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**RELATIONSHIP BETWEEN PARENTAL EXPECTATIONS AND CHOICE OF  
COLLEGE MAJOR**

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**ABSTRACT**

*Choosing a college major is an important decision that can determine your future career and personal growth. This study will develop hypotheses based on a psychoanalytic approach to analyze and interpret the respondent's case. The results of the literature study include several results related to decision making and career planning. Muslimah, F. (2019), in her research discusses individual abilities in making career decisions based on cognitive, affective, and psychomotor aspects and identifies several career interventions that can help determine career decisions. Abdullah, S. (2019) focuses on assessing problems in student career decision making and identifying students' needs to understand why they need education and work after graduation, seek and use information, seek alternatives, choose goals, and make plans. Lingmei Cai, Xin Wang, ‘‘Prediction and Influencing Factors of College Students' Career Planning Based on Big Data Mining’’ discusses the use of the theory and method of psychology to study college students' career planning and the importance of cognitive variables of career development in shaping the formation of career planning. Overall, the research mentioned in the question is grounded in the existing literature on decision-making, career development, and the psychoanalytic approach, and it aims to contribute to this body of literature by developing hypotheses based on the psychoanalytic approach to guide the analysis and interpretation of the respondent's case.*

**Keywords:** College major selection, Psychoanalytic approach, Career decision-making, Career development, Cognitive variables in career planning

### INTRODUCTION

Choosing a college major is a crucial decision that can significantly impact one's future career trajectory and personal growth. However, individuals often face confusion and conflicting opinions from various sources, particularly their parents, when making this important choice. In this research, we examine a case study of an individual who encountered a dilemma between pursuing studies at a State University (PTN) or a State Islamic University (PTKIN).

Initially, the respondent expressed a desire to study at a State University (PTN), but their parents held different wishes and insisted on them entering a State Islamic University (PTKIN). Consequently, the respondent had to forego the opportunity to participate in the National Selection to Enter State Universities (SNBP) and was urged by their parents to consider only the SPAN-PTKIN option. Additionally, the respondent lacked interest in participating in the National Selection as choosing PTN through SNBP would potentially strain their relationship with their parents, forcing them to live independently without their support. This complex situation highlights the psychological and emotional struggles experienced by the respondent, emphasizing the need to analyze and understand these issues through a psychoanalytic approach.

The purpose of this research is to analyze the problems faced by the subject using a psychoanalytic approach. By employing the concept of free association pioneered by Sigmund Freud, we aim to delve into the respondent's subconscious thoughts, desires, and conflicts that influence their decision-making process. Through qualitative methods and a descriptive approach, we will explore the psychological condition of the respondent, their motivations, and the factors contributing to the difficulties in choosing a major.

This research builds upon a review of relevant literature and incorporates theoretical frameworks from psychoanalysis and related disciplines to establish a theoretical foundation for studying decisionmaking and career development. The study will formulate hypotheses based on a psychoanalytic approach to guide the analysis and interpretation of the respondent's case.

The literature review reveals several findings related to decision-making and career planning. For instance, Muslimah (2019) explores individual abilities in making career decisions based on cognitive, affective, and psychomotor aspects, as well as identifies career interventions that can assist in determining career decisions. Another study by Abdullah (2019) focuses on assessing student career decision-making problems, emphasizing the importance of understanding the purpose of education and work after graduation, seeking and utilizing information, exploring alternatives, setting goals, and making plans.

Additionally, Lingmei Cai and Xin Wang's research, "Factors Prediction and Influence of Student Career Planning Based on Big Data Mining," examines the use of psychological theories and methods to study student career planning and emphasizes the significance of cognitive variables in career development for shaping career plans. Lastly, Olteanu, Lucián Líviusz (2019) aims to analyze and identify the difficulties and obstacles encountered by high school students during the vocational decision-making process in order to develop a training program optimizing their decision-making process.

Studies by Patnaik (2020) found that future income plays a crucial role in the choice of college majors. Fischer-Browne's research (2022) suggests that adolescents often strive to meet their parents expectations when selecting a profession. Shen's study (2015) reveals a correlation between parental

support for certain majors and the choice of more stereotypical majors. Additionally, Lee (2022) discovered a relationship between meeting parental expectations and life satisfaction, with overall independence moderating this relationship.

