

Socialization of Pragmatic and Materialistic Value in School Selection, and Intergenerational Mobility in the Surakarta City

Bagus Haryono

Sociology, Faculty of Social and Political Sciences, Universitas Sebelas Maret, Indonesia

Keywords: Socialization, Pragmatic, Materialistic, School, Mobility.

Abstract: The aim of this research is to explain the effect of Socialization of Pragmatic and Materialistic Value in school choice, and intergenerational mobility in the Surakarta city. This research is categorized in qualitative type. Primary data were collected through observation, and interviews. Secondary data is taken from the population administration document. Data analyzed on comparatively and explanatively. The Head of Family in *Jebres* city were chosen as informant of research. They were selected by purposive sampling, determined by education, work and earnings. The findings indicate that socialization of pragmatic and materialistic value is categorized as radical socialization. Although the socialization of such values is done by all parents, but in reality it given different by class (income). The low incomes of informant are predominantly directing their children education choice to the vocational schools, in order to work quickly and make money. The same cases also found in the higher of their income. The ownership of their limited educational capacity, consequently they absorbed into low-skilled jobs, with low wage compensation. The depiction of declining mobility between three generations is not only happening in low-income societies, but also found in the higher of their income.

1 INTRODUCTION

The aim of this research is to explain the effect of Socialization of Pragmatic and Materialistic Value in school choice, and Intergenerational Mobility in the Surakarta city. The intergenerational mobility of the children in the Surakarta city can be treasured from the parent socio economic status (SES) background. Their parent SES usually measured by the education, employment and income. Generally the parents SES have positive correlation to the children SES. The parent usually has expectation to the children in order to have a higher SES than him, or they have effort to support their children as the next generations minimally should have equal to him.

The prior research support to that correlation among it ideas. There are the impact of economic family background on educated young people (in peripheral China - [Du](#), 2017); the impact of family education on student educational achievement (in Sweden 1988–2014, [Gustafsson](#) and Hansen, 2017); the correlation the effect of Education on Incomes (in 27 Countries - [Domański](#), 2006); the education and intergenerational mobility (in Singapore - [Irene](#),

2014); intergenerational mobility and occupational status (in Italy - [Pietro](#) and [Urwin](#), 2010); intergenerational educational mobility (in Denmark - [Tverborgvik](#), et al, 2013); intergenerational mobility and occupational status (in Britain - [Carmichael](#), 2010); intergenerational educational mobility; transitions and social distances (in Greece - [Stamatopoulou](#) and [Michalopoulou](#), 2016); the high-performing academies overcome family background and improve the children social mobility ([Barker](#) and [Hoskins](#), 2017).

The prior result show us that the parents education has significant effects on the children's education achievement level, the significant effects on children's schooling outcomes, and the long-term effects on individual's educational achievement ([Cheng](#), 2017). But the interesting idea in this research is the parents SES background not always followed by the children SES. Firstly, there are parents with higher SES background, followed by the lower SES children. Secondly, the parents with the lower SES, followed by the child or next generation with higher SES.

2 LITERATURE REVIEW

1. Socialization of Pragmatic and Materialistic Value

- a. Socialization is the process by which people, especially children, are made to behave in a way which is acceptable in their culture or society (Grusec and Hastings, 2014, <https://www.collinsdictionary.com>). It categorized as the primary, secondary, passive, active and radical socialization (Karsidi, 2005; Robinson, 1986; Höppner, 2017).
- b. Pragmatic is dealing with things sensibly and realistically in a way that is based on practical rather than theoretical considerations (<https://en.oxforddictionaries.com> ; James, 1975).
- c. Materialistic is believing that having money and possessions is the most important thing in life (<https://dictionary.cambridge.org>; Kilbourne and Pickett, 2008; Kasser et al, 2004; Sik, 2014).
- d. Value is the regard that something is held to deserve; the importance, worth, or usefulness of something, principles or standards of behavior.

2. School Selection

- a. School is an institution for the teaching of children (<https://www.merriam-webster.com>).
- b. Selection is the action or fact of carefully choosing someone or something as being the best or most suitable (<https://en.oxforddictionaries.com>).
- c. School Selection is the carefully choosing the best or most suitable School (Chen and Sönmez, 2006; Haeringer and Klijn, 2009; Rabovsky, 2011; Collins and Kenway, 2000).

3. Intergenerational Mobility

- a. Intergenerational is the social classes and occupations movement occurring from one generation to the next (<https://www.collinsdictionary.com>).
- b. Mobility is the movement of people in a population, as from place to place, from job to job, from one social class or level to another (<https://www.dictionary.com>).
- c. Intergenerational Mobility is the social class movement of people in a population,

as from place to place, from job to job, or from one social class or level to another, occurring from one generation to the next.

