

# The Effect of Parents' Socio-Economic Status on Student Interest Continuing Postgraduate Education

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## ABSTRACT

This study aims to analyze the socioeconomic status of parents of students' interest in continuing postgraduate education. Parent's socioeconomic status variable which is the focus of this study consists of 1) The effect of parental education on continuing postgraduate education, 2) The effect of parental work on continuing postgraduate education, 3) The effect of parental income on continuing postgraduate education, 4) The effect of age parents towards continuing postgraduate education, 5) Effect of parental status or condition on continuing postgraduate education, 6) Effect of number of children owned by parents towards continuing postgraduate education, 7) Effect of parent's residence location on continuing postgraduate education, 8) Effect home ownership status towards continuing postgraduate education. This research was conducted to 306 undergraduate students of the Faculty of Economics, Universitas Negeri Padang. The method of analysis of this study uses logistic regression to determine the opportunities and effects of parents' socioeconomic status on the interest in continuing postgraduate education. The results showed that there was a significant positive effect on parental income, number of children and location of residence on the interest in continuing postgraduate education, while the variables of parental education, parental occupation, parental age, and home ownership status showed a positive but not significant effect.

**Keywords:** Parents Socioeconomic Status, Interest in Continuing Postgraduate Education

## 1. INTRODUCTION

After completing undergraduate education students will be faced with the choice to work or continue their education to postgraduate. Based on data from Ristekdikti (2018) in 2018 West Sumatra there were 21,966 undergraduate graduates from both public and private universities, so there was a high enough opportunity for students in West Sumatra to continue their master's education.

Responding to the high opportunities for students to continue their education to postgraduate, various universities in West Sumatra offer postgraduate programs, including Universitas Negeri Padang (UNP). Universitas Negeri Padang (UNP) offers 22 postgraduate programs from seven faculties. But there is a

decrease in the number of master students who are registered each year. To see the phenomenon of the number of master students who are registered at Universitas Negeri Padang (UNP) can be seen in table 1 below.

Table 1 shows the number of master students enrolled in all UNP faculties. UNP has 7 faculties that provide post-graduate programs, namely the Faculty of Education (FIP), the Faculty of Language and Arts (FBS), the Faculty of Mathematics and Science (FMIPA), the Faculty of Social Sciences (FIS), the Faculty of Economics (FE), the Faculty of Sports Science (FIK), and the Faculty of Engineering (FT). Overall the number of master students enrolled at UNP has decreased from year to year, this can be seen from the total students enrolled starting in 2016 as many as 941 students, in 2017 as many as 894

students enrolled, in 2018 as many as 765 students registered, and in 2019 there will be 638 students enrolled. The decrease in the number of registered master students means that there is a reduction in the number of interested students

from both UNP undergraduate graduates and those from outside UNP, the condition of the decline also occurs in the Faculty of Economics (FE).

**Table 1** Number of Masters Students in Universitas Negeri Padang

No	Year	Faculties							TOTAL
		FIP	FBS	FMIPA	FIS	FE	FIK	FT	
1	2016	206	134	190	88	104	102	117	941
2	2017	263	107	205	47	104	83	85	894
3	2018	217	80	190	42	110	75	51	765
4	2019	146	89	139	54	87	83	40	638
Total		832	410	724	231	405	343	293	

*Source: Faculty Economics UNP 2019*

The Faculty of Economics is one of the youngest faculties after the Faculty of Tourism and Hospitality (FPP). However, FPP does not have a master's study program so the Faculty of economics was chosen as a research location considering the Faculty of Economics is a faculty that has a master's study program with the youngest age. The Faculty of Economics provides three master study programs, namely a master of

economic education, a master of economics, and a master of management, all of which have been accredited with A (excellent). But the phenomenon of decreasing the number of master students registered at Universitas Negeri Padang (UNP) was also experienced by the Faculty of Economics. To see the decline in the number of students enrolled in the Masters in Economics at the Universitas Negeri Padang, see table 2 below.

