How does Socio-Economic Factors Influence Interest to Go to Vocational High Schools?

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Abstract. This study is aimed to reveal the interest of the students of junior high schools in Sangihe Islands, Indonesia, to go to vocational high schools and the affecting factors. This study used the quantitative method with the ex-post facto approach. The population consisted of 332 students, and the sample of 178 students was established using the proportional random sampling technique applying Isaac table’s 5% error standard. The results show that family’s socio-economic condition positively contributes 26% to interest to go to vocational high schools thus proving that family’s socio-economic condition is influential and contribute to junior high school students’ interest to go to vocational high schools.

1. Introduction
Vocational education is needed to support human resources (HR) to become skilled worker and entrepreneur. The background of human resource development through vocational education is also driven by UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Bab II Pasal 3 [1] which contains National Education’s foundation to develop the ability and form the character and civilization of dignified nation in order to educate the nation, aims to the development of the potential of learners to become a faithful and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, become a democratic and responsible citizen. Based on Badan Pusat Statistik (BPS) Sangihe [2], the main obstacles of education today, especially in Sangihe, namely the ease of access to education regardless of economy class where only 63% people who participate in education.

According to McMillan & Western [3], socio-economic status consists of three dimensions: education, employment, and income. Berns [4] stated that a family’s socioeconomic status is its rank or position within society based on social and economic factors such as income, occupation, and education of the parents. Socio-economic status is a position in society based on economic factors such as income and parents’ education level. The people’s socio-economic status can be viewed as the family's economic background. The family’s socio-economic condition may affect the child’s interest about something.

The higher the socio-economic status of their families, the greater their interest in achieving the highest education level. Like on Adelaide, where adolescents with low socio-economic status are usually located in the suburbs and remote areas, as stated by Rothman in Curtis's report at Flinders University Research Report [5] which shows high reports about the difficulties with low socio-economic status students on completing education in public schools and universities. Socio-economic conditions compel and provide few life choices to pursue education and obtain decent work with minimal time and cost because universities are optional, vocational education is an alternative way
with middle and lower socio-economic societies, these factors will form a good interest to arise either perforce or voluntarily within the students to continue their education to vocational school. Stated by Al-Dajeh [6], concerning interest in vocational education is highly dependent on the teacher’s knowledge and ability on what vocational education is, sometimes student ignorance can also be caused by a lack of understanding of teachers in junior high schools on vocational education. Supported by the study of Bunker and Shadbolt [7] in Australian Family Physician Journal stating that there is a significant potential effect on the delivery about career information and its options during primary and junior secondary education in enhancing career interest through vocational education. Of course, it also should be supported by teachers’ knowledge and ability on vocational education and in shaping students’ perceptions about vocational schools. In Sangihe Islands Regency itself, the interest of junior high school students to go to vocational schools can be seen from BPS’s data that is 54.48% for Public High School and 45.58% for vocational high schools, which is not meet the national target, 30% for public high school and 70% for vocational school.

Research’s purpose is to know the description of the interest of junior high school students to continue to vocational high school, correlation, and influence that occurs between the family’s socio-economic condition on the junior high school students’ interest to go to vocational high school in Sangihe Islands, Indonesia.

2. Methods
This research is a quantitative research with an ex-post facto approach that is the research in which independent variable sets have taken place, when the researcher began to observe the dependent variable. This study conducted in March till April, 2016. The total population are consisted of 332 9th grade students. Using Proportional Random Sampling, the number of samples based on the Isaac table are: (1) SMPN 1 Tahuna: 97 respondents, (2) SMPN 2 Tahuna Timur: 47 respondents; and (3) SMPN 5 Tahuna: 34 respondents. Using Likert for scoring, has four answer choice as follows: Strongly Agree (SA), Agree (A), Disagree (DS), and Strongly Disagree (SDS). The data is analyzed using correlation’s contingency table, and regression test. Before data analysis been conducted, we testing the data validity using normality, heterocedasticity, and linearity test (see in Figure 1).