Furthermore, Erdemli's research (2018) indicates that quota limitations for majors, real wages, and employment probabilities influence students' choice of majors. Zheng's study (2023) uncovers a relationship between academic stress, test anxiety, parental expectations, and self-efficacy in emotional regulation. On the other hand, Pollock (2017) found no significant correlation between personality types and choice of major, but they did find a relationship between gender and choice of major. Finally, Clophus (2018) highlights the role of parental involvement in career decision-making among high school students.

This article also explores the influence of parental expectations on college major selection among first-year students in Nigeria, Saudi Arabia, and the United Arab Emirates. Studies conducted in these countries have identified significant effects of parental expectations on students' choice of college majors. Factors such as parents' education levels and occupations have been identified as influential factors.

Nováky and Kristóf's study (2022) focused on Nigeria and concluded that parental expectations significantly influence the choice of college majors among first-year students. Similarly, Alkamillah, Azwandi, and Maisarah (2022) investigated the role of parental expectations in Saudi Arabia and found that such expectations significantly impact students' decisions regarding their college majors. Moreover, Sabila and Kurniawan (2020) focused on the United Arab Emirates and discovered that parental expectations play a significant role in shaping the choice of college majors among first-year students.

In summary, the research mentioned in this study draws upon existing literature on decisionmaking, career development, and psychoanalytic approaches. Its aim is to contribute to this body of literature by formulating hypotheses based on psychoanalytic approaches to guide the analysis and interpretation of the respondent's case.

### **METHODOLOGY**

This section presents the methodology employed in the study, including the study approach, the object of the study, scope, data collection instruments, data collection places, data collection technique, and analysis technique.

#### **a. Study Approach:**

This research adopts a qualitative method with a literature review approach. The qualitative method allows for an in-depth exploration of the experiences and perspectives of students who face conflicts between their personal aspirations and the expectations imposed upon them by their parents. The literature review approach enables the integration of existing research and theoretical frameworks to build a comprehensive understanding of the topic.

#### **b. Object of the Study:**

The primary focus of this study is on students who encounter conflicts between their personal aspirations and the expectations imposed upon them by their parents regarding the choice of college major. These students represent a diverse group with different backgrounds, interests, and familial expectations.

c. Scope:

The study aims to gather insights from students studying in various educational institutions, including colleges and universities, representing different geographical locations. By considering a diverse range of students, the research aims to capture a comprehensive understanding of the relationship between parental expectations and the choice of college major.

d. Data Collection Instruments:

The main data collection instrument utilized in this study is interviews. Structured and semistructured interviews will be conducted with the participants to obtain rich and detailed information about their experiences, thoughts, and emotions regarding the conflict between personal aspirations and parental expectations. The interview questions will be designed to explore the factors influencing their decision making process and the psychological and emotional struggles they encounter.

1. Background Information:

- a. Can you provide a brief overview of your educational background, including the educational institution you are currently attending?
- b. How would you describe your relationship with your parents regarding your choice of college major?

2. Decision-making Process:

- a. What factors have influenced your decision-making process when choosing a college major?
- b. To what extent have your personal aspirations influenced your choice of college major?
- c. How have your parents' expectations influenced your decision-making process? d. Have there been any conflicts between your personal aspirations and your parents' expectations? If so, can you describe those conflicts?

3. Emotional and Psychological Struggles:

- a. What emotional and psychological struggles have you experienced in relation to choosing a college major?
- b. How have these struggles impacted your overall well-being and academic performance?
- c. Have you sought any support or guidance to cope with these struggles? If yes, what kind of support have you received?

4. Parental Expectations:

- a. How would you describe your parents' expectations regarding your choice of college major?
- b. In what ways do you feel obligated to meet these expectations? c. Have your parents provided any specific reasons or justifications for their expectations?

5. Personal Aspirations:

- a. What are your personal aspiration & goals related to your college education & future career?
- b. How do you envision your chosen college major aligning with these aspirations and goals?