**Table 2** Number of Masters in Economics Faculty

Study Program	2015	2016	2017	2018	2019
Masters Management	83	58	61	64	61
Masters Economic Education	40	26	29	26	10
Masters Economics	12	20	14	20	16
Total	135	104	104	110	87

*Source: Faculty Economics UNP 2019*

Table 2 shows the number of students enrolled in FE UNP masters experiencing a downward trend from 2015 to 2019, the lowest number of falls was in 2019. Conditions for the decline in the number of master students enrolled in FE UNP could be due to the still low

interest of students to continue postgraduate education.

The decision to continue education to postgraduate is inseparable from the interest arising in students. Djaali (2008) said that interest is a sense of interest in a thing or activity without anyone ordering or ordering. While Syah (2009) said that the interest in continuing education to

tertiary institutions is one's interest in continuing to tertiary education, which grows consciously in that person.

A person's interest arises and develops because the factors that influence it are not something that exists from birth. Sunarto (2002) states that the factors that influence interest in continuing higher education are socio-economic, environmental, and outlook on life. Syah (2009) states the factors that affect interest in higher education are the first internal factors consisting of concentration of attention, curiosity, motivation and needs, the second is external consisting of family, school, community and the surrounding environment.

Continuing education to postgraduate requires quite a lot of money. Motivational support and financial assistance from parents are needed, Craft (2019) in his research stated students with high socioeconomic status of parents have a greater chance of completing education in higher education than students with low socioeconomic status of parents.

The socioeconomic status of parents according to Nikula (2017) is the social position of parents in the community environment can be seen from the level of parental education, the type of parent's occupation, the level of income of the person, the location of the person's residence and the condition of the parents' home. Byun, *et. al.*, (2017) divides the socioeconomic status of parents into parental education, parental income, parental occupation, and the number of children or dependents. Adding from the previous opinion Eshetu dan Asfaw (2018) stated that parents' socioeconomic status consisted of parental education, parental income, parental occupation, parental age, and parental condition or status.

The importance of parents' socioeconomic status according to Koshy, *et. al.*, (2017) viewed based on the level of education and expectations of parents, the higher the level of education of parents, the higher the educational expectations of their children. According to Luo, *et. al.*, (2018) Parents' high socioeconomic status enables their

children to go to higher quality higher education. According to Craft, (2019) students who have low socioeconomic conditions will find it difficult to survive while studying in tertiary institutions without the help of educational subsidies and loan assistance from the government. From this opinion, it can be concluded that the socioeconomic status of parents will influence students' interest in making decisions to continue their education to graduate school.

There have been many research findings that say socioeconomic status is an important factor in higher education. But in research conducted by Misran *et. al.*, (2012) between students with high parents' socioeconomic status and students with low parents' socioeconomic status did not have a significant difference to the decision to continue their higher education. Supports previous findings, based on research conducted by Koshy, *et. al.*, (2017) income and wealth of parents have no significant effect on student participation in continuing education to tertiary institutions. Given the conflicting findings of previous research, the socioeconomic status of parents is still quite interesting to be analyzed and reviewed.

## 2. METHODS

This type of research is an associative descriptive study using a quantitative approach because it explains an event that has occurred and determines whether or not the influence of a dependent variable. The purpose of this study was to determine and analyze the opportunities and effects of parental education, parental occupation, parental income, parental age, parental condition or status, number of parental children, location of residence, and parental residence status in influencing student interest to continue to postgraduate education.

This research was conducted on undergraduate students of all 2016 study programs at the Economics Faculty of Universitas Negeri Padang, totaling 650 students. To determine the sample size of the population the Slovin approach is used (Riduwan, 2010)

$$n_1 = \frac{650}{1+650(0,05)^2} = \frac{650}{1+1,125} = \frac{650}{2,125} = 305,88 \text{ (306)}$$

Sampling of undergraduate students consisted of 4 study programs at the Faculty of Economics, Universitas Negeri Padang in semester VII. Since the population consists of several different study program groups and each study program group has the same student, the sampling in this study uses the stratified random sampling method.

