.414**	.413**	.150*	.051	.031
FTPUS3	.072	.087	.038	.218**	-.049	-.208**	.140*	.387**	.303**	.102	.024	-.016
FTPUS4	.071	.020	-.038	-.061	.088	.124	.039	-.143*	-.181**	-.054	-.083	-.015
MTPUS1	.015	-.147*	.005	-.136*	.036	.069	-.104	-.202**	-.193**	-.137*	-.085	-.017
MTPUS2	.109	.092	.054	.210**	-.034	-.222**	.104	.373**	.452**	.146*	.078	.065
MTPUS3	.080	.013	.119	.174**	-.075	-.249**	.101	.372**	.352**	.086	.065	.063
MTPUS4	.156*	.046	-.034	-.174**	.116	.205**	.025	-.208**	-.229**	-.050	-.032	.068
FTPUS5	-.108	.010	.000	-.098	.057	.197**	-.073	-.283**	-.426**	-.112	-.103	-.138*
MTPUS5	-.130	.042	-.012	-.183**	.062	.192**	-.134*	-.340**	-.391**	-.103	-.090	-.129

	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
FTEDU	.007	-.013	-.084	.002	-.063	-.104	-.072	-.092	-.072	-.102	-.133*	-.076
MTEDU	-.178**	-.085	-.042	-.059	-.133*	-.125	-.084	-.076	-.085	-.055	-.151*	-.127
FTOCU	-.129	-.134*	-.145*	-.066	-.188**	-.096	.075	.081	-.183**	-.151*	-.190**	-.181**
MTOCU	-.007	-.027	-.126	-.112	-.175**	-.107	.011	.051	-.151*	-.155*	-.156*	-.158
FTPOS	-.035	.005	-.075	-.089	.089	-.122	-.031	.061	-.010	-.106	-.088	-.123
MTPOS	.008	-.135*	-.086	-.055	-.106	-.116	-.092	-.031	-.041	-.137*	-.068	-.105
FTCOM	.008	.061	.062	-.137*	-.045	-.053	-.069	-.045	-.027	.040	.002	.017
MTCOM	-.143	-.058	-.115	-.140*	-.084	-.034	-.082	-.066	-.048	-.091	-.032	-.064
FTPUS1	-.035	-.168**	-.018	-.068	-.157*	-.077	-.115	-.126	-.129	-.083	-.160*	-.124
FTPUS2	.154*	.169**	.148*	.091	.143*	.030	.064	.112	.244**	.011	.250**	.197**
FTPUS3	.107	.107	.136*	.098	.146*	.033	.072	.097	.230**	.049	.253**	.193**
FTPUS4	-.031	-.128	.069	.013	-.113	-.075	-.040	-.058	-.130	-.048	-.129	-.084
MTPUS1	-.055	-.162**	-.030	-.041	-.179**	.091	-.125	-.044	-.120	-.082	-.196**	-.132*
MTPUS2	.115	.167**	.065	.104	.129	.044	.058	.107	.233**	-.001	.276**	.195**
MTPUS3	.105	.152*	.143*	.102	.152*	.054	.075	.101	.249**	.036	.283**	.200**
MTPUS4	.027	-.086	.061	.016	-.108	-.111	-.048	-.076	-.167**	-.024	-.164**	-.082
FTPUS5	-.179**	-.223**	-.140*	-.054	-.143*	-.093	.003	.025	-.207**	-.051	-.168**	-.152*

MTPUS5	-.148*	-.184**	-.094	-.084	-.132*	-.070	-.025	.010	-.213**	-.029	-.187**	-.145*
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Table B. Correlation between Student Characteristics and Significant Others

	FRIENSO1	FRIENSO2	FRIENSO3	TECHSO1	TECHSO2	TECHSO3
STREM	-.061	-.037	-.068	-.083	-.098	-.109
SEX	.055	-.015	-.082	.013	-.102	-.137*
AGE	.095	.065	.058	.010	.210**	.151*
HSDOM	.166**	.126	.160**	.077	.112	.166**
HSEXAM	-.073	-.100	-.181**	-.055	-.129	-.254**
GPA	.022	-.029	-.057	-.017	.020	.012
FCHO	.022	.049	.087	.093	.065	.044
REAPLY	.175**	.173**	.332**	.270**	.124	.283**
EFFORT	.179**	.272**	.250**	.201**	.084	.210**
HESKILL	.084	.084	.133*	.082	.005	.036
HEPOS	.141*	.065	.083	.117	.047	.065
HEPROF	.028	.096	.017	.044	.054	-.026
HEMON	.090	.105	.086	.116	.057	-.032
HESES	-.002	.105	.135*	.116	-.008	.000
HEJOB	.169**	.081	.154*	.137*	.128	.102
HEINTL	.114	.000	.105	.094	.028	.101
HETEH	.170**	.133*	.166*	.187**	.136*	.159*
HEHELP	.111	.146*	.065	.145*	.127	.114
HEWEL	.036	-.018	-.014	.115	-.005	-.029
HECER	.032	.024	.058	.141*	.009	.045
HEDEG	.208**	.261**	.291**	.259**	.219**	.235**
HEPAR	.099	-.021	.027	.103	.033	.037
HEPROD	.227**	.242**	.271**	.239**	.296**	.248**
HESOL	.216**	.201**	.220**	.214**	.193**	.215**

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

* Correlation is significant at the 0.05 level (2-tailed)

Table C. Correlation Between Student Characteristics and Academic Experiences

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS	HEPROF
ACINT1	-.116	-.215**	.161*	.105	-.021	-.215**	.274**	.321**	.126	-.012	.145*	.223**
ACINT2	.035	.061	-.044	-.031	.099	.020	.033	-.048	-.085	.014	.021	.029
ACINT3	-.024	-.042	-.035	-.214**	-.041	.251**	-.058	-.382**	-.407**	-.115	-.008	-.072
ACINT4	.027	.002	-.117	-.083	.110	.286**	.032	.015	-.138*	-.083	-.012	-.028
ACINT5	.026	-.048	-.052	-.105	-.079	.114	-.016	-.246**	-.229**	-.127	-.096	-.102
ACINT6	.021	-.025	.000	.071	-.206**	-.011	.030	.053	-.036	-.031	-.130	-.236**
ACINT7	.029	.008	-.286**	-.186**	-.082	.101	-.114	-.410**	-.233**	-.087	.004	-.064
SOINT1	-.114	-.085	.220**	-.053	-.209**	-.089	-.046	.039	-.020	.131	.209**	.198**
SOINT2	-.016	-.088	.039	-.201**	-.077	.227**	-.056	-.305**	-.436**	-.142*	-.015	-.088
SOINT3	-.109	-.136*	.088	-.225**	-.162*	.077	-.138*	-.263**	-.346**	-.041	-.110	-.223**
SOINT4	-.206**	-.188**	-.019	-.119	-.187**	.183**	-.158*	-.290**	-.461**	-.083	.002	-.193**
SOINT5	-.136*	-.210**	.068	-.234**	-.166*	.166*	-.117	-.312**	-.339**	-.017	.141*	.066
CAMP1	.252**	.074	.134*	.106	.061	.130	.131	.038	.067	.158*	.147*	.084
CAMP2	.297**	.074	.134*	.106	.061	.130	.169*	.133*	-.010	.102	.053	.086
CAMP3	.139*	.064	-.078	.050	.065	.131	.159*	.128	-.007	-.045	.046	.122
CAMP4	.167*	.123	.043	.125	-.022	.066	.187**	.371**	.246**	.108	-.057	-.006
CAMP5	.269**	-.054	.059	-.213**	-.008	.384**	.013	-.156*	-.363**	.038	-.053	-.021
CAMP6	.290**	.063	-.140*	-.021	-.037	.407**	.212**	.067	-.182**	-.023	-.146*	-.097
CAMP7	.086	.211**	-.098	.011	.101	.056	-.064	-.099	.070	-.016	-.048	-.081
CAMP8	.067	-.058	.070	.022	.105	-.006	.062	-.006	.065	-.112	.007	.035
CAMP9	.124	-.191**	.082	-.028	-.006	.034	.045	-.028	-.093	-.030	-.031	.013

Table C. Correlation Between Student Characteristics and Academic Experiences (Continued)

	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
ACINT1	.264**	.264**	.269**	-.107	.321**	.337**	-.045	-.126	.331**	.316**	.348**	.379**
ACINT2	-.006	.007	.032	.036	-.061	-.011	.035	-.057	-.045	-.008	-.110	-.043
ACINT3	-.139*	-.213**	-.055	-.058	-.145*	-.106	-.060	-.097	-.200**	-.019	-.255**	-.184**
ACINT4	-.079	-.159*	.000	-.067	-.098	-.091	-.081	-.158*	-.101	-.058	-.188**	-.129
ACINT5	-.169*	-.224**	-.176**	.093	-.179**	-.137*	-.174**	-.181**	-.157**	-.114	-.144*	-.115
ACINT6	-.252**	-.299**	-.177**	-.138*	-.203**	-.157	-.142*	-.158*	-.167*	-.195**	-.199**	-.194**
ACINT7	-.017	-.047	-.072	-.018	-.091	-.055	-.117	-.144*	-.097	-.002	-.143*	-.069
SOINT1	.088	.119	.129	.059	.252**	.128	.128	.050	.175**	.229**	.214**	.248**
SOINT2	-.179**	-.217**	-.178**	-.120	-.188**	-.146*	-.051	-.172*	-.251**	-.118	-.173**	-.171**
SOINT3	-.236**	-.355**	-.204**	-.037	-.191**	-.169*	-.080	-.087	-.195**	-.205**	-.187**	-.205**
SOINT4	-.253**	-.307**	-.199**	.059	-.220**	-.215**	-.063	-.073	-.260**	-.234**	-.257**	-.220**
SOINT5	-.100	-.100	-.011	.075	-.010	-.113	-.037	-.048	-.075	.039	-.036	-.032
CAMP1	.165*	.236**	.108	.169*	.186**	.096	.197**	.200**	.114	.191**	.132*	.215**
CAMP2	.001	.079	-.044	.068	.086	.032	-.035	-.024	.105	.106	.069	.138*
CAMP3	-.005	.043	-.023	.001	.047	.008	-.100	-.084	.103	.024	.070	.067
CAMP4	.001	.083	-.062	.018	.041	-.042	-.040	-.003	.085	.004	.163*	.065
CAMP5	-.244**	-.205**	-.156**	.023	-.160*	-.187**	.063	.039	-.203**	-.057	-.280**	-.228**
CAMP6	-.150*	-.076	-.213**	.000	-.112	-.134*	-.100	-.070	-.115	-.120	-.109	-.118
CAMP7	-.021	-.033	-.101	.060	-.086	-.147*	.044	.068	-.076	-.127	-.022	-.101
CAMP8	.032	.116	-.042	-.098	.064	.084	-.003	-.058	.099	-.032	.081	.071
CAMP9	-.021	-.040	-.013	-.026	.084	.124	-.032	.036	.031	.047	.059	.031

