

## The Effect of Self-Efficacy, Socioeconomic Parents, and Job Expectations on Interest in Continuing Masters Studies

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### Abstract

*The study aimed to see the effect of self-efficacy, socioeconomic parents, and job expectations on the interest in continuing master's studies in Office Administration Education students at Surabaya State University. The study used a quantitative method of associative approach. Research data were obtained by distributing questionnaires via google form. The research subjects were 55 undergraduate student populations of Office Administration Education Study Program at Surabaya State University Class of 2019. Using the total sampling form, all members of the population were determined as research samples. Instrument construction testing uses validity and reliability tests, while data analysis uses classical assumption tests, multiple linear regression analysis, and hypothesis testing assisted by IBM SPSS 23. The research findings show that partially there is a positive and simultaneously significant effect of the variables of self-efficacy, socioeconomic parents, and job expectations on the interest in continuing master's studies in Surabaya State University Office Administration Education students.*

*Keywords: Self-efficacy; Socioeconomic Parents; Job Expectations; Interest; Master's Study.*

## INTRODUCTION

Life after the Covid-19 pandemic has led to changes in various fields of life. The biggest impact of the Covid-19 pandemic is in the fields of health, economy, and education. Economic flows that are constrained by the pandemic have caused a decline in the economy so that several countries in the world have experienced an economic recession (Mubin, 2021). Furthermore, an economic recession or economic downturn is actually life during the Covid-19 pandemic, which is a situation where the economy declines significantly and prolonged so that there is a decrease in the country's real income or Gross Domestic Product (GDP), or an increase in unemployment. It has even been found that economic recession has the effect of increasing inequality in educational opportunities (Benach et al., 2022).

The results of the national labor force survey (Sakernas) for the August 2022 period obtained information that the total labor force increased by 3.57 million people from the previous period, as a result the Labor Force Participation Rate (TPAK) increased by 0.83%. So, it can be seen that the potential for job competition has also increased. The national Open Unemployment Rate (TPT) as of August 2022 (5.86%) decreased by 0.63% from the August 2021 period. However, what is astonishing is that the percentage of TPT of 14% is dominated by graduates of academies (diplomas) and universities (undergraduate) (Sakernas, 2022). Ideally, TPT is inversely proportional to one's level of educational attainment (Siahaan et al., 2022). So that a link can be found between the achievement of people at a high level of education can reduce TPT.

As an effort to improve the quality of life, especially through controlling TPT, which can be achieved by improving the quality of Human Resources (HR) according to quality of life parameters covering eight aspects of life including population; health and nutrition; education; employment; consumption levels and patterns; housing and environment; poverty; and other social aspects (BPS, 2022). The progress of the nation can be determined by the quality of human resources that can be realized

through educational facilities (Rosy, 2018). Education has a role to direct and build a person's competence in organizing and controlling themselves, but if this contribution decreases, then humans will lose their life orientation (Wahjoedi et al., 2022:27). Therefore, education is one of the elements of improving the nation's economic welfare, which can be realized by guaranteeing the quality of education graduates, one of which is higher education.

The high TPT indicates that the level of workers who are not absorbed in the labor market is also high. However, the absorption of labor in the education service sector has decreased (East Java Bappeda, 2022). The main objective of the S1 Office Administration Education (S1 PAP) Study Program is to have the ability to implement knowledge and skills in the field of education and Office Administration science to solve various problems in the world of work with the principle of *transformative learning*. This means that the expected outcome is to prepare undergraduate education students who are ready to work in the field of Office Administration education and science, this indicates that there will be a deviation between experience and reality. Survey results from Jobstreet.com (2022) on job satisfaction of 17,623 respondents, 73% of employees are dissatisfied with their jobs, with the composition of the job not matching the educational basis (54%), not having career goals (60%), work-life imbalance (85%), and because of the character of the boss who is military, paternalistic, and indifferent (53%).

Based on the report from PAP S1 *Tracer Study* of Unesa (2022), it is known that the number of graduates tracked is 73 people from 2020 alumni who have worked, including 90% working in the field of education with an average income above the East Java Provincial Minimum Wage (UMP), with a level of suitability for the field of work as many as 7 people at a low level (10%), 16 people at a medium level (22%), and 50 people at a high level (68%). The data can explain that the job attainment of S1 graduates in the field of education is quite a lot, so this research is focused on career paths that can be pursued through Strata-2 (S2) education. This is also in accordance with the third goal of the PAP Unesa undergraduate study program, namely being able to develop themselves continuously through research, Community Service (PKM), and higher education (PAP, 2023). In addition, considering the ratio of S1 and S2 education graduates in East Java based on data from the Ministry of Education and Culture (2020b) of 12 : 1 (159,706 : 13,422 students), the ratio of new undergraduate and graduate students at Unesa is 22 : 1 (5,832: 271 students). The PAP undergraduate study program which ranks fifth out of nine study programs in the Faculty of Economics and Business (FEB) in the nomination of applicants with the highest number of enthusiasts makes interest in postgraduate education interesting to study in PAP students (Unesa Admission, 2023).

