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THE RELATIONSHIP OF THE VALUE OF CHILDREN, FAMILY RESILIENCE, AND CULTURAL VALUES WITH THE MOTIVATION OF FISHING FAMILIES TO SEND THEIR CHILDREN TO SCHOOL

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ABSTRACT

This study aims to analyze the relationship between child value, family resilience, and cultural values and the motivation of fishing families to send their children to school. A quantitative approach with a survey design was employed, involving 50 fishing families with children aged 10–15 years in the coastal area of Ambo Island, Balabalakang. Data were collected using structured questionnaires and analyzed through descriptive statistics, Pearson correlation, and multiple linear regression. The results show that child value, family resilience, and cultural values simultaneously have a significant effect on parents' motivation to send their children to school, with a coefficient of determination (R^2) of 0.82. Partially, cultural values have the strongest influence, followed by child value, while family resilience functions as a supporting factor. The findings also indicate that fishing families tend to maintain a strong collectivist cultural orientation, which influences educational decision-making. High child value, particularly in religious and economic dimensions, further strengthens parents' motivation to invest in their children's education despite limited economic resources. These findings suggest that educational decisions among fishing families are shaped by the interaction of micro-, meso-, and macro-level factors. Therefore, a culture-based approach is important for strengthening educational participation among fishing communities.

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INTRODUCTION

Education is one of the primary means of improving human resources and expanding opportunities for social mobility, particularly for families living in socioeconomically vulnerable communities. For fishing communities, however, children's access to and continuity in education are often influenced by the socioeconomic and environmental conditions of the household. Fishing families may experience unstable income, dependence on marine resources, changing environmental conditions, and limited access to educational resources. These circumstances can shape parents' priorities and decisions regarding their children's education. Previous studies have shown that family conditions, parental perceptions, and the broader social environment are closely associated with children's educational participation (Amadu, 2021; Ullah, 2024). Therefore, understanding educational decisions among fishing families requires attention not only to economic constraints but also to the values, resilience, and cultural orientations that shape family decision-making.

One important factor in understanding parents' educational decisions is the *Value of Children* (VOC), which refers to the meanings and benefits that parents associate with the presence of children within the family. The value of children encompasses economic, social, emotional, and religious or spiritual dimensions, which may influence how parents perceive their responsibilities and investments in their children's future (Fang & Liu, 2025; Xia et al., 2024). Children may be perceived as a source of emotional fulfillment, family continuity, future economic support, and moral or religious responsibility. Such perceptions can shape parents' willingness to invest in education. Gu (2021), for instance, found that parents who perceived their children as emotionally valuable and capable of educational achievement demonstrated greater educational involvement. Parents' knowledge and attitudes toward education may further strengthen this relationship, as parental understanding and involvement are associated with educational decision-making (Widayani et al., 2025).

The role of children's value becomes particularly complex in fishing communities. Children may be perceived simultaneously as family members whose future depends on education and as potential contributors to household economic activities. In this context, parents may have to negotiate between children's immediate contribution to household livelihoods and their long-term educational development. Ethnographic research has demonstrated that fishing families may perceive children in terms of both present utility, through their contribution to family labor, and future utility, through education and improved socioeconomic opportunities (Bolotta & Devine, 2022). Similarly, children in fishing communities may combine schooling with work as part of the socialization of family economic and cultural values (Bukari, 2022). Consequently, the perceived value of children may influence parents' motivation to support schooling, particularly when educational aspirations compete with immediate household needs.

In addition to the value of children, family resilience represents another important dimension of educational decision-making. Family resilience refers to the capacity of families to withstand, adapt to, and recover from social, economic, and environmental challenges (Walsh, 2016). Rather than viewing families solely as vulnerable units, the concept of resilience emphasizes their capacity to mobilize resources, maintain relationships, and develop adaptive strategies in response to adversity. In the context of children's education, family resilience may help families maintain educational support despite economic limitations and other challenges. Recent research has associated family resilience with children's and adolescents' well-being and educational experiences (Park, 2026), while social support and positive parent–child relationships contribute to families' capacity to cope with difficulties (Zhang, 2025). Family resilience is therefore relevant to understanding how families sustain educational aspirations under conditions of limited resources (Bu, 2025).

