





RESEARCH ARTICLE



The influence of socio-economic status and parental education level on motivation to continue studying at higher education

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ABSTRACT

This research aims to analyze the influence of socio-economic status and parental education level on the motivation of Class XII students at Yaspib Bontolempangan High School to continue their studies at university. In this study, socio-economic status was measured based on parents' employment and income, while parents' education level was seen from the last level of education completed. The research method used is a quantitative method by collecting data through direct observation at schools, distributing questionnaires to students, and documentation. Data analysis was carried out using multiple linear regression to determine the relationship between these variables and students' motivation to continue their education to the next level. The research results indicate that although socio-economic status and the level of parents' education have an impact on students' motivation to continue their studies in several other studies, this research found the opposite. It shows that there is no significant influence of socio-economic status and parents' education level on students' motivation to pursue higher education, either partially or in relation to each variable. This study suggests that other factors may have a greater influence on the decision of 12th-grade students at Yaspib Bontolempangan High School to continue their studies at a university.

KEYWORDS

Socioeconomic status; parental education level; motivation; higher education

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1. Introduction

The socio-economic conditions and the education level of parents are two very important factors in student development, both intellectually, emotionally, and

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socially. These two factors can influence how students perceive the world, their educational achievements, and their ability to interact with their surrounding environment. Research on the influence of socio-economic conditions and parents' education on student development is highly relevant, given the importance of these two elements in shaping students' mindset and character from an early age.

The socio-economic conditions of the family certainly have an impact on children's development. With sufficient economic resources and more material means, it will provide opportunities to develop skills that the child would not have developed if there were no facilities (Gerungan, 2011). When socio-economic status improves, people tend to expand their interests to include things they were previously unable to pursue (Hurlock, 2012). This leads to the assumption that the better the parents' socio-economic status, the greater the access to facilities and resources for the child to learn.

Economically, students from families with better financial conditions usually have greater access to quality education, learning facilities, and environments that support their personal development. In contrast, students from families with limited financial resources often face various challenges that can hinder their academic achievements and personal potential development. Factors such as limited access to educational facilities, lack of financial support, and social pressures faced by students from low-income families can negatively impact their ability to achieve educational goals and pursue further education.

In addition, the education level of parents also plays a very significant role. Parents with higher education levels tend to have a better understanding of the importance of education for their children and are more involved in their children's educational process. Parents with higher education are also better able to provide the necessary encouragement and guidance to support their children's academic development. On the other hand, parents with lower education levels often face difficulties in providing optimal educational support for their children, both in terms of motivation, academic guidance, and understanding the curriculum development.

The research conducted in the 12th grade at MA Miftahul Huda Cendono Purwosari, Pasuruan Regency, found that socio-economic status and parents' education level had a positive and significant influence on students' interest in further studies (Zaini et al., 2015). A similar finding was made by another researcher in the 11th grade at SMK Telkom Pekanbaru, where there was a positive and significant influence of parents' socio-economic conditions on students' interest in continuing their education to higher education (Sari et al., 2023). Likewise, a study

of 13th-grade students at SMA Negeri 5 Pematang Siantar found a positive influence of both variables on the motivation to continue education to higher education (Silitonga et al., 2023). Meanwhile, a somewhat different finding was discovered in the 12th grade at MA Muhammadiyah Pekanbaru, where a significant indirect influence of parents' education level on students' interest in pursuing higher education was observed through the parents' income (Hutapea et al., 2022).

Based on the four research findings above, the researcher also aims to investigate the extent to which socio-economic status and parents' education level influence the motivation of students at SMA Yaspib Bontolempangan to continue their education to higher education. Observation results indicate that most students at SMA Yaspib continue their studies to university, both public and private. The school, located in Bontoloe Village, Bonntolempangan District, Gowa, South Sulawesi, has consistently achieved high rankings in the national final exams, with an excellent average graduation score. The majority of students' parents work as farmers, farm laborers, or private sector employees, with backgrounds in elementary school and junior high school education.

This study aims to examine the influence of socio-economic conditions and parents' education on students' motivation to pursue higher education. By understanding the factors that affect students' motivation, it is hoped that solutions can be found to help create better conditions for students, especially those from families with limited socio-economic backgrounds and parents' education. This research can also provide insights for educators, policymakers, and society in designing more effective intervention programs to improve the quality of education and the social well-being of children.

2. Literature review

2.1. *Parents' socio-economic status*

Socio-economic conditions are a key factor in education; a child's success in education depends on the financial situation of their parents (Ganut et al., 2011). Socio-economic status refers to an individual's position in society, determined by factors such as income, education, occupation, and assets owned. It reflects a person's access to various resources, such as quality education, healthcare services, and economic opportunities. In this study, the socio-economic status of parents refers to the economic and social position of the parents that affects the family's life

and the child's development. The factors that shape it include income, education level, occupation, and wealth owned by the parents.