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

* Correlation is significant at the 0.05 level (2-tailed)

Table D. Correlation among Parental Socialization variables and between Parental Socialization and Aspirations

	FTEDU	MTEDU	FTOCU	MTOCU	FTPOS	MTPOS	FTCOM	MTCOM	FTPUS1	FTPUS2	FTPUS3	FTPUS4	MTPUS1
FTEDU	1												
MTEDU	.719**	1											
FTOCU	-.371**	-.290**	1										
MTOCU	-.014	-.009	-.012	1									
FTPOS	.599**	.482**	-.276**	-.049	1								
MTPOS	.247**	.387**	-.120	-.075	.309**	1							
FTCOM	.478**	.388**	-.253**	.069	.441**	.083	1						
MTCOM	.178**	.242**	-.143*	-.067	.069	.061	.128	1					
FTPUS1	.057	.030	-.228**	.024	.114	-.017	.133*	-.004	1				
FTPUS2	.112	.084	-.062	-.087	.141*	.104	.140*	.095	.143*	1			
FTPUS3	.289**	.191**	-.180**	.067	.324**	.061	.276**	.059	.306**	.557**	1		
FTPUS4	-.116	-.142*	-.128	.011	-.030	-.028	.042	-.027	.630**	.153*	.202**	1	
MTPUS1	.054	.033	-.161*	.017	.027	.036	.083	.009	.637**	.048	.123	.548**	1
MTPUS2	.114	.142*	-.005	-.029	.067	.060	-.028	.043	-.075	.276**	.206**	-.151*	-.005
MTPUS3	.220**	.207**	-.065	.006	.216**	-.006	.155*	-.005	.194*	.135*	.604**	.067	.123
MTPUS4	-.144	-.146*	-.031	-.057	-.111	-.083	-.101	-.072	.519**	.004	.042	.742	.645**
FTPUS5	-.073	-.064	.031	.087	-.030	-.127	.210**	-.052	.206**	.005	.098	.224	.115
MTPUS5	-.094	-.110	-.092	.029	-.129	-.094	.144*	.060	.106	.044	.041	.130	.066
EDUASP	.103	.223**	-.044	-.036	.159*	.004	.120	-.185**	.147*	.118	.045	-.012	.076
CARGOV	.170*	.037	.023	.005	.174**	-.020	.062	-.012	.056	-.007	.070	-.121	.028
CARPRI	.238**	.215**	-.126	-.035	.230**	.104	.175*	.013	.135*	.029	.035	.120	.030
CARASP	-.301**	-.317**	.058	-.026	-.043	.164*	-.106	.126	.080	.029	.125	.097	-.030

	MTPUS2	.MTPUS3	MTPUS4	FTPUS5	MTPUS5	EDUASP	CARGOV	CARPRI	CARASP
MTPUS2	1								
MTPUS3	.395**	1							
MTPUS4	.029	.158*	1						
FTPUS5	-.128	-.096	.098	1					
MTPUS5	-.110	-.181**	.060	.762**	1				
EDUASP	.023	.061	.074	-.037	-.074	1			
CARGOV	.091	.025	-.105	-.011	.004	.272**	1		
CARPRI	-.101	.036	.080	-.065	-.026	.094	-.049	1	
CARASP	.064	-.208**	.063	.081.	.156*	-.022	.125	-.031	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table E. Correlation among significant other variables and between significant other and aspirations

	FRIENSO1	FRIENSO2	FREINSO3	TECHSO1	TECHSO2	TECHSO3	EDUASP	CARGOV	CARPRI	CARASP
FRIENSO1	1									
FREINSO2	.468**	1								
FREINSO3	.489**	.644**	1							
TECHSO1	.523**	.394**	.553**	1						
TECHSO2	.394**	.518**	.461**	.511**	1					
TECHSO3	.476**	.507**	.767**	.581**	.541**	1				
EDUASP	.047	-.077	-.035	.051	-.134**	.031	1			
CARGOV	.047	-.013	-.159*	-.128	-.035	-.181**	.272**	1		
CARPRI	-.095	-.126	.041	-.067	-.134*	.034	.094	-.049	1	
CARASP	.339**	.374**	.546**	.492**	.309**	.449**	-.022	.125	-.031	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table F Correlation among student characteristics variables and between student characteristics and aspirations

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS
STREAM	1										
SEX	.179**	1-									
AGE	-.143*	.276**	1								
HSDOM	.007	.205**	-.091	1							
HSEXAM	.031	.232**	-.135*	-.085	1						
GPA	.169*	.143*	-.050	-.141*	.144*	1					
FCHO	.170*	-.024	.004	.069	.068	.178**	1				
REAPLY	.078	-.058	.043	.208**	-.026	-.009	.630**	1			
EFFORT	.073	.047	-.009	.014	.051	-.212**	-.011	.248**	1		
HESKIL	.124	-.082	-.028	.002	-.053	.147*	.101	.115	.028	1	
HEPOS	-.062	-.140*	.142*	-.107	-.037	-.121	.046	.026	.093	.213**	1
HEPROF	.001	-.097	.157*	-.151*	.136*	.093	.074	.072	.204**	.006	.601**
HEMON	.057	.009	-.079	-.030	.125	-.234**	.065	.063	.184*	.253**	.587**
HESES	-.113	-.047	.022	-.082	.125	-.197**	.078	.051	.120	.174**	.576**
HEJOB	.009	-.044	.090	-.058	-.011	-.187**	.052	.088	.072	.168*	.595**
HEINTEL	-.083	.045	-.020	.028	.039	.121	-.026	.072	-.133*	.551**	.209**
HETECH	-.131	-.145*	.132	-.015	-.012	-.143*	.133*	-.053	.100	.252**	.685**
HEHELP	.020	-.114	.135*	-.042	.077	-.202**	.061	.154*	.127	-.056	.517**
HEWELF	-.015	-.057	-.017	.017	.185**	.091	-.007	.125	-.090	.360**	.262**
HECERD	-.108	-.104	.051	-.033	.155*	.026	.064	-.102	-.038	.326**	.201**
HEDEG	-.013	-.113	.146*	-.005	.029	-.191**	.186**	-.012	.219**	.004	.543**
HEPAR	.141*	-.107	.078	-.027	.078	.128	.079	.230**	.086	.194**	.570**
HEPROD	.110	.092	.132*	.062	-.044	-.215**	.137*	-.104	.104	.246**	.438**
HESOL	.000	.193**	.133*	.055	-.008	-.204**	.196**	.233**	.109	.272**	.589**
EDUASP	.098	.019	-.161*	.052	.102	-.035	-.125	.244**	.039	-.009	.090
CARGOV	.011	-.051	.076	-.056	.102	-.039	-.022	-.009	.139*	-.048	.031
CARPRI	.070	.092	-.064	.025	.170*	.092	.090	.166*	-.044	.051	-.063
CARASP	.124	.043	.142*	.248**	-.044	-.229**	.101	.421**	.446**	.170*	.013

Table F (Continued)

	HEPROF	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD
HEPROF	1											
HEMON	.518**	1										
HESES	.624**	.739**	1									
HEJOB	.526**	.698**	.622**	1								
HEINTEL	-.018	.241**	.147*	.236**	1							
HETECH	.594**	.744**	.744**	.720**	.230**	1						
HEHELP	.579**	.587**	.612**	.537**	-.040	.747**	1					
HEWELF	.226**	.362**	.380**	.212**	.325**	.414**	.204**	1				
HECERD	.151*	.292**	.308**	.187**	.295**	.376**	.201**	.801**	1			
HEDEG	.526**	.553**	.604**	.534**	.003	.738**	.689**	.144*	.157*	1		
HEPAR	.571**	.626**	.661**	.623**	.183**	.382**	.674**	.354**	.319**	.590**	1	
HEPROD	.358**	.501**	.485**	.532**	.217**	.634**	.466**	.012	.012	.651**	.491**	1
HESOL	.524**	.639**	.659**	.652**	.244**	.838**	.650**	.176**	.160*	.711**	.730**	.799**
EDUASP	.054	.028	.085	.151*	-.006	.012	.004	-.021	.009	.040	-.012	-.006
CARGOV	.177**	.132*	.161*	.026	-.073	.092	.134*	.075	.057	.090	.066	.015
CARPRI	.092	-.048	.104	-.081	-.047	.051	.068	-.036	-.010	.030	.127	.020
CARASP	.037	.065	.143*	.045	.118	.104	.023	.090	.146*	.178*	-.026	.227**

	HESOL	EDUASP	CARGOV	CARPRI	CARASP
HESOL	1				
EDUASP	-.040	1			
CARGOV	.052	.272**	1		
CARPRI	.053	.094	-.049	1	
CARASP	.159*	-.022	.125	-.031	1

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations

	ACINT1	ACINT2	ACINT3	ACINT4	ACINT5	ACINT6	ACINT7	SOINT1	SOINT2	SOSINT3	SOINT4	SOINT5	CAMP1
ACINT1	1												
ACINT2	.233**	1											
ACINT3	.067	.134*	1										
ACINT4	.191**	.192*	.188*	1									
ACINT5	.138*	-.034	.345**	.293**	1								
ACINT6	.401**	.152*	.277**	.316**	.203**	1							
ACINT7	.093	.244*	.538**	.169*	.310**	.240**	1						
SOINT1	.004	.123	.222**	.051	.080	.051	.295**	1					
SOINT2	.050	.172*	.285**	.202**	.294**	.220**	.294**	.322**	1				
SOINT3	.019	.000	.296**	.212**	.217**	.288**	.173**	.111	.409**	1			
SOINT4	-.125	-.083	.037	.158*	.199**	.163*	-.009	.067	.249**	.575**	1		
SOINT5	.034	.022	.282**	.114	.225**	.001	.256**	.362**	.358**	.350**	.247**	1	
CAMP1	-.074	-.026	-.072	.040	.036	-.021	.027	-.044	.088	-.087	.160*	.157*	1
CAMP2	.067	-.019	-.047	-.145*	-.053	-.100	-.012	-.017	.015	-.158*	-.055	.062	.365**
CAMP3	.201**	-.098	-.030	-.018	-.043	-.073	.060	.035	.040	-.081	-.033	.048	.183**
CAMP4	.084	.121	.067	-.026	-.121	-.147*	.130	.014	.059	-.132	-.128	.074	.095
CAMP5	-.083	-.137*	-.319**	-.250**	-.024	-.165*	-.094	-.079	-.174**	-.258*	-.098	-.140*	.120
CAMP6	.035	.014	-.150*	-.001	.025	-.159*	.079	-.001	-.145*	-.181**	-.085	-.069	-.028
CAMP7	.036	.077	-.162*	.147*	-.107	-.052	.108	.110	.099	.046	-.075	-.024	.134*
CAMP8	.117	-.055	.033	.158*	.138*	-.045	.090	-.094	.001	.060	.066	.065	.149*
CAMP9	.102	.031	-.025	.048	-.002	-.086	-.139*	-.059	.054	-.014	.013	.013	.068
EDUASP	-.043	.000	-.100	-.034	-.016	-.037	-.008	.073	.061	.074	-.043	-.041	.061
CARGOV	.020	.155*	.041	-.045	.004	.011	.134*	.130	.141*	.126	.186**	.108	.013
CARPRI	-.082	.105	.085	.051	.071	.041	-.032	.124	.226**	.033	.184**	.111	.040
CARASP	-.005	.144*	.325**	.120	-.017	.039	.235	.099	.107	.090	-.109	.104	.161*

