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Parents' Socio-Economic Status As Determinants Of Young Adults' Educational Attainment In Ayeduase, Kumasi

John Onzaberigu Nachinaab

PhD Candidate, Kwame Nkrumah University of Science and Technology, Department of Sociology and Social Work

Yirenkyi Alexander

MPhil. Sociology, Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology

Esther Nelly Mawunyo Kumah

MA Student, Department of Sociology and Social Work Kwame Nkrumah University of Science and Technology

Abstract: ***It has been well-documented by researchers that having a higher Socio-Economic Status (SES) enables one to have greater access to an array of materials, goods, and services to promote or support academic achievement. The investment in one's higher education benefits not only the individual but also broader society and the fundamental well-being of our nation. The present study, using Forward Selection Step-wise Linear Regression and Chi-square analysis, examined the relationship between parents' socio-economic status and the educational attainment of young adults' in Kumasi. The data for this study were gathered using a comprehensive questionnaire. The sample consisted of young adults' respondents (N =300) who were between 25 and 29 years old. The young adults' respondents completed questionnaires through detailed interviews in person. The study revealed a positive relationship between parents' socio-economic status (parent educational attainment, parent income, parents' occupation) and young adults' educational attainment. It is recommended that the results of this study potentially provide a new starting point for community organizations, public school systems, colleges and universities and policy research organizations to reassess the influence that proxy parenting has on educational attainment.***

Keywords: Parents, Socio-economic Status, Educational Attainment, Young Adult.

I. BACKGROUND TO THE STUDY

The Social-Economic Status (SES) of parents is a major field of study in Social Sciences in determining educational achievement of young adults. Previous studies have proved that young adults with high SES stand a better and high chance of accessing higher educational due to their ability to possess material resources that can promote their academic educational achievement (Sirin, 2005). For one to succeed in life, education is needed. It is a prerequisite for achievement in life and mostly people with high education stand the chance of success in life. When parents invest in their children or young adult education it benefits not only the young adult in the future but also the family and the larger society as well as the nation at large. However, increasing family and parental inequality in terms of family SES affects young adults' educational achievement which subsequently affects their future goal. Inequality in society has made it difficult for some parents to provide the needed support for their children educational needs (Bowles and Gintis, 2011). Across generations, family socioeconomic factors continue to affects young adults' educational achievement. Few studies have equally looked at SES inequality in family from one generation to another stressing on how that affects young adult's educational goal (Hill and Duncan 1987).

Young adulthood according to Arnett (2004) refers to period in a person life from late teenage age of eighteen (18years) to the early adult life of twenties often considered

within a period of (18-29 years). It is period that the young man/woman is developing so explores a lot to meet their lifetime goals. Most young adults tend to make important life choices and decisions concerning their education at this stage. During this stage in life of young adults, it is not only their educational attainment that is dependent on their decisions made but also their income as well as their occupational achievements dependent on their decision made during their stage of young adulthood. It is important to note that through these decisions made by young adults, their educational attainment could be positively or negatively affects in their life. Studies have that there are many parents and family factors influence young adult educational attainment.

A study by (Sirin, 2005) and Fergusson et al. (2006) revealed that there exists some link between parents of young adult SES and their educational attainment. It was noted that the household that children come from or grown in can also influence their educational attainment. Parents SES was measured taking into account variables such as income of parents, whether the young adult is from a wealthy family, educational level of the young adult parents and occupation of parents. These variables have influence on young adults' educational career. Studies have revealed that children from family with low SES do not get their necessary support from their parents to pursue high educational. Low parental socio-economic background therefore put young adults at a disadvantage stage in their quest to attain high education. In addition, young adults at times are affected by their parents' economic hardship either through intentional or unintentional means which also affects their educational career in future (Shea, 2000). Others studies have again proved that children or young adults fail to pursue higher education if they hail from families that are constantly devastated by conflicts, misunderstanding and disunity (Eamon, 2005).