For fishing families, resilience is closely connected to livelihood conditions. Dependence on fishing may expose households to fluctuations in income, environmental uncertainty, and changing market conditions. Under these circumstances, education can be perceived as a long-term strategy for improving livelihood security and reducing dependence on uncertain economic activities. Amadu (2021) found that education contributes to the livelihood resilience of fishing households, while Oracion (2023) reported that parents in fishing communities often preferred non-fishing occupations for their children because such occupations were perceived as offering greater economic

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stability. These findings suggest that family resilience is not only related to the capacity to cope with present difficulties but may also shape parents' aspirations and motivation to support educational pathways that they perceive as beneficial for their children's future.

Beyond individual and family-level factors, local cultural values provide an important social context for understanding educational decisions. Culture encompasses values, norms, beliefs, and social practices that shape how families understand children's roles, responsibilities, and future opportunities (He et al., 2021). In particular, collectivist cultural orientations emphasize family and community interests, social obligations, and shared responsibilities. Such orientations may influence educational decisions because parents' aspirations are often connected to family expectations and community norms. Research indicates that support from extended families and communities can strengthen children's educational motivation in collectivist settings (Ahmed et al., 2022). Cultural values may also be transmitted across generations through parenting practices and family involvement in children's education (Ariani, 2022; Hidayat, 2024).

These cultural dynamics are particularly relevant in fishing communities, where cooperation, social solidarity, and intergenerational transmission of livelihood practices may constitute important elements of community life. Local culture may encourage families to maintain established occupational traditions while simultaneously supporting education as a means of improving children's future opportunities. Consequently, education may be understood in different ways: as a pathway to socioeconomic mobility, as preparation for alternative occupations, or as an activity that must be balanced with family responsibilities and participation in household economic activities. The cultural context therefore provides an important lens for examining why families differ in their motivation to send their children to school.

Family motivation to support children's education can consequently be understood as the outcome of interconnected individual, family, and cultural considerations. Such motivation reflects parents' aspirations for their children's future, perceptions of the benefits and responsibilities associated with having children, their capacity to cope with socioeconomic challenges, and the cultural values that guide family decision-making. Previous studies have demonstrated that parental support and motivation are associated with children's educational participation and may reduce the risk of school dropout (Marca-Maquera et al., 2025). Parental motivation is also related to greater educational involvement, which contributes to children's academic development (Kelso-Marsh et al., 2025). These findings indicate that family motivation is an important component of educational continuity, but its formation cannot be separated from the social and cultural conditions in which families live.

Although previous studies have examined the value of children, family resilience, cultural values, and parental educational motivation, these factors have generally been investigated separately or in contexts other than fishing communities. Research that integrates the three factors within a single framework to examine their relationship with parents' motivation to send their children to school remains limited. This gap is particularly important because fishing communities have distinctive socioeconomic, occupational, and cultural characteristics that may shape educational decisions differently from those of other communities. Examining these factors simultaneously can therefore provide a more comprehensive understanding of how parents' perceptions, family adaptive capacity, and cultural orientations are associated with educational decision-making.

From the perspective of community education, the family represents a fundamental social environment for supporting children's educational participation. Family empowerment involves not only strengthening economic capacity but also developing family values, resilience, social support, and cultural practices that encourage educational continuity. Accordingly, this study aims to examine the relationships among the value of children, family resilience, and local cultural values and the motivation of fishing families to send their children to school in the coastal area of Ambo Island, Balabalakang. By examining these relationships simultaneously, the study seeks to contribute to the understanding of family-based educational decision-making in fishing communities and provide practical insights for developing culturally responsive community education and family empowerment strategies.