Prospective Bachelor of Education students from PAP Unesa will be faced with several choices after graduation, including working directly or continuing their master's studies. Reports from the PAP Tracer Study admin that during the last 6 periods (2016-2022) 5 PAP Unesa undergraduate alumni could be found who continued their master's studies, with the aim of becoming lecturers, increasing knowledge and education and expertise, adding relationships and experience, and employment needs. Ideally, master's studies will provide the highest return on investment in education that is comparable to individual efforts, such as promotion opportunities (Perdani & Wicaksono, 2022).

The higher a person's level of education, the prospects for job positions and income earned also increase, thereby increasing the country's per capita income which strengthens the welfare of the nation. The level of education is directly proportional and has a significant effect on the level of individual income (Julianto & Utari, 2018). This is reviewed from the provisions of human resource quality standards based on the type and level of education, professional expertise, job position, and level of community appreciation in the Indonesian National Work Competencies and National Higher Education Standards (KKNI & SN Dikti, 2017) that the master's level (S2) is at the level of KKNI 8, which is 2 levels higher than the undergraduate (S1) focus on developing and improving specialist skills with a choice of interests in pure and applied sciences, which indicates that the career path for S2 graduates will be better.

The results of initial interviews and surveys through pre-research questionnaires to several PAP 2019 Unesa study program students at the following link (<https://forms.gle/9xYyuNi8GtRmRgry8>) It is known that some students are interested in continuing their master's studies due to job demands that

require graduate degrees and better career expectations. However, it was found that 8 out of 26 students (31%) stated that they were not interested in continuing their master's studies with consideration of their family's economic capacity and confidence in their ability to complete their master's studies. This can show that the interest in continuing S2 in undergraduate PAP Unesa 2019 students is still low.

Student interest in continuing S2 studies can be explained by the theory of interest according to Djaali, namely interest is related to the acceptance of the relationship between the individual's self and matters outside of himself, which if the closer the relationship, the greater the interest (Djaali, 2013:121). Hurlock's theory states that interest is based on intelligence, living environment, interest development opportunities, peer tendencies, social status of the community, aptitude, and family desires (Taufik & Kurniawati, 2020). Interest can also be influenced by a person's belief or self-efficacy which is explained in Albert Bandura's theory that the perception of an individual's belief in his ability to act according to expectations affects his motivation and behavior where the stronger the level of individual self-efficacy, the deeper his interest and the opposite (Pratiwi, 2022).

The belief of PAP 2019 Unesa students in their interest in continuing their master's studies based on the results of observations is that it is known that students' S2 interest is based on the achievement of the Grade Point Average (GPA) achieved by students during undergraduate studies which can be explained in Hurlock's theory in the form of intelligence factors representing self-efficacy variables as a dimension that affects interest. One's intelligence can be achieved through self-control in the learning process. Through good management of learning discipline, students will be able to be academically responsible and independent in controlling themselves, including controlling the strength of their self-confidence (Matussolikhah & Rosy, 2021). In line with Bandura's theory of belief or self-efficacy according to Liubana & Puspasari (2021) Self-efficacy beliefs can otherwise be reinforced through study discipline in order for an interest to persist. Furthermore, self-efficacy beliefs affect the decision of an action, the level of effort, and individual resilience in the face of difficulties (Pratiwi, 2022). This is corroborated by several empirical studies which find that self-efficacy consistently has a positive effect on interest in continuing higher education, such as research by Hanim & Puspasari (2021) the results of which are self-efficacy contributes positively to the interest in continuing S2 education in PAP Unesa study program students. Other supporting studies by Alfarizi & Wulandari (2022) which shows that 77.1% of self-efficacy affects students' attraction to undergraduate studies. Similar study Amirullah & Rafsanjani (2022) who discussed students' interest in higher education concluded that self-efficacy has a significant effect on their interest in continuing their studies at university. As for the findings by Winda et al. (2022) that is, students' interest in continuing their master's studies is influenced by self-efficacy.

