

Exploring Self-Efficacy Toward Higher Education Among Rural High School Students: A Preliminary Study

Tiara Agustine¹, Lulu Noorkholisoh¹, Dona Annisa Fitriani¹, Yuliani²

¹Institut Keguruan dan Ilmu Pendidikan Siliwangi, ²SMA Negeri 1 Saguling
tiara@ikipsiliwangi.ac.id

Article History

accepted 1/7/2026

approved 1/8/2026

published 31/8/2026

Abstract

Self-efficacy is a psychological factor that plays a crucial role in shaping students' aspirations to pursue higher education. Although the gross enrollment rate in higher education remains substantially lower in rural areas of Indonesia (23.14%) than in urban areas (38.58%), empirical evidence regarding the self-efficacy profile of rural senior high school students is still limited. This preliminary study aimed to describe the self-efficacy profile across Bandura's three dimensions among rural senior high school students in West Bandung Regency. A descriptive quantitative survey design was employed involving 177 eleventh-grade students selected through total sampling. Data were collected using a 25-item valid self-efficacy questionnaire with a four-point Likert scale ($\alpha = 0.871$) and analyzed descriptively. The results indicated that the overall level of self-efficacy was moderate ($M = 69.26\%$). The generality dimension recorded the lowest score (68.17%) among the three dimensions, and 70.6% of the participants were classified as having a moderate level of self-efficacy. These findings suggest that most rural students demonstrate a moderate level of self-efficacy, particularly in the generality dimension, highlighting the need for structured school guidance and counseling programs to further strengthen self-efficacy in supporting aspirations toward higher education.

Keywords: self-efficacy, higher education, high school students, rural, guidance and counseling

Abstrak

Efikasi diri merupakan faktor psikologis yang berperan penting dalam membentuk aspirasi siswa untuk melanjutkan pendidikan tinggi. Meskipun angka partisipasi kasar pendidikan tinggi di pedesaan Indonesia (23,14%) masih jauh lebih rendah dibandingkan di perkotaan (38,58%), bukti empiris mengenai profil efikasi diri siswa SMA di pedesaan masih sangat terbatas. Studi pendahuluan ini bertujuan mendeskripsikan profil efikasi diri berdasarkan tiga dimensi Bandura pada siswa SMA di pedesaan Kabupaten Bandung Barat. Penelitian menggunakan desain survei deskriptif kuantitatif dengan melibatkan 177 siswa kelas XI melalui teknik total sampling. Data dikumpulkan menggunakan kuesioner efikasi diri berisi 25 butir valid dengan skala Likert empat poin ($\alpha = 0,871$) dan dianalisis secara deskriptif. Hasil menunjukkan bahwa efikasi diri siswa berada pada kategori sedang ($M = 69,26\%$). Dimensi generality memperoleh persentase terendah (68,17%) dibandingkan dimensi lainnya, dan sebanyak 70,6% siswa berada pada kategori efikasi diri sedang. Temuan ini menunjukkan bahwa sebagian besar siswa di pedesaan memiliki tingkat efikasi diri pada kategori sedang, terutama dalam dimensi generality, sehingga diperlukan program bimbingan dan konseling yang terstruktur untuk memperkuat efikasi diri sebagai salah satu faktor pendukung aspirasi menuju pendidikan tinggi.

Kata kunci: efikasi diri, pendidikan tinggi, siswa SMA, pedesaan, bimbingan dan konseling



INTRODUCTION

Self-efficacy is recognized as a critical determinant of educational aspiration and perseverance. Elevated academic self-efficacy is associated with higher aspirations for tertiary education, greater resilience following selection failures, and broader educational objectives. In contrast, low self-efficacy restricts aspirations and reduces the likelihood of pursuing higher education, even when opportunities exist (Böhle et al., 2025; Rottinghaus et al., 2002). These findings suggest that self-efficacy functions both as a psychological construct and as a mechanism within opportunity structures.