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations

	CAMP2	CAMP3	CAMP4	CAMP5	CAMP6	CAMP7	CAMP8	CAMP9	EDUASP	CARGOV	CARPRI	CARASP
CAMP2	1											
CAMP3	.397**	1										
CAMP4	.409**	.319**	1									
CAMP5	.330**	.218**	-.114	1								
CAMP6	.358**	.356**	.195**	.381**	1							
CAMP7	.159*	.168*	.173*	.029	.245**	1						
CAMP8	.210**	.140*	.054	-.089	.287**	.236**	1					
CAMP9	.232**	.161*	.153*	.169*	.229**	.068	.175**	1				
EDUASP	.033	.030	-.050	-.012	-.045	.151*	.096	-.175**	1			
CARGOV	-.004	-.076	.055	-.128	-.148*	-.033	-.025	-.060	.272**	1		
CARPRI	.169*	.043	.207**	.029	.141*	-.045	-.051	.059	.094	-.049	1	
CARASP	.134*	-.006	.484**	-.434**	-.172*	.086	.096	.080	-.022	.125	-.031	1

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

* Correlation is significant at the 0.05 level (2-tailed)

APPENDIX D
ZERO ORDER CORRELATION OF PRIVATE UNIVERSITIES

Table A. Correlation between Parental Socialization and Student Characteristics

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS	HEPROF
FTEDU	.057	.125	.043	-.015	.164*	.035	.022	.054	.204*	.057	.003	.058
MTEU	-.034	.128	-.033	-.011	.191*	.128	.011	.032	.231**	.141	.059	.158*
FTOCU	-.144	.041	.060	.176*	.088	.115	.142	.060	.025	.001	.105	.160*
MTOCU	-.068	.025	.074	.089	.027	.011	.119	.130	.202*	-.062	.149*	.112
FTPOS	.163*	.034	.117	.105	-.009	.078	.052	-.139	-.049	.068	.006	.220**
MTPPOS	.127	-.040	.120	.067	-.050	.026	.034	-.025	-.043	-.117	.062	.267**
FTCOM	.044	-.160*	.085	.036	.084	.105	-.035	-.053	.124	-.001	.001	.115
MTCOM	-.062	.148	.006	.036	.052	-.009	-.042	.114	.116	-.121	.086	.210**
FTPUS1	.066	.012	.172*	-.031	.065	.093	.042	.190*	.087	.129	.079	.326**
FTPUS2	-.054	.126	-.095	.020	-.198*	-.135	-.042	.018	-.032	-.061	-.095	-.178*
FTPUS3	-.021	.092	-.036	-.079	-.087	-.104	-.035	.024	-.053	-.068	-.054	-.133
FTPUS4	-.100	.111	.104	.007	-.077	.063	-.025	-.017	.095	.099	.014	.143
MTPUS1	-.042	.016	.046	-.180*	.055	-.025	.003	-.172*	.023	-.024	.125	.143
MTPUS2	.096	.172*	.160*	-.059	-.047	.048	.066	-.095	-.007	-.044	-.032	-.138
MTPUS3	.087	-.002	.094	.013	-.011	.018	.001	-.030	-.026	-.054	-.088	.116
MTPUS4	-.153	-.145	-.101	-.096	-.026	-.098	-.026	.038	.086	.040	.009	.078
FTPUS5	.022	-.120	-.127	-.096	-.054	-.080	-.022	.122	-.083	.018	.032	-.073
MTPUS5	-.124	.015	.049	-.069	-.093	-.144	-.122	-.060	-.060	.007	-.051	-.092

	HEMON	HESES	HEJOB	HEINTL	HETEHE	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
FTEDU	-.055	-.108	-.261**	-.287**	-.028	.029	-.196*	-.037	-.135	.099	.062	-.069
MTEU	.057	-.068	-.185*	-.206**	.026	.068	-.215**	-.021	-.075	.069	.049	-.040
FTOCU	.201*	.116	-.092	-.052	-.027	-.190*	-.019	-.122	-.167*	-.103	-.061	-.157*
MTOCU	.030	.100	-.069	-.040	.019	.038	.021	-.122	.155	-.139	.082	.036
FTPOS	-.162*	.076	-.203*	-.060	-.028	.031	.000	.046	.032	-.028	-.052	-.196*
MTPPOS	.095	.151	.012	-.024	.019	.030	.030	-.099	.195*	-.211**	-.026	.036
FTCOM	-.179*	-.029	-.233**	-.198*	-.156	.126	-.174*	-.036	-.184*	.044	-.048	-.198**
MTCOM	-.118	.095	.188*	.056	.119	.033	.091	-.146	.000	-.035	-.001	-.014
FTPUS1	-.008	-.102	-.050	.044	.098	.015	.040	.003	.010	.056	.162*	.008
FTPUS2	-.150	-.106	-.002	-.067	-.055	.159*	.000	-.001	.051	-.033	-.075	-.107
FTPUS3	-.218**	.067	.004	.000	.107	-.051	-.005	-.009	.231**	-.113	-.107	-.135
FTPUS4	.061	.014	-.074	.043	.025	.039	.053	.004	.104	-.056	.190*	.117
MTPUS1	.061	.097	.091	.000	.068	.003	.020	.032	-.014	-.095	.043	.030
MTPUS2	.013	.021	-.014	.000	-.070	-.047	.097	-.069	-.027	-.076	-.071	-.249**
MTPUS3	-.049	.078	-.152	.000	.076	-.048	-.055	-.049	-.014	-.105	-.028	-.268**
MTPUS4	.018	-.021	.042	.000	.073	-.048	-.055	-.049	.202**	-.067	.085	.172*
FTPUS5	.099	-.006	.000	-.053	.072	.017	-.100	-.094	.089	-.046	.079	.157*
MTPUS5	.121	-.080	.164*	-.052	.022	.073	.072	-.118	.061	-.051	.054	.162*

Table B. Correlation between Student Characteristics and Significant Others

	FRIENSO1	FRIENSO2	FRIENSO3	TECHSO1	TECHSO2	TECHSO3
STREM	-.186*	-.005	.110	-.169*	-.148	.079
SEX	.063	-.037	-.024	.077	-.083	.127
AGE	-.193*	-.056	.242**	-.185*	-.123	.154
HSDOM	.036	-.062	-.018	-.041	.105	.025
HSEXAM	-.003	-.069	.011	-.152	.089	.021
GPA	-.084	-.137	.148	-.198*	-.046	.257**
FCHO	-.064	.141	.070	.005	.022	-.030
REAPLY	-.089	-.082	.080	-.169*	.035	-.016
EFFORT	-.032	-.082	.080	-.032	.027	.161*
HESKILL	-.110	.009	-.018	-.095	-.022	-.062
HEPOS	.087	.102	.197*	-.082	.069	.105
HEPROF	.013	.102	.137	-.109	-.034	-.059
HEMON	-.050	.079	.033	-.134	-.002	.062
HESES	.179*	.007	.181*	-.098	-.008	.134
HEJOB	.072	.175*	-.148	.082	.134	-.063
HEINTL	.000	.107	.055	.049	.050	.055
HETEH	-.014	.047	.161*	-.031	-.086	.070
HEHELP	-.049	-.018	-.015	.088	-.037	.163*
HEWEL	.087	-.019	.072	-.066	-.029	.080
HECER	.041	-.089	.100	-.016	-.128	.170*
HEDEG	.086	-.059	-.125	-.025	-.014	-.092
HEPAR	.005	-.072	.098	.000	-.046	.246**
HEPROD	-.137	-.125	-.056	-.172*	-.026	.007
HESOL	-.088	-.079	-.192**	-.017	-.095	-.024

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

* Correlation is significant at the 0.05 level (2-tailed)

Table C. Correlation Between Student Characteristics and Academic Experiences

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS	HEPROF
ACINT1	-.262**	.021	-.297**	.043	-.069	-.075	-.037	.033	-.037	.025	-.048	-.016
ACINT2	-.281**	.208**	-.222**	.049	.078	.103	.037	.008	.119	.007	.069	-.007
ACINT3	-.160*	.098	-.134	.031	.085	.008	.093	.059	.018	-.028	-.039	.016
ACINT4	-.176*	-.036	-.099	-.107	.045	.008	.060	.062	.073	-.083	.087	.047
ACINT5	-.081	-.103	.026	-.030	.089	.083	-.031	-.014	.214**	-.044	-.084	-.013
ACINT6	-.359**	.005	-.395**	-.071	.047	-.083	-.017	.072	.063	-.069	-.164*	-.182*
ACINT7	-.016	.073	.000	-.011	-.056	-.076	.084	-.054	-.009	.023	-.026	.121
SOINT1	.002	-.019	.011	.106	-.221**	-.082	-.014	-.047	-.167*	.052	-.009	-.020
SOINT2	.028	.151	.034	-.047	-.214**	-.048	-.017	-.080	-.242**	-.021	.018	.146
SOINT3	-.197*	-.106	-.276**	-.052	.134	.077	-.061	-.018	-.032	-.058	-.018	-.086
SOINT4	-.268**	.096	-.220**	-.014	-.109	-.020	.103	-.096	-.142	-.013	-.040	-.084
SOINT5	.031	.134	-.145	-.051	-.133	-.122	.009	-.038	-.135	.087	.074	-.105
CAMP1	.050	-.014	.138	.030	.059	.228**	.059	-.034	.089	.090	.081	.109
CAMP2	.179*	-.073	.303**	.099	.158*	.211**	-.107	.104	.189*	.132	-.049	.072
CAMP3	.111	-.102	.246**	-.015	-.018	-.016	.028	-.009	.211**	-.069	.048	-.002
CAMP4	.114	-.068	.193*	-.078	-.004	.055	-.107	.007	.151	-.039	.151	-.062
CAMP5	.146	.048	.150	-.019	.091	.083	.050	-.029	.112	-.077	.009	-.020
CAMP6	.038	-.063	.288**	-.026	.125	.159*	.034	.098	.099	.145	.079	.033
CAMP7	.050	.038	.059	-.156	.102	.126	-.006	-.037	.020	-.088	-.079	-.132
CAMP8	.114	-.123	.226**	-.052	.062	.218**	.046	-.051	.025	.015	.029	.048
CAMP9	.139	.009	.132	-.137	-.042	.042	.032	-.057	.025	-.022	-.108	-.078