The next thing that influences PAP 2019 Unesa students to be interested in continuing their master's studies is none other than the background of family economic conditions. As many as 73% of 26 students stated that the main factor determining the continuation of their studies was due to the family economy, 80% of students were willing to continue their master's degree if they got a scholarship, and 11% wanted to continue their master's degree based on parents' requests and support. The economy and family support represent the socio-economic variables of parents which can be explained in Hurlock's theory that interest is based on the environment where people live, the social status of the community, and the wishes of the family. Rochmah (2021) also mentioned that several factors can influence the interest in graduate studies, one of which is the parents' economy. Hurlock emphasized that if socioeconomic status is good, then a person's tendency to expand their interests will increase (Haq & Setiyani, 2016). This means that the continuity of children's education can be described by the readiness of parents' education costs. Based on the findings of research conducted by Haq & Setiyani (2016), Fatimah (2018), Subarkah & Nurkhin (2018), Diansyah et al. (2022), and Khairinal et al. (2022) revealed that a person's interest in continuing their studies to a higher level is influenced by family socio-economic factors.

The other factor that influences the interest in studying S2 PAP 2019 Unesa students is job expectations because based on the results of preliminary observations, it is known that the motive for students to want to continue their S2 studies is none other than to increase career opportunities and because there is already a lot of competition between S1 jobs and because of the demands of the

world of work that require S2 graduates, students realize that working in the field of education with a bachelor's degree is less satisfying in terms of the level of welfare of the job so that this statement can imply that there is hope for a better job that students want to get if armed with a master's degree. These expectations or job expectations represent the dimension of interest according to Hurlock's theory on the basis of the opportunity to develop interest itself. In line with the statement Indriyanti et al., (2013) that the interest in continuing master's studies is influenced by the factor of future expectations, as for Rochmah (2021) also stated that job expectations affect the interest in continuing education for S2 level. Some empirical studies conducted by Sumakta (2015), Ulfa (2019), Suharmi et al. (2021), Rochmah (2021), and Azhar et al. (2022) found that job expectations affect interest in continuing education. It is proven that job expectations can encourage efforts to achieve a performance where job expectations can have a positive effect on interest in continuing studies to the next level.

The results of the explanation above can lead to the hypothesis that self-efficacy, socio-economic parents, and job expectations affect the interest in continuing master's studies. But researchers found in Taufik & Kurniawati (2020) and Alfarizi & Wulandari (2022) research that socio-economic status does not have a significant impact on a person's interest in continuing education, so that it becomes a *research gap* with this study.

The research to be carried out has novelty with research Hanim & Puspasari (2021) which in previous studies only used one independent variable, namely the efficacy of its influence on the interest in continuing S2 studies, it was used as the basis for the continuation of this study by adding independent variables in the form of socio-economic parents and job expectations. Furthermore, from research of Sumarna & Fatimah (2021) changes in the socio-economic situation of the population due to the Covid-19 pandemic have caused differences in the socio-economic life of parents of students, which makes the novelty of the object of research based on the influence of economic conditions during the pandemic, with the finding that financial conditions do not have a significant effect on interest in education. But Kim et al. (2017), Haq & Setiyani (2016), Fatimah (2018), and Subarkah & Nurkhin (2018) found the socio-economic influence of the parents studied in the period before Covid-19. Meanwhile, this research was conducted during the post-Covid-19 pandemic period in a different year with all its changes. So that there will be differences from the economic aspects related to the socio-economic variables of parents. There are also differences from previous studies that use self-efficacy variables to measure entrepreneurial interest (Evaliana, 2015 and Susanto, 2017) and interest in being a teacher (Wahyuni & Setiyani, 2017). Researchers also find novelty in previous studies that have not found that of the three research variables, namely self-efficacy, socio-economic parents, and job expectations that jointly affect the interest in studying S2.

The reason for determining the research subjects of 2019 PAP Unesa undergraduate students is because these students are prospective Bachelor of Education graduates in 2023, which means that career planning after graduation is something that must be immediately stabilized. None other than because PAP students have scientific provisions in academic and non-academic fields that are specific to the fields of education and office administration, where administrative and office jobs in companies are also in demand by other undergraduate graduates. So that the best job opportunities and career paths can be obtained by improving education, to face career competition between S1 graduates who are so dense than S2 graduates.

The existence of this research can deepen the knowledge of researchers in studying student interest in postgraduate studies, help evaluate plans to achieve the vision and mission of individual undergraduate education to be more focused, and encourage the mapping of student career plans in a directed manner so that the maturity of career goals can be improved after undergraduate education and towards postgraduate studies, as well as motivating the professional attitudes of PAP study program students which hopefully can lead to a strategy improving the quality of education and strengthening the competence of graduates of the PAP Unesa study program. Therefore, researchers were led to study further through research with the title "The Effect of Self-Efficacy, Socio-Economic Parents, and Job Expectations on Interest in Continuing S2 Studies in Office Administration Education Students at Surabaya State University".