In most studies on family socio-economic and children educational attainment, income is another main prime indicator in determining parents support for their children's educational needs. Parental SES is a powerful predictor of the young adult's academic attainment (Domhoff, 1998). For example, low family income has been linked to lower academic achievement which slows rates of academic progress as compared to those from well-resourced background (Aronson, 2008; Halle et al., 1997; Snibbe and Markus, 2005). When comparing adults who hailed from poor background with to those from rich background, there is a higher likelihood for the former to grow up poor even three times poorer than their parents (Aronson, 2008; Halle et al., 1997). Likewise, when one takes into consideration the influence of their parents' higher income and their academic achievement combined, it may create an optimal condition for their children's educational attainment.

According to Pettit, et al (2009), "… family background characteristics, including parents' own educational attainment, consistently have been found to predict children's subsequent school performance and educational attainment". The educational background of the parents influences how they structure their home environment and their interactions with their children in promoting academic achievement (Davis-Kean, 2005). Parents who have merely a high school diploma or its equivalent are less likely to have a child who aspires to obtain a bachelor's degree (Horn et al, 2000). With a higher level of education, parents are more able to function as instructors in the home and provide a balance of emotional stability as well as a stimulating learning environment (Davis-Kean, 2005). Although previous literature has focused extensively on SES and educational achievement of parents and the impact on young children's education, by comparison, there is a more limited amount of research on the educational attainment of young adults. The aforementioned impact of parental SES has indirect significance in another conceptual framework, the Family Investment Model (FIM), which outlines the positive correlation between SES and parental investments in children. It is this SES-dependent parental investment that may predict later educational attainment of young adults. Thus, the Family Investment Model could be used when identifying critical dynamics in practical approaches to preserve intergenerational continuity and educational attainment.

Historically, economists have viewed the process of children's attainment as an aspect of the Theory of Family Behavior (Haveman and Wolfe, 1995). The family is seen as a production unit that uses real inputs to create value for its members. Parents are the principal figures of the production unit and make the foremost decisions in the generation and utilization of resources. The Family Investment Model proposes that the magnitude of investment in children, the nature of resources invested, and the point at which resources are distributed influence the attainment of children in a family. Subsequently

Haveman (1995) argued that the Family Investment Model promotes children's development through income and education status provided by the financial ability of the family to purchase goods, materials, and services. The Family Investment Model has since served as the fundamental foundation for several research studies such as Conger and Donnellan (2007), and Melby et al., (2008).

The importance of education being passed from one generation to the next is vital. Parent involvement can greatly impact the educational attainment of young adults. However, recognizing that parents do not always have the capacity and resources to guide their children toward educational attainment is essential. It is critical that our society remains a figure that promotes education to all children. There is an ongoing need to implement programs and services to help families understand their critical role in educational attainment of their children. Unfortunately, when people remain uneducated, our society pays the price. In the face of economic, environmental, and social challenges, investment in education enhances the common good of society by increasing financial stability and wealth of the nation, which reinforces families, neighborhoods, and communities. Providing opportunities for sound education will aid the current generation with the knowledge to solve future challenges and change the perspectives and values of future generations.

The educational attainment of an individual has been found to be highly correlated with his/her socioeconomic economic wellbeing. Research has shown that lower educational attainment often translates into less income and unstable employment in the labour market over the life course. This is increasingly true in a global economy that requires

more sophisticated training and education (Kim and Sherraden, 2011).

Moreover in Africa, academic achievement showed that there are numerous factors that affect educational attainment of young adults. These emphasized on family factors such as parents' education, income and occupation, place of residence, paternal absence, gender, individual background and community characteristics (Acharya and Joshi, 2009; Phinney et al., 2005; Bonga, 2010; Imran et al., 2013; Alam et al., 2014; Diaz 2003; Engin-Demir, 2009). These elements strongly impact on the young adults' performance, however, these factors differ from individual to individual and country to country (Alhajraf and Alasfour, 2014; Ogenler and Selvi, 2014; Tomul and Polat, 2013; Yousefi et al., 2010). . Jeynes (2002) even stressed that young adults' who came from low family socio-economic status have a tendency to get lower GPA compared to those from higher socio-economic status (Ali et al., 2013; Nasir, 2012; Ogenler and Selvi, 2014).