In the inheriting process the future of the children, the parent always expecting occurs the intergenerational persistence of educational status (Burns and Keswell, 2012); and intergenerational mobility (Corak, 2013; Blanden and Machin, 2005; Dearden and Reed, 1997; Gugushvili, 2016).

4. The exploration the factors influencing the Intergenerational Mobility.

- a. Factors (Socioeconomic background) known influencing the educational performance of males and females in school and their initial destinations after leaving school (Azaroff, 1991 and Hauser, 1971), and followed by the upward mobility (Kupfer, 2012).
- b. Home learning, parental warmth, class and educational outcomes known influencing the social mobility (Hartas, 2014).
- c. The relationship among intergenerational educational and occupational mobility (in Spain - Escobar and Izquierdo, 2014).
- d. The impact of career mobility, education on intergenerational reproduction (in Five European Societies - Barone and Schizzerotto, 2011).
- e. The relationship among Intergenerational and Career Mobility (in the Federal Republic and the United States - Kappelhoff and Teckenberg, 2016).
- f. Intergenerational mobility modes and changes in social class (in Contemporary China - Lulu and Bin, 2017).
- g. The impact of parental education on the children outcomes (Dickson, et al, 2016); on the loss aversion, education, and intergenerational mobility (Malloy, 2015).
- h. The impact of intergenerational transmission of education, Social mobility and inequality (in urban China: understanding the role of (Magnani and Zhu, 2015). Do birth order and family size matter for intergenerational income mobility? Evidence from Sweden (Lena, 2011).
- i. The impact of other family members on intergenerational occupational mobility (beck, 2016); on intergenerational income mobility (in Britain - Atkinson, 2015). Education, opportunity and the prospects for social mobility (Brown, 2013).

- j. Intergenerational dependence in education and income (Johnson, 2010). Higher vocational education and social mobility: educational participation in Australia and England (Webb, et al, 2017).
- k. The intergenerational dimension of credentialism and its implications for vocational change in education (Moore and Trenwith, 2006).
- l. The Reflections of education on social mobility (Halsey, 2013).

One of the opponent sociologist analyzed Class Structure and Intergenerational Mobility from a Marxian Perspective. Four mobility and attainment propositions (Smith, 2016) are extracted from a theoretical discussion relating class mobility and attainment processes to the development of capitalism. Firstly, the proposition maintains that paralleling the development of capitalism will be a structural decrease in the relative size of the capital-owning classes resulting in mobility. Secondly, the proposition is asserted that with the development of

capitalism, the likelihood of downward mobility will be significantly greater than the probability of upward mobility. Thirdly, the proposition stated that in advanced capitalist societies, circulation class mobility will be substantially constrained by structural change. Lastly, it is proposed that in advanced capitalist societies, attained class positions will depend significantly on an unmediated (by educational attainment) origin class effect. Empirical support is uncovered for all propositions.

Theoretically the relationship between Education, Work (Job) and Earnings (Income) can be presented in the following thinking schema:

$$\text{Education} \implies \text{Work (Job)} \implies \text{Earnings (Income)}$$

Scheme 1. The Education, Work (Job) and Earnings (Income).

The theoretically, the relationship between Education, Work (Job) and Earnings (Income) can be presented in the following table 1:

Table 1. The ideal relationship among Education, Work and Income.

		Education		
		High	moderate	Low
Job	High prestige	High Income	-	-
	Moderate prestige	-	Moderate Income	-
	Low prestige	-	-	Low Income

Based on the parents ideal conditions, where their education has a linear relationship with the work prestige and income earned. In the condition of highly educated parents, backed by high job prestige and income, parents become actors who will give children complete freedom to make their school choices unimpeded. The parents with the high SES, generally tend to direct or choose to send the children to the public school, seed (favorite) school, wherever according to the choice of child. By choosing a public school, expected the children have maximum competition to enter the college lane in the academic college level (undergraduate), graduate strata or even post graduate with seeded (favorite) as well. Parent wish the children take maximum access to compete in obtaining high prestige job, which would be followed by high income as well.

There are many differential factors usually have impact on school performance of the children; might be the expenditures, income (Davis, 2005 and Hanushek, 1989); assets, parental aspirations, parental expectations and involvement (Zhan and Sherraden, 2003; Zhan, 2006; Goldenberg and

Garnier, 2001), family size, parental resources and the education quality (Blake, 1981; Downey, 1995). The economic factors – might be employment or job, parental unemployment or parental job loss and income (Rege and Votruba, 2011) also have impact on the children’s educational performance (Bernstein, 1961, and Levine, 2011), in the second generation (Schmid, 2001; Portes and Hao, 2004; Portes and Rumbaut, 2005). The last but not least, the social factors, might be social stratification or class in society also known as the significant factors (Lareau, 2011; Portes and MacLeod, 1996) have impact on the children’s educational performance.