Although self-efficacy is significant for higher education participation, it remains consistently lower among rural students compared to their urban counterparts, a disparity not attributable solely to financial factors. Studies on the effects of teacher encouragement in rural schools in Australia have shown that it positively impacts students' academic self-belief, independent of financial factors (Kingsford-Smith et al., 2024). Rural students often perceive higher education as unattainable and experience anxiety and doubts about their academic abilities and the potential benefits of pursuing further education (Morton et al., 2018). Additionally, the lack of role models with tertiary education restricts opportunities for vicarious learning, thereby hindering the development of self-efficacy and the capacity to envision academic achievement (Böhle et al., 2025).

This disparity has significant implications for Indonesia, despite government efforts to expand access to higher education through scholarships, institutional capacity building, and additional entry pathways. For instance, the gross enrollment rate (GER) in higher education among rural populations is 23.14%, compared to 38.58% among urban populations (Direktorat Statistik Kesejahteraan Rakyat, 2025). Additionally, urban residents attain higher education at nearly twice the rate of those in rural areas (BPS Jawa Barat, 2025). Similar trends have been observed across the globe, including China (Zhao, 2023), India (Tilak, 2015), and Australia (Gibson et al., 2022). These findings suggest that expanding access is insufficient if individuals are not psychologically equipped to take advantage of educational opportunities.

In Indonesia, research on rural students' participation in higher education has primarily focused on structural barriers, with limited examination of self-efficacy as a factor influencing educational decision-making (Khusaini & Muvera, 2020; Zulimi et al., 2025). In terms of school guidance and counseling, which function as the main institution in assisting the postsecondary education planning process, there is a considerable gap between rural and urban areas. Rural counselors often lack evidence-based intervention models to address students' self-efficacy within their social environment (Grimes et al., 2019). For instance, in a rural school in West Bandung Regency, despite the availability of information on universities and scholarships and active counselor engagement in career guidance, most graduates sought employment as farmers or migrant workers. Those who aspired to higher education generally chose only local institutions. Interviews and focus group discussions indicated that low self-efficacy, exemplified by the belief that "higher education is not for us," was a significant contributing factor.

Despite this evidence, empirical data specifically describing the self-efficacy profile of rural high school students toward higher education in the Indonesian context remain scarce. Most existing studies either address self-efficacy in general academic settings or focus on urban populations, leaving a gap in understanding how self-efficacy toward higher education manifests among rural students. Consequently, evidence is still lacking to explain how Bandura's three dimensions of self-efficacy are expressed within rural educational contexts and to inform contextually appropriate guidance and counseling interventions. By addressing this gap, this study provides empirical evidence on the self-efficacy profile of rural Indonesian students, offering a foundation for

evidence-based guidance and counseling interventions and enriching rural education research from a psychological perspective.

In this regard, this study aims to investigate the self-efficacy profile of rural high school students in West Bandung Regency, Indonesia, toward higher education. Specifically, it seeks to describe the overall profile of students' self-efficacy, examine its expression across Bandura's three dimensions of magnitude, strength, and generality, and map the distribution of students' self-efficacy levels. Therefore, this study addresses the following research questions: (1) What is the overall profile of rural high school students' self-efficacy toward higher education? (2) How is students' self-efficacy toward higher education expressed across Bandura's three dimensions of magnitude, strength, and generality? (3) How are rural high school students distributed across different levels of self-efficacy toward higher education? The findings are expected to provide an empirical basis for developing targeted guidance and counseling interventions that strengthen rural students' self-efficacy toward higher education.

METHODS

This study employed a quantitative descriptive survey design (Creswell & Creswell, 2023) to investigate rural high school students' self-efficacy toward higher education. The research was conducted at a public senior high school in West Bandung Regency, Indonesia, from February to April 2026. The study population comprised all Grade XI students, and total population sampling was employed. A total of 253 questionnaires were returned. Prior to analysis, the data were screened for response quality to identify careless responding (Meade & Craig, 2012). Questionnaires displaying invariant responses (e.g., selecting the same response option for all items) or repetitive response patterns were excluded. Consequently, 177 valid questionnaires were retained for analysis.