Parents' occupation has an impact on students' learning motivation (Kinasen & Jani, 2024). Students with parents who have higher education and good socio-economic conditions tend to have high motivation to continue their education to a higher level (Rahmawati & Pradikto, 2025). Parents with higher socio-economic status typically have better access to education, healthcare services, and other resources that support the well-being of their children. In contrast, parents with lower socio-economic status often face limited access, which can affect the child's development, including their motivation to pursue higher education. In this section, show the reader that you have studied key publications on a particular subject or issue and understand them well. The literature review will guide your future work and be informed by your research objectives, the problem you want to solve, or the hypothesis you want to prove.

2.2. Parents' education

Parents' education refers to the level of education achieved by the parents, which can influence the development of their children. Parents with higher education levels tend to be more capable of providing academic support, motivation, and a better understanding of the importance of education for their children. In contrast, parents with lower education levels may face difficulties in helping their children academically, which can affect the child's achievements and educational aspirations. Parents' education also plays a role in shaping the child's mindset regarding education and their future.

The way parents educate their children, whether they have a high or low level of education, tends to differ, which ultimately influences the child's mindset in learning (Dasmo & Nurhayati, 2014).

2.3. Motivation to continue education to higher education

The motivation to continue education to higher education is influenced by various factors, both internal and external. Internal factors include personal ambition, interest in specific fields of study, as well as the desire to improve quality of life and achieve personal goals. Meanwhile, external factors include parental support, the socio-economic conditions of the family, as well as societal and peer expectations. Information about career opportunities and the benefits of higher education can

also motivate students to pursue higher education. This motivation is important because it can affect students' decisions and efforts in facing challenges to achieve their higher education goals.

The success of development is supported by the quality and competence of individuals who possess the necessary abilities. Therefore, high school graduates need to understand higher education, college financing schemes, and scholarship information (Gustina, 2023).

3. Methods

This study is a quantitative research that places significant emphasis on the objective measurement of social phenomena, which is described through problem components, variables, and indicators to measure them. The research was conducted from September to November 2023 at SMA Yaspib Bontolempangan. The research population, which also serves as the sample (Sugiyono, 2018), consists of 21 12th-grade students who are about to graduate, including 4 male students and 17 female students.

Data collection techniques included observation, documentation, and questionnaires. The observation technique was used to obtain preliminary data for this study, while documentation was used to collect data and information in the form of photos, videos, or documents such as personal notes and references that support this research. Finally, questionnaires were distributed to obtain information regarding how socio-economic conditions and parents' education levels influence students' decisions to pursue higher education.

3.1. *Validity test*

The validity test is used to measure how well the research instrument (such as a questionnaire or test) measures what it is supposed to measure. Good validity ensures that the data collected truly reflects the concepts or variables being studied. There are several types of validity, such as content validity, construct validity, and criterion validity.

3.2. *Reliability test*

The reliability test measures how consistent the research instrument can produce results if used repeatedly under the same conditions. High reliability indicates that

the measuring instrument is stable and trustworthy. This test is typically performed by calculating the Cronbach's Alpha coefficient, which measures the internal consistency of the items within an instrument. Interpreting Cronbach's Alpha Values:

- 0.9 : Excellent
- 0.8 - 0.9 : Good
- 0.7 - 0.8 : Acceptable
- 0.6 - 0.7 : Questionable
- < 0.6 : Unacceptable

3.3. Normality test

The normality test is used to examine whether the collected data follows a normal distribution or not. This is important in regression analysis and other parametric statistical tests that assume the data has a normal distribution. Some methods used for normality tests include the Shapiro-Wilk test, Kolmogorov-Smirnov test, and visual analysis such as histograms or Q-Q plots.

3.4. Linearity test

The linearity test is used to ensure that the relationship between the independent and dependent variables in a regression model is linear, or can be represented by a straight line. If the relationship is not linear, the regression model used will not be accurate. This test can be conducted by examining a scatter plot or using statistical tests such as the Ramsey RESET test.

3.5. Multiple linear regression analysis test

Multiple linear regression analysis is used to measure the influence of more than one independent variable on the dependent variable. This model helps to understand the relationship between these variables and identify the extent to which independent variables can explain variations in the dependent variable. In multiple linear regression, the regression coefficients for each independent variable are measured, indicating the magnitude of their influence on the dependent variable.

3.6. Hypothesis testing

Hypothesis testing is used to examine whether a statement or assumption about a population, called the null hypothesis (H_0), can be accepted or rejected based on

sample data. This testing involves the p-value to determine the significance of the results. If the p-value is smaller than the significance level (e.g., 0.05), the null hypothesis is rejected, indicating that there is sufficient evidence to support the alternative hypothesis (H_1).