![Figure 1. The framework.](image-url)

3. Results and Discussion
3.1 Data description
Description of data of this study based on the variables of family’s socio-economic condition (X or independent) and junior high school students’ interest to go to vocational high school (Y or dependent), can be seen in Table 1 and Table 2.

| Variable | Min | Max | Mean | Median | Mode |
|----------|-----|-----|------|--------|------|
| X        | 8   | 50  | 29,18| 29     | 29   |
| Y        | 22  | 86  | 59,27| 61     | 44; 46|
Table 2. Frequency distribution table of family’s socio-economic condition.

| No | Interval Class | Interval Class Limits | Frequency | Percentage (%) |
|----|----------------|-----------------------|-----------|---------------|
| 1  | 5-7            | 4.5-7.5               | 14        | 7.8           |
| 2  | 8-10           | 7.5-10.5              | 22        | 12.4          |
| 3  | 11-13          | 10.5-13.5             | 59        | 39.9          |
| 4  | 14-16          | 13.5-16.5             | 36        | 20.2          |
| 5  | 17-19          | 16.5-19.5             | 27        | 15.2          |
| 6  | 20-22          | 19.5-22.5             | 8         | 4.5           |
|    | Total          |                       | 178       | 100           |

The objective assessment criteria of the parents' socio-economic condition according to histogram in Figure 2 are as follows: (1) data range 3-10 has criteria of low class socio-economic condition, (2) data range 11 and 16 has a criteria of middle class socio-economic conditions, and (3) data range 17-23 has a criteria of high or top class socio-economic condition.

Figure 2. Family’s socio-economic condition’s histogram.

The socio-economic condition of the students in Sangihe is the middle socio-economic level, seen from data-range gathered between 11 and 16. The data descriptions in Table 1 then processed into the frequency distribution for the junior high school students’ interest to go to vocational high school variable, which can be seen in Table 3.

Table 3. Frequency distribution table of junior high school students’ interest to go to VET.

| No | Interval Class | Interval Class Limits | Frequency | Percentage (%) |
|----|----------------|-----------------------|-----------|---------------|
| 1  | 22-30          | 21.5-30.5             | 7         | 3.9           |
| 2  | 31-39          | 30.5-39.5             | 13        | 7.3           |
| 3  | 40-48          | 39.5-48.5             | 45        | 25.3          |
| 4  | 49-57          | 48.5-57.5             | 16        | 9             |
| 5  | 58-66          | 57.5-66.5             | 26        | 14.6          |
| 6  | 67-75          | 66.5-75.5             | 32        | 18            |
| 7  | 76-84          | 75.5-84.5             | 34        | 19.1          |
| 8  | 85-93          | 84.5-93.5             | 5         | 2.8           |
|    | Total          |                       | 178       | 100           |

The objective criteria for junior high school students' interest in continuing education to vocational high school according to histogram in Figure 3 are as follows: (1) data range 22-57 has low interest criteria for junior high school students to continue to vocational high school (2) Data range 58-93 has high interest criteria for junior high school students to continue to vocational high school.
3.2 Normality test
Done by comparing Z statistic table 5% from total N on this research is 1.645 with skewness value (curve) or kurtosis (tilt curve). The variable is normally distributed if $Z_{\alpha} < Z$ table (see in Table 4).

### Table 4. Skewness and kurtosis.

| Variable                              | Skewness | Kurtosis |
|---------------------------------------|----------|----------|
| Family’s Socio-Economic Condition     | 0.075    | -0.551   |
| Students’ interest on VET             | -0.177   | -1.047   |

3.3 Heteroscedasticity test
If the scatterplot has a neat pattern there has been heteroscedasticity, and if it happens otherwise, it will be homocedasticity (see in Figure 4).

3.4 Linearity test
If sig value greater than the value of $\alpha$ is 0.05 then linearity occurs between the independent and dependent variables, conversely, if the sig $< \alpha$ (where $\alpha = 0.05$), then there is no linearity between independent variables, family’s socio-economic conditions (X) and Students’ interest to go to vocational high school (Y).
Table 5. Linearity test.

| Variable | Sig. Value Deviation from Linearity | Conclusion |
|----------|------------------------------------|------------|
| X        | 0.516                              | Linear     |

Based on Table 5, the family’s socio-economic condition (X) meets the linearity criterion where the sig value > α (0.05) so it can be concluded that the independent variables have linearity to the dependent variable, the junior high school students’ interest to go to vocational high school (Y).

