

THE MOTIVATION OF PARENTS IN SENDING CHILDREN TO UNIVERSITY (CASED STUDY OF BRANGKAL VILLAGE, KARANGANOM SUB-DISTRICT, KLATEN REGENCY)

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Abstract: The aims of this study are: 1) to determine the educational level of the young people in Brangkal village, Karanganom sub-district, Klaten regency, 2) to determine the motivations of parents in sending their children to higher education, and 3) to know the factors behind the motivations of parents in sending their children to higher education. The present study is a qualitative research. The subject of this research is the parents in Brangkal, Karanganom, Klaten, who send their children to higher education. This study finds that the educational level of the youth in Brangkal, Karanganom, Klaten, is dominated by senior secondary education level. Furthermore, the motivations of parents in sending their children to higher education are: better education, parents' educational background, decent occupation, character building, and delay in marriage. Meanwhile, the factors behind parents' motivation in sending their children to higher education are mostly the expectation for children, the availability of financial support, parent's educational background and family and surrounding communities.

Keywords: level of education, motivation of parents, university, higher education

INTRODUCTION

University is not the only way to success for the young, yet it opens up the broader opportunity for them to have a better life amide in the growing demand and competitive world. In fact, higher education facilitates people to enhance their knowledge, analytical skill, problem-solving skill and accountability. In terms of quality, it is undeniable that those with university degrees will be more appreciated and "wanted" in the working world than those graduated from senior high school or lower levels.

The significance of education at the level of higher education for the young requires the support from parents. Jencks (1972) and Willms and Somer (2001) claimed that approximately 60% of student's outcome (improvement and academic achievement) is affected by family background). It is relevant in the context of developing countries, e.g., Mexico, which encounter severe inequality and low social mobility. Nevertheless, recent data divulges the education mobility has augmented significantly in Mexico in which most children gain better education due to the higher motivation of parents in educational realm (CEEY, 2013). Investigating the factors contributing to the development of academic achievement can provide broader insight

for the decision-makers in the attempts to improve socio-economic welfare through the intervention of education (Torres, 2017).

Ahmadi (2003: p. 241) suggested that as the first and main educators for their children, parents have to nurture and educate their children conscientiously. Furthermore, as the facilitator of child education, the motivation of parents in sending the children to education institutions becomes one of the determinants of the extent of education will be taken by children. Santrock in Mardianto (2012: p. 186) defined motivation as a process in giving encouragement, direction, and perseverance to behaviour. It implies that motivated a full of energy, directed and long lasting behaviour. Pintrich and Schunk (2002, p. 49) defined motivation as a process in which goal-directed behaviour is instigated and sustained. Such a definition emphasizes two dimensions of motivation. First, motivation to instigate a goal directed behaviour. Second, the level of motivation that determines the sustainability of the effort to reach the goal.

Wahyono (2001) asserted the important role of parents as decision-makers in association with the future of children's education. In making a decision to provide higher education for their children, parents will consider several factors based on the benefits that will be gained in the future. Nanik (2006: p. 194) mentioned several factors including social factor, economic factor, intelligence, interest and attention, skills, community, aspiration, condition and academic achievement. As caretaker, parents are the external factors with the most significant contribution, either positive or negative, in children's development, attitudes and behaviours. Parents' socio-economic level (education and income) is underlined as one of the keys in children's development and it becomes a motivation for parents to send the children to schools (Bradley & Corwyn, 2002). In addition, other factors also contribute, including: parenting style (Bee et al., 1982; Petrill & Deater-Deckard, 2004), socio-emotional development (Alegre, 2011; Karavasilis, Doyle & Markiewicz, 2003), and academic achievement (Attaway & Bry, 2004; Boon, 2007).

Andrew et al., (2014) demonstrated that access to informal education in Kiberia, Kenya, is affected by socio-economic factors, i.e., the level of family income, parents' educational background, the sufficiency of resources and facilities for learning activities, in which these factors contribute to the quality and availability of education and the capacity of education to improve community welfare. Parents are obliged to provide the best education for children. Yet in reality, the provision of higher education is not optimized. In general, the level of education of rural communities is low in which most of them merely attend junior high school. Consequently, their knowledge about education is also limited. It is certainly affected by many factors, one of which is the motivation of parents in sending their children to school.

The condition of people of Brangkal village, Karanganom sub-district, Klaten regency is similar to other communities that have diverse educational backgrounds. A preliminary study shows that most people in Brangkal understand the importance of education even though they have inadequate education. The finding implies parents'

motivation is crucial. Parents with decent occupation and high salary have a propensity to allocate their income for education of children. On the contrary, parents with unstable and moderate income tend to set aside education for children and even direct them to have a job. However, despite of their high income, some parents decide for not sending their children to university. They focus more toward practical jobs and assume that university degree does not guarantee people to have a job. Many factors motivate parents in relation with children's education. Therefore, the present study attempts to analyze the motivations of parents in sending their children to higher education or university.

APPROACH & RESEARCH METHOD

The present study is a qualitative research with phenomenological approach. The approach is employed to understand a phenomenon experienced by the subject of research, namely behaviours, perspective, motivation, actions and so on. It was done in Brangkal village, Karanganom sub-district, Klaten regency. The subject of this research was the people of Brangkal village. The data were collected through the methods of in-depth interview, observation, and documentation. In-depth interview involved 17 respondents consisting of 14 parent who sent their children to university and 3 (three) respondents who did not. The techniques of data validity included the extension of involvement, persistent observation and triangulation. Furthermore, data analysis consisted of data reduction, data display and conclusion/verification.