Table C. Correlation Between Student Characteristics and Academic Experiences (Continued)

	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
ACINT1	.081	.003	.165*	-.054	-.092	.064	.001	-.039	-.046	-.009	.053	-.012
ACINT2	-.031	-.042	.104	.033	-.008	.131	.028	.050	-.009	.131	.072	.057
ACINT3	.075	-.002	.067	-.104	-.008	.060	-.036	-.117	.064	-.037	-.053	.229**
ACINT4	.063	.133	.129	-.031	-.006	.061	.269**	-.047	.185*	-.086	.069	.127
ACINT5	-.030	.050	.030	-.028	-.064	.118	.056	-.100	.179*	-.124	.172*	.190*
ACINT6	.105	-.042	.247**	-.100	-.175*	.004	-.060	-.196*	.069	-.133	-.040	.072
ACINT7	.132	.043	.136	.065	-.031	.008	-.066	.001	.144	.010	.049	.335**
SOINT1	.049	.023	.032	-.126	-.033	-.124	.049	.087	-.054	.075	-.011	.024
SOINT2	.015	-.010	.118	.135	.029	-.090	.012	.057	-.003	.062	.024	.063
SOINT3	.044	.027	.043	-.040	-.059	.036	.018	-.009	-.002	.045	.013	.009
SOINT4	.085	-.014	.125	-.032	-.144	-.069	.021	-.095	-.052	.051	-.064	-.059
SOINT5	.090	.178*	.129	.037	.003	-.099	-.038	.047	-.125	.152	.007	-.033
CAMP1	-.031	.124	-.161*	.077	.080	.062	-.018	.088	.096	-.006	.067	.067
CAMP2	-.034	.108	-.072	-.068	.015	.028	.012	.127	-.017	.094	.089	-.127
CAMP3	-.027	-.002	-.069	-.134	.026	.142	-.090	-.021	-.007	-.092	-.156*	-.069
CAMP4	-.056	.112	.044	-.049	.079	-.060	.036	.164*	-.064	.040	-.109	-.199*
CAMP5	-.156	.045	-.076	-.120	-.001	.132	-.031	.131	-.106	.096	-.054	-.102
CAMP6	.069	.149	-.027	-.136	.064	.029	.069	.017	-.045	-.056	-.042	-.080
CAMP7	-.082	-.004	.105	-.075	-.078	.128	-.114	-.047	-.093	.042	-.195*	-.119
CAMP8	-.087	.004	.020	-.106	-.019	.081	.112	.116	.014	-.003	-.109	-.080
CAMP9	.101	-.032	.133	.154	.027	-.023	.097	.171*	.031	.147	.045	.118

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

* Correlation is significant at the 0.05 level (2-tailed)

Table D. Correlation among Parental Socialization variables and between Parental Socialization and Aspirations

	FTEDU	MTEDU	FTOCU	MTOCU	FTPOS	MTPOS	FTCOM	MTCOM	FTPUS1	FTPUS2	FTPUS3	FTPUS4	MTPUS1
FTEDU	1												
MTEDU	.691**	1											
FTOCU	.031	.105	1										
MTOCU	.093	.213**	-.012	1									
FTPOS	.327**	.239**	-.276**	-.049	1								
MTPOS	-.008	.262**	-.120	-.075	.309**	1							
FTCOM	.308**	.276**	-.253**	.069	.441**	.083	1						
MTCOM	.032	.243**	-.143	-.024	.069	.601**	.349*	1					
FTPUS1	.055	-.015	-.228**	-.067	.114	-.017	.259**	.117	1				
FTPUS2	.017	-.010	-.062	.011	.141*	.104	.081	.112	-.129	1			
FTPUS3	-.076	-.096	-.180	.017	.324**	.062	.140	.080	.004	.631**	1		
FTPUS4	.014	.132	-.128	-.029	-.030	-.028	.153	.038	.464**	.175*	.202**	1	
MTPUS1	.005	.213**	-.161*	.006	.027	.036	.104	.260**	.393**	.131	.069	.415**	1
MTPUS2	.018	.001	-.005	-.057	.067	.060	.083	-.038	-.049	.476**	.469**	.162*	.115
MTPUS3	-.017	-.070	-.065	.087	.216**	-.003	.089	.046	-.128	.345**	.598**	.072	.044
MTPUS4	.102	.034	-.031	.029	-.111	-.083	.039	.187*	.320**	.048	.244**	.579**	.436**
FTPUS5	.165*	.259**	-.092	-.036	-.080	-.127	.031	.179*	-.129	.078	-.002	.074	.200**
MTPUS5	.036	.145	.023	.005	-.129	-.094	.085	.176*	-.016	.161*	.113	.166*	.211**
EDUASP	.174*	.200**	.053	-.035	.159*	.004	.058	.064	-.073	.002	.049	-.123	-.029
CARGOV	-.003	-.001	-.126	-.012	.174**	-.020	.048	.021	-.058	-.048	-.084	-.004	-.065
CARPRI	.094	.003	.058	-.005	.230**	.104	.033	-.024	.030	-.204**	-.119	-.073	-.169*
CARASP	-.042	-.096	-.044	-.026	-.043	.164*	-.087	-.089	.085	.020	.004	-.005	-.042

	MTPUS2	.MTPUS3	MTPUS4	FTPUS5	MTPUS5	EDUASP	CARGOV	CARPRI	CARASP
MTPUS2	1								
MTPUS3	.540**	1							
MTPUS4	.032	.117	1						
FTPUS5	-.014	.004	.26199	1					
MTPUS5	.015	-.047	.266**	.806**	1				
EDUASP	.111	.110	-.075	-.105	-.136	1			
CARGOV	.049	-.091	-.016	.072	.138	.248**	1		
CARPRI	.102	.006	-.035	.014	-.054	-.066	-.129	1	
CARASP	.044	.065	-.049	-.079	-.093	.059	.038	.117	1

Table E. Correlation among significant other variables and between significant other and aspirations

	FRIENSO1	FRIENSO2	FREINSO3	TECHSO1	TECHSO2	TECHSO3	EDUASP	CARGOV	CARPRI	CARASP
FRIENSO1	1									
FREINSO2	.247**	1								
FREINSO3	-.125	.288**	1							
TECHSO1	.417**	.282**	-.202*	1						
TECHSO2	.293**	.478**	.125	.279**	1					
TECHSO3	-.081	-.021	.361**	.004	.114	1				
EDUASP	.101	.056	.030	.213**	.048	.196*	1			
CARGOV	.001	-.099	.108	.043	.029	.139	.248**	1		
CARPRI	-.188*	-.068	.043	-.207**	-.009	.040	-.066	-.129	1	
CARASP	-.037	-.024	.143	.017	-.079	.070	.059	.038	.117	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table F. Correlation among student characteristics variables and between student characteristics and aspirations

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS
STREAM	1										
SEX	-.019	1									
AGE	.387**	-.206**	1								
HSDOM	.028	-.097	.090	1							
HSEXAM	.047	.052	.010	-.017	1						
GPA	.070	.032	.133	-.124	.319**	1					
FCHO	-.106	.139	-.015	.123	.085	-.085	1				
REAPLY	-.158*	.019	-.060	-.035	.075	-.050	-.321**	1			
EFFORT	.109	-.112	.063	-.020	.096	.126	-.004	-.070	1		
HESKIL	-.083	-.056	-.069	.051	.086	.040	.081	.050	.076	1	
HEPOS	-.114	-.024	.023	-.060	.137	.212**	-.039	-.046	.271**	.049	1
HEPROF	.075	-.031	.175*	.053	.091	.164*	.216**	-.139	-.062	.247**	.196*
HEMON	-.029	.071	-.104	.075	-.012	-.008	.005	.049	-.003	.143	.085
HESES	.037	-.075	.112	.074	.038	.018	.089	-.082	.031	-.035	.231**
HEJOB	-.130	.029	-.104	.006	.124	-.107	-.053	.036	.026	.098	-.006
HEINTEL	.082	.162*	.000	-.103	-.052	.000	.000	-.019	-.102	.000	.000
HETECH	.070	-.055	-.030	-.045	.104	-.045	-.001	.060	.136	.119	.184*
HEHELP	.135	.096	-.003	-.106	-.072	.007	.030	-.069	.031	-.034	.043
HEWELF	.084	.069	.112	.006	.021	.052	.038	.054	-.110	.116	.185*
HECERD	.191*	.081	.021	.011	-.123	-.045	.007	.015	-.128	.089	.005
HEDEG	-.038	-.056	-.090	-.009	-.088	-.038	.019	-.108	.059	-.028	.123
HEPAR	.166	.168*	.008	.063	.023	.064	.010	.057	-.062	-.036	-.091
HEPROD	-.016	-.058	-.031	.174*	-.143	.081	-.032	.015	.014	.065	.106
HESOL	.054	.039	-.083	-.056	-.086	-.037	-.015	-.018	.102	.035	.035
EDUASP	-.034	.036	-.144	-.044	.169*	.023	.058	-.185*	.117	-.064	.066
CARGOV	-.202	.094	-.138	-.018	-.020	.120	.026	-.031	.156	-.017	.084
CARPRI	.315**	-.070	.273**	.023	-.031	.045	-.074	.169*	-.088	-.065	-.084
CARASP	-.073	.044	.133	.034	-.139	-.036	.020	.092	-.038	-.063	-.004

Table F. Correlation among student characteristics variables and between student characteristics and aspirations (Continued)

	HEPROF	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD
HEPROF	1											
HEMON	.078	1										
HESES	.152	.201**	1									
HEJOB	-.004	.328**	.028	1								
HEINTL	.000	.075	-.098	.260**	1							
HETECH	.062	.090	.124	.173*	.459**	1						
HEHELP	-.176*	-.111	-.103	.120	.210**	.267**	1					
HEWELF	.121	-.076	.125	.077	.146	.0665	.139	1				
HECERD	-.049	-.212**	.020	.002	.129	.273**	.246**	.491**	1			
HEDEG	.233**	.050	.018	.133	.175*	.081	-.033	.117	-.019	1		
HEPAR	.134	-.079	-.110	-.018	.118	.159*	.091	.159*	.403**	-.212**	1	
HEPROD	.188*	.124	.029	.026	.172*	.050	.047	.134	.104	.436**	.082	1
HESOL	.182*	.034	-.176*	.217**	.241**	.129	.154	.045	.018	.521**	.053	.426**
EDUASP	-.211**	-.093	-.051	-.065	-.034	.008	.041	-.084	-.061	-.015	-.012	-.239**
CARGOV	.000	-.119	.011	.073	.000	-.048	.129	.016	-.057	.077	-.056	-.004
CARPRI	-.063	.034	-.061	-.073	.032	-.090	-.077	-.010	.063	-.130	.138	.034
CARASP	-.049	-.085	-.132	-.140	-.013	.034	-.002	.049	.106	-.138	.035	-.096