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RESEARCH METHOD

This study employed a quantitative approach with a cross-sectional survey design to examine the relationships among the value of children, family resilience, cultural values, and parents' motivation to send their children to school. The study was conducted in the fishing community of Pulau Ambo, Balabalakang, which is characterized by distinctive socioeconomic and cultural conditions. The target population consisted of fishing families with children aged 10–15 years. A total of 50 parents or heads of fishing households participated in the study. Respondents were selected using purposive sampling based on the following criteria: being a fisher or household member engaged in a fisheries-related occupation, having at least one child aged 10–15 years who was of school age, and being willing to participate in the study. The sample size was determined based on the availability of eligible fishing families in the study area and the specific characteristics of the target population. Given the relatively small and geographically concentrated population, the study sought to include respondents who met the predetermined eligibility criteria as comprehensively as possible. The sample size was also considered in relation to the exploratory nature of the study and the three predictors included in the regression model, namely the value of children, family resilience, and cultural values. Therefore, the findings were interpreted with consideration of the sample size and its implications for statistical power and generalizability.

Data were collected using structured questionnaires designed to measure the four main variables. The value of children was measured using the Value of Children for Family instrument developed by Sunarti (2001), covering economic, social, emotional, and religious or spiritual dimensions. Family resilience was measured using the Family Resilience Diagnostic instrument (TAHAN-GA) developed by Sunarti (2001), which includes physical-economic, social, and psychological dimensions. Cultural values were measured based on the framework proposed by Triandis (1995) and Triandis and Gelfand (1998), consisting of four dimensions: horizontal individualism, vertical individualism, horizontal collectivism, and vertical collectivism. Parents' motivation to send their children to school was measured based on the Expectancy-Value Theory developed by Eccles and Wigfield, which includes expectancy beliefs and subjective task value, consisting of attainment value, utility value, intrinsic value, and cost. The questionnaire primarily used a four-point Likert scale, while factual indicators were measured using dichotomous response options. Unfavorable items were reverse-coded before data analysis so that higher scores consistently represented higher levels of the respective constructs. Limited interviews were also conducted to obtain contextual information regarding parents' educational considerations and the socioeconomic and cultural conditions of fishing families.

The validity and reliability of the research instruments were assessed before the main statistical analysis. Item validity was evaluated using the corrected item–total correlation, with a coefficient greater than 0.30 considered an acceptable indication of item validity. The reliability of each construct was assessed using Cronbach's Alpha, with a coefficient of at least 0.70 considered to indicate satisfactory internal consistency. The actual item validity coefficients and Cronbach's Alpha values for each variable were reported based on the statistical results obtained from the instrument testing. These results were used to ensure that the instruments were sufficiently valid and reliable for measuring the constructs examined in the study.

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize the characteristics of the respondents and the distribution of each research variable. Pearson's correlation analysis was employed to examine the relationships among the value of children, family resilience, cultural values, and parents' motivation to send their children to school. Prior to multiple linear regression analysis, the data were tested for the assumptions of normality, multicollinearity, and heteroscedasticity. Multiple linear regression was then conducted to examine the simultaneous contribution of the value of children, family resilience, and cultural values to parents' motivation to send their children to school. The regression model was expressed as $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$, where Y represents parents' motivation to send their children to school, X_1 represents the value of children,

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X_2 represents family resilience, X_3 represents cultural values, a represents the constant, b_1–b_3 represent the regression coefficients, and e represents the error term. The significance of the regression model was assessed using the F-test, while the individual contribution of each independent variable was examined using the t-test. The coefficient of determination (R^2) was used to determine the proportion of variance in parents' motivation to send their children to school explained by the independent variables. Statistical significance was evaluated at the 5% significance level ($\alpha = 0.05$).