3.7. Coefficient of determination (R^2)

The coefficient of determination, or R^2 , measures how well a linear regression model can explain the variation in the dependent variable. The R^2 value ranges from 0 to 1, where the closer it is to 1, the better the model explains the variability in the data. For example, if $R^2 = 0.80$, it means that 80% of the variation in the dependent variable can be explained by the independent variables in the regression model.

4. Results

4.1. Result of validity and reliability test

The validity test indicates the effectiveness of the measuring instrument used to measure an object. The validity test is used to determine the validity of a questionnaire (Ghozali, 2009). Basis for Pearson Validity Test:

- If the total value of r-calculated > r-table= valid
- If the total value of r-calculated < r-table= invalid

To find the value of r-table with $N = 21$ at a 5% significance level in the statistical distribution of r-table, the r-table value obtained is 0.433 (Table 1). Based on Table 2, the reliability test indicates that the measurement instrument in the form of a questionnaire is stable and reliable.

Table 1. Result of validity test

Variable	Result	Description
Socioeconomic Status	>0.433	Valid
Parental Education Level	>0.433	Valid
Motivation to Continue Studying at Higher Education	>0.433	Valid

Source: The result of data processing, 2023

Table 2. Result of validity test

Variable	Result	Description
Cronbach's Alpha Coefficient	0.854	Acceptable

Source: The result of data processing, 2023

4.2. Result of normality test

One component of traditional assumption testing is the Kolmogorov-Smirnov Normality Test. The purpose of the normality test is to determine whether the residual values follow a normal distribution. The residual values of a well-designed regression model should follow a normal distribution (Table 3).

- If the significance value > 0.05, the residual values are normally distributed.
- If the significance value < 0.05, the residual values are not normally distributed.

Table 3. Result of normality test

Variable	Result	Description
Asymp. Sig. (2-tailed)	>0.200	normally distributed

Source: The result of data processing, 2023

4.3. Result of multiple regression

The equation above is from a multiple linear regression equation, which is used to predict the value of the dependent variable (motivation to continue studies to higher education) based on two independent variables (socioeconomic status and parents' education level). This equation describes the relationship between Y (the dependent variable) and the two independent variables (X1 and X2). The intercept and regression coefficients indicate the contribution of each variable in influencing Y.

$$Y = 14.152 + 0.165X_1 + 0.73X_2$$

In this case, 14.152 is the intercept or constant, which represents the value of the Y variable (motivation to continue studies to higher education) when X1 (socioeconomic status) and X2 (parents' education level) are both 0. The value 14.152 is the value of Y when both independent variables, X1 and X2, are 0. This means that if X1 and X2 have no influence or are 0, the predicted value for Y is 14.152.

0.165 is the regression coefficient for X1, which shows how much Y changes when X1 increases by 1%, assuming X2 remains constant. For each 1% increase in X1, the value of Y will increase by 0.165, provided X2 remains constant. This coefficient indicates the influence of X1 on Y. 0.73 is the regression coefficient for X2, which shows how much Y changes when X2 increases by 1%, assuming X1 remains

constant. For each 1% increase in X_2 , the value of Y will increase by 0.73, assuming X_1 remains constant. This coefficient indicates the influence of X_2 on Y .

4.4. Hypothesis test

Basis for decision making in the t-test:

- If the total value of $t\text{-calculated} > t\text{-table}$, then the regression coefficient or the parameter being tested is considered significant (reject H_0).
- If the total value of $t\text{-calculated} \leq t\text{-table}$, then the regression coefficient or the parameter being tested is not significant (fail to reject H_0). $T\text{-table} = t(\alpha/2; n-k-1) = t(0.05; 18) = 2.101$ (Table 4)

Table 4. Result of hypothesis test

Variable	t-table	t-calculated
Socioeconomic Status	2.101	0.753
Parental Education Level	2.101	0.498

Source: The result of data processing, 2023

1. The effect of parents' socioeconomic status on motivation to continue studies to higher education.

The variable of parents' socioeconomic status produces a $t\text{-calculated}$ value of $0.753 \leq t\text{-table } 2.101$, which means that parents' socioeconomic status does not have an effect on the motivation of students in 12th grade at SMA Yaspib Bontolempangan to continue their education to higher education.

2. The effect of parents' education on motivation to continue education to higher education.

The $t\text{-calculated}$ value for the parents' education variable is $0.498 \leq t\text{-table } 2.101$, indicating that this variable does not have an effect on the motivation of students in Grade XII at SMA Yaspib Bontolempangan to continue their studies to higher education.

Decision-making basis:

- If $F\text{-calculated} > F\text{-table}$: This indicates that the regression model is significant and there is a strong relationship between the independent and dependent variables.