3.5 Correlation analysis

The correlation test results meet the Pearson criteria where the value is said to have perfect correlation if the variable correlation has value by 1, and the two-tailed criterion, all the variable correlation value where 0.000 < α (0.05) so that the family’s socio-economic condition variable (X) can be related to the dependent variable, junior high school students’ interest to go to vocational high school (Y).

The correlation between the family’s socio-economic condition and the junior high school students’ interest to go to vocational high school is also represented in the contingency table based on the parents’ job and the level of student’s interest.

Table 6. Contingency table about student’s interest to go to high school based on father’s job.

| Father’s Job               | Student’s Interest to go to Vocational High School |
|----------------------------|---------------------------------------------------|
|                            | Low  | Medium | High |
| Labor                      | 2    | 9      | 28   |
| Service personnel          | 0    | 0      | 3    |
| Entrepreneur               | 1    | 6      | 7    |
| Officer, employee          | 21   | 57     | 30   |
| Experts, professional staff| 0    | 1      | 0    |
| Senate’s staff, government’s higher ranked officer | 1   | 0      | 0    |
| Others/Unemployment/Freelancer | 2  | 4      | 6    |

Table 7. Contingency table about student’s interest to go to high school based on mother’s job.

| Mother’s Job                | Student’s Interest to go to Vocational High School |
|-----------------------------|---------------------------------------------------|
|                            | Low  | Medium | High |
| Labor                      | 0    | 0      | 4    |
| Service personnel          | 0    | 3      | 3    |
| Entrepreneur               | 3    | 10     | 13   |
| Officer, employee          | 17   | 45     | 24   |
| Experts, professional staff| 2    | 0      | 0    |
| Senate’s staff, government’s higher ranked officer | 0 | 0 | 0 |
| Others/Unemployment/Freelancer | 5  | 19     | 30   |

Based on Table 6, if father’s job i.e. laborers and employees, then has a high tendency level of students’ interest to go to vocational high school. Then, in Table 7, if mother’s job such as temporary employment (housewives, freelances or unemployed) has a high tendency level of student’s interest to
go to vocational high school. If the mother's job is an employee or officer, then has a medium tendency level of student interest to a vocational high school.

3.6 Simple regression analysis
Hypothesis’s acceptance criteria, if sig > α (0.05) then H₀ accepted and H₄ rejected, otherwise if sig value < α (0.05) then H₀ rejected and H₄ accepted.

| Table 8. Regression analysis results |
| Var | R | R² | Constanta | Coefficient | t | Sig. |
|---|---|---|---|---|---|---|
| X → Y | 0.514 | 0.264 | 89.050 | -2.27 | -7.95 | 0.00 |

Based on Table 8, means that it meets H₄ acceptance criteria and the rejection of H₀, where sig <α (0.05). The final decision is H₄ hypothesis accepted that ‘there is influence between the family’s socio-economic condition on the junior high school students’ interest to go to vocational high school in Sangihe Islands’. This is in line with the results of a study from Windarto (2013) which suggests that the family’s socio-economic conditions have a significant effect on student interest variables to go to vocational high school in Bantul.

| Table 9. Variable regression’s equation |
| Variable | Equation |
|---|---|
| X | Y = 89.050 + (-2.74X) |

If X variable add up one unit, it will increase the junior high school students’ interest to go to vocational high school (Y) by -2.74. Based on the regression equation from Table 9, the socio-economic condition variable contributes 26% to the interest of junior high school students to go to vocational high school, and the remaining percentage of contribution is influenced by other variables.

4. Conclusions
Initial description of the interest of junior high school students in Sangihe Islands to go to vocational high school, 97 respondents from 178 respondents stated will be interested to continue to vocational high school or 54.5% of the total respondents. Proved by Pearson's analysis scale is 1 which shows a high correlation rate. So, there is an influence between the family’s socio-economic condition (X) and the junior high school students' interest to go to vocational high school (Y) with 26% influential contribution percentage.

The middle and lower class socio-economic students in Sangihe Islands tend to take Vocational High School as a safe option, as if, in case they’re not going to continue their education to university. The result same as study been conducted in Adelaide [5], they tend to take vocational high school to acquire working skill and some extra skill like entrepreneurship, so when they graduated, they can get a job as soon as possible. But, the culture difference between Indonesia and Australia, make the factors can get different either, i.e. family decision, when commonly, in Indonesian family, either the children willing to take education at University or not, it’s up to the parents to make the decision, not the children in most case.

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