

## The Influence of Parents' Socio-Economic Status, Motivation, Self-Efficacy, Teacher-Student Interactions on Interest in Entering Higher Students

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### ABSTRACT

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#### Keywords:

Socioeconomic Status, Self Efficacy , Motivation, teacher interaction , Self- Efficacy, Interest

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Education is a crucial asset for the development of society and the nation. However, the low percentage of individuals pursuing higher education in Indonesia remains a concern that requires further investigation. Various factors influence students' decisions not to continue their education at the tertiary level. This study aims to analyze the influence of parents' socioeconomic status, self-efficacy, motivation, and academic achievement on students' interest in pursuing higher education. The research adopted a quantitative approach, with data collected from 48 Social Sciences students at Cimindi Adventist High School. Causal relationships were analyzed using multiple linear regression analysis. The findings indicate that parents' socioeconomic status, self-efficacy, motivation, and academic achievement have a significant positive effect on students' interest in continuing their education. These results emphasize the importance of teachers and school management in consistently enhancing student motivation and self-efficacy, particularly for students from lower socioeconomic backgrounds, to encourage continued engagement in higher education. Participation in higher education is strongly influenced by factors such as parents' socioeconomic status, motivation, self-efficacy, and academic achievement. Therefore, it is crucial for schools and educators to provide adequate support, especially to students from low-income backgrounds, to motivate them to pursue higher education.

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### INTRODUCTION

This study is based on the observation that students' interest in continuing to higher education remains relatively low, primarily due to below-average parental socioeconomic status (Koshy et al., 2019; Pusztai et al., 2022; Smith, 2023; Taylor & Cantwell, 2019; Tran et al., 2020). Some students stated that they are reluctant to pursue higher education because they do not want to burden their parents financially and therefore prefer to work or engage in activities that can help support their family's income.

Another contributing factor is the suboptimal interaction between teachers and students, which affects students' confidence in their academic abilities (Asadzadeh et al., 2022; Gebresilase et al., 2025; Üzümlü & Ünal, 2023; L. Wang & Chen, 2025; Zhang et al., 2025). As a result, many students tend to be pessimistic about their academic potential. They perceive their academic performance as insufficient and believe that continuing to higher education

would be a waste of their parents' financial resources (Mseleku, 2022; Thelma et al., 2024; Thomas & Maree, 2022).

The development of a nation is strongly influenced by the quality of its education system, which must continuously evolve in response to social and technological changes (Almulla & Al-Rahmi, 2023; Kulkov et al., 2024; Spatar-Kozachenko et al., 2024; C. Wang et al., 2024). Education plays a central role in human civilization, serving to improve individual quality of life and societal progress. Efforts to enhance educational quality are carried out through formal education pathways, including primary, secondary, and tertiary levels, as well as through non-formal and informal education. Formal educational institutions are structured levels of education consisting of primary education, secondary education, and higher education or university level (UU No. 20 of 2003). These institutions aim to improve knowledge, attitudes, behavior, talents, mentality, and intellectual capacity.

Every government strives to develop competent and qualified human resources through education. As a large country in terms of geography and population, managing education in Indonesia is a complex challenge. In 2010 Indonesia occupied the fourth position worldwide in terms of population size (Central Bureau of Statistics, 2015). The Education Development Index indicates that Indonesia ranked 69th out of 127 countries, showing that educational achievement remains far from the ideal standard.

The suboptimal contribution of education at the quantitative level is partly reflected in the relatively low proportion of high school graduates who continue to higher education. In Indonesia, only about 60% of senior secondary school students continue to tertiary education. Secondary education is intended to prepare students for higher education (Indriyanti, Siswandari, & Ivada, 2013).

Various efforts have been made to improve access to higher education. The government has implemented several programs and policies to support students in continuing to university, such as scholarship programs, reduced tuition fees for underprivileged students, admission quotas, and work-study schemes after graduation. However, in practice, the number of students who are able to continue to higher education remains suboptimal. Although scholarships and government assistance reduce financial barriers, they do not fully eliminate other influencing factors such as motivation and information access (Long & Riley, 2007).

There are several reasons why students do not continue their education to higher levels, generally classified into internal and external factors (Shaleh & Wahab, 2004). Internal factors include a lack of interest in pursuing higher education, while external factors involve family and environmental conditions that do not support continuation of studies. A similar situation occurs at Cimindi Adventist High School, where based on school data, only 35% of graduates continue to higher education within the past four years. The rest choose to work after graduation, while some have not yet decided their future path. Graduates who continue to higher education are predominantly from science and social science majors.