The data collection technique used in this study is by distributing questionnaires containing written statements that will be given to sample respondents to obtain data from research variables in accordance with the object of research. This study has 1 dependent variable, namely interest in continuing graduate education (Y) and 8 independent variables parental

**Table 3** Characteristics of Interest in Continuing Postgraduate

No	Interest in Continuing Postgraduate Education	Frequency	
		Respondents	%
1	Continuing Postgraduate	77	25,2
2	Not Continuing Postgraduate	229	74,8
Total		306	100

Source: Primary Data Processing 2019

Table 3 shows 77 respondents or 25.2% planning to continue to graduate education while 229 respondents or 74.8% do not plan to continue their education to graduate school. The high condition of students choosing not to continue postgraduate education meant that students in the city of Padang assumed it was better to find a job after completing undergraduate education than to continue their education to postgraduate.

education (X<sub>1</sub>), parental occupation (X<sub>2</sub>), parental income (X<sub>3</sub>), parental age (X<sub>4</sub>), the condition or status of parents (X<sub>5</sub>), number of children (X<sub>6</sub>), home location (X<sub>7</sub>), and home ownership status (X<sub>8</sub>).

### 3. RESULTS AND DISCUSSION

This study examines parental education, parental occupation, parental income, parental age, parental condition or status, number of children, home location, and home ownership status on student interest in continuing education to graduate school.

#### 3.1 Characteristics of Respondents

Characteristics of respondents to describe respondents on each study variable, then identify each characteristic in the form of frequencies and percentages.

**Table 4** Educational Characteristics of Parents

No	Parental Education		Frequency	
			Respondents	%
1	College	Father	107	17,5
		Mother	119	19,4
2	Not college	Father	199	32,5
		Mother	187	30,6
Total			612	100

Source: Primary Data Processing 2019

Table 4 shows the respondents 'parents who completed higher education were 36.9% while the respondents' parents who did not have a tertiary education were 63.1%. This condition means that the education level of the respondent's parents is still low. In addition, if compared between father and mother's education, the mother has a better education than father. This condition means that women in West Sumatera get better education than men. This is in accordance with the culture of the people of West Sumatera, which generally adheres to the

matrilateral system or customs, so that girls are prioritized.

**Table 5** Characteristics of Occupational Parents

No	Parents' occupation	Frequency	
		Respondents	%
1	Both parents work	247	80,7
2	One parent works	59	19,3
Total		306	100

*Source: Primary Data Processing 2019*

Table 5 shows the parents of respondents who worked as much as 80.7% while respondents whose parents were only one who worked only 19.3%. This condition means that in West Sumatra, both parents work compared to one who works. With both parents working together and generating income, it will have an impact on the ability to meet household needs, including the need for education funding. In addition, both parents work or have a job, indirectly provide a good example and influence the child's decision to continue education as part of capital to get a better job.

**Table 6** Characteristics of Parent Income

No	Parental income		Frequency	
			Respondents	%
1	Above average	Father	177	28,9
		Mother	166	27,1
2	Below average	Father	129	20,1
		Mother	140	22,9
Total			612	100

*Source: Primary Data Processing 2019*

Table 6 shows the respondents 'parents' income was above the average of 56% while the respondents 'parents' income was below the average of 43%. The income condition of respondents' parents above the average is higher,

which means that parents who send their children to college are dominated by people with high incomes, whereas parents with low incomes tend to choose not to send their children to college. The higher the income of a family, the family will be better at meeting their needs, including educational needs as an investment in human capital.