Data were collected using a researcher-developed self-efficacy questionnaire based on Bandura's three dimensions: magnitude, strength, and generality. Prior to field testing, the instrument underwent content validation by two experts. A guidance and counseling lecturer from IKIP Siliwangi evaluated the alignment of the items with the theoretical indicators, as well as their clarity and readability. A guidance and counseling teacher from SMAN 1 Saguling assessed the readability and comprehensibility of the items for the target population. Revisions were made based on their feedback before empirical testing. The initial instrument consisted of 27 items measured on a four-point Likert scale. Pearson Product-Moment correlation analysis indicated that two items did not meet the validity criterion and were therefore removed, resulting in a final instrument of 25 valid items. The instrument demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.871.

Data were analyzed using IBM SPSS through descriptive statistics, including frequencies, percentages, means, and standard deviations (Field, 2013). Self-efficacy scores were categorized into low, moderate, and high levels following the norm-referenced categorization method proposed by Azwar (2021), based on the mean $\pm$ one standard deviation, and were further analyzed across Bandura's three dimensions.

RESULT AND DISCUSSION

1. Overall Profile of Students' Self-Efficacy Toward Higher Education

The findings related to students' self-efficacy toward higher education are presented in Table 1. Based on descriptive statistics from 177 valid respondents, the mean achievement score was 69.26%, placing the overall level of self-efficacy within the moderate category. Scores ranged from 52 to 91, indicating notable variability among participants. The score distribution further reveals that the majority of students clustered in the middle range, with only a small proportion scoring at either extreme.

Table 1. Overall Profile of Students' Self-Efficacy Toward Higher Education

Variable	N	Minimum Score	Maximum Score	Mean Achievement (%)	Category
Self-Efficacy Toward Higher Education	177	52	91	69.26%	Moderate

This conclusion is consistent with previous findings showing that secondary-level students in rural areas typically fall into the moderate category of academic self-efficacy rather than the high category. A study conducted among senior high school students in the Philippines has shown that students in the final year of secondary schools, especially those in public institutions, demonstrate moderate self-efficacy in academics, with notable differences being exhibited in school type in relation to vicarious learning and verbal persuasion as sources of self-efficacy (Villas, 2019). From a theoretical point of view, this can be explained using Bandura's (1986) social cognitive theory, which states that self-efficacy develops through the dynamic interaction among the individual, the environment, and their behavior. Hence, students with a moderate level of self-efficacy can be viewed as having begun to develop positive expectations regarding their future education, but without having these expectations solidified or established.

Variability among participants is also significant and may be related to the lack of learning resources that characterizes rural educational settings. In particular, students from rural areas have been known to experience a loss of self-efficacy due to limited access to more advanced courses, which can make them feel inferior in their academic capabilities compared to their urban counterparts (Grant, 2022). Apart from issues related to academic resources, students' moderate self-efficacy is also related to their doubts about academic competition, adaptation to the university environment, and educational persistence. Students with lower self-efficacy are more likely to feel shy and hesitant about their capabilities, view complex issues as threats, and experience self-doubt that can further undermine academic achievement (Dumbi & Djuwita, 2023). In order to succeed in academic life at the university level, rural students need to exhibit not only academic abilities but also maintain a proper balance among cultural identity, financial difficulties, and a lack of educational experiences, which is entirely plausible for this study.

This fact is extremely important to consider in light of existing knowledge about how self-efficacy affects academic performance. As stated by Honicke & Broadbent (2016), individuals with high self-efficacy set higher goals, put in additional effort, and show greater perseverance, thus performing better than students with low self-efficacy. The Indonesian educational situation makes this concern even more relevant, as the higher education sector faces multiple issues, including a lack of infrastructure, inconsistent resource provision, and uneven service quality between urban and rural areas. Structural discrimination may hinder the development of academic self-efficacy among students who already have less information and fewer social resources.