Interest is an essential internal factor that motivates individuals to pursue further education. According to Shah (2017), interest refers to a tendency toward a particular object or activity that attracts and motivates individuals. Interest in higher education is reflected in students' efforts, such as visiting university websites and seeking scholarship information (Ibrahim & Fachrurrozie, 2016). Lack of interest in higher education is often caused by factors such as difficult entrance examinations, limited access to information regarding registration

procedures and schedules, and unfavorable family economic conditions ( Khoerunisa , 2014). Limited access to accurate information from schools or universities may also reduce students' perceived value of higher education (Durik, Shechter, Noh, Rozek, & Harackiewicz , 2014). Students tend to show higher interest when they receive direct socialization rather than brochures or website announcements (Allen, Eby, & Lentz, 2006). This is consistent with Slameto (2010), who states that interest is reflected in a sense of attraction toward an object or activity.

Various factors influence students' decisions to continue or discontinue their education to higher levels. Shaleh and Wahab (2004) identify two main categories: intrinsic and extrinsic factors. Shaleh (2014) further explains that extrinsic factors originate from the surrounding community and family environment. Parental role is one of the most influential factors in determining a student's decision to continue education (Altenhofen, Berends, & White, 2016; Goldring & Phillips, 2008). Kharisma (2013) found that parents' socioeconomic status significantly determines students' decisions to pursue higher education. According to Soekanto (2010), parents' socioeconomic status is determined by economic conditions, education level, and occupation. The economic aspect is particularly important as it forms the foundation of daily life (Ibrahim & Fachrurrozie , 2016).

Amiqul & Setiyani (2016) state that a significant portion of Indonesian society still belongs to the lower economic class, which poses challenges for education. As is widely known, education in Indonesia remains costly, especially at the tertiary level. Families often bear substantial financial burdens when supporting their children's higher education.

Hurlock (2010) suggests that individuals tend to develop interests they were previously unable to pursue when their economic capacity improves. Parents' socioeconomic strength also influences the quality of their children's learning experiences, considering the high costs associated with higher education (Li, 2007). Thus, stronger economic conditions tend to support continuity in education (Huang, Guo, Kim, & Sherraden Michael, 2010; Steelman & Powell, 1991).

Senior secondary education is intended to prepare students for higher education; however, economic constraints remain a major consideration for students (Ibrahim & Fachrurrozie , 2016). Many students still depend financially on their parents, and adequate economic status is essential to support access to higher education.

Apart from economic factors, self-efficacy is also a crucial determinant in decisions to pursue higher education (Landry, 2003). Self-efficacy refers to an individual's belief in their ability to accomplish tasks and achieve specific outcomes. According to Bandura in Darmasaputro & Gunawan (2018), self-efficacy is the belief in one's ability to perform actions required to achieve desired results. Individuals need sufficient self-confidence to think, communicate, behave, and motivate themselves effectively.

Students often perceive that their intelligence and financial capacity are insufficient to pursue higher education, which requires substantial costs. Many also believe that only students from top-performing schools can succeed in higher education. This aligns with Astria (2006), who found a positive relationship between self-efficacy and interest in entering higher education.

Intrinsic factors also influence students' interest, including motivation and academic achievement ( Indriyanti & Ivada , 2013). According to Sadiman (2011), motivation is defined

as an internal driving force that stimulates individuals to perform certain activities in order to achieve goals. Motivation therefore plays a key role in fostering interest in continuing education. Hamalik (2012) states that individuals with high motivation tend to develop stronger learning interest, which encourages them to pursue higher education.

According to Hurlock (2010), academic achievement is another factor influencing educational interest. Mulyasa (2014) defines academic achievement as the result obtained by individuals after engaging in learning activities, typically reflected in grades. Indriyanti (2013) found that academic achievement significantly contributes to students' interest in pursuing higher education. Similarly, Fitriani (2014) reported a significant contribution of academic achievement to higher education interest. Based on these issues, this study examines the influence of parental socioeconomic status, self-efficacy, motivation, and academic achievement on students' intention to pursue higher education.