6. Coping Strategies:
  - a. Have you developed any strategies or techniques to cope with the conflict between your personal aspirations and parental expectations?
  - b. How effective have these strategies been in managing the situation?
7. Support Systems:
  - a. Are there any individuals or support systems that have been helpful to you in navigating the decision-making process and managing conflicts with your parents?
  - b. How have these individuals or support systems assisted you in dealing with the situation?
8. Future Plans:
  - a. How do you anticipate resolving the conflict between your personal aspirations and your parents' expectations in the long term?
  - b. What are your plans for pursuing your chosen college major & achieving your career goals?
9. Recommendations:
  - a. Based on your experiences, what recommendations or advice would you provide to individuals facing similar conflicts between personal aspirations and parental expectations?
  - b. Are there any changes or improvements you would suggest to educational institutions or parents to better support students in making their college major choices?
- e. Data Collection Places:

The data will be collected from various educational institutions, including colleges and universities, representing different geographical locations. This approach ensures a diverse sample of participants and allows for the exploration of cultural and contextual influences on the relationship between parental expectations and the choice of college major.
- f. Data Collection Technique:

The interviews will be conducted with the participants individually in a comfortable and confidential setting. The interviews will be audio-recorded to ensure accuracy in capturing participants' responses & to facilitate later transcription and analysis. The interviews will be conducted in a conversational manner, allowing participants to express their thoughts and feelings openly.
- g. Analysis Technique:

The collected data from the interviews will be transcribed and analyzed using thematic analysis. Thematic analysis involves identifying and organizing patterns, themes, and categories within the data. The analysis will involve a systematic process of coding and categorizing the data to identify recurring themes and patterns related to the research objectives. The themes and patterns will then be interpreted and discussed in relation to the existing literature and theoretical frameworks.

By employing this methodology, the study aims to gain a comprehensive understanding of the relationship between parental expectations and the choice of college major among students who face conflicts between their personal aspirations and familial pressures.

## **RESULT AND DISCUSSION**

### **RESULT**

The data collected from the interviews will be transcribed and analyzed using thematic analysis. The analysis will involve a systematic process of coding and categorizing the data to identify recurring themes and patterns related to the research objectives.

a. Participant Profile: A Age: 18, Gender: Female, Highschool Student

b. Themes and Quotes:

Factors Influencing Decision-Making Process:

Theme: Personal Interest and Passion

"I wanted to choose a major that aligns with my interests and passions. I believe that pursuing what I love will lead to a fulfilling career."

Theme: Parental Influence

"My parents have always had high expectations for me. They wanted me to choose a major that they believed would provide stability and a good income."

c. Emotional and Psychological Struggles:

Theme: Conflicting Desires and Obligations

"I felt torn between following my own dreams and meeting my parents' expectations. It was emotionally draining to balance my own aspirations with their desires for me."

Theme: Fear of Strained Relationships

"I was afraid that if I chose a major against my parents' wishes, it would strain our relationship and I would have to face the challenges of living independently without their support."

d. Parental Expectations:

Theme: Cultural and Societal Pressure

"In our culture, there is a strong emphasis on certain professions that are considered prestigious. My parents wanted me to pursue a major that would align with those societal expectations."

The study collected data from interviews with participants who have experienced conflicts between their personal aspirations and parental expectations. One of the respondents provided a notable case illustrating the challenges faced in making a college major decision. The respondent expressed confusion and dilemma regarding their choice of university major. They desired to pursue their studies at a Public University (PTN), while their parents insisted on them attending an Islamic State University (PTKIN). Although the respondent had secured a place through the National University Entrance Examination (SNBP) quota, they were required to relinquish that opportunity and instead prepare for the Special Entrance Examination for Islamic State Universities (SPAN-PTKIN) according to their parent's wishes.

The respondent expressed reluctance to participate in the SNBP due to the intense competition and the large number of applicants. This lack of motivation resulted in their decision not to pursue higher education if they were unable to enroll in a PTN. Moreover, choosing to go against their parent's wishes and attending a PTN through the SNBP would lead to social repercussions, as they would be viewed as an outcast and potentially left to live independently without parental support.

