

The Effect of Parents' Economic, and Social Culture Capital on Children's Educational Achievement in Indonesia University of Education

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Abstract: This paper discusses the influence of economic, social and cultural capital of parents on children's educational achievement. We analyze data taken from 122 respondents with Bachelor and Master Degrees in one public university in Indonesia. It is hypothesized that there is an influence of economic and socio-cultural capital to the educational achievement of students. This study contradicts the universal view that student achievement is not closely related to family income or socioeconomic status. The result of our analysis proves that the social and cultural capital influences educational achievement in various academic and non-academic fields at around 18%, and economic and socio-cultural capital give effect to education achievement at 14.4%. The results of this analysis suggest that economic and cultural capital of parents influences students' education achievement.

1 INTRODUCTION

In recent years research on family background and academic success and socio-economic children have begun to adopt a multi-generational approach, the results of Møllegaard and Jæger's study (2015) prove part of the hypothesis. Apart from parental capital, they found that the cultural capital of grandparents (non-economic and social) has a positive effect on the possibility of grandchildren choosing a secondary education path higher than any other academic path. Other studies challenge the two-generation approach (eg, Bourdieu, 1977, Becker and Tomes, 1986) which is traditionally used in social strata studies, where the approach suggests that parents influence children but other family members do not directly influence (Björklund and Salvanes, 2010; Mare, 2011; Pfeffer, 2014; Solon, 2014). Identical indicators of children's educational achievement were economic, cultural and social capital for three generations within the same family lineage (see Biblarz, Bengtson, and Bucur, 1996; Warren and Hauser, 1997).

According to the concept of capital (Bourdieu, 1977) and different from the hypothesis Møllegaard and Jæger (2015), this paper adds two generational studies empirically measuring economic and socio-

cultural capital by analyzing the influence of various forms of capital on child achievement. We analyzed data from the results of a student survey at one public university in Indonesia. We argue that the economic and socio-cultural capital of parents may be able to influence children's achievement in various fields whether academic or non-academic. The economic capital of parents should have a big influence compared to other capital because higher education in Indonesia does not provide free education to all people (only to junior high school level), high-income inequality, and unmet social security. Cultural and social capital of parents, should not give a big effect because in Indonesia all children are entitled to get education. On the other hand, cultural capital of parents who are intellectuals usually provide more support to their children to study and finish school at least equivalent to his parents. The main contribution of this paper is that we distinguish two types of parental capital and analyze the effect of these modalities on achievement in their children's education.

1.1 Two-generation Models

Intergenerational transmission theory usually focuses on two generations. In economics, parental models in addition to transferring innate talents to children through genes, parents are also actively investing resources in developing skills in children (Becker and Tomes, 1986). Thus, parents use economic and other resources to generate capital in children, such as academic or non-academic ability that in the long run can provide success.

In sociology, theory (Bourdieu 1977; Coleman 1990) says that, in addition to economic resources, parents use various types of non-monetary resources to encourage children's success. In this paper, we use Bourdieu's concept of economics, culture and social to be conceptualized qualitatively on parents who may have an impact on children's educational achievement.

Social capital refers to the scope and quality of social networks that can be used to promote one's interests or transform one form of capital into another into social networks and connections that can be used to promote one's interests (Bourdieu, 1986). Bourdieu (in Møllegaard and Jæger, 2015) argues that families have different amount and compositions of capital and different type of capital invested in children. Economic capital consisting of income and monetary or other property assets such as stocks (Bourdieu, 1986) can be used to finance the direct costs of education, such as tuition, or indirect costs such as those associated with extracurricular. Cultural capital is inherited from parents to children through investment and socialization, and this contributes to the success of education since the home becomes a learning laboratory so as to give an appreciation of higher education, and the ability to demonstrate an academic intelligence to the teachers. Social capital can improve educational success if parents have social relationships that facilitate access to education, for example, prestigious educational institutions or educational pathways. This theory conceptualizes the resources that parents have invested in encouraging children's education. We describe this process in Figure 1 below:

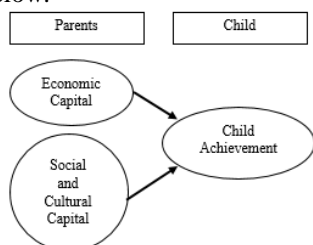


Figure 1: Conceptual framework illustration.