Likewise, studies have also established a significant relationship between parents' education and academic achievement. These studies concluded that young adults' who have parents who are educated perform better than those from non-educated parents because the latter can communicate and help their children in academic and other

Based on evidence from the literature in which numerous studies support the link between parents' socio-economic status and educational attainment, however, some studies showed no relationship between some socio-economic factors and academic success. This mixed results offer support to revisit this relationship where parents' socio-economic factors may have a positive impact on academic achievement and also limited research exists on the factors that determine the educational attainment of young adults in Ghana. In Ghana, few researchers have evaluated the robustness of the correlation between family characteristics and children's educational achievements. This study aims at finding out the contribution of socio-economic status of parents on the educational attainment of young adults in Ghana using Ayeduase a community in the Kumasi sub-metro as a case study because there has been a lot of social vices reported which have been attributed to young adults in the community due to its densely populated heterogeneous nature. The research objectives were: to identify respondents' characteristics which influence their perceptions on their parents' socio-economic status and their educational attainment in Ayeduase, Kumasi; to determine the perceptions of socio-economic status in Ayeduase, Kumasi; to determine the level of educational attainment of young adults in Ayeduase, Kumasi and to establish the relationship between parents' socio-economic status and the educational attainment of young adults in Ayeduase, Kumasi.

CONCEPTUAL FRAMEWORK

The current study will use the Family Investment Model (FIM) as a conceptual framework in an attempt to understand the correlation between parents' academic achievement and Socio-economic status on the young adults' educational attainment. The socioeconomic context of human development was discussed by Conger and Donnellan (2007) in and analysis of several research findings. A segment of this analysis addresses the relationship between SES and human development or, more specifically, child development in terms of family investments in children.

The principles of the Family Investment Model are outlined along with an extension of the model to include the relevance of parental educational achievements and occupational positions. The FIM branches from the concept that parents with higher Socio-Economic Status compared to lower- SES have greater access to financial, social, and human capital. Access to these three forms of capital is more specifically described as income, occupational status, and education, respectively. According to the FIM, families with higher income are capable of investing more in child development. These investments include provision of learning materials and a stimulating environment. The FIM proposes that parents with higher education place a priority on activities and experiences that foster their children's academic success. Conger and Donnellan (2007) stated that parents with more education are more knowledgeable and possess a greater understanding of ways to encourage the academic success of their children. In terms of occupational status, the FIM proposes that there is a positive correlation between work role prestige and provision of access to career-related activities for their child. Taken collectively, the FIM proposes that parents invest their economic, educational, and occupational capital in ways that aid the well-being of their children into adulthood. This investment of resources, as outlined in the FIM, was also reported by Conger, Conger, and Martin (2010). Conger et al. (2010) also reported a detailed overview of the FIM and research that has been conducted to assess its validity. The report provides findings of several studies that support the preliminary model of family investment, which considered only the influence of economic well-being. These studies outline the two most basic principles of the influence of income: (1) family income positively influences educational, financial, and occupational success during adulthood, and (2) family income influences investment of resources that foster the well-being of their children. Conger et al. (2010) stated the importance of extending the FIM to consider the influence of education and occupational status in addition to the influence of economic wellbeing.

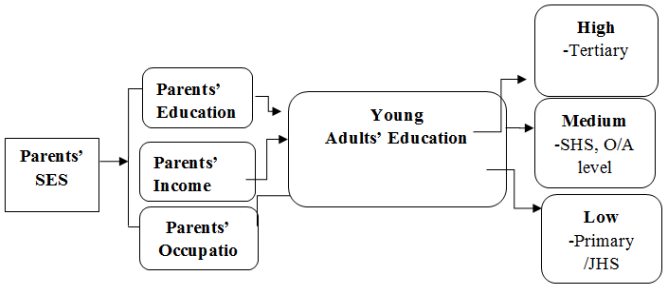
Studies that have assessed this extended view of the FIM are outlined in the report by Conger et al. (2010). These studies support the proposal that parents with economic, educational, and occupational success are able to make greater investments in the development of their children through stimulation of learning, provision of stimulating materials, and access to experiences that foster later success. Given that the quantity of these studies is limited, Conger et al. (2010) suggested further research to examine the role of education and occupational statues in the FIM. Furthermore, it was suggested that education be the foremost item of interest in future FIM research. A strong focus is proposed for education because it was noted to be the primary determinant of income and occupational status. Furthermore, this report stated that education is the primary resource that provides security during times of economic turmoil, which directly affects occupation. Conger et al. (2010) concluded their report by suggesting that the FIM be assessed in an older age group. Such an