Research conducted in the Indonesian high school context further reinforces the importance of proactively addressing self-efficacy. Academic self-efficacy has been found to positively influence the aspirational goals of Muslim high school students in Indonesia, with this relationship significantly moderated by students' problem-solving skills and self-awareness (Yendi et al., 2025). This suggests that interventions aimed at raising self-efficacy among rural students must be accompanied by the concurrent development of cognitive and metacognitive competencies in order to translate improved self-beliefs into concrete aspirations and actions toward higher education. Taken together, the moderate self-efficacy level observed among participants reflects a latent

potential that has not yet been fully realized, and targeted guidance programs, structured exposure to successful alum role models, and accessible information about higher education pathways are strongly recommended to support its continued development.

2. Self-Efficacy Across Dimensions

Table 2 presents the achievement percentage of students' self-efficacy across the three dimensions proposed by Bandura (1997): magnitude (level), strength, and generality. All three dimensions fell within the moderate category, with strength recording the highest at 70.46%, followed by magnitude at 69.14%, and generality at 68.17%, the lowest among the three.

Table 2. Students' Self-Efficacy Across Dimensions

Dimension	Achievement Percentage	Category
Magnitude (Level)	69.14%	Moderate
Strength	70.46%	Moderate
Generality	68.17%	Moderate

The finding that all three dimensions are concentrated within the moderate range is consistent with Bandura's (1997) conceptualization of self-efficacy as a multidimensional construct. Self-efficacy measurement is related to three dimensions (magnitude, strength, and generality). It should reflect particularized judgments of capability that may vary across realms of activity, different levels of task demand within a given activity domain, and different situational circumstances. The uniform moderate standing across all dimensions suggests that students' self-efficacy beliefs are not yet deeply differentiated or firmly anchored in any one dimension of their perceived capacity toward higher education.

The strength dimension, which yielded the highest score (70.46%), reflects students' degree of confidence in persisting despite obstacles and challenges. The strength dimension refers to the resilience of self-efficacy beliefs when individuals face obstacles (Bandura, 1997). A moderately high strength score indicates that students possess a baseline level of determination; however, it remains insufficient to suggest robust academic resilience when confronted with the more demanding conditions of higher education. Students with high self-efficacy are more likely to manage academic challenges, reflect on their learning experiences, and adjust their academic behaviors to improve outcomes (Miao et al., 2025), a disposition that requires a consistently high, rather than moderate, level of self-efficacy.

The magnitude dimension (69.14%) pertains to students' beliefs about how difficult a task they can handle. The magnitude dimension encompasses the number of steps or level of task difficulty that people consider themselves capable of performing, with some limiting themselves to simple tasks while others attempt the most difficult and complex ones (Bandura, 1997). A moderate score on this dimension implies that students tend to perceive themselves as capable of managing routine academic tasks, yet harbor uncertainty about their readiness for the more demanding intellectual challenges of university-level study. This finding is particularly relevant given the rural schooling context, where limited access to advanced curricular offerings has been found to lead rural students to perceive themselves as academically behind their urban peers (Grant, 2022), thereby constraining their beliefs about the upper range of task difficulty they can successfully manage.

The generality dimension recorded the lowest score among the three at 68.17%, indicating that students' self-efficacy beliefs are not yet widely transferable across different academic situations and contexts. Generality of self-efficacy can vary across types of activities, the modalities in which capabilities are expressed, situational

variations, and the types of individuals toward whom the behavior is directed (Bandura, 2006). A relatively low generality score suggests that students may feel reasonably confident in familiar academic settings but struggle to extend that confidence to the novel and unfamiliar environments they will encounter in higher education. This is especially significant because the transition to university requires students to apply their self-beliefs broadly across new disciplines, social environments, and institutional demands. The success of rural students in higher education hinges on more than academic ability alone; it also depends on their capacity to navigate the intricate balance of cultural adjustment, financial constraints, and limited prior exposure to educational opportunities (McNamee et al., 2025). All of which demand a high degree of generalized self-efficacy that has not yet fully developed in the present sample.