RESULTS AND DISCUSSION

General Description of the Research Data

The descriptive analysis revealed that the majority of respondents were fishing households whose parents had relatively low levels of educational attainment, with most having completed only elementary school or not completing elementary education, and whose household income was unstable. These characteristics reflect the typical socioeconomic conditions of fishing communities, which are generally vulnerable to economic uncertainty and may consequently influence parental decisions regarding their children's education.

The descriptive results of the study variables indicate the following. First, the value of children was categorized as moderate to high, with the strongest dimensions being religious and economic values. Second, family resilience was generally high, although the psychological resilience dimension remained comparatively weaker. Third, cultural values demonstrated a strong tendency toward collectivism, particularly in the dimensions of horizontal collectivism and vertical collectivism. Finally, family motivation to send children to school was categorized as moderate, with the highest scores observed in the utility value and intrinsic value dimensions, whereas the cost value dimension represented the principal weakness.

These findings suggest that despite experiencing economic constraints, fishing families continue to maintain positive attitudes toward their children's education.

Validity and Reliability Test Results

The validity test results indicated that all questionnaire items had Corrected Item–Total Correlation coefficients greater than 0.30, confirming that all measurement items were valid.

Furthermore, the reliability analysis showed that all research variables achieved Cronbach's Alpha values exceeding 0.70, indicating satisfactory internal consistency and confirming that the research instruments were reliable for subsequent statistical analyses.

Correlation Analysis among Variables

Table 1. Correlation Matrix of the Research Variables

Variables	1	2	3	4
1. Value of Children	1			
2. Family Resilience	0.412**	1		
3. Cultural Values	0.601**	0.455**	1	
4. Family Motivation	0.575**	0.339*	0.891**	1

Sumber: Olahan Data Penelitian, 2026

Note:

- $p < 0.05$
- **p** < 0.01

The Pearson correlation analysis demonstrated significant positive relationships among the study variables. The **value of children** was positively and significantly correlated with **family motivation to send children to school** ($r = 0.575$, $p < 0.01$), indicating a moderate to strong association. **Family resilience** also showed a positive and

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statistically significant relationship with family motivation (r = 0.339, p < 0.05), although the strength of this relationship was comparatively weaker. Meanwhile, **cultural values** exhibited the strongest positive correlation with family motivation (r = 0.891, p < 0.01), suggesting that cultural values constitute the variable most strongly associated with families' motivation to educate their children.

Multiple Linear Regression Analysis

Table 2. Results of Multiple Linear Regression Analysis

Variables	B	Beta (β)	t	Sig.
Constant	1.245	–	–	–
Value of Children	0.356	0.32	3.45	0.001**
Family Resilience	0.128	0.12	2.11	0.038*
Cultural Values	0.742	0.68	8.92	0.000**

Sumber: Olahan Data Penelitian, 2026

Table 3. Model Summary

R	R Square	Adjusted R Square	Sig.
0.905	0.820	0.811	0.000

Sumber: Olahan Data Penelitian, 2026

Note:

- p < 0.05
- **p** < 0.01

The simultaneous regression analysis revealed that the three independent variables jointly exerted a statistically significant influence on family motivation to send children to school (p < 0.001). The coefficient of determination (R^2 = 0.820) indicates that 82% of the variance in family motivation can be explained by the combined effects of the value of children, family resilience, and cultural values, while the remaining 18% is attributable to other factors not included in the present study.

The partial regression analysis demonstrated that the value of children had a positive and statistically significant effect on family motivation (β = 0.32, p < 0.01). Likewise, family resilience exerted a positive and significant influence (β = 0.12, p < 0.05), although its contribution was relatively modest. In contrast, cultural values exhibited the strongest positive and statistically significant effect (β = 0.68, p < 0.001), indicating that this variable was the most dominant predictor of family motivation to send children to school.

Overall, these findings indicate that families' motivation to educate their children is not determined solely by economic resilience. Rather, it is more strongly influenced by parents' perceptions of the value of children and by the cultural values embedded within both the family and the broader fishing community.