assessment will provide vital information of any differential influence of the FIM in terms of age. Given the need for inclusion on education and occupational status in the Family Investment Model, studies have assessed the significance of the Family Investment Model with the addition of these two SES factors.

The relevance of the Family Investment Model was investigated in a study by Melby et al, (2008) to determine its involvement in the association between socio-economic characteristics and later educational attainment of 451 young adults from two-parent families. The study, which was conducted from

1989 to 2002 involved three components of socio-economic status: parents' educational level, occupational prestige, and family income. These three components, measured in 1989, were analyzed for any significant relationship with youths' educational attainment in 2002. Educational attainment data were obtained through youth's self-report in 2002, when the youth averaged 26 years of age. The results of this study showed statistically significant direct associations between all three SES components and youths' educational attainment. The strongest correlation was found between parents' education and youths' educational attainment.

Parent educational level and family income also had indirect effects on youths' educational attainment through supportive parenting. Melby et al. (2008) also found that the number of years of formal education completed by parents was directly related to adolescent academic engagement. Furthermore, academic engagement was found to be related to educational attainment by emerging adults. Given that additional researchers have examined family income influences on emerging adults, it is noteworthy to include and explore FIM and young children's development in terms of income in this study. Yeung, Linver, and Brooks-Gunn (2002) examined how family income affects young children's development. Specifically, Yeung et al. (2002) studied mediating factors for the effect of income on child development. These mediating factors were explored as a part of two general perspectives, one of which, the investment perspective, is relevant to this review. Family investment was measured in two ways: the power of income, which allows the provision of cognitively stimulating materials, and time spent with the child in stimulating experiences. The study, which included 753 children between ages 3 and 5 years, analyzed child development through Woodcock-Johnson Achievement Test-Revised (W-J) scores (problem score and letter word score). The results showed that, excluding investment mediators, there is a significant correlation between family income and child well-being. However, the effect of income on achievement became non-significant or reduced when investment mediators were added. Given this observation, it is important to discuss which of the two investment mediators (income power or time investment) affect achievement scores. Both investment mediators had significant direct effects of the same magnitude on child's W-J letter-word score. Furthermore, educational activities and materials were the most important mediators of the association between income and W-J letter-word scores. These investment mediators were shown to have a similar effect on W-J problem scores. It can be concluded from this study that the association between income and child development is not simple, but involves multiple factors. While income or money can buy cognitively stimulating materials, parental time investment was shown to be a contributing factor to the child's cognitive achievement.



Source: Authors' Construct 2018

Figure 1: Conceptual Framework

II. METHODOLOGY

RESEARCH DESIGN

To facilitate smooth but quality academic work, questionnaire was designed to collect data from respondents. Initial questionnaire designed was later amended after preliminary survey conducted in the catchment area. Both "open" and "close" ended questionnaires was designed to limit respondents on multiple choice but sourced for their views on pertinent information or issues. Research assistants were engaged to administer the questionnaire.

POPULATION OF THE STUDY

Population is the aggregate of all cases that conform to some designated sets of specification. In the field of study, it constitutes all items in any field of enquiry. The study took place within the Kumasi Metropolis, specifically Ayeduase in the Oforikrom Municipal. The Kumasi Metropolitan Assembly presently has ten Sub-District Councils, viz, Asokwa, Tafo, Bantama, Nhyiaeso, Subin, Kwadaso, Suame, Oforikrom, Asawase, Manhyia and 419 Unit Committees. The Oforikrom Municipal shares boundary with Subin sub-metro, Nhyieaso sub-metro, Ejisu Municipal and Manpong Municipal. The sub-metro constitutes the industrial hub of the Kumasi Metropolitan Assembly. For the purpose