	HESOL	EDUASP	CARGOV	CARPRI	CARASP
HESOL	1				
EDUASP	-.108	1			
CARGOV	.181*	.248**	1		
CARPRI	-.143	-.066	-.129	1	
CARASP	-.190*	.059	.038	.117	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations

	ACINT1	ACINT2	ACINT3	ACINT4	ACINT5	ACINT6	ACINT7	SOINT1	SOINT2	SOSINT3	SOINT4	SOINT5	CAMP1
ACINT1	1												
ACINT2	.504**	1											
ACINT3	.395**	.414**	1										
ACINT4	.344**	.440**	.510**	1									
ACINT5	.195*	.222**	.441**	.421**	1								
ACINT6	.559**	.447**	.418**	.515**	.416**	1							
ACINT7	.158*	.355**	.397**	.189*	.336**	.208**	1						
SOINT1	.239**	.337**	.126	.277**	.278**	.260**	.280**	1					
SOINT2	.205**	.263**	.174*	.036	.423**	.260**	.226**	.403**	1				
SOINT3	-.124	-.016	.035	.038	.042	-.090	.218**	.216**	.177*	1			
SOINT4	-.222**	-.034	.059	.146	.086	-.181*	.082	.096	.107	.437**	1		
SOINT5	.137	.152	.242**	-.061	.197*	.107	.186*	.108	.231**	.169*	.270**	1	
CAMP1	.108	-.047	-.058	.079	.079	.172*	-.047	.168*	.099	-.035	-.140	.071	1
CAMP2	.164*	-.065	-.015	-.136	-.056	.080	-.149	.050	-.047	-.070	-.123	.014	.382**
CAMP3	.104	-.013	-.068	-.043	.064	.047	.059	.192*	.025	.092	.011	-.025	.346**
CAMP4	.072	-.137	-.025	-.069	.045	.017	-.065	-.012	.026	.017	-.121	-.046	.273**
CAMP5	.062	-.138	-.099	-.062	-.055	.059	-.006	.105	-.113	.054	-.054	.023	.429**
CAMP6	.072	-.082	-.090	-.104	-.117	.003	-.085	-.029	-.076	.064	.011	.041	.341**
CAMP7	-.140	-.104	-.057	-.003	.018	-.090	.022	.084	-.014	.180*	.147	.021	.245**
CAMP8	.042	-.027	.033	.012	.127	.105	.067	.004	.022	-.019	-.010	-.035	.318**
CAMP9	-.036	.015	-.057	-.074	-.041	-.083	.066	-.053	-.086	-.001	-.042	-.124	.132
EDUASP	-.156*	-.124	-.050	-.130	-.185*	.052	.105	.013	-.144	.108	.098	-.032	-.011
CARGOV	-.019	.069	-.062	.068	-.104	-.014	.101	-.090	-.040	-.112	.049	-.108	-.110
CARPRI	.065	.124	-.021	-.021	-.114	.052	.103	.020	.027	-.032	-.071	-.096	-.063
CARASP	-.050	-.036	-.007	.083	.201**	.032	.080	.097	.090	-.014	.046	.000	-.036

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations (Continued)

	CAMP2	CAMP3	CAMP4	CAMP5	CAMP6	CAMP7	CAMP8	CAMP9	EDUASP	CARGOV	CARPRI	CARASP
CAMP2	1											
CAMP3	..374**	1										
CAMP4	.337**	.396**	1									
CAMP5	.477**	.528**	.349**	1								
CAMP6	.384**	.444**	.339**	.410**	1							
CAMP7	.222**	.346**	.295**	.372**	.360**	1						
CAMP8	.271**	.266**	.265**	.250**	.394**	.370**	1					
CAMP9	.130	.120	.172*	.240**	.118	.231**	.138	1				
EDUASP	-.028	-.072	-.020	.068	-.031	.041	-.046	.057	1			
CARGOV	-.040	-.023	-.081	-.020	-.031	.038	-.021	.016	.248**	1		
CARPRI	.170*	.078	.066	-.016	.042	-.014	.050	.201**	-.066	-.129	1	
CARASP	.041	.099	-.071	.030	.067	-.052	.018	-.045	.059	.038	.117	1

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

* Correlation is significant at the 0.05 level (2-tailed)

APPENDIX E
ZERO ORDER CORRELATION OF MERGED DATA

Table A. Correlation between Parental Socialization and Student Characteristics

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCO	REPLY	EFFORT	HESKIL	HEPOS	HEPROF
FTEDU	.145**	.034	-.049	-.105*	.128*	.127*	.123*	.110*	.159**	.099	.007	.067
MTEDU	.015	.010	-.069	-.127*	.089	.149**	.061	.050	.103*	.043	.025	.143**
FTOCU	-.075	.005	-.084	.076	-.085	-.098	-.097	.008	-.188**	.005	-.177**	-.196**
MTOCU	-.067	.005	-.110*	-.021	.088	-.083	-.086	-.031	-.138**	-.038	-.156**	-.122*
FTPOS	.245**	.052	-.052	-.009	.099	.056	.073	-.051	.065	-.035	.023	.130*
MTPOS	.115*	.028	.081	.068	-.089	.036	.059	-.169**	.067	-.030	-.023	.134*
FTCOM	.114*	.028	-.002	-.023	.116*	.051	.065	.073	.191**	.013	.037	.138*
MTCOM	.068	.105*	.060	.064	-.011	.033	.020	-.102	.108*	-.087	-.088	.132*
FTPUS1	.101*	-.045	.037	-.012	-.028	.111*	.025	-.034	-.042	.015	-.039	.014
FTPUS2	.086	.052	.105*	.184**	-.081	-.083	.185**	.072	.438**	.116*	.126*	.062
FTPUS3	.117*	.003	.157**	.164**	-.059	-.050	.192**	.094	.385**	.082	.119*	.049
FTPUS4	-.020	.076	-.016	-.048	.038	.069	-.029	.059	-.134**	-.013	-.092	.026
MTPUS1	-.031	-.057	-.020	-.167**	.044	.003	-.087	.001	.165**	-.105*	-.057	.010
MTPUS2	.169**	.026	.222**	.193**	-.041	-.021	.204**	-.011	.480**	.116*	.166**	.101*
MTPUS3	.152**	-.069	.242**	.161**	-.061	-.038	.190**	.043	.428**	.074	.166**	.108*
MTPUS4	-.007	-.045	-.072	-.165**	.074	.042	-.054	-.026	-.216**	-.035	-.078	.023
FTPUS5	-.111*	.014	-.134**	-.126*	.031	.034	-.172**	-.048	-.418**	-.090	-.159**	-.169**
MTPUS5	-.177**	.084	-.162**	-.176**	.026	.045	-.211**	.027	-.409**	-.088	-.161**	-.174**

	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
FTEDU	-.004	.000	-.113*	-.043	-.038	-.051	-.094	-.029	-.045	.035	.000	-.029
MTEDU	-.086	-.051	-.073	-.084	-.079	-.054	-.116*	-.056	-.046	-.06	-.027	-.063
FTOCU	-.037	-.130*	-.156*	-.084	-.165**	-.138**	.023	.017	-.245**	-.165**	-.226**	-.233**
MTOCU	-.008	-.052	-.132*	-.106*	-.133**	-.076	-.006	-.012	-.092	-.169**	-.139**	-.143**
FTPOS	-.073	.041	-.103*	-.073	-.066	-.071	-.016	.057	.027	-.075	-.046	-.127*
MTPOS	-.084	-.031	-.044	-.038	-.057	-.063	-.040	-.022	.078	-.143**	-.025	-.031
FTCOM	-.055	.069	-.022	-.126*	-.053	.024	-.089	-.038	-.045	.060	.039	-.027
MTCOM	-.042	.008	-.026	-.075	-.023	-.005	-.077	-.091	-.003	-.055	.007	-.022
FTPUS1	-.025	-.143**	-.028	-.035	-.090	-.047	-.064	-.082	-.015	-.043	-.023	-.071
FTPUS2	.084	.177**	.144**	.086	.128*	.082	.068	.079	.242**	.046	.241**	.183**
FTPUS3	.039	.148**	.139**	.104*	.123*	.044	.074	.066	.252**	.064	.243**	.181**
FTPUS4	-.025	-.105*	.008	.011	-.083	-.046	-.017	-.037	-.006	-.062	-.030	-.032
MTPUS1	-.018	-.103*	-.003	-.038	-.118*	-.068	-.083	-.040	-.053	-.095	-.126*	-.094
MTPUS2	.097	.205**	.088	.107*	.115*	.052	.086	.088	.231**	.035	.265**	.153**
MTPUS3	.075	.208**	.111*	.106*	.135*	.060	.088	.072	.245**	.057	.283**	.153**
MTPUS4	.012	-.107*	.028	-.006	-.077	-.103*	-.062	-.067	-.067	-.053	-.125*	-.035
FTPUS5	-.075	-.214**	-.126*	-.073	-.113*	-.080	-.043	-.011	-.169**	-.084	-.153**	-.108*
MTPUS5	-.100	-.210**	-.056	-.071	-.117*	-.053	-.059	-.027	-.173**	-.068	-.185**	-.111*

Table B. Correlation between Student Characteristics and Significant Others

	FRIENSO1	FRIENSO2	FRIENSO3	TECHSO1	TECHSO2	TECHSO3
STREM	-.098	-.003	.059	-.079	-.090	.017
SEX	.045	-.042	-.111*	.006	-.115*	-.087
AGE	-.015	.047	.231**	-.008	.097	.236**
HSDOM	.119*	.064	.129	.052	.124*	.145**
HSEXAM	-.050	-.090	-.130*	-.086	-.058	-.172**
GPA	.001	-.039	.088	-.031	.030	.155**
FCHO	.003	.121*	.170**	.105*	.084	.125*
REAPLY	.247**	.072	-.016	.190**	.070	-.025
EFFORT	.126*	.184**	.333**	.200**	.127*	.317**
HESKILL	.023	.065	.104*	.037	.005	.027
HEPOS	.136**	.100	.189**	.108*	.087	.149**
HEPROF	.037	.116*	.114*	.032	.050	.027
HEMON	.039	.099	.080	.034	.041	.013
HESES	.070	.094	.202**	.088	.021	.095
HEJOB	.139**	.122*	.096	.135*	.141*	.083
HEINTL	.082	.036	.111*	.092	.043	.107*
HETEH	.118*	.114*	.175**	.139**	.083	.152**
HEHELP	.060	.099	.063	.136**	.079	.141**
HEWEL	.057	-.011	.031	.066	-.004	.021
HECER	.035	-.013	.068	.088	-.037	.079
HEDEG	.167**	.146**	.199**	.178**	.146**	.174**
HEPAR	.076	-.021	.078	.092	.025	.116*
HEPROD	.084	.115	.228**	.118*	.188**	.230**
HESOL	.104*	.113*	.142**	.161**	.104*	.189**