**Table 7** Characteristics of Age of Parents

No	Age of Parents		Frequency	
			Respondents	%
1	Productive age	Father	268	43,8
		Mother	306	50
2	Age is not Productive	Father	38	6,2
		Mother	0	0
Total			612	100

*Source: Primary Data Processing 2019*

Table 7 shows that 93.8% of respondents 'parents were at productive age, while 6.2% of respondents' parents were at productive age. This condition means that in West Sumatra more parents who are providing their children's education in tertiary institutions, are in productive age. The more parents in their productive age, the more they will generate income to meet the needs of their families. When parents are at a productive age, then the mindset of a child can still be focused on developing his education to college rather than having to think about the responsibility as the head of the family to look for income in meeting the needs of his family.

**Table 8** Characteristics of Parental Status or Conditions

No	Parental Status or Condition	Frequency	
		Respondents	%
1	Both parents are still alive	298	97,4
2	One parent has died	8	2,6

Total	306	100
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Source: Primary Data Processing 2019

Table 8 shows that 97.4% of respondents both parents are still alive and 2.6% of one parent has died. This condition means that the death rate in respondent's parents is relatively low, so with both parents who are still living students will get more motivation and financial support for their education. Students will be more able to focus on developing their education to tertiary institutions, remembering that their parents are still alive, if one or both of their parents has died students will tend to choose to find work rather than continuing education to postgraduate education.

**Table 9** Characteristics of the Number of Children the Parent Has

No	Number of children	Frequency	
		Respondents	%
1	Have no more than two children	212	69,3
2	Having more than two children	94	30,7
Total		306	100

Source: Primary Data Processing 2019

Table 9 shows 69.3% of respondents 'parents who had no more than two children, while 30.7% of the respondents' parents had more than two children. This condition means that in West Sumatra there is a tendency to have no more than two children. Parents who have many children or more than two children, the cost of daily needs incurred including education costs will be more. The more the cost of daily necessities that must be borne by a household if not balanced with high income, the more limited the needs that can be met. So parents who have many children tend to limit or less support their children's education to continue postgraduate education and more direct their children to work immediately after completing education.

**Table 10** Characteristics of Parent Residential Locations

No	Location of Residence	Frequency	
		Respondents	%
1	In urban areas	112	36,6
2	In the countryside or in the village	194	63,4
Total		306	100

Source: Primary Data Processing 2019

Table 10 shows that 36.6% of the respondents 'parents live in urban areas and 63.4% of the respondents' parents live on countryside or in the village. This condition means that more respondents' parents live on countryside or in the village. Parents who live in the urban areas will have better access to information in meeting their needs. Differences in residence will also distinguish someone in making decisions due to the influence of the surrounding community.

**Table 11** Characteristics of Parental Home Ownership Status

No	Home Ownership Status	Frequency	
		Respondents	%
1	Private property	136	44,4
2	Someone else's house or rent	170	55,6
Total		306	100

Source: Primary Data Processing 2019

Table 11 shows that 44.4% of the respondents 'parents owned a house with a private ownership status, while 55.6% of the respondents' parents lived in hitchhiking or renting someone else's house. This condition means that ownership of a house or property is still difficult in West Sumatra because of the high price of a house or property that is not in accordance with income or economic capacity of the community. The ability

of the community towards home ownership is related to the ability of the community to pay for their children's education needs. A person with good economic ability can certainly be better in financing their children's education, the better a person's economic ability the more capable that person is to provide high quality education to their children.

Data analysis techniques in this study used logistic regression analysis using SPSS 16.0. Logistic regression is an approach to a mathematical model that can be used to describe the relationship of several independent variables with the dependent variable using predictor variables either numeric or categorical, including dummy variables. The use of logistic regression analysis for a variable that includes the type of nominal scale, this is to facilitate in knowing the probability or chance of occurrence of the event. Therefore, it can use binary logistic regression to test the dependent variable which is categorized in two. The logistic regression analysis model is non-linear, therefore according to Gujarati (2010) the estimated parameters use the maximum likelihood method so there is no need to test the classical assumptions. Then the equation used to describe the results is slightly more complex than multiple regression.