According to Soetomo, teacher–student interaction requires motivation because motivation acts as a driving force that encourages individuals to engage in learning activities. Without motivation, students are unlikely to participate effectively in the learning process. Based on observations, teacher–student interaction is generally good; however, many students remain unmotivated to acquire new knowledge or complete academic tasks. As a result, some students engage in cheating, sleep during lessons, or engage in unrelated conversations during class. Many students are pessimistic about their academic abilities and believe that low academic performance will lead to a waste of parental financial resources if they continue to higher education. This condition indicates that teacher–student interaction has not been fully optimized. Fitriatun Mar'iaty explains that there is a relationship between parents' socioeconomic status and teacher–student interaction, where high parental socioeconomic status combined with low teacher–student interaction results in low student interest in continuing to higher education. Conversely, even when teacher–student interaction is good, low parental socioeconomic status can also reduce students' interest in pursuing higher education.

## **METHOD**

This study employed a quantitative approach using multiple regression analysis to examine the influence of parental socioeconomic status, self-efficacy, motivation, and teacher–student interaction on students' interest in continuing their education to higher education at Cimindi Adventist High School. The research was grounded in a positivist paradigm, which emphasizes the analysis of predefined populations or samples using measurable data.

The sample was selected using a random sampling technique. Data were collected using questionnaires and documentation. The respondents in this study were 42 Grade XII students of Cimindi Adventist High School. Quantitative data analysis was conducted to test the hypotheses established in the study.

For give description about distribution frequency social status predisposition parental economics , then \_ set category evaluation according to score points earned \_ from questionnaire results \_ as following :

- 1) Determine weight evaluation for social status variable parents ' economics on each consisting answers \_ from a (1), b (2), c (3), d (4), e (5).

- 2) Count score score every respondent with method sum up score score obtained \_ every respondent of 11 question items .

Determine interval class with way :

$$\begin{aligned}
 &= \frac{\text{total skor max} - \text{total skor minimal}}{\text{total category}} \\
 &= \frac{55 - 11}{3} \\
 &= 14,6 \\
 &= \sim 15
 \end{aligned}$$

With thereby so category classification respondent for social status variable parental economy \_ is like presented in table 1.

Table 1. Distribution si Frequency Trend Parents Socioeconomic Status Variable

Category	Score
Upper Socioeconomic Status	40 - 55
Socioeconomic Status _ Intermediate	25 - 39
Socioeconomic Status _ Lower	11-24

Instrument Test in study this is the validity test and reliability test . Validity test show until where level accuracy application tool measurement on the indication to be measured . Questionnaire called valid if each grain question there is high relationship. A instrument said reliable if instrument that used for measure something the same entity many times will show equivalent data . Reliability test put on Cronbach Alpha and stated reliable if Cronbach Alpha value of 0.7 to 0.8 (Kaplan & Saccuzzo , 2001).

Hypothesis Test use an analytical model multiple linear regression which is in it there is Variable *Dummy* , t test, F test and coefficient test Determination. Multiple Linear Regression Analysis worn with purpose to be

known influence variable independent on variables dependent . The dummy variable is used when meet variable independent ones non - metric scale or category . If variable independent is formatted variable \_ category , then in the analysis model regression variable that Required stated as dummy variable with use code 0 ( zero ) or 1 ( one ) as the dummy of variable considered qualitative \_ quantitative , so apply counting math .

Formula determination amount dummy variable is amount category reduced one (n-1) ( Ghozali , 2016). Formulated formulation \_ in form  $Y = a + b_1 D_1 + b_2 D_2 + b_3 X_2 + b_4 X_3 + b_5 X_4 + e$ . The t test was used for knowing magnitude influence in a manner Partial or in a manner individually to variable dependent . The F test is used to find out magnitude influence of social status parental economics , *self-efficacy* , motivation , and achievement study in a manner simultaneous to interest continue education to college high . Coefficient Test determination ( $R^2$ ) for get information about size how much big proportion variation from variable bound could explained by variables its free.

## RESULT AND DISCUSSION

### Multiple Linear Regression Analysis with Dummy variable

Analysis test device statistics Multiple Linear Regression is analysis used \_ for measure magnitude influence social status variable parental economics , self-efficacy , motivation , and achievement study to interest continue education to college tall Cimindi Adventist High School students . After carry out the processing of statistical data got results as presented in table 2 .

Table 2. Results of Multiple Linear Regression Analysis and Coefficients Regression

Model	B	std. Error	Betas	t	Sig.
(Constant)	11,574	9,569		1210	0.231
Upper D1 SSE	4,032	1,434	0.323	2,812	0.007
D2 SSE Intermediate	4,631	1,239	0.428	3,738	0.000
Self Efficacy	0.417	0.124	0.307	3,378	0.001
Motivation	0.291	0.081	0.329	3,607	0.001
Teacher Interaction	0.417	0.124	0.307	3,378	0.001

Based on the outside counting equality in table above, so could stated in equality as following:

$$Y = 11.574 + 4.032D1 + 4.631D2 + 0.417X2 + 0.291X3 + 0.417X4 + e$$

Description :

- Y = Interest in Continuing Education to college
- D1 = Dummy 1 Socioeconomic status of parents (Top)
- D2 = Dummy 2 Socioeconomic status of parents (Medium)
- X2 = Self Efficacy
- X3 = Motivation study
- X4 = Teacher Interaction

### Hypothesis Test

Data processing for answer hypothesis study obtained external as following . Statistical t test results known social status parental economy \_ Upper and middle category with score t count = 4.032 and 4.631 and a significance of 0.007 < 0.05 and 0.000 < 0.05 then Social Status parental economy \_ take effect significant positive interest \_ continue education to college high . Statistical t test results is known self-efficacy with score t count

= 3.378 and a significance of 0.001 < 0.05 then self-efficacy take effect positive to interest continue education to level college high . Variable motivation with score t count = 3.607 and a significance of 0.001 < 0.05 then motivation take effect positive to interest continue education to college high . As well as variables Interaction teacher with score t count

= 2.103 and a significance of 0.040 < 0.05 then interaction influential teacher positive to interest continue education to college high . Temporary statistical test results is known score F count = 20.347 where F table = 2.515 so F count > F table with significance of 0.000 < 0.05 which means Social Status parental economics , self-efficacy , motivation , and interaction socially influential positive to interest continue education to college high . Analysis results this also shows coefficient determination (R<sup>2</sup>) = 0.591 means 59.1% interest continue education to university level is determined by social status parental economics , self- efficacy , motivation and interaction teacher , whereas the rest 40.9% is influenced by other variables outside the research model this .

**The Effect of Parents ' Socio -Economic Status on Interest in Continuing Education College \_**

From the results statistical data processing show part big student Cimindi Adventist High School class are in the family with social status parental economy \_ in category enough . It is generally known that the parents of their children school in high school has hope that his son when finish high school later could forward his education to university level . Continue education to college tall identical with expensive funds. However \_ because moment this already many state - sponsored scholarships . With thereby despite social status parents ' economy tend medium to bottom , however in a manner independent social status Parents ' economics also determines interest continue school to sufficient university level big . When students originated from family with social status more economy \_ tall so interest they for continue level education more tall compared with student from family with social status economy below . \_

this result viewpoint with conclusion research by Ekpo & Ajake (2013) which explains where is the social status economy family student determine level education student the . Problem social status level parental economy in the end will raises its own problems for parents \_ for determine a number of choice to continuation school her children . So that tall low interest child learning is strongly influenced by social status parents ' economy . social status good parental economics \_\_ will support his son expand interest , one of them in continue education to college high . Even social status parental economy \_ have influence significant on education children ( Fruehwirth & Gagete -Miranda, 2019), but in research this prove exists influence on interest student for forward his school to education high .

### **The Effect of Self Efficacy on Interest in Continuing Education to College \_**

Statistical t test results is known self-efficacy with score  $t \text{ count} = 3.378 > t \text{ table} = 2.051$  and a significance of  $0.001 < 0.05$  which shows that self-efficacy take effect positive to interest continue education to college high . this \_ in line with explanation given by Luthans In had , 2014 that self-efficacy will influence like what individual feel , think , motivate self alone as well as act up behavior . Based on review that can interpreted that self-efficacy academics owned by students \_ have influence on interest student in Thing this interest for forward studies student more levels \_ high . because \_ that student expected have level self-efficacy high \_ when have desire forward studies to college high .

Someone who has self-efficacy tall trust if himself able for doing the activity to be he did . On the other hand , someone who has self-efficacy low no believe will ability in To do a activity . Self-efficacy academic is one \_ aspects that have influence on interest forward school . The low self-efficacy academic possession \_ student relate tightly with interest student for forward his education . Study this aligned with Astria's research (2006) and Lestari & Yulianto (2017) stated that Self Efficacy influential to interest continue to college high .

### **Influence Motivation Against Interest in Continuing Education to College \_**

The results of the data analysis show part big student class XII SMA Advent Cimindi have high motivation . \_ this \_ indicate that student Cimindi Adventist High School class has have awareness will importance learn . Student have perseverance in learn and be active in every learning process teach in class , show exists interest and enthusiasm to material that has studied in study , able complete exercises and assignments given by the teacher with ok . When inside self student that have high motivation , then \_ he will Secrete all capacities and abilities for obtain the best results in study , incl for could forward education to college desired height.

Statistical t test results variable motivation with score t count = 3.607 > t table = 2.051 and a significance of 0.001 < 0.05 then motivation take effect positive to interest continue education to college high . With so can summed up , more tall level motivation so more tall interest forward study to university level . This also applies \_ for Thing on the contrary ie when motivation low so more small interest forward college high . this \_ aligned with Kharisma's research (2013) that there is influence positive motivation to interest continue education to college high . one \_ influencing factors \_ grow the flower interest someone at some Thing is motivation and goals . So motivation trigger something will and interest for forward education to college high . According to proposal Hamalik (2012) that principle motivation could push interest student for learn . With exists high motivation , students \_ can have desire good study also up to the maximum level he can want , one of them is study to university level .

### **Influence Interaction Teachers Against Interest in Continuing Education to College \_**

Performance study on research this be measured with average from score report card all eye lesson student class XII SMA Advent Cimindi from class one until class XII odd semester 2021-2022 . So the average value of the semester that has taken okay student while at Cimindi Adventist High School . The value given by a teacher this including aspect cognitive , affective as well as psychomotor student . Based on results analysis descriptive , achievement study student class XII competency skill accountancy have predicate competent . Value average report card whole eye lesson student class XII SMA Advent Cimindi reach value 88 . So that could concluded that the minimum average score report card all eye lesson student Class XII at Cimindi Adventist High School already reach Criteria Minimum completeness (KKM).

Statistical t test results variable Interaction Teacher with score t count = 2.103 and a significance of 0.040 < 0.05 then Teacher interaction is influential positive to interest continue education to college high . The same thing is also deep study Indriyanti (2013) stated where decisive factor \_ interest continue to university degree is performance learn . So is research Khoerunisa (2014) namely performance study have positive influence \_ to interest continue education to university level .

### **Influence between Parents Socioeconomic Status , Self Efficacy , Motivation , and Interaction Teachers Against Interest in Continuing Education to College \_**

Statistical test results is known score F count = 20.347 where F table = 2.515 so F count > F table with significance of 0.000 < 0.05 which means Social Status parental economics , self-efficacy , motivation , and achievement study in a manner together take effect positive to interest continue education to college high . The research results also show coefficient determination ( $R^2$ ) = 0.591 means 59.1% interest continue education to college tall could influenced by social status parental economics , self- efficacy , motivation and interaction Teacher . The remaining 40.9% is influenced by factors other .

Study this strengthen research conducted \_ Herdiyani (2018) When there is effect motivation study as well as social status parents ' economics on interest forward studies to college tall student by 31.9%. This means more positive motivation study and parents ' economic status so increasingly tall interest forward school to college high . The same thing was also expressed by Darmawan (2017) that social status economy and environment friend peer take effect positive to interest forward school to level education high .

Implications from results study this is that self efficacy , motivation , and interaction important teacher for enhancement opportunity student for continue level his education .

Learning and environment school need for notice effort enhancement third variable this . Teacher as end spear learning at school need for always make an effort motivating student while increase quality learning . For students of social status economy down is also necessary for get attention special especially in Thing enhancement motivation .

## CONCLUSION

Based on the research results, parental socioeconomic status, self-efficacy, motivation, and positive teacher–student interaction have both partial and simultaneous effects on students’ interest in continuing their education to higher education at Cimindi Adventist High School. Students are expected not to be easily satisfied with their achievements but to continue learning and completing assigned tasks to improve their skills and academic performance. Teachers play a crucial role in motivating students to pursue higher education, enabling them to obtain adequate preparation to face future life challenges.

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