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

### Self-efficacy

Self efficacy according to Albert Bandura, is the perception of one's belief in one's competence in acting as desired (Pratiwi, 2022). Core beliefs are the basis of motivation, achievement, and emotional well-being (Sulistyaningsih, 2023). Further referring to Bandura's Self Efficacy theory, when it comes to academic tasks, academic self-efficacy refers to an individual's belief in academic success (Zeng et al., 2022). Self-efficacy is operationalized as a level of confidence in intelligence that affects interest in Hurlock's theory seen from the GPA achievements of undergraduate PAP Unesa students to predict interest in continuing master's studies. Based on Albert Bandura (1997), the indicators in this study are *strength* (skill), *level/magnitude* (level of difficulty), and *generality* (breadth).

### Parents' socio-economic status

Santrock explained that socio-economic status is a classification of social degrees based on equality in livelihoods, educational attainment, and the economy (Sudarsono (2016). Major Polak classifies aspects of social status into 2, namely structural aspects related to a hierarchical comparison of high and low status levels; and functional aspects, which have to do with a person's social role in a certain status that is owned. Specifically, socio-economic status is the position of an individual or family based on general normative standards relating to cultural ownership, effective income, asset ownership, and functional roles (Sastrawati, 2020). Parental socio-economics is operationalized in Hurlock's theory that interest is based on the living environment, social status of the community, and family desires. Indicators of parental socioeconomics according to Ilham (2019) This refers to parents' achievements in the form of education (parents' highest formal education), occupation, income, number of dependents (number of children), and type of residence (neighborhood).

### Job expectations

Expectations in Vroom's expectation theory are a person's estimate of the likelihood of efforts about job that can result in certain performance achievements. Expectations can be said to be worth 0 if a person does not assess the chances of producing the desired level of performance. Conversely, expectations can be worth 1, if someone is fully confident that a task can be completed (Lunenburg, 2011). The assumptions in Vroom's theory are that a person's interest in joining an organization is due to expectations of needs, incentives, and experiences; behavior is a conscious individual choice; a person's desires are different from the organization (salary, job security, advancement, and challenge); to optimize an outcome, a person will choose between several alternatives found (Lunenburg, 2011). Job expectations that lead to career achievement are explained by Krisnawan as the hope to achieve a superior career according to the individual's abilities, experience, knowledge, and expertise obtained from his learning environment (Chakim, 2022). Expectations or job expectations are operationalized on the dimensions of interest according to Hurlock's theory on the basis of the opportunity to develop interest itself. Indicators of job expectations according to Rochmah (2017) in the form of advancement opportunities (expectations of self-improvement) and the feasibility of wages to see their influence on the interest of PAP Unesa Class of 2019 students in the choice of S2 studies.

Interest in continuing S2 studies (Y), is the orientation of the mind, pleasure, and attention of individuals towards S2 education (Sumakta, 2015). Interest in postgraduate studies in Hurlock's theory is based on intelligence, living environment, interest development opportunities, peer tendencies, community social status, talent, and family desires. In line with Hurlock's theory, job expectations are operationalized by opportunities for interest development in the form of opportunities to achieve careers according to hopes and dreams if they deepen their knowledge from S1 to S2. Interest indicators according to Barokah & Yulianto (2019) and Kahraman & Alrawadieh (2021) in the form of needs, motivation, desire to learn, and degree achievement in 2019 PAP Unesa students.

The hypotheses in this study are as follows:

H1: Self-efficacy has a positive effect on the interest in continuing master's studies in Surabaya State University Office Administration Education students.

H2: Parents' socioeconomics has a positive effect on the interest in continuing master's studies in Surabaya State University Office Administration Education students.

H3: Job expectations have a positive effect on the interest in continuing master's studies in Surabaya State University Office Administration Education students.

H4: Self-efficacy, socioeconomic parents, and job expectations have a significant effect on the interest in continuing master's studies in Surabaya State University Office Administration Education students.