Discussion

The Value of Children and Family Educational Motivation

The findings indicate that the value of children was perceived at a moderate to high level, with the strongest emphasis placed on the religious and economic dimensions. This suggests that within fishing communities, children are perceived not only as potential sources of future economic support but also as moral and spiritual responsibilities that should be nurtured through education. Consequently, parents' perceptions of the value of children play a crucial role in shaping their motivation to invest in their children's education.

These findings are consistent with the Value of Children (VOC) framework, which conceptualizes children as multidimensional entities possessing economic, emotional, social, and spiritual value (Fang & Liu, 2025; Xia et al.,

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2024). The prominence of the religious dimension in this study indicates that children's education is viewed not merely as a material investment but also as the fulfillment of parents' moral and spiritual obligations. This finding supports Gu (2021), who reported that parents who perceive their children as sources of happiness and achievement tend to demonstrate higher levels of involvement in their children's education.

The findings are also consistent with Widayani et al. (2025), who found that parents' knowledge and attitudes toward family education significantly influence educational decisions related to children's development. Accordingly, the value of children is shaped not only by economic considerations but also by parents' understanding of education as a long-term investment in their children's future.

At the same time, the strong economic dimension indicates that fishing families continue to regard children as part of their household livelihood strategy. This reflects the ongoing negotiation between present utility and future utility, as described by Bolotta and Devine (2022), whereby children simultaneously serve as contributors to the family economy and as long-term investments through education. Consequently, family educational motivation emerges from the integration of economic and religious values that mutually reinforce one another.

These findings differ from studies conducted in more industrialized societies, where the perceived value of children has shifted from economic considerations toward predominantly emotional values (Xia et al., 2024). Within fishing communities, however, economic value remains highly salient, suggesting that transformations in the value of children are context-dependent and influenced by local socioeconomic and cultural conditions.

Family Resilience and Educational Motivation

Family resilience was found to contribute positively to family educational motivation, although it was not the strongest determinant. Descriptively, family resilience was relatively strong in the physical-economic and social dimensions but remained weaker in the psychological dimension. This indicates that fishing families are generally capable of meeting basic needs and maintaining supportive social relationships, yet they continue to experience challenges in achieving emotional stability necessary for effective parenting and educational decision-making.

These findings are consistent with family resilience theory, which emphasizes the importance of adaptive capacity and relational support in coping with adversity (Walsh, 2016). Similarly, Park (2026) and Zhang (2025) demonstrated that family resilience functions as a protective factor in sustaining children's educational participation. The present findings are further supported by Hasanah et al. (2022), who found that community-based family empowerment programs strengthen families' capacity to cope with economic and social challenges. These studies collectively suggest that family resilience depends not only on economic resources but also on social support and community engagement.

Nevertheless, the present study reveals a distinctive pattern in which family resilience does not emerge as the dominant determinant of educational motivation. This suggests that within fishing communities, family resilience functions primarily as a supporting factor rather than the principal driver of parents' educational decisions. Its effectiveness appears to depend largely on the broader value system and cultural environment in which families are embedded. In other words, family resilience operates interactively with the value of children and local cultural values rather than independently influencing educational motivation.

The Dominant Role of Local Culture

Among the variables examined, cultural values emerged as the strongest determinant of family motivation to send children to school. This finding indicates that educational decisions within fishing communities are shaped not only by individual or economic considerations but also by the collective value system embedded within the community.

This result supports Triandis' (1995) cultural values theory, which argues that individuals in collectivist societies prioritize group interests over personal interests. Within this context, children's education is regarded as a

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shared family responsibility and as a symbol of family achievement. These findings are also consistent with Ahmed et al. (2022), who emphasized the importance of collective support in sustaining children's educational participation.