**3.2 Goodness of Fit Tes**

Goodness of fit binary logistic regression test refers to the results of the Hosmer and Lemeshow test, the results can be seen as follows:

**Table 12. Hosmer and Lemeshow Test**

Step	Chi-square	df	Sig.
1	6.341	8	.609

*Source: SPSS processed data, 2019*

From the results of the Hosmer and Lemeshow Test in Table 12 it can be seen that the Chi-square value of 6.341 with a significance value of 0,609 > 0,05 then H0 is accepted which means that there is no significant difference between the model and its observational data, so

the model used in this study is feasible for analyzed binary logistic regression models.

**3.3 Overall Model Fit**

The next step is to look at the whole model with a reduced score at -2Log Likelihood (LL) block number = 0 with -2Log Likelihood (LL) block number = 1. In Table 13 you can see that the value of -2Log Likelihood (LL) block number = 0 is 340.814 while -2Log Likelihood (LL) block number = 1 is 298,294. This condition indicates that there is a decrease in the value of block number = 0 with block number = 1 of 340,814 - 298,294 = 42.52. The analysis shows that the data distribution meets the feasibility of the model.

**Table 13 Overall Model Fit**

-2 Log likelihood Block Number = 0	-2 Log likelihood Block Number = 1
340,814	298,294

*Source: SPSS processed data, 2019*

**3.4 Model Fit Test**

Model fit test is used to see the variability of the independent variables in explaining the variability of the dependent variable. The method used is Cox and Snell R Square and Nagelkerke R Square. Table 14 shows the results of Nagelkerke R Square on this model of 0,193. A value of 0,193 means that the independent variable is able to explain the variability of the dependent variable by 19,3% while 80,7% is explained by other variables not included in the model.

**Table 14. Cox & Snell R Square serta Nagelkerke R Square**

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	298.294 <sup>a</sup>	.130	.193

Source: SPSS processed data, 2019

**3.5 Accuracy Test Model Prediction**

In table 15 overall the classification accuracy of the binary logistic regression model for continuing postgraduate education and not

continuing postgraduate education by 75.5%. This means that overall the existing models have been able to explain and predict better because the value of the classification accuracy is greater than 50%.

**Table 15. Table Classification**

Observed		Predicted			
		Y		Percentage Correct	
		Not Continuing Education	Continuing Education		
Step 1	Y	Not Continuing Education	231	0	100.0
		Continuing Education	75	0	.0
		Overall Percentage			75.5

Source: SPSS processed data, 2019

**3.6 Estimated Results**

After several methods have been carried out to ensure that the binary logistic regression model is feasible and good for analysis, the next step is to interpret the results of the estimated binary logistic regression itself. The results of the estimated binary logistic regression can be seen in table 16.

Based on Table 16, the estimation results of logistic regression in this study can be interpreted as follows:

Parental education has a positive but not significant effect on interest in continuing postgraduate education with a significant value

of 0,255 > 0,05. The Odds ratio (Exp (B) value is 1,527 which means that FE UNP students whose parents have high education have 1,527 times the opportunity to continue postgraduate education compared to FE UNP students whose parents have low education.

From the table above, we can conclude that both working parents have a positive but not significant effect on the interest in continuing to graduate education with a significant value of 0,692 > 0,05. The Odds ratio (Exp (B) value is 1,136 which means, UNP FE students whose parents work have 1,136 times the opportunity to continue postgraduate education compared to FE UNP students who only have one parent working.

Parents' income has a significant positive effect on interest in continuing to graduate education with a significant value of  $0,003 < 0,05$ . The Odds ratio (Exp (B) value is 2,988 which means that FE UNP students whose parents have high income have a 2,988 times chance to continue their postgraduate education compared to FE UNP students whose parents have low income.