### METHOD

This study uses a type of quantitative research with a causal associative approach to determine the relationship between the influence of self-efficacy, socioeconomic status of parents, and job expectations on interest in continuing master's studies in 2019 PAP Unesa students. Research data collection was carried out using a questionnaire or questionnaire containing a number of written statement instruments distributed online on May 16-22, 2023 via google form to respondents to answer (Sugiyono, 2010). A total of 55 PAP Unesa 2019 students who were taking the thesis exam were used as the population as well as the sample (total sampling) in the study. Measurement of respondents' answers is based on a Likert scale of 1-5 point intervals to measure the results of statement instruments from variable self-efficacy (X1), socioeconomic parents (X2), job expectations (X3), and interest in continuing S2 studies (Y). Analysis of research instrument testing using validity tests and reliability tests to measure the level of accuracy and consistency of research instruments. The data analysis technique is carried out through several stages including: 1) Classical assumption tests which include normality, multicollinearity, and heteroscedasticity tests to determine the feasibility of the regression model, 2) Multiple linear regression analysis test to reveal the extent of the influence between variables X and Y, 3) Hypothesis testing, which includes the t test (partial coefficient) and the F test (simultaneous coefficient), which is to reveal the research hypothesis of the X1, X2, and X3 variables on Y separately or simultaneously (Ghozali, 2016).

### RESULTS AND DISCUSSIONS

Before the questionnaire was distributed to PAP Unesa student respondents in 2019, previously the instrument was tested for validity and reliability to determine the level of accuracy and consistency of the instrument in measuring research. The instrument was tested on PE, PAK, and PTN study program students at the Faculty of Economics and Business Unesa. Each variable X1, X2, X3, and Y consists of 10 statement items. The test results showed that the value of  $r_{count} > r_{table}$ , so that overall the statement items were declared valid. The reliability test results can be seen in the following table:

**Table 1.**  
**RELIABILITY TEST**

Variable	Cronbach's Alpha	Conclusion
Self-efficacy (X1)	0,843	Reliable
Parents' socio-economic (X2)	0,876	Reliable
Job expectations (X3)	0,843	Reliable

Source: processed by researchers (2023)

The results of the reliability test obtained the Cronbach Alpha value  $> 0.70$  so that it means that the items of the questionnaire instrument for the self-efficacy variable, socio-economic parents, and job expectations meet the reliability requirements for use in measuring research responses. After the instrument meets the validity and reliability test requirements, it is continued with the classical assumption test which consists of the following test results:

**Table 2.**  
**NORMALITY TEST**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N	20	55
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.51565196
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.042
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. This is a lower bound of the true significance.

Source: processed by researchers (2023)

Sig value. (2-tailed) in table 2 above is  $0.200 > 0.05$ , which means that the research data is known to be normally distributed.

**Table 3.**  
**MULTICOLLINEARITY TEST**  
**Coefficients<sup>a</sup>**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self Efficacy	.614	1.628
	Socioeconomic Parents	.621	1.611
	Job Expectations	.542	1.844

a. Dependent Variable: Interest in Continuing S2

Source: processed by researchers (2023)

The results of the multicollinearity test proved that there were no symptoms of multicollinearity indicated by a tolerance value of self-efficacy of  $0.614 > 0.1$  and a VIF value of  $1.628 < 10$ , socioeconomic parents with a tolerance of  $0.621 > 0.1$  and a VIF value of  $1.611 < 10$ , and job expectations with a tolerance of  $0.542 > 0.1$  and a VIF value of  $1.844 < 10$ . These results mean that there is no multicollinearity in the research data.

**Table 4.**  
**HETEROSCEDASTICITY TEST**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	7.850	2.873			2.732	.009
	Self Efficacy	-.156	.091		-.296	-1.721 .091
	Parents' socio-economic	-.034	.059		-.098	-.571 .571
	Job Expectations	.081	.072		.207	1.133 .263

a. Dependent Variable: abs\_RES

Source: processed by researchers (2023)

Table 4 above shows the results of the heteroscedasticity test using the Glejser test obtained a sig value of the self-efficacy variable of 0.091, socioeconomic parents of 0.571, and job expectations of 0.263. The conclusion of the results is that the data does not occur heteroscedasticity because the three

variables have a sig value > 0.05 so that the assumption of heteroscedasticity is fulfilled in this classic assumption test.

**Table 5.**  
**MULTIPLE LINEAR REGRESSION ANALYSIS TEST**

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-16.397	4.937			-3.321	.002
Self Efficacy	.423	.156	.240		2.709	.009
Parents' socio-economic	.307	.101	.267		3.037	.004
Job Expectations	.666	.123	.509		5.398	.000

a. Dependent Variable: Interest in Continuing S2

Source: processed by researchers (2023)

Table 5 shows a constant value of -16.397, meaning that if the variables of self-efficacy, socioeconomic parents, and job expectations are fixed, the fixed value of interest in continuing S2 studies is (-16.397). Based on the coefficient value of each variable, it is known that if self-efficacy increases by 1 unit, the interest in continuing S2 will increase by 0.423, if the socio-economic parents increase by 1 unit, the interest in continuing S2 will increase by 0.307, and if the expectation of job will increase by 1 unit, the interest in continuing S2 will increase by 1 unit.