In a context where the parents and children are classified found somewhat constrained. In this situation, the parents with moderate until high education categories, supported by moderate until high-achieving prestige. But the parent only gave the children to compete in many look for a job in moderate until high income. In this context, parents generally tend to direct or opt for schooling in a public school favorite wherever, in accordance with the choice of the children. But the children has

limitation must consider income condition of his parents. By choosing a public school, it is expected to compete to enter the college lane in the academic college or undergraduate level, graduate level or even postgraduate level in seeded (favorite) categories as well. The parent expected to the children to compete to look for in many job with prestige is up to high categories, which would be followed by the acceptance of moderate until high income also.

In a context where the parents and the children are classified found as a strong constraints condition. The parents with moderate until low education, supported by moderate until low employment and income, generally tend to direct or choose to send their favorite vocational schools (favorite) wherever their children choose. By choosing a vocational school, is expected to avoid competing to enter the college lane in the academic college or undergraduate level, graduate level or even postgraduate level path. But the parent expected to the children in order to be possible as early as to compete in getting a job. The children immediately is expected by their parents to help the economic burden of the family, although the children take a low prestige job, and does not give promise high income.

3 METHODOLOGY

This research is categorized in qualitative type (Lewis, 2015; Bogdan and Biklen, 1992). Primary data were collected through observation, and interviews. Secondary data is taken from the population administration document. Data analyzed by comparatively and explanatively (Sgier, 2012; Gillies and Rosalind, 2006; Gugushvili, 2016).

The Head of Family in *Jebres* District were chosen as informant of research (Reyes and Kazdin, 2004; Harvey, et al, 2013). They were selected by purposive sampling (Tongco, 2007; Suen, et al, 2014; Higginbottom, 2004) determined by education, work and earnings.

4 RESULTS AND DISCUSSION

The empirical relationship among Education, Work (Job) and Earnings (Income) can be shown through the following table 3.

1. In this study there is only a small part of informants (25%) show that between his

education, prestige work or job and income domain found a linear relationship. The first, the higher education informants, followed by the high-prestige jobs, and the high incomes. The second, the moderate level education of informants, followed by the job with the moderate prestige, and the moderate earnings as well. The third, the low level education of informants, followed by the job with the low prestige, and the low income too.

2. But the most informants (75%) found that between education, work prestige and income have non linear relationships. The most informants with the higher education are actually found doing job in the moderate to low prestige category – followed the amount of income in the moderate to low. Even in parental job loss conditions followed by no income.
3. What is interesting thing that there is no direct link between the education and the job, there is not match among it. The high academic achievement of informant, are not automatically absorbed in the required labor market. The educational path proves not always in line with the existing labor market.
4. The pragmatic attitude of informants occurs where so abundant labor is available, but is not followed by adequate employment and labor absorption. As a result, the informant remains willing to accept the real work although in the under his or her expectations, even with salary or income paid is inconsistent with the education level and the job prestige of he / she is engaged in.

Pragmatic was happened to informants who with higher education to earn high income, doing the job even though lack of prestige equal with education that has. The choice is to do hand-sewn work - scavengers, pedicab or rickshaw drivers, tailors, land brokers, motorcycle or taxi drivers, go car drivers, illegal timber sales, part-timer workers, even gambling businesses.

Table 2. The informant determined by Education, Work (Job) and Earnings (Income).

Education		Education			
		High		Low	
Income	Jobs	High - prestige Jobs	Low- prestige Jobs	High - prestige Jobs	Low - prestige Jobs
	Earnings (Income)	1	2	3	4
	High				
	Low	5	6	7	8

Table 3. The actual relationship among Education, Work and Income.

		Education		
		High	moderate	Low
Job	High prestige	High Income		
		Low Income		
	Moderate prestige	Moderate Income	Moderate Income	
		High Income	High Income	
	Low prestige	High Income	Moderate Income	Low Income
		Moderate Income	Moderate Income	Moderate Income
		Low Income	Low Income	High Income

5 CONCLUSIONS

Based on these findings, it can therefore be summarized as follows:

1. The findings indicate that socialization of pragmatic and materialistic values is categorized as radical socialization.
2. Although the socialization of such values is done by all parents, but in reality it given different by class (income).
3. The children of the low incomes informant are predominantly directing to the choice of vocational schools, in order to work quickly and make money. But found also in their income on it.
4. Although the ownership of limited educational capacity, it has resulted in them only being absorbed into low-skilled jobs, with low wage compensation.
5. But the reality found there are opposite condition. In the three generations portraits, the depiction of declining mobility between generations is not only happening in low-income societies, but found in those on top of it.

Thus, any 'deviations' can be avoided by doing the following things: intergenerational mobility can run smoothly, regardless of the SES background of their parents, if the socialization is active, the school choice is based on the interests of their child.

ACKNOWLEDGMENTS

We would like to special thank to The Ministry of Research, Technology and Higher Education of The Republic of Indonesia for giving the 2018 Post-graduate Program Team Research Scheme budget to this research

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