RESULTS AND DISCUSSION

a. Motivations of Parents

Based on the findings, the motivations of parents in supporting children to university are relatively various as illustrated in Table 1.1.

Table 1 Motivations of Parents in Sending Children to University

Category of motivation	Total	Percentage
Better education for children	7	50%
Parental pride	2	14%
Decent occupation	3	21%
Character building	1	7%
Delay in marriage	1	7%
Total	14	100%

Source: Data processing.

The findings of the present study show that the motivations of parents in sending their children to higher institution is mainly triggered for their eagerness so as their children obtain a better education. By having better education, parents expect their children to have broader insight thus they will be more competitive in facing the future. Higher education is aspired as to transform children's mindset and behaviour in accordance with the knowledge and skills acquired through education. Better education can be useful for the surrounding community or society in general, in addition for themselves.

Another motivation of parents in sending their children to higher institutions is parents' desire for their children to get decent occupations afterwards.

b. Factors Contribute to the Motivation of Parents in Sending Children to University

Parents have different considerations in relation with their motivation to send their children to university, or not. Based on in-depth interviews, there are several factors that influence the motivations of parents as shown in Table 2.1.

Table 2 Factors behind Parents' Motivations in Sending Children to University

Factor	Total	Percentage
Available financial support	4	24%
Parents' educational background	3	18%
Children's willingness	6	35%
Family and community	4	24%
Total	17	100%

Source: Data processing.

The findings reveal that the factor that contributes to the motivations of parents in sending their children to higher education is particularly the willingness of the children. Without it, parents are indecisive to send their children to university. Although parents have their own motivation, which may be substantial, yet they prioritize the children's willingness or motivations. If the child is enthusiast to continue her/his study to higher education, parents will be supportive even though they may have some limitations, e.g., financial supports. This study also finds that some parents are actually capable to afford their children to higher education, but their children have no desire and motivation for it. Hence, they cannot insist their children to attend a university. They perceive that forcing their children will potentially fail the result due to the lack of learning motivation. Essentially, child's willingness and motivation greatly influences the motivation of parents in sending their children to university.

Furthermore, tuition or financial factor becomes a consideration of parents in sending their children to higher education. Even though some parents are motivated to send their children to university with limited funding, they have a strong belief that "there will always be fortune from God, if parents have good intentions to send

their children to study/school.” They accept the consequences of working harder than usual to afford their children to go to university.

Family background and community also have a contribution on the motivation of parents in sending their children to university. Families who send their children to university will encourage other families to have the same view toward education. Likewise, the surrounding community with optimistic attitude towards the benefits of education will give encouragement to the parents to send their children to university. On the contrary, the perspective of the surrounding community that is negative and pessimistic about the usefulness of education will also have an adverse impact on the motivation of parents. The benefit of continuing to higher education is more as a guarantee for a better future for the children. In addition, the circumstance of child’s friendship and interaction also contributes to child’s motivation, which then implies the parents’ decision whether to send their children to university or not.

Parents’ educational background is also a key factor for parents in sending their children to university. It is general that parents have an expectation for children to have a better and higher educational background compared to what they have. Therefore, the educational background of the parents will have implications for the level of education of their children, although other factors will be the further reasons and motivation.

c. The Educational Level of the Young People

Table 3 The educational level of the youth of Brangkal village

Level of education	Total	Percentage
Primary school/SD	123	9%
Junior secondary education/ SMP	118	9%
Senior secondary education/ SMA	1.014	74%
Higher education/university	107	8%

Source: Monographic data of Brangkal village, 2018.

The present study finds that the level of education of the youth of Brangkal village, Karanganyam, Klaten, is dominated by senior secondary education level (74%). Most of the young people sprightly seek for a job after graduating from senior high school. They perceive that having a job and earning money will be more respectful than attending a university for studying. Moreover, the majority of their parents are workers—who likely cannot afford their children to university. The surrounding communities assume that senior secondary education level is sufficient for the young in Brangkal village to find a proper job. The pessimistic view toward the benefit of higher education in elevating the children’s future seems to discourage the parents to send their children to university. Yet based on the in-depth interview, the trend of sending children to higher institutions is continually increasing as indicated by the standpoint that in the future, higher education is a requirement for employment.

CONCLUSION

The motivations of parents in Brangkal village, Karanganom sub-district, Klaten regency to send their children to higher education/university are the eagerness for children to have a better education, the expectation to elevate their pride, the expectation for children to have a decent occupation, the character building and the delay in child's marriage. Meanwhile, the factors that contribute to the motivation of parents to send their children to university include the availability of financial support, the educational background of parents, the willingness of children to continue their studies, and the family and community. The educational level of the young people in Brangkal, Karanganom, Klaten, is dominated by senior secondary education level. The low motivation of parents to send their children to higher education institutions is mainly due to the limited financial support in which they cannot afford the tuition. As a consequence, young people seek for a job immediately after completing their senior high school without considering further education.

Several measures are recommended to enhance the motivation of parents to send their children to university, namely:

1. Preparing or allocating funding from the start through proper financial planning,
2. Improving the attitudes and perspectives of parents and children regarding the benefits of attending higher education through socialization or counselling from the government so as to increase the motivation of parents to send their children to university.

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