Taken together, the dimensional analysis reveals that while participants have begun to develop self-efficacy beliefs across all three dimensions, none have reached a level sufficient to ensure confident and adaptive functioning in higher education. The consistently moderate standing across magnitude, strength, and generality underscores the need for targeted interventions that address all three dimensions concurrently. Guidance programs that expose students to progressively challenging academic tasks can help strengthen the magnitude dimension; mentoring and motivational support from successful alums can reinforce the strength dimension; and broader exposure to diverse academic contexts and higher education environments can foster the development of the generality dimension (Bandura, 1997; Yendi et al., 2025).

3. Distribution of Students' Self-Efficacy Levels

Table 3 presents the distribution of students' self-efficacy levels toward higher education. The categorization was based on the raw self-efficacy scores, with cutoff points derived from the sample mean ($M = 69.33$) and standard deviation ($SD = 7.73$), following Azwar's (2021) norm-referenced categorization method. The results show that the majority of students (70.6%, $n = 125$) fell within the moderate category, while 15.3% ($n = 27$) were classified as low and 14.1% ($n = 25$) as high.

Table 3. Distribution of Students' Self-Efficacy Levels Toward Higher Education

Category	Score Range	n	%
Low	$X < 61.60$	27	15.3%
Moderate	$61.60 \leq X < 77.06$	125	70.6%
High	$X \geq 77.06$	25	14.1%
Total		177	100%

The distribution pattern revealed in this study reflects a broadly normal dispersion of self-efficacy scores within this sample. The predominance of moderate-level students (70.6%) indicates that, while most participants have begun to develop confidence in their ability to pursue higher education, this confidence has not yet consolidated into a firmly held, generalized belief. Students with high levels of academic self-efficacy commit to higher goals and academic expectations, demonstrate greater resistance to frustration, and show greater persistence when facing difficulties than those with low academic self-efficacy (Alhadabi & Karpinski, 2020). The absence of such characteristics among the majority of students in this study signals a need for deliberate developmental support.

The 15.3% of students who fell into the low category warrant particular attention, as low self-efficacy has consistently been associated with disengagement and reduced academic persistence. Students with low self-efficacy tend to view complex academic challenges as threats rather than opportunities, and research has shown that profiles combining high ability with low academic confidence are common among high school students (Andersen & Cross, 2014). In a rural school context, this vulnerability is likely

amplified by limited access to enriching academic experiences that could serve as the mastery experiences needed to build and sustain confidence.

Conversely, only 14.1% of students demonstrated high self-efficacy. This relatively small proportion is consistent with evidence suggesting that high college-going self-efficacy is particularly scarce among students from educationally underserved communities. Students from traditionally disenfranchised groups tend to have lower self-efficacy due to a range of barriers, including a lack of social capital, fewer resources, and limited institutional support (Gibbons & Borders, 2010). The low proportion of high-efficacy students in this study suggests that many students have not yet had sufficient exposure to the conditions of financial security, cultural capital, and familiarity with higher education that typically underpin strong college-going self-efficacy.

Taken together, the distributional pattern underscores that the development of self-efficacy among rural high school students is an ongoing and incomplete process. College students with high self-efficacy are better able to adjust to the more rigorous academic expectations of university, perceive a greater range of career options, and demonstrate stronger academic aspirations (Sampaio et al., 2025). Given that the majority of students in this study have not yet reached this level, targeted guidance interventions, including scaffolded college preparation roadmaps, exposure to successful alumni as vicarious models, and structured verbal encouragement from teachers and counselors, are critically needed to shift more students toward the high category before they make the transition to higher education.