1.2 Institutional Context and Hypotheses

The institutional context of this research is students in one public university in Indonesia. Students within this university are heterogeneous from different ethnic, racial and religious backgrounds and with different social economic backgrounds. We argue that in this institutional context, some types of capital are more valuable than others in relation to supporting children's educational success by their parents.

The economic capital of the university is a state university that most of the tuition fees of students are subsidized by the government and given full scholarships for those who excel, allowing parents to lightly pay for their children's schooling. In contrast to economic capital, we hypothesize that non-monetary resources such as socio-cultural capital can be a motivation as well for children to achieve achievement. In cultural capital of parents, we expect students from families in which their mother-father has cultural capital to have education more than with students whose father-mother lacks a culture of capital. Furthermore, we expect that in higher education, students whose fathers and mothers have more cultural capital will be more likely to have achievements in various fields. In short, we hypothesize that there is an influence of economic and socio-cultural capital in educational achievement of children.

2 METHODS

The method used in this study is a correlational survey to determine the effect of variable X (economic capital and socio-cultural capital) of parents on educational achievement of children. The data were collected from a survey of 122 respondents at undergraduate and masters level using a quota sampling technique. We analyze their educational achievement (academic, non-academic achievement). We use the survey because it includes, first, two generations of the same family; second, information about college education pretensions for the students and third, empirical indicators of economic, cultural and social capital for the generation of parents. We did not observe economic, cultural and social capital for both mom and dad, but only for a pair of parents. Consequently, we could not analyze all the effects of mother father's coercion on the child. We discussed about this limitation below.

In addition, we only include students aged 17 to 22 and over. Table 1 provides summary statistics on all the variables included in the analysis.

Table 1: Respondent Characteristics.

Characteristics	Total	Percentage
Male	34	27,9%
Female	88	72,1%
Senior	25	21%
Junior	17	11,8%
Sophomore	33	27,7%
Freshman	47	39,5%
Bachelor Degree	92	75,4%
Master Degree	30	24,6%
Single	117	95,9%
Married	5	4,1%

Our dependent variable is children's educational achievement. We distinguish two categories of educational achievement: (1) academic (2) non-academic. Table 3 shows data that is approximately the same as observed in the population (our data is more inclined to highly educated children because respondents are more likely to follow the survey than respondents with low education) so that it can obtain data of academic achievement of children.

This study used one explanatory variable in the analysis namely a set of empirical units used to derive economic, cultural, and social capital in the generation of parents, as discussed in more detail below we conceptualize various forms of capital as latent variables.

In most cases, the family's main advocate is the father. We included four empirical indicators of economic capital: (1) fixed employment and high salaries; (2) scholarship; (3) ownership of property and assets; (4) giving money and school facilities to children. We included property ownership indicators to provide a more complete economic measurement than relying on revenues and scholarships. In particular, property ownership is considered a luxury in Indonesia and an indicator of wealth.

Three empirical indicators of cultural capital available to parents were also included, such as (1) higher education of the elderly 2) the rewards of others and (3) parental position and connection. For each question item, the student can answer with code (5) is SL: Always / strongly agree / very correct; code (4) is SR: Often / agree / correct; code (3) is KD: Sometimes / neutral / moderate; code (2) is HT: Almost never / disagree / not true; and code (1) is TP: Never / strongly disagree / very untrue.