The productive age of both parents has a positive but not significant effect on the interest in continuing postgraduate education with a significant value of  $0,874 > 0,05$ . The Odds ratio (Exp (B) value is 1,089 which means that FE UNP students whose parents are at productive age have 1,089 times the opportunity to continue postgraduate education compared to FE UNP students whose parents are not at productive age

**Table 16.** Binary Logistic Regression Estimation Results

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup> Education	.423	.371	1.297	1	.255	1.527
Occupation	.127	.453	.079	1	.779	1.136
Income	1.095	.363	9.099	1	.003	2.988
Age	.085	.534	.025	1	.874	1.089
Status	.332	1.164	.081	1	.776	1.393
Number of Children	1.234	.360	11.766	1	.001	3.437
Home Location	.719	.299	5.796	1	.016	2.053
Home Ownership Status	.547	.288	3.598	1	.058	1.728
Constant	-3.694	1.186	9.699	1	.002	.025

Source: SPSS processed data, 2019

The status of both parents who are still alive has a positive but not significant effect on the interest in continuing postgraduate education with a significant value of  $0,776 > 0,05$ . The Odds ratio (Exp (B) value is 1,393 which means that UNP FE students whose parents are still alive have a chance of 1.393 times to continue their postgraduate education compared to FE UNP students whose parents are still alive.

Parents who have no more than two children have a significant positive effect on interest in continuing postgraduate education with a significant value of  $0,001 > 0,05$ . The Odds ratio (Exp (B) value is 3,437 which means that FE UNP students whose parents have no more than two

children have the opportunity 3,437 times to continue postgraduate education compared to FE UNP students whose parents have many dependents.

The location of parents' residence in the city center has a significant positive effect on the interest in continuing postgraduate education with a significant value of  $0,016 < 0,05$ . Odds ratio (Exp (B) value of 2,053 which means that FE UNP students whose parents live in the city center have 2,053 times the opportunity to continue their postgraduate education compared to FE UNP students whose parents do not live in the city center.

The status of parents' home ownership is not a significant positive effect on the interest in

continuing to graduate education with a significant value of  $0,058 > 0,05$ . The Odds ratio (Exp (B) value is 1,728 which means that FE UNP students whose parents' house status are privately owned have 1,728 times the opportunity to continue postgraduate education compared to FE UNP students whose parents' house status is not private.

### **3.7 Discussion**

#### *3.7.1 Parental Education of Interest in Continuing Postgraduate Education*

Based on the estimation results of the logistic regression of parental education, a positive but not significant effect on students' interest in continuing graduate education. This shows that there are still many parents of respondents with a low educational background. Someone with a low educational background has an impact on the lack of understanding of the importance of education as an investment in human capital. Parents with a high educational background tend to support their children to pursue higher education and better understand the importance of education. Parents with a higher education background are examples of their children which have an impact on the motivation of the child to pursue education equally well from his parents even more. By providing higher education to their children indirectly parents will improve the family's social status in the community. This finding is in accordance with research conducted by Christensen, *et. al.*, (2015), and Nikula (2017)

#### *3.7.2 Parents' Work on Interest in Continuing Postgraduate Education*

Based on the estimation results, both working parents have a positive but not significant effect on students' interest in continuing postgraduate education. This is because there are still many parents of both of them who only work as the main family income. When both parents work together and generate income the economic capability of the family is much better. With the ability of a good family economy, problems such as tuition fees become easier to resolve. In addition, many respondents' parents who work

in the informal or private sector, so there are differences in mindset in giving direction or input to their children about the picture of education. Parents who work in the formal sector will tend to consider their children for better formal education in order to get a better job in the formal sector.. This finding is in accordance with research conducted by Christensen *et. al.*, (2015) and Smajlovic (2017)

#### *3.7.3 Parents' Income to Interest in Continuing Postgraduate Education*

Based on the estimation results, parents' income has a significant positive effect on students' interest in continuing postgraduate education. This is because the respondents' parents who have high incomes tend to want high quality education for their children. In addition to continuing quality postgraduate education requires a lot of costs, thus becoming a barrier for parents with low income. By having a high income parents, in meeting the needs of students while pursuing postgraduate education can be met properly. The higher the income parents have, the more choices for quality higher education can be traveled by their children. This finding is in accordance with research conducted by Christensen *et. al.*, (2015), Kinsler & Pavan (2016), and Nikula, (2017)