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

* Correlation is significant at the 0.05 level (2-tailed)

Table C. Correlation Between Student Characteristics and Academic Experiences

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REPLY	EFFORT	HESKIL	HEPOS	HEPROF
ACINT1	-.109*	-.150*	.043	.110*	-.041	-.063	.194**	.175**	.212**	.022	.156**	.181**
ACINT2	-.111*	.132*	-.140**	-.001	.089	.041	.021	-.137*	-.024	.009	.022	.007
ACINT3	-.127*	.064	-.179**	-.158**	.001	.078	-.096	-.051	-.397**	-.104*	-.104*	-.109*
ACINT4	-.090	.016	-.162**	-.112*	.089	.129*	-.012	.053	-.144	-.091	-.033	-.038
ACINT5	-.036	-.054	-.047	-.085	-.023	.071	-.051	.007	-.107*	-.103*	-.112*	-.088
ACINT6	-.153**	.001	-.206**	.002	-.116*	-.056	-.018	.114*	-.040	-.047	-.151**	-.225**
ACINT7	-.054	.088	-.270**	-.159**	-.061	-.044	-.138**	-.064	-.321**	-.076	-.101	-.085
SOINT1	-.068	-.051	.104*	.011	-.207**	-.090	-.037	.059	-.082	.100	.125*	.111*
SOINT2	.004	.004	.040	-.139**	-.117*	.133**	-.031	-.129*	-.320**	-.103*	-.001	-.011
SOINT3	-.118*	-.063	-.023	-.146**	-.155**	.101*	-.064	.011	-.160**	-.038	-.053	-.155**
SOINT4	-.227**	-.059	-.110*	-.070	-.153**	.100	-.016	-.056	-.285**	-.055	-.007	-.143**
SOINT5	-.047	-.066	-.011	-.143**	-.151**	.069	-.027	-.065	-.188**	.024	.130*	.050
CAMP1	.239**	-.102*	.249**	.053	.087	.059	.218**	-.049	.288**	.149**	.232**	.167**
CAMP2	.293**	-.048	.307**	.139**	.073	.230**	.149**	-.318**	.240**	.123*	.123*	.147**
CAMP3	.170**	-.042	.140**	.059	.035	.145**	.174**	-.260**	.191**	-.032	.116*	.135**
CAMP4	.204**	-.036	.242**	.088	-.023	.157**	.166**	-.251**	.384**	.077	.120*	.065
CAMP5	.228**	-.023	.113*	-.130*	.020	.287**	.047	-.193**	-.148**	.006	-.018	-.008
CAMP6	.227**	-.046	.090	.000	.002	.361**	.181**	-.145*	.010	.033	-.038	.022
CAMP7	.117*	.092	.063	-.017	.090	.138**	.047	-.097	.180**	-.019	.020	-.038
CAMP8	.119*	-.115*	.201**	.013	.082	.121*	.108*	-.146*	.139*	-.052	.063	.075
CAMP9	.165**	-.114*	.185**	-.049	-.024	.093	.109*	-.162**	.101*	-.007	.017	.024

Table C. Correlation Between Student Characteristics and Academic Experiences (Continued)

	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD	HESOL
ACINT1	.187**	.215**	.241**	-.052	.194**	.233**	-.004	-.081	.215**	.217**	.281**	.256**
ACINT2	-.018	-.017	.052	.029	-.045	.036	.029	-.017	-.038	.030	-.036	-.009
ACINT3	-.081	-.211**	-.055	-.089	-.131*	-.079	-.070	-.098	-.173**	-.059	-.258**	-.112*
ACINT4	-.033	-.098	.023	-.067	-.082	-.051	.027	-.116*	-.020	-.082	-.124*	-.063
ACINT5	-.119*	-.150**	-.113*	-.078	-.147**	-.057	-.100	-.151**	-.031	-.122*	-.034	.126*
ACINT6	-.117*	-.221**	-.036	-.127*	-.189**	-.105*	-.115*	-.169**	-.078	-.176**	-.147**	.006
ACINT7	.008	-.097	-.054	-.028	-.100	-.062	-.117*	-.097	-.101	-.040	-.173**	.120*
SOINT1	.071	-.077	.089	.002	.160**	.038	.096	.062	.061	.170**	.099	-.117*
SOINT2	-.109*	-.148**	-.081	-.051	-.129*	-.126*	-.030	-.098	-.138**	-.066	-.0084	.065
SOINT3	-.136**	-.219**	-.116*	-.028	-.146**	-.100	-.044	-.062	-.085	-.126*	-.071	.052
SOINT4	-.112*	-.190**	-.074	-.046	-.181**	-.155**	-.030	-.079	-.152**	-.032*	-.156**	-.032
SOINT5	-.019	.010	.047	.065	.000	-.098	-.032	-.012	-.077	.079	.007	.099
CAMP1	.113*	.268**	.080	.163**	.175**	.108*	.148**	.149**	.205**	.175**	.225**	.077
CAMP2	.008	.155**	-.006	.058	.090	.055	.005	.025	.144**	.1332**	.180**	.160**
CAMP3	.002	.085	-.005	-.007	.062	.063	-.075	-.060	.125*	.028	.067	.149**
CAMP4	.003	.166**	.026	.033	.077	-.009	.015	.052	.127*	.061	.165**	.119*
CAMP5	-.209**	-.116*	-.122**	-.009	-.112*	-.084	.037	.069	-.142**	-.009	-.162**	.125*
CAMP6	-.071	.021	-.136**	-.015	-.057*	-.074	-.040	-.043	-.036	-.081	-.024	.181**
CAMP7	-.027	.032	-.006	.045	-.056	-.041	.012	.032	-.009	-.047	-.005	.067
CAMP8	-.005	.112*	.002	-.077	.052	.092	.048	.007	.105*	.000	.051	.012
CAMP9	.049	.020	.076	.058	.070	.067	.040	.089	.092	.101*	.120*	-.087

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

* Correlation is significant at the 0.05 level (2-tailed)

Table D. Correlation among Parental Socialization variables and between Parental Socialization and Aspirations

	FTEDU	MTEDU	FTOCU	MTOCU	FTPOS	MTPOS	FTCOM	MTCOM	FTPUS1	FTPUS2	FTPUS3	FTPUS4	MTPUS1
FTEDU	1												
MTEDU	.714**	1											
FTOCU	-.295**	-.189**	1										
MTOCU	-.140**	-.075	.507**	1									
FTPOS	.514**	.400**	-.197**	-.021	1								
MTPOS	.169**	.345**	-.036	-.037	.339**	1							
FTCOM	.461**	.357**	-.229**	-.054	.381**	.092	1						
MTCOM	.140**	.253**	-.073	-.086	.060	.567**	.2662**	1					
FTPUS1	.092	.036	.032	.035	.068	-.004	.179**	.046	1				
FTPUS2	-.021	-.057	-.237**	-.170**	.061	.119	.106*	.120*	-.150**	1			
FTPUS3	-.072	-.084	-.243**	-.182**	.006	.100	.126*	.118*	-.023	-.141**	1		
FTPUS4	.099	.131*	.055	.048	.105*	-.003	.134**	.024	.585**	-.265**	-.093	1	
MTPUS1	.051	.143**	.111*	.153**	.021	.055	.030	.095	.525**	.725**	-.237**	.509**	1
MTPUS2	-.053	-.074	-.163**	-.160**	.041	.120*	.071	.119*	-.151**	.745**	.786**	-.196**	-.263**
MTPUS3	-.052	-.055	-.211**	-.188**	.010	.129*-	.082	.135*	-.091	.332**	.772**	-.163**	-.234**
MTPUS4	.071	.098	.063	.078	.007	.020	.026	.074	.469**	-.450**	-.254**	.706**	.618**
FTPUS5	.091	.116*	.029	.071	-.04	-.082	.031	-.009	.139**	-.478**	-.427**	.266**	.265**
MTPUS5	-.043	.087	.027	.100	-.054	-.092	.049	.005	.126*	-.234**	-.472**	.253**	.284**
EDUASP	.098	.191**	.036	.093	.138**	-.016	.058	-.144**	-.113*	-.019	-.050	-.010	-.033
CARGOV	.133**	.038	-.017	-.046	.148**	.007	.079	.012	-.063	.089	.072	-.013	-.083
CARPRI	.203**	.150**	-.119*	-.058	.167**	.015	.107*	-.024	-.023	-.016	-.035	-.085	-.111*
CARASP	-.125*	-.170**	-.042	-.143**	-.005	.099	-.018	.069	-.133**	.599**	.563**	-.224**	-.279**

	MTPUS2	.MTPUS3	MTPUS4	FTPUS5	MTPUS5	EDUASP	CARGOV	CARPRI	CARASP
MTPUS2	1								
MTPUS3	.735**	1							
MTPUS4	-.349**	-.278**	1						
FTPUS5	-.518**	-.475**	.368**	1					
MTPUS5	-.563**	-.539**	.391**	.774**	1				
EDUASP	-.003	-.048	-.019	-.030	-.030	1			
CARGOV	.129*	.080	-.018	-.112*	-.083	.242**	1		
CARPRI	.039	-.005	-.078	-.078	-.0551	.021	-.057	1	
CARASP	.616**	.594**	-.358**	-.483**	-.510**	-.033	.124*	.069	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table E Correlation among significant other variables and between significant other and aspirations

	FRIENSO1	FRIENSO2	FREINSO3	TECHSO1	TECHSO2	TECHSO3	EDUASP	CARGOV	CARPRI	CARASP
FRIENSO1	1									
FREINSO2	.379**	1								
FREINSO3	.261**	.517**	1							
TECHSO1	.483**	.357**	.331**	1						
TECHSO2	.357**	.510**	.361**	.432**	1					
TECHSO3	.272**	.335**	.680**	.414**	.403**	1				
EDUASP	-.006	-.037	.259**	.087	-.074	.242**	1			
CARGOV	-.063	-.030	-.024	-.040	-.023	.134*	.242**	1		
CARPRI	.020	-.113*	.039	-.102*	-.075	.065	.021	-.057	1	
CARASP	.026	.240**	.470**	.348**	.188**	.386**	-.033	.124*	.069	1

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

* Correlation is significant at the 0.05 level (2-tailed)

Table F Correlation among student characteristics variables and between student characteristics and aspirations