The collectivistic orientation observed in this study was reflected in the predominance of horizontal collectivism and vertical collectivism. Horizontal collectivism was evident in collaborative family practices and social solidarity supporting children's education, whereas vertical collectivism was reflected in the strong authority of parents in making educational decisions. Together, these orientations strengthen educational motivation because decisions are driven not only by individual aspirations but also by social obligations and values transmitted across generations (Ariani, 2022; Hidayat, 2024).

These findings extend previous literature that has largely treated culture as merely a contextual factor influencing educational behavior (He et al., 2021). In contrast, the present study demonstrates that culture functions as a primary determinant that actively shapes family educational decision-making. At the same time, culture exhibits an ambivalent role. On the one hand, it encourages education as a pathway to upward social mobility; on the other hand, it reinforces traditional occupational inheritance within fishing families (Oracion, 2023; Bukari, 2022).

Integrating the Value of Children, Family Resilience, and Cultural Values

Overall, family motivation to educate children results from the interaction among the value of children, family resilience, and local cultural values. However, cultural values emerged as the most influential factor, followed by the value of children, while family resilience served primarily as a supporting factor. These findings suggest that educational motivation among fishing families is better understood as a socially constructed phenomenon shaped by cultural values and shared belief systems rather than solely by economic rationality.

Educational motivation in this context is formed through the interaction of micro-level factors (family values), meso-level factors (family resilience), and macro-level factors (community culture). The dominant influence of culture can be explained by the strong collectivistic characteristics of fishing communities, where family decisions are guided by social norms, moral obligations, and relational structures within the household. Children's education is therefore perceived as a collective responsibility and a reflection of family values, allowing it to remain a priority despite limited economic resources.

These findings challenge the dominant perspective in the family education literature, which typically identifies economic conditions and family resilience as the primary determinants of educational continuity. Within community-based societies such as fishing communities, value systems and cultural norms appear to exert greater influence than structural economic factors. Consequently, this study extends the theoretical framework of family education by positioning culture not merely as contextual background but as a central determinant of family educational motivation.

More broadly, these results are consistent with the community education perspective, which views the family as an integral component of a larger social system. Hasanah et al. (2022) demonstrated that community-based family empowerment initiatives create supportive environments that promote children's educational continuity. Accordingly, the interaction among the value of children, family resilience, and local cultural values shapes educational motivation not only within the family itself but also through broader community dynamics.

From the perspective of community education, these findings underscore that efforts to improve educational participation should extend beyond economic interventions alone. Effective educational policies and programs should incorporate culturally responsive and community-based approaches capable of strengthening family values while transforming social norms that encourage and sustain children's education.

CONCLUSION

This study concludes that the value of children, family resilience, and cultural values significantly influence the motivation of fishing families to send their children to school. Collectively, these three variables explain a substantial proportion of the variance in family educational motivation, with cultural values emerging as the most

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influential predictor, followed by the value of children, while family resilience functions primarily as a supporting factor.

The findings indicate that educational decisions within fishing families are not determined solely by economic conditions or the family's capacity to cope with adversity. Rather, they are more strongly shaped by the value systems and cultural norms embedded within the community. A strong perception of the value of children particularly in the religious and economic dimensions enhances parents' motivation to invest in their children's education, while family resilience supports the sustainability of these educational decisions. At the same time, the collectivistic cultural orientation prevalent within fishing communities provides the primary foundation for family educational aspirations.

Overall, family educational motivation can be understood as a socially constructed phenomenon resulting from the interaction of micro-level factors (the value of children), meso-level factors (family resilience), and macro-level factors (local cultural values). These findings highlight the importance of adopting culturally responsive approaches in efforts to improve educational participation, particularly within traditional community-based societies such as fishing communities.

Beyond its empirical contributions, this study expands the discourse on family education by demonstrating that culture should not merely be regarded as a contextual background but as a central determinant of educational motivation. This perspective provides a more comprehensive understanding of how families make educational decisions and offers valuable insights for policymakers, educators, and community development practitioners seeking to promote equitable and sustainable educational participation in marginalized communities.

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