#### *3.7.4 Productive Age to Interest in Continuing Postgraduate Education*

Based on the estimation results, the productive age of parents has a positive but not significant effect on students' interest in continuing postgraduate education. This is because almost all of the respondent's parents are at productive age, so that it does not greatly affect the decision of students to continue postgraduate education. Parents of productive age will generate higher income than parents who are not at productive age. The condition of parents of unproductive age will be a consideration for students to continue their education or look for work to replace their parents who are no longer productive. This finding is in accordance with research conducted by Eshetu (2018)

### *3.7.5 Status or Condition of Parents of Interest in Continuing Postgraduate Education*

Based on the estimation results, the status of both parents who are still alive has a positive but not significant effect on students' interest in continuing postgraduate education. This is because almost all respondents still have both parents who are still alive, so it does not greatly affect the decision of students to continue postgraduate education. The presence of both parents who are still alive will provide motivation and support for more attention to their children, including in the field of education. Both parents who are still alive can also still generate income for the family. This finding is in accordance with research conducted by Eshetu (2018)

### *3.7.7 Number of Children Interest in Continuing Postgraduate Education*

Based on the estimation results, the number of children covered by parents has a significant positive effect on students' interest in continuing postgraduate education. This is because the more children the parents have, the higher the costs must be borne by the parents, including the cost of education. Parents who have no more than two or even one child will have higher expectations regarding their child's education. The number of children owned by parents is also considered by students, when students have many siblings who are still educating as a burden on parents, the choice of working and helping parents to finance their sibling education becomes a rational decision.. This finding is in accordance with research conducted by Björklund & Jäntti, (2012)

### *3.7.6 Location of Residence for Interest in Continuing Postgraduate Education*

Based on the estimation results, the location of parents who live in urban areas has a significant positive effect on students' interest in continuing postgraduate education. This is because parents who live in urban areas have a different mindset about education compared to parents who live in rural areas. Parents who live in urban areas have

better information access to knowledge and different perspectives on the importance of education. Parents who live in urban areas not only see education as a means of survival in the community but also as a means to improve social status in society. This finding is in accordance with research conducted by Nikula, (2017) regarding the gap in participation in continuing education in tertiary institutions, where people who live far from urban access have a level of education limited to senior high school, not continuing education to tertiary institutions.

### *3.7.8 Home Ownership Status for Interest in Continuing Postgraduate Education*

Based on the estimation results, the ownership status of parents 'private homes has a positive but not significant effect on students' interest in continuing postgraduate education. Home ownership is one measure to see the wealth of a family. But in this study the status of home ownership is not able to show the full economic capability of a family. It is suspected that there are still many families today with good economic level choosing to rent a house rather than buying it because it is considered more appropriate and does not burden the family's economy. Difficult access to information about building property and the price of building property in West Sumatera which is relatively expensive makes the choice to rent more rational than to buy. This finding is in accordance with research conducted by Marjoribanks (2010) which examines family backgrounds, individual, and environmental in continuing education participation in tertiary education, in his findings stating that families with high economic ability in terms of residential ownership tend to provide education to their children until to college.

## **4. CONCLUSION**

Based on the results of previous studies and discussions all variables of parents' socioeconomic status have a positive effect on interest in continuing postgraduate education. However, of the eight variables, only three variables have a significant positive effect, namely parental income, number of children and

the location of residence. This condition means that the income of parents, the number of children and the location of residence are the most dominant factors in the socioeconomic status of parents as a consideration for students to pursue postgraduate education.

Suggestions that can be given in further research are exploring the socioeconomic status of parents in order to display the overall wealth of parents because the source of economic income is not only from the main job salary but also from a side business or other investment that parents have. Another factor that needs to be examined is the type of occupation or profession of parents due to the difficulty in placing ranking in each type of occupation profession. Opinions about parental expectations can be added to better understand the characteristics of student parents regarding the way parents look at postgraduate education.

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