	STREM	SEX	AGE	HSDOM	HSEXAM	GPA	FCHO	REAPLY	EFFORT	HESKIL	HEPOS
UNIV											
STREAM	1										
SEX	.072	1									
AGE	.141*	.274**	1								
HSDOM	.033	.066	.023	1							
HSEXAM	-.035	.180*	-.066	-.076	1						
GPA	.163*	.067	.087	-.107*	.201**	1					
FCHO	.080	.011	.076	.118*	.055	.118*	1				
REAPLY	.081	-.201**	.262**	.009	-.001	.204**	.239**	1			
EFFORT	.082	-.077	.155**	.051	.045	.005	.117*	.216**	1		
HESKIL	.066	-.080	-.022	.020	-.015	.127*	.100	-.021	.061	1	
HEPOS	-.073	-.135**	.163**	-.062	-.013	.013	.079	-.010	.226**	.186**	1
HEPROF	.013	-.099	.202**	-.063	.115*	.019	.166**	.110	.224**	.076	.529**
HEMON	-.003	.025	-.071	.012	.077	-.149**	.048	.261**	.130*	.223**	.452**
HESES	.079	-.080	.103*	-.014	.087	-.095	.123*	.072	.167*	.133**	.527**
HEJOB	-.099	-.033	.045	.026	-.003	-.138**	.035	.097	.097	.155**	.468**
HEINTEL	.026	.063	.009	.001	.017	.105*	.004	-.018	-.078	.439**	.184**
HETECH	-.031	-.125*	.095	-.013	-.011	-.101*	.098	.049	.126*	.228**	.601**
HEHELP	-.034	-.054	.097	-.054	.042	-.126*	.062	-.004	.119*	-.047	.417**
HEWELF	.049	.049	.046	.020	.147**	.090	.025	-.005	-.060	.301**	.250**
HECERD	.054	.054	.039	-.018	.083	.006	.040	.037	-.054	.265**	.153**
HEDEG	-.037	-.037	.098	.018	-.031	-.075	.157**	.051	.240**	.006	.429**
HEPAR	.052	.052	.079	.009	.059	-.057	.076	-.012	.090	.150**	.457**
HEPROD	-.040	-.040	.131*	.133**	-.075	-.039	.121*	-.014	.182**	.189**	.368**
HESOL	-.012	-.127*	.095	.034	-.044	-.096	.146**	-.014	.185**	.203**	.455**
EDUASP	-.036	.045	-.185**	-.033	.130*	-.041	-.069	-.093	-.002	-.034	.044
CARGOV	.007	-.014	.022	-.029	.051	.035	.030	-.007	.179**	-.032	.069
CARPRI	.097	.015	.082	.017	.112*	.053	.027	-.114*	-.002	.019	-.030
CARASP	.065	-.007	.222**	.189**	-.074	-.078	.144**	.020	.378**	.111*	.086

Table F Correlation among student characteristics variables and between student characteristics and aspirations (Continued)

	HEPROF	HEMON	HESES	HEJOB	HEINTL	HETEH	HEHELP	HEWEL	HECER	HEDEG	HEPAR	HEPROD
HEPROF	1											
HEMON	.389**	1										
HESES	.525**	.586**	1									
HEJOB	.396**	.588**	.485**	1								
HEINTEL	-.001	.200**	.110*	.245**	1							
HETECH	.488**	.585**	.630**	.608**	.269**	1						
HEHELP	.392**	.388**	.448**	.434**	.016	.652**	1					
HEWELF	.205**	.236**	.323**	.181**	.289**	.345**	.190**	1				
HECERD	.097	.142**	.234**	.137**	.257**	.350**	.213**	.718**	1			
HEDEG	.436**	.352**	.421**	.393**	.065	.523**	.430**	.140**	.091	1		
HEPAR	.481**	.446**	.511**	.484**	.178**	.719**	.551**	.313**	.335**	.341**	1	
HEPROD	.326**	.352**	.359**	.360**	.206**	.451**	.322**	.066	.044	.581**	.365**	1
HESOL	.432**	.424**	.427**	.515**	.245**	.639**	.493**	.142**	.112*	.646**	.539**	.661**
EDUASP	-.060	-.023	.014	.161**	-.023	.001	.007	-.048	-.016	-.016	-.025	-.140**
CARGOV	.142**	.055	.137**	.050	-.046	.067	.138**	.063	.024	.107*	.038	.037
CARPRI	.037	-.022	.054	-.101	-.031	.021	.031	-.017	.020	-.031	.128*	.027
CARASP	.066	.024	.113*	.017	.099	.101*	.035	.089	.126*	.113*	.023	.169**

	HESOL	EDUASP	CARGOV	CARPRI	CARASP
HESOL	1				
EDUASP	-.093	1			
CARGOV	.118*	.242**	1		
CARPRI	-.015	.021	-.057	1	
CARASP	.086	-.033	.124*	.069	1

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations

	ACINT1	ACINT2	ACINT3	ACINT4	ACINT5	ACINT6	ACINT7	SOINT1	SOINT2	SOINT3	SOINT4	SOINT5	CAMP1
ACINT1	1												
ACINT2	.257**	1											
ACINT3	-.053	.339**	1										
ACINT4	.026	.328**	.465**	1									
ACINT5	.019	.232**	.542**	.464**	1								
ACINT6	.221**	.263**	.300**	.365**	.406**	1							
ACINT7	-.126*	.324**	.691**	.292**	.409**	.229**	1						
SOINT1	.002	.009	.115*	.006	.030	.087	.055	1					
SOINT2	-.031	.158**	.444**	.182**	.281**	.057	.428**	.288**	1				
SOINT3	.104*	.168**	.316**	.178**	.340**	.298**	.190**	.257**	.431**	1			
SOINT4	.083	.205**	.318**	.258**	.228**	.204**	.330**	.150**	.466**	.503**	1		
SOINT5	.068	.179**	.317**	.169**	.205**	.070	.384**	.276**	.500**	.429**	.450**	1	
CAMP1	.236**	-.112*	-.271**	-.238**	-.109*	-.030	-.214**	-.050	-.059	-.044	-.136**	.021	1
CAMP2	.077	-.072	-.253**	-.135**	-.052	-.133**	-.247**	-.009	-.017	-.033	-.135**	-.032	.502**
CAMP3	.056	-.011	-.156**	-.076	-.053	-.175**	-.076	-.042	-.011	-.081	.005	-.052	.345**
CAMP4	.127*	-.147**	-.461**	-.176**	-.191**	-.126**	-.421**	.028	-.162**	-.078	.116*	-.053	.364**
CAMP5	-.158**	.076	.237**	.104*	.126*	-.035	.129*	.016	.235**	.126*	.103*	.199**	.223**
CAMP6	-.073	-.085	.026	.076	.088	-.095	.068	-.062	.086	.005	.067	.092	.170**
CAMP7	-.002	-.049	-.192**	.012	-.079	-.026	-.153**	-.066	-.081	.002	.022	.070	.289**
CAMP8	.077	-.101	-.186**	-.120*	-.039	-.057	-.094	.001	.020	.061	-.017	-.065	.283**
CAMP9	.003	-.148**	-.191**	-.148**	-.100	-.066	-.161**	.012	-.010	.057	-.036	.008	.217**
EDUASP	-.065	.027	.073	.134**	.001	.090	.081	-.128*	-.153**	-.146**	-.070	-.044	-.038
CARGOV	-.006	.040	-.077	.059	.172**	-.021	-.115*	-.048	-.105*	-.103*	-.116*	-.097	.036
CARPRI	.023	-.074	.096	-.076	-.110*	-.034	-.029	.021	-.007	-.036	-.091	.009	-.010
CARASP	.145**	-.145**	-.570**	-.273**	-.329**	-.106*	-.500**	.103*	-.341**	-.180**	-.189**	-.236**	.241**

Table G. Correlation among academic experiences variables and between academic experiences variables and aspirations
(Continued)

	CAMP2	CAMP3	CAMP4	CAMP5	CAMP6	CAMP7	CAMP8	CAMP9	EDUASP	CARGOV	CARPRI	CARASP
CAMP2	1											
CAMP3	.463**	1										
CAMP4	.505**	.435**	1									
CAMP5	.377**	.328**	.097	1								
CAMP6	.411**	.419**	.309**	.394**	1							
CAMP7	.283**	.298**	.329**	.168**	.325**	1						
CAMP8	.298**	.245**	.231**	.067	.352**	.334**	1					
CAMP9	.265**	.204**	.269**	.207**	.208**	.217**	.200**	1				
EDUASP	-.049	-.048	-.097	.012	-.066	.061	.002	-.077	1			
CARGOV	.032	-.022	.057	-.082	-.086	.026	.001	.012	.242**	1		
CARPRI	.161**	.033	.144**	.000	.108*	-.011	-.020	.127*	.021	-.057	1	
CARASP	.221**	.127*	.365**	-.218**	-.015	.126*	.126*	.101*	-.033	.124*	.069	1

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

* Correlation is significant at the 0.05 level (2-tailed)

APPENDIX F

THE PREDICTOR OF EDUCATIONAL AND CAREER ASPIRATIONS

Table A The Comparison between Selected Predictor of Public and Private University

No	Public University						Private University					
	Dependent Variable	Variables Entered	R	R ²	Adjusted R ²	SE of the Estimate	Variables Entered	R	R ²	Adjusted R ²	SE of the Estimate	
1	EDUASP	MTEU	.223	.050	.045	1.099	SOINT2	.256	.066	.059	1.151	
2		MTCOM	.332	.110	.102	1.066	TECHSO1	.357	.127	.116	1.116	
3		SOINT2	.377	.142	.130	1.049	HEPROD	.402	.161	.145	1.098	
4		ACINT4	.410	.168	.153	1.035	TECHSO3	.438	.192	.171	1.081	
5		FTPUS1	.439	.193	.174	1.022	REAPLY	.469	.220	.194	1.066	
6		SOINT1	.468	.219	.197	1.008	CAMP3	.498	.248	.218	1.050	
7		FCHO	.491	.241	.216	.995	SOINT3	.522	.273	.238	1.036	
8		CAMP1	.513	.263	.235	.984	AGE	.551	.304	.266	1.017	
9		TECHSO1	.530	.281	.250	.974	MTPUS3	.571	.326	.284	1.004	
10		HSDOM	.547	.299	.266	.963	HSEXAM	.583	.340	.280	.994	
11		MTOCU	.562	.316	.280	.954	TECHSO2	.598	.358	.314	.983	
12		HEJOB	.578	.334	.299	.957						
13		TECHSO2	.594	.353	.315	.931						
14		CAMP8	.605	.367	.327	.923						
15		HESOL	.615	.379	.336	.916						
16		TECHSO3	.625	.391	.346	.909						
17		CAMP9	.636	.405	.358	.901						
18		HEPROD	.645	.416	.367	.895						
1	CARGOV	SOINT4	.193	.037	.033	1.436	STREM	.218	.048	.041	1.181	
2		TECHSO3	.284	.081	.072	1.407	ACINT1	.297	.088	.076	1.159	
3		FTPOS	.321	.103	.091	1.392	HESOL	.354	.125	.108	1.139	
4		ACINT7	.368	.135	.119	1.370	ACINT2	.391	.153	.130	1.125	
5		HEHELP	.398	.158	.139	1.355						