**Table 6.**  
**T-TEST**

Coefficients <sup>a</sup>			
Model		t	Sig.
1 (Constant)		-3.321	.002
Self Efficacy		2.709	.009
Parents' socio-economic		3.037	.004
Job Expectations		5.398	.000

a. Dependent Variable: Interest in Continuing Masters Studies

Source: processed by researchers (2023)

Based on table 6 above, the self-efficacy variable obtained a significance value of 0.009 < 0.05 and t count 2.709 > t table 1.675. This means that H0 is rejected and Ha is accepted, namely that there is a positive effect of self-efficacy on interest in continuing S2 studies, with a significant effect. The socioeconomic variable of parents has a significance value of 0.004 < 0.05 and t count 3.037 > t table 1.675. This means that H0 is rejected and Ha is accepted, namely that there is a positive influence of parents' socioeconomics on the interest in continuing master's studies, with a significant influence. Then it was found that the job expectation variable had a significance value of 0.000 < 0.05 and t count 5.398 > t table 1.675. This means that H0 is rejected and Ha is accepted, namely that there is a positive effect of job expectations on interest in continuing master's studies, with a significant effect. So that partially the variables X1, X2, and X3 have a positive effect on variable Y, namely the interest in continuing master's studies in Surabaya State University Office Administration Education students.

**Table 7.**  
**F TEST**  
**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	3384516	3	1128.172	52,253	.000 <sup>b</sup>
residual	1101.120	51	21,591		
Total	4485636	54			

a. Dependent Variable: Interest in Continuing Masters Studies

b. Predictors: (Constant), Job Expectations, Parents Socioeconomic, Self-Efficacy

Source: processed by researchers (2023)

Simultaneous significant test (F) obtained sig level 0.000 < 0.05 which means the regression model is feasible to use. F count is known to be 52.253 > f table 2.786 so that H0 is rejected and Ha is



accepted. As a result, the variables of self-efficacy (X1), socioeconomic parents (X2), and job expectations (X3) together have a significant effect on the interest in continuing S2 in Office Administration Education students at Surabaya State University.

**Table 8.**  
**DETERMINATION COEFFICIENT TEST**

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.869 <sup>a</sup>	.755	.740	4,647

a. Predictors: (Constant), Job Expectations, Parents Socioeconomic, Self-Efficacy

Source: processed by researchers (2023)

Table 8 explains the correlation / relationship value (R) of 0.869. Based on the coefficient of determination ( $R^2$ ) of 0.755, it shows that the independent variables X1, X2, and X3 have an influence of 75.5% on the dependent variable Y. While other factors that are not taken into account in the research variables have an influence of 24.5%.

Based on the research results, the self-efficacy variable (X1) obtained a significance value of  $0.009 < 0.05$  and  $t \text{ count } 2.709 > t \text{ table } 1.675$ , so that the interest in continuing master's studies in Unesa Office Administration Education students (Y) is positively influenced by self-efficacy (X1). The findings of this study support the results of the study of Kahraman & Alrawadieh (2021) who examined the impact of educational quality on the career choices of students of the Faculty of Tourism, Bolu Abant Izzet Baysal University, Turkey that academic self-efficacy as students' thoughts about their skills affect students' interest in achieving educational goals by pursuing a postgraduate degree. Academic self-efficacy is related to career preparation behaviors in domestic and international students. Interest will continue to change, findings Schweder & Raufelder (2022) to observations in German secondary schools that interest not only increases during self-study but also during the school year. Further corroborated by research Hanim & Puspasari (2021) the result is that students' interest in continuing their postgraduate education is positively affected by *self-efficacy*. High *self-efficacy* can convince students that they are able to carry out the activities they want to pursue. Research Alfarizi & Wulandari (2022) also gives same results that interest in pursuing undergraduate education is positively influenced by self-efficacy, high student confidence makes a high contribution as a success factor in achieving their interests. Furthermore, research Amirullah & Rafsanjani (2022) also shows the results of the positive influence of *self efficacy* on interest in becoming an undergraduate. Research Liu et al., (2020) on graduate students at *Guizhou Normal University, China* states that academic self efficacy has a positive impact on academic procrastination, which means that the delaying academic assignments as well as delaying the continuation of studies.