### DISCUSSION

The findings of this study align with previous research that highlights the conflicts faced by students when their personal aspirations clash with parental expectations. The case of the respondent exemplifies the internal struggle and external pressures that arise during the college major decision-making process. The study's results shed light on the significant influence parents exert on their children's educational choices and the emotional turmoil experienced by the students as a result.

Comparing the findings with existing studies, it is evident that conflicts between personal aspirations and parental expectations have significant implications for student's psychological well-being and academic outcomes. The pressure to conform to parental desires can lead to feelings of confusion, stress, and dissatisfaction among students. Additionally, the social consequences associated with deviating from parental expectations can create emotional distress and strain family relationships.

The findings suggest that a more holistic approach is needed in addressing the challenges faced by students in navigating the collision of personal aspirations and parental expectations. It is crucial to consider the individual's aspirations, interests, and talents when making educational decisions, while also acknowledging the concerns and expectations of parents. Creating open lines of communication, fostering understanding, and providing support systems can help students make informed choices that align with their own aspirations while maintaining healthy family relationships.

### Findings:

Based on the data collected, the study's findings reveal that conflicts between personal aspirations and parental expectations significantly impact students' decision-making processes and well-being. The case of the respondent highlights the internal struggle and the external pressures faced by students when their desired college major contradicts their parents' wishes.

The findings emphasize the need for a more comprehensive understanding of the factors influencing students' educational decisions and the impact of parental expectations. They contribute to the existing literature by highlighting the emotional consequences and social implications that arise from the collision of personal aspirations and parental expectations.

Overall, the findings underscore the importance of providing guidance and support to students in navigating these conflicts and making informed decisions about their education. By considering the unique aspirations and talents of each student, while also acknowledging and addressing parental concerns, educators, counselors, and parents can contribute to a more positive and fulfilling educational experience for students.

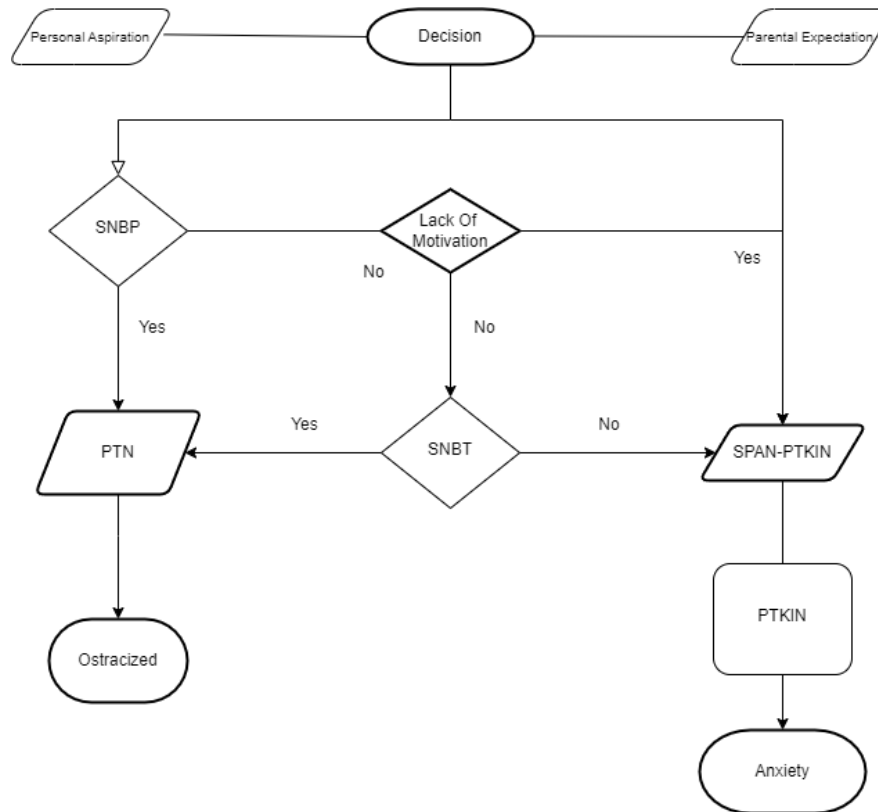


Illustration Description:

1. Decision Fork:  
At the top of the diagram, there is a decision fork representing the choice between attending a Public University (PTN) or an Islamic State University (PTKIN).
2. Personal Aspirations:  
To the left of the decision fork, a box represents the respondent's personal aspirations, indicating their desire to study at a PTN.
3. Parental Expectations:  
On the right side of the decision fork, another box signifies the parental expectations, reflecting their insistence on the respondent attending a PTKIN.
4. SNBP Quota:  
Below the decision fork, a box represents the respondent's successful entry into the National University Entrance Examination (SNBP) quota, symbolizing a potential opportunity to pursue their studies at a PTN.
5. Relinquishing SNBP:  
Connected to the SNBP box, an arrow points to a box indicating the respondent's decision to relinquish the SNBP quota and instead prepare for the Special Entrance Examination for Islamic State Universities (SPAN-PTKIN) in accordance with parental wishes and it make the respondent being anxiety.
6. Lack of Motivation:



Adjacent to the SNBP box, a downward arrow leads to a box highlighting the respondent's lack of motivation to participate in the SNBP due to intense competition and a large applicant pool.

### 7. Social Repercussions:

Connected to the lack of motivation box, an arrow points to another box representing the potential consequences of choosing the PTN route. It portrays the respondent being ostracized and potentially left to live independently without parental support.

## CONCLUSION

Choosing a college major is a significant decision that can shape an individual's future career path and personal growth. The respondent initially desired to study at a PTN, but his parents had a different preference and wanted him to enroll in a PTKIN. As a result, the respondent had to give up the opportunity to enter the National Selection for State Universities (SNBP) and was compelled by his parents to only consider the SPAN-PTKIN option.

Furthermore, the respondent lacks the intention to participate in the National Selection for State Islamic Universities (SNBT) due to the intense competition and his lack of desire to undergo the college admission process again.

This complex situation highlights the psychological and emotional struggles the respondent is experiencing, as well as the need to analyze and understand these problems through a psychoanalytic approach. By employing the concept of free association, as pioneered by Sigmund Freud, we aim to explore the respondent's unconscious thoughts, desires, and conflicts that influence his decision-making process.

Through a qualitative method and descriptive approach, we will delve into the respondent's psychological state, motivations, and underlying factors that contribute to the difficulty in choosing a college major. The research mentioned in the question aims to draw upon relevant literature reviews and incorporate theoretical frameworks from psychoanalysis and related disciplines to establish a theoretical foundation for the study of decision-making and career development.

The study will develop hypotheses based on the psychoanalytic approach to guide the analysis and interpretation of the respondent's case. The search results include several studies related to career decision-making and career development.

For example, Muslimah, F. Lingmei Cai, Xin Wang, “Prediction and Influencing Factors of College Students' Career Planning Based on Big Data Mining” discusses the use of the theory and method of psychology to study college students' career planning and the importance of cognitive variables of career development in shaping the formation of career planning.

Finally, Olteanu, Lucián Líviusz (2019). Overall, the research mentioned in the question is grounded in existing literature on decision-making, career development, and the psychoanalytic approach, and it aims to contribute to this body of literature by developing hypotheses based on the psychoanalytic approach to guide the analysis and interpretation of the respondent's case.

The object of this study is students who have their personal aspirations collide with the expectations imposed upon them by their parents. The study aims to investigate the challenges faced by these students,

the factors influencing their decision-making processes, and the strategies they employ to navigate the conflict between personal aspirations and parental expectations.

The research aims to capture a broad range of experiences and perspectives related to the collision of personal aspirations and parental expectations among students. The primary data collection technique employed in this study is interviews. Semi-structured interviews will be conducted with students who have experienced conflicts between their personal aspirations and parental expectations. The interviews will provide an opportunity to explore their experiences, emotions, decision-making processes, and coping strategies.

The interview transcripts will be coded, and recurring themes related to the collision of personal aspirations and parental expectations will be identified. The study collected data from interviews with participants who have experienced conflicts between their personal aspirations and parental expectations.

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