- If $F_{\text{calculated}} \leq F_{\text{table}}$: This indicates that the regression model is not significant and there is insufficient evidence that the independent variables influence the dependent variable.

The F_{table} for $df_{\text{numerator}} = 2$ and $df_{\text{denominator}} = 18$ with $\alpha = 0.05$ is approximately 3.55.

Table 5. Hypothesis testing results (F)

Variable	Result	Description
Socioeconomic Status & Parental Education Level	3.55	0.753

Source: The result of data processing, 2023

Based on the [Table 5](#), it was found that $F_{\text{calculated}} \leq F_{\text{table}}$, which indicates that the regression model of the variables of parents' socioeconomic status and education level of Grade XII students at SMA Yaspib Bontolempangan does not have a partial effect on the students' motivation to continue their education to higher education.

Table 5. Result of coefficient of determination

Moder R	R Square	Adjusted R Square	Std. error od the Estimate
1.252	.063	-.042	1.43921

Source: The result of data processing, 2023

The output above shows an R-square value of 0.063, indicating that the variables X_1 and X_2 have a simultaneous effect of 6.3% on the variable Y .

5. Discussion

Although many studies show that parents' socioeconomic status influences students' motivation to pursue higher education, there are some cases where this variable does not have a significant impact. First, the internal factors of students, which include personal motivation and self-confidence. Each student has different motivations when it comes to continuing their education. While parents' socioeconomic status can affect access to education, personal motivation such as aspirations and the desire of the students from Class XII of SMA Yaspib Bontolempangan to grow seems to be more dominant in the decision to pursue higher education. Furthermore, the students' high self-confidence is not influenced

by their parents' socioeconomic status and is more focused on their own abilities to overcome challenges.

As found, this aligns with the findings by Nurjannah & Kusmuriyanto, (2016), that if students have strong learning motivation, they will do their best by utilizing all their potential and abilities to achieve the best results in their learning, including continuing their education to the university they desire. This is consistent with the theory of motivation which argues that the fundamental principle of motivation is the stimulus to learn (Hamalik, 2012). When someone has high motivation, it will lead to high learning interest, including pursuing higher education.

This is also supported by the influence of the environment, school alumni, and peers. Social environment, school alumni, and peer groups provide support that impacts students' motivation to continue their education, even if their parents have a weak socioeconomic status. Information regarding university registration and scholarships is obtained by students from school alumni. Some students in Class XII of SMA Yaspib receive encouragement from teachers, career counselors, or scholarship programs at school that increase their desire to continue their education without overly depending on their parents' socioeconomic status. Even if their parents come from a lower socioeconomic background, many scholarship programs and financial aid opportunities can help students pursue higher education, which reduces the impact of their parents' socioeconomic status on their decision to continue their education. In fact, some universities are increasingly opening up opportunities for students from various socioeconomic backgrounds. Other factors, such as emotional support from family, the quality of education at school, and self-expectations, can have a greater influence on students' motivation. Access to information about higher education through the internet, educational seminars, or experiences from family members or friends who have previously pursued studies, can motivate students to pursue higher education even if their parents' socioeconomic conditions are not supportive. Some students see their parents' socioeconomic status as a challenge that can be overcome by working hard or seeking external support (such as scholarships or part-time jobs), which ultimately increases their motivation to continue their education.

Some SMA Yaspib students are not greatly influenced by their parents' educational level because they see education as something they can achieve through their own efforts. Even if their parents did not have higher education, students can view the opportunity to succeed in higher education as something that can be achieved through hard work. This aligns with (Indriyanti, 2013) which states

that one of the factors of self-potential influencing interest in continuing education to higher education is achievement, measured through the indicator of academic competition.

Although parents may not have higher education, they encourage their children to achieve better and have high expectations for their children's education. The life experiences of parents who have overcome economic or social challenges can also inspire students to pursue higher education.

6. Conclusion

Parents' socioeconomic status does have the potential to influence students' motivation to continue their education to higher education, but its impact can vary depending on various factors. Students who have strong personal motivation, social support from friends or school, and access to scholarships or other educational opportunities may not be as affected by their parents' socioeconomic status.

Parents' education is often considered an influential factor in students' motivation to continue their education to higher education, but there are many other factors that may be more dominant, such as students' personal motivation, peer influence, access to information and scholarship programs, and educational environment support. Furthermore, students' experiences and perspectives on education also play a key role in their decision to continue their studies, even if their parents' educational background is not high.

This research measures socioeconomic status solely based on parents' income without considering access to education or internal motivation, which is why the results did not show a significant impact. In this section, key findings and implications of the work should be clearly explained, highlighting the value and significance of the work.

Conflict of interest

The authors declare that they have no conflict of interest.

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