The findings of the analysis of self efficacy in PAP Unesa 2019 students on academic self confidence support Bandura's theory of self efficacy where the strength of individual self confidence deepens their interest or vice versa, it is evident that belief in the ability or strength of individuals in facing a problem with various levels of difficulty can freely be controlled properly by students in achieving their academic goals so as to encourage a sense of interest in continuing their master's studies. The strength of those student's self confidence is related to agility in completing work well. The belief in the mastery and application of lecture knowledge skills by students in solving problems competently can be shown from their ability to maintain concentration on academic goals, the ability to complete assignments according to *deadlines*, confidence in fulfilling responsibilities and making academic decisions.

Through belief in the strength, ability, and breadth of students, academic self-efficacy that leads to the completion of S2 studies will be able to balance the level of the gap in the number of S1 and S2 study graduates so as to trigger a decrease in the TPT index at the undergraduate level due to the mismatch of educational background with work which in turn will have a positive impact on the country's economy, with the provision of S2 can create opportunities and strategies for achieving better and wider job competition. In addition, it can be emphasized that through understanding their own self-efficacy, students will also explore more about their beliefs, strengths, and abilities in order to achieve

the highest education and create professional quality education in their fields, thus supporting career orientation in students.

The socioeconomic variable of parents (X2) has a positive influence on the interest in continuing S2 studies (Y) in Unesa Office Administration Education students. The t test results obtained a significance value of  $0.004 < 0.05$  and t count  $3.037 > t$  table 1.675 so it is concluded that H0 is rejected and Ha is accepted, which means that there is a partial positive effect of 3.037 between X2 on Y. This means that if the socioeconomic status of parents increases by one unit, it will increase the interest in S2 by 3.037. So that if students have parents whose socioeconomic status is strong, the intention to continue postgraduate education also increases.

The research found that students felt motivated to achieve a higher level of education than their father (36%) or mother (25%). Students (36%) also strongly agree and are motivated by their parents' work so that they want to work in the same or better field. Overall, 63% of students have an interest in master's studies on the basis of their parents' socioeconomic status described in the indicators of education, occupation, income, number of children, and living environment in the dimension of social position and family economic conditions.

This finding differs from empirical studies of Alfarizi & Wulandari (2022) and studies Taufik & Kurniawati (2020) This study found that the economic level of parents did not contribute to encouraging students' desire to pursue undergraduate studies because the research took place in a different period of time, namely the research was conducted during the Covid-19 pandemic where economic conditions experienced a decrease in income and other factors that affect the continuation of children's studies. However, in this study, it was found that parents' socio-economic level positively influenced students' intention to study S2 because the analysis was carried out in the post-Covid-19 pandemic period with different economic conditions (conditions began to stabilize).

In line with the results of previous research reviewed by Subarkah & Nurkhin (2018) that parents along with their socioeconomic status background cause differences in student interest in achieving undergraduate opportunities, it is also supported by the findings of Diansyah et al. (2022) whose results are that interest in becoming a master is influenced by financial capability and family socioeconomic status as well as the findings of Khairinal et al. (2022). Another empirical study from Jopa et al. (2018) which found that the socioeconomic status of parents dominantly positively predicts interest in continuing college studies, which means that the review supports the findings of researchers in this study. Supporting from Hurlock's theory that interest is based on social status and family interest, which is also emphasized that if socioeconomic status is good, then a person's tendency to expand interests will increase (Haq & Setiyani, 2016). This means that the sustainability of Children's education can be described by the readiness of parents' socioeconomic conditions. The results of this positive correlation are formed because most students tend to want to achieve a higher education than their parents' education, want to have a field of work that is similar or better than their parents' work, and the number of dependents of their siblings' education costs does not hinder the continuation of education of Unesa Office Administration Education students.

A series of observation processes that have been carried out illustrate that the predictor of job expectations with indicators of self-improvement expectations and wage feasibility has a positive influence on student interest in continuing master's education with a coefficient level of 5.398 and a significance of 0.000. The X3 variable has t count  $(5.398) > t$  table  $(1.675)$  and the sig value of  $0.000 < \alpha$  value  $(0.05)$  so it is concluded that H0 is rejected and Ha is accepted, meaning that there is a partial positive effect of 5.398 between job expectations (X3) and interest in continuing master's studies (Y). The regression coefficient value of the job expectation variable (X3) of 0.666 explains that if between job expectations and interest in continuing S2 studies (Y) has a positive relationship. So that if the value of job expectations increases by one unit, it will be followed by an increase in the value of the variable interest in continuing S2 studies by 0.666. This means that the interest in continuing master's studies will increase if students have high job expectations. If students have a high level of job expectations, their interest in graduate school will also increase. Respondents have hopes of self-improvement and expectations of high wage eligibility for jobs that will be achieved after graduating from undergraduate education and expectations of jobs with comparable wage levels if

they have to complete master's studies first. Job expectations are explained in Hurlock's theory on the basis of the opportunity to develop the interest itself. In line with the expectation assumption in Vroom's theory that a person's interest in joining an organization is due to expectations of different needs and desires from his participation, both with interest in salary, job security, progress and challenges in it (Lunenburg, 2011).