CONCLUSIONS

This study examined the self-efficacy of rural high school students toward higher education across three analytical levels. Overall, students demonstrated a moderate level of self-efficacy, with a mean achievement of 69.26%. At the dimensional level, all three dimensions proposed by Bandura, which are magnitude, strength, and generality, similarly fell within the moderate category, with generality recording the lowest score (68.17%). This finding indicates that students' self-efficacy beliefs were least transferable across unfamiliar academic contexts. Distributional analysis further showed that the majority of students (70.6%) were classified within the moderate category, while only 14.1% demonstrated a high level of self-efficacy.

Collectively, these findings suggest that although rural students have begun to develop confidence in their ability to pursue higher education, their self-efficacy remains at a moderate level and may require further strengthening to support the academic, social, and institutional demands associated with the transition to university. These findings provide an empirical basis for school counselors to design structured guidance and counseling programs that systematically strengthen each dimension of self-efficacy in supporting students' aspirations toward higher education.

This study is subject to several limitations. First, the findings were derived from a single rural public senior high school in West Bandung Regency, which may limit their generalizability to other rural contexts in Indonesia. Second, the use of a descriptive cross-sectional design does not allow causal relationships between self-efficacy and educational aspirations to be established. Future research is therefore recommended to involve more diverse rural regions, employ longitudinal or mixed-methods designs, and examine additional psychological and contextual factors influencing rural students' aspirations toward higher education.

REFERENCES

- Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in University students. *International Journal of Adolescence and Youth*, 25(1). <https://doi.org/10.1080/02673843.2019.1679202>

- Andersen, L., & Cross, T. L. (2014). Are Students With High Ability in Math More Motivated in Math and Science Than Other Students? *Roeper Review*, 36(4). <https://doi.org/10.1080/02783193.2014.945221>
- Azwar, S. (2021). *Penyusunan Skala Psikologi (Edisi 3)*. Pustaka Pelajar.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. *Prentice-Hall*.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. *W.H Freeman*.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307–337). Information Age Publishing.
- Böhle, E., Beckmann, J., & Granato, M. (2025). Preparing Transitions: The Impact of Vocational Role Models on Occupational Aspirations Within Social Contexts. *Social Inclusion*, 13. <https://doi.org/10.17645/si.9798>
- BPS Jawa Barat. (2025). *Statistik Pendidikan Jawa Barat 2024*. <https://jabar.bps.go.id/id/publication/2025/12/31/ea3de907c1903054419d8daa/statistik-pendidikan-provinsi-jawa-barat-2024.html>
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design, Qualitative, Quantitative and Mixed Methods Approaches* (6th ed.). SAGE.
- Direktorat Statistik Kesejahteraan Rakyat. (2025). *Statistik Pendidikan 2025* (Vol. 14). Badan Pusat Statistik.
- Dumbi, K. S., & Djuwita, R. (2023). The Moderating Role of Academic Self-Efficacy in the Relationship between Social Comparison and Hypercompetitiveness: The Different Effects Among Urban and Rural Group Students in Indonesia. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(4). <https://doi.org/10.33394/jk.v9i4.9226>
- Field, A. (2013). *Discovering Statistics using IBM SPSS Statistics*. SAGE. <https://doi.org/10.1016/B978-012691360-6/50012-4>
- Gibbons, M., & Borders, L. (2010). A Measure of College-Going Self-Efficacy for Middle School Students. *Professional School Counseling*, 13(4). <https://doi.org/10.5330/psc.n.2010-13.234>
- Gibson, S., Patfield, S., Gore, J. M., & Fray, L. (2022). Aspiring to higher education in regional and remote Australia: the diverse emotional and material realities shaping young people's futures. *Australian Educational Researcher*, 49(5). <https://doi.org/10.1007/s13384-021-00463-7>
- Grant, P. (2022). Whose Deficit? Rural Student Perceptions of Secondary Curricular Opportunities via AP. *The High School Journal*, 105(4). <https://doi.org/10.1353/hsj.2022.a899828>
- Grimes, L. E., Arrastía-Chisholm, M. A., & Bright, S. B. (2019). How Can They Know What They Don't Know? The Beliefs and Experiences of Rural School Counselors about STEM Career Advising. *Theory & Practice in Rural Education*, 9(1), 74–90. <https://doi.org/10.3776/tpre.2019.v9n1p74-90>
- Honick, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review* (Vol. 17). <https://doi.org/10.1016/j.edurev.2015.11.002>
- Khusaini, K., & Muvera, M. (2020). Prestasi Belajar dan Karakteristik Orang Tua: Studi Perbandingan Sekolah Menengah Atas Perkotaan-Pedesaan. *Jurnal Pendidikan Ekonomi Undiksha*, 12(2), 296–310. <https://doi.org/10.23887/JJPE.V12I2.28343>
- Kingsford-Smith, A. A., Alonzo, D., Beswick, K., Loughland, T., & Roberts, P. (2024). Perceived autonomy support as a predictor of rural students' academic buoyancy and academic self-efficacy. *Teaching and Teacher Education*, 142. <https://doi.org/10.1016/j.tate.2024.104516>