3 RESULTS AND DISCUSSION

The results of the study parents' economic capital in support of children's achievement showed that 48% of respondents actually had a parent who has a permanent job with a high salary. 84% of respondents' parents support full tuition fees and 60% of respondents are always given allowance more than enough, 45% of respondents never receive other funding sources for education from scholarships, 48% of respondents' parents own property and own assets. In addition, 39% of respondents' parents' income is large, 60% of respondents' lectures never come from scholarship, and 44% of respondents besides lectures never help parents earn a living. Besides, 45% of parents of respondents are good at doing business, and 47% of respondent's parents do not rent out room for respondents with complete facilities. Table 2 shows the economic capital effect of 14.7% on children's educational achievement.

Table 2: Economic capital effect on educational achievement.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.383 ^a	.147	.139	7.034

The result of research for socio-cultural capital showed that 43% of respondents have parents who have an important position in the community, 42% of parents respondents have good connections with certain institutions or companies, and 37% of respondents' parents have a high status (in the company or area of expertise). In addition, 47% of respondents never have parents with low education, 47% of parents are not religious leaders, 65% of respondents' parents are always respected by the surrounding community, and 52% of respondents have parents who are fluent in the language. Besides, 48% of respondents' parents never have Intellectual Property Rights (in their work or business), 38% of respondents are sometimes respected by friends and society because of their parents, and 47% large respondents have a high prestige in the family environment. Table 3 shows the influence of social and cultural capital of 14.4% on children's educational achievement.

Table 3: influence of social and cultural capital of 14.4% on children's educational achievement.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.379 ^a	.144	.137	7.045

Predictors: (Constant), Social Culture Capital.

Based on the results of the research for the educational achievement of children, the findings showed that as much as 54% of respondents have a cum laude (GPA), 69% of respondents never repeat the course, 75% of respondents never have problem with lecturers, 68% of respondents are always active in organization, and 41% of respondents sometimes participate in various championships or competitions. Besides, 39% of respondents hardly ever win championships or competitions, 38% of respondents are always active in external campus organizations, 51% of respondents are always active during discussions, 82% of respondents graduated from high school or S1 on time and 40% of respondents are the best graduates in high school / S1.

Recapitulation of four empirical indicators of economic capital indicate that (1) permanent employment and high salary of respondent parents were 44%; (2) 52% of respondents did not receive scholarships for tuition fees; (3) ownership of property and assets of parents of respondents obtained 47%; (4) giving money and school facilities to 64% respondents. For three empirical indicators of cultural capital available to parents, it is found that (1) 49% of parents' high education respondents good, (2) obtained by 50% of other people's appreciation of respondents' parents and (3) 36% of respondents who have positions and connections. For two categories of educational achievement, the study found that (1) 62% of respondents have good academic achievement; (2) 52% of respondents have good non-academic achievement. Table 4 shows that there is an economic, social and cultural capital effect of 18% on children's educational achievement.

Table 4: The economic, social and cultural capital effect on children's educational achievement.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.424 ^a	.180	.166	6.925

Predictors: (Constant), Social Culture Capital, Economic Capital.

Based on the study, it is found that the economic and social capital of parents gave an 18% effect on children's educational achievement. However, we found that children whose parents have a lot of cultural capital tend to be more accomplished from various fields. This finding is in contrast to research conducted by Møllegaard and Jæger (2015) who found that economic capital had no effect due to free education in Denmark. In line with previous research, some support for social class differences in educational outcomes in Denmark has been limited to the extent to which different economic resources of

parents (eg, Davies, Heinesen, and Holm, 2002; Jøger and Holm, 2007).

4 CONCLUSIONS

We note that due to data limitations, our empirical representation for parental cultural capital is crude, and future research should identify which specific aspects of parental cultural capital (cultural knowledge, behavior, expectations, etc.) shape the cultural environment in the large families and shape the achievement of child education. Future research should also analyze how social economic capital differs and culture which may differ from one individual to another in larger scopes (aunts / uncles and nephews) in contributing to educational achievements in large families.

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