Table A The Comparison between Selected Predictor of Public and Private University (Continued)

No	Public University						Private University					
	Dependent Variable	Variables Entered	R	R ²	Adjusted R ²	SE of the Estimate	Variables Entered	R	R ²	Adjusted R ²	SE of the Estimate	
6		FRIENSO1	.413	.171	.151	1.345						
7		FRIENSO3	.431	.185	.163	1.336						
8		MTPUS2	.456	.208	.182	1.321						
9		SEX	.476	.227	.198	1.308						
10		TECHSO1	.491	.241	.209	1.299						
1	CARPRI	FTEDU	.258	.066	.062	1.427	STREM	.036	.094	.088	1.191	
2		CAMP4	.334	.111	.103	1.395	MTPUS	.383	.147	.136	1.160	
3		FRIENSO2	.371	.138	.126	1.377	REAPLY	.444	.197	.181	1.129	
4		TECHSO3	.405	.164	.149	1.359	AGE	.481	.232	.211	1.108	
5		HSEXAM	.432	.187	.168	1.344	FTPUS2	.510	.260	.236	1.091	
6		TECHSO2	.451	.203	.181	1.334	MTPUS2	.543	.295	.267	1.068	
7		ACINT1	.468	.219	.193	1.323						
8												
1	CARASP	UNIV	.916	.840	.839	1.303	HESOL	.189	.036	.029	3.120	
2		FTOCU	.920	.847	.845	1.278	SOINT1	.253	.064	.052	3.084	
3		AGE	.923	.851	.849	1.261	HESES	.302	.091	.073	3.049	
4		HEHELP	.924	.854	.852	1.252	FTOCU	.346	.120	.097	3.010	
5		SOINT1	.926	.857	.854	1.241	ACINT6	.380	.144	.116	2.978	
6		SOINT2	.928	.861	.857	1.227						
7		ACINT1	.929	.864	.859	1.218						
8		MTEU	.931	.867	.862	1.208						
9		FTPOS	.932	.869	.864	1.198						
10												

Table B
The Best Combination of Predictor of Educational and Career Aspirations

No	Merged Data					
	Dependent Variable	Variables Entered	R	R ²	Adjusted R ²	SE of the Estimate
1	EDUASP	MTEDU	.193	.037	.035	1.139
2		MTCOM	.277	.077	.072	1.117
3		SOINT2	.333	.111	.104	1.098
4		AGE	.364	.132	.123	1.086
5		HEPROD	.385	.148	.137	1.078
6		HEKOB	.402	.162	.148	1.070
7		SOINT3	.416	.173	.157	1.064
8		ACINT4	.430	.185	.167	1.058
9		TECHSO3	.443	.196	.177	1.052
10		FRIENSO3	.453	.205	.184	1.048
1	CARGOV	EFFORT	.183	.034	.031	1.347
2		FTPOS	.226	.051	.046	1.337
3		HEHELP	.260	.068	.060	1.327
4		TECHSO3	.284	.080	.071	1.319
5		ACINT7	.300	.090	.078	1.314
1	CARPRI	FTEDU	.212	.045	.042	1.353
2		CAMP9	.257	.066	.061	1.340
3		ACINT5	.283	.080	.073	1.331
4		FRIENSO2	.314	.099	.089	1.320
1	CARASP	UNIV	.673	.453	.452	2.512
2		MTPUS3	.702	.492	.490	2.423
3		SOINT1	.712	.506	.502	2.393
4		ACINT3	.720	.518	.513	2.366
5		FTPUS5	.726	.527	.520	2.350
6		FTPUS2	.730	.533	.526	2.336
7		AGE	.734	.539	.530	2.324
8		HEDEG	.738	.545	.535	2.313
9		FRIENSO3	.742	.550	.539	2.303

APPENDIX G VARIABLE MEASUREMENT AND ACRONYMS

Personal characteristics:

Major area of study (STREM). Major area of study was recoded as a dummy variable with “science” coded as 0 and “humanities” as 1.

Sex (SEX). Sex was recoded as a dummy variable with “male” coded as 0 and “female” as 1.

Age (AGE). Student’s age was coded into categories of: (1) 18; (2) 19; (3) 20; and (4) above 20.

High school location (HSDOM). Location of high school was recoded as a dummy variable with urban area coded as 0 and rural area as 1.

High school exam (HSEXAM). National examination exam was coded into categories of: (1) under 30; (2) 31 – 40; (3) 41 – 50; (4) 51 – 60; and (5) above 60.

Grade point average (GPA). Grade point average last semester was coded into categories of: (1) under 2.00; (2) 2.01 – 2.50; (3) 2.51 – 3.00; (4) 3.01 – 3.50; (5) 3.51 – 4.00; (6) Don’t know.

First choice university (FCHO) was recoded as a dummy variable with “no” coded as 0 and “yes” as 1.

Desire to reapply first choice university (REAPLY) was recoded as a dummy variable with “no” coded as 0 and “yes” as 1.

Effort to gaining acceptance first choice (EFFORT) was a dummy variable with score of 0 assigned for those students who chose “studying hard on my own” for their effort. All other responses were given a score of 1.

Motivation to enter university:

Motivation to enter university was recoded as dummy variables, with “no” coded as 0 and “yes” as 1 that consists of:

Higher education for advanced skill (HESKILL)

Higher education for highest position (HEPOS)

Higher education for prestigious position (HEPROF)

Higher education for money (HEMON)

Higher education for social economic status (HESES)

Higher education for decent job (HEJOB)

Higher education for intellectual capacity (HEINTL)

Higher education for technology (HETEH)

Higher education for helps people (HEHELP)

Higher education for welfare (HEWEL)

Higher education for degree (HEDEG)

Parent’s expectation to obtain degree (HEPAR)

Higher education for making parent proud (HEPROUD)

Higher education to conform best friends (HESOL)

Parental socioeconomic:

Parent’s highest level of education (FTEDU and MTEDU) was categories based on Central Bureau Statistics of Indonesia (1990). It was categorized into: (1) No schooling and some primary school; (2) Graduated from primary school; (3) Graduated from general junior high school; (4) Graduated from vocational junior high school; (5) Graduated from general

senior high school; (6) Graduated from vocational senior high school; (7) Diploma I/II graduate; (8) Academy/Diploma III graduate; and (9) University graduate.

Parent's current occupation (FTOCU and MTOCU) was categories based on Central Bureau Statistics of Indonesia (1990). It was categorized into: (1) Not working outside home; (2) Production workers, transportation equipment operators, laborer; (3) Agricultural, forestry, hunting, fishery personal; (4) Services workers; (5) Sales workers; (6) Clerical and related workers; (7) Administrative and managerial workers; and (8) Professional, technical, and related workers.

Parent's career position (FTPOS and MTPOS). For government employee was categories based on career system related academic background. It was categorized into: (1) Level I; (2) Level II; (3) Level III; (4) Level IV; and (5) Echelon Official. For private employee it was categorized into: (1) Worker; (2) Staff; (3) Manager; (4) General Manager; and (5) Director.

Parent's monthly income (FCOM and MCOM) was recoded as categories based on Central Bureau Statistics of Indonesia (1990). It was categorized into: (1) low income, below Rp.1,000,000; (2) middle income, between Rp.1.000,000 to Rp. 3,000,000; (3) high income, above Rp.3,000,000.

Parental encouragement:

Parental encouragement was a scale with a score of (1) not true at all; (2) somewhat true; (3) very true that consists of:

- Father encouraged attending university (FTPUS1)
- Father encouraged studying hard (FTPUS2)
- Father pushed to obtain university degree (FTPUS3)
- Father pushed to chose career as his desire (FTPUS4)
- Mother encouraged attending university (MTPUS1)
- Mother encouraged studying hard (MTPUS2)
- Mother pushed to obtain university degree (MTPUS3)
- Mother pushed to chose career as her desire (MTPUS4)
- Father did not care about higher education (FTPUS5)
- Mother did not care about higher education (MTPUS5)

Significant others:

Significant others was a scale with a score of (1) not true at all; (2) somewhat true; (3) very true that consists of:

- Friends encouraged entering university (FRIENSO1)
- Friends believed university degree to decent job (FRIENSO2)
- Friends believed university degree improve social status (FRIENSO3)
- High school teacher encouraged entering university (TECHSO1)
- High school teacher believed university degree to decent job (TECHSO2)
- H.S teacher believed university degree improve social status (TECHSO3)

Academic integration:

Academic integration was a scale with a score of (1) never; (2) a few times in a semester; (3) a few times in a month; (4) once or twice a week; and (5) nearly everyday that consists of:

- Study at night to review class (ACINT1)
- Go to library (ACINT2)
- Attend science seminar (ACINT3)
- Actively involved in study group (ACINT4)

Met with professor for academic purpose (ACINT5)
Discussed material with classmates (ACINT6)
Attend management and leadership seminar (ACINT7)

Social Integration:

Social integration was a scale with a score of (1) never; (2) a few times in a semester; (3) a few times in a month; (4) once or twice a week that consists of:

Involved in extra curricular or student organization (SOINT1)
Informal contract with professor, advisor or administrator (SOINT2)
Attend in school or friends' party (SOINT3)
Having entertainment with classmates or roommates (SOINT4)
Helped social activities in school (SOINT5)

College-environment satisfaction:

College-environment satisfaction was a scale with a score of (1) very dissatisfied; (2) dissatisfied; (3) satisfied; (4) very satisfied that consists of:

Academic reputation (CAMP1)
Intellectual environment (CAMP2)
Students' relationship with faculty/administrator (CAMP3)
Relationship among students (CAMP4)
Academic facilities (CAMP5)
Service to students (CAMP6)
Professors' teaching method (CAMP7)
Professor grading assignment and exams (CAMP8)
Syllabi and that implementation (CAMP9)

Educational aspirations (EDUASP) was assessed by respondents' selection of one of four levels: (1) no degree; (2) bachelor's degree (3) master's degree and (4) doctoral degree.

Expecting position as government employee (CARGOV). Echelon is a limited position in the organization structure of department or ministry. Some one who has high level is not automatically have an echelon position. CARGOV was assessed by respondents' selection of one of five levels: (1) Staff; (2) Echelon IV; (3) Echelon III; (4) Echelon II; (5) Echelon I.

Expecting position as private employee (CARPRI) was assessed by respondents' selection of one of five levels: (1) staff; (2) Manager; (3) General Manager; (4) Director and (5) President Director.

Career aspirations (CARASP), was assessed by respondents' selection of one of eight levels occupation based on Central Bureau Statistics of Indonesia (1990). It was categorized into: (1) Not working outside home; (2) Production workers, transportation equipment operators, laborer; (3) Agricultural, forestry, hunting, fishery personal; (4) Services workers; (5) Sales workers; (6) Clerical and related workers; (7) Administrative and managerial workers; and (8) Professional, technical, and related workers.

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