- McNamee, T. C., Ardoin, S., Cooper, N. D., & Sansone, V. A. (2025). "Because I'm from a Rural Background": An Examination of Rural Students in Higher Education Through a Critical, Non-Deficit Framework. *Journal of Higher Education*. <https://doi.org/10.1080/00221546.2025.2455333>
- Meade, A. W., & Craig, S. B. (2012). Identifying careless responses in survey data. *Psychological Methods*, 17(3). <https://doi.org/10.1037/a0028085>
- Miao, H., Guo, R., & Li, M. (2025). The influence of research self-efficacy and learning engagement on Ed.D students' academic achievement. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1562354>
- Morton, T. R., Ramirez, N. A., Meece, J. L., Demetriou, C., & Panter, A. T. (2018). Perceived Barriers, Anxieties, and Fears in Prospective College Students from Rural High Schools. *The High School Journal*, 101(3). <https://doi.org/10.1353/hsj.2018.0008>
- Rottinghaus, P. J., Lindley, L. D., Green, M. A., & Borgen, F. H. (2002). Educational aspirations: The contribution of personality, self-efficacy, and interests. *Journal of Vocational Behavior*, 61(1). <https://doi.org/10.1006/jvbe.2001.1843>
- Sampaio, C., de Carvalho, C. L., Taveira, M. do C., & Silva, A. D. (2025). Career intervention program to promote academic adjustment and success in higher education. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1519877>
- Tilak, J. B. G. (2015). How Inclusive Is Higher Education in India? *Social Change*, 45(2). <https://doi.org/10.1177/0049085715574178>
- Villas, J. (2019). Self-Efficacy of Filipino Senior High School Students: Differences Among Tracks/Strand and Type of School. *Journal of Education and Practice*, 10(8). <https://doi.org/10.7176/jep/10-8-02>
- Yendi, F. M., Firman, F., Syukur Ildil Ildil, Y., & Putra, A. H. (2025). Academic Self-Efficacy and Aspiration Goals Among Muslim High School Students: The Role of Problem-Solving and Self-Awareness. *Islamic Guidance and Counseling Journal*, 8(2). <https://doi.org/10.25217/0020258593400>
- Zhao, K. (2023). Does higher education expansion close the rural-urban gap in college enrolment in China? New evidence from a cross-provincial assessment. *Compare*, 53(5). <https://doi.org/10.1080/03057925.2021.1965468>
- Zulimi, Z., Trisnawati, E., Sapala, S. D., Hardayu, A. P., Wahyuningsih, D., Magisa, N. S., & Puspitasari, N. (2025). Mengapa Siswa Mau (atau Tidak Mau) Kuliah? Peran Orang Tua, Motivasi, dan Kesenjangan Sosial: dukungan orang tua, motivasi intrinsik, pendidikan tinggi. *Ejournal.Sisfokomtek.Org*. <https://doi.org/10.55338/jpkmn.v6i2.6038>