The study findings explore the variable of job expectations, which has a positive effect on S2 interest, which is in line with the statement of Indriyanti et al., (2013) that one of the interests is influenced by future expectations, then Rochmah (2021) also states that job expectations affect the continuation of S2 interest. Further relevant research by Azhar et al. (2022), Ulfa (2019), and Suharmi et al. (2021) support the findings of this study, namely that job expectations have a positive effect on master's interest. The results of a study of final year students at the Ghana of University, Legon by Mahama et al., (2013) confirm that subjective job uncertainty in the assessment of job expectations has an impact on student interest in joining a postgraduate program.

Job expectations prove the encouragement of efforts to achieve a performance that shows a picture of interest in continuing education in undergraduate PAP Unesa 2019 students based on an analysis of students' academic self-confidence in proving expectations of self-improvement and wage feasibility based on student acceptance of interest in the PAP study program which is considered relevant to their future job expectations and the desire to work as a civil servant in the field of administration and offices as well as in the field of education with a better level of welfare and a career path supported by S2 studies so as to encourage interest in continuing Masters studies.

The results found by researchers can prove that  $H_0$  is rejected and  $H_a$  is accepted, namely self-efficacy (X1), socioeconomic parents (X2), and job expectations (X3) simultaneously have a significant effect on interest in continuing S2 studies (Y) in accordance with the results of the partial effect analysis in the previous discussion. The sig value obtained is  $0.000 < 0.05$  (alpha) which means that the regression model is feasible to use. F count is known to be  $52.253 > F$  table 2.786, which means that there is a significant influence together from the variables of self-efficacy (X1), socioeconomic parents (X2), and job expectations (X3) on the interest in continuing S2 studies (Y). The constant value is obtained -16.397, which means that the interest value is fixed at -16.397 which will change if it is influenced by the addition of each independent variable, namely self-efficacy (X1), socioeconomic parents (X2), and job expectations (X3) by one unit.

So it was revealed that self-efficacy, socioeconomic parents, and strong job expectations can have a significant influence on the desire of Unesa's Office Administration Education students class of 2019 to continue their master's studies. The three independent variables support Hurlock's theoretical statement where the indicators used to measure each variable support interest in accordance with the context of the research subject. The implication is that the encouragement in students to achieve higher education until S2 can encourage the alleviation of high TPT and help increase the nation's economic index which has a good impact on economic welfare by achieving quality indicators of human resources armed with professional and quality intellectuals.

## CONCLUSION

The conclusion that can be drawn from this research is that self-efficacy, socioeconomic parents, and job expectations have a positive effect on interest in continuing master's studies in Surabaya State University Office Administration Education students partially and simultaneously. Self-efficacy has a positive effect on interest in graduate studies. The results of the research findings can be concluded that an interesting fact is that students' belief in their strength and self-control and their breadth in dealing with various problems found encourage feelings of interest in trying to continue their master's studies. Students can believe that the problem of learning experience and GPA achievements in undergraduate programs can reflect predictions of their ability to complete master's studies. Then students feel ready to continue their master's studies even though the factors of financial and social conditions of the family are less supportive, namely on condition that students get master's education

scholarship assistance as expected, because students also realize that the ratio of undergraduate graduates to masters is far comparable so that they hope that master's education will encourage their expectations of job welfare which leads to better continuity of their career path in the future.

The limitations of this study are: 1) The object of research is limited to the focus of assessing the career paths of students with postgraduate education; 2) The scope of research subjects is limited to students of the Surabaya State University Office Administration Education Study Program class of 2019; 3) The independent variables are limited to self-efficacy, socio-economic parents, and job expectations with the dependent variable of interest in continuing S2 studies; 4) The variable relationship model is limited to multiple linear regression with limited data analysis using the IBM SPSS 23 program; 5) The use of indicators from the variables of interest in continuing S2 studies and limited job expectations in accordance with the hypothesis and research objectives in revealing the dimensions of the problem. For future researchers, they can use different techniques and analysis models on other independent variables not discussed in this study using different and/or broader research subjects, as well as using dimensions and research indicators that complement the limitations of this study. Research using a qualitative approach will also provide a better level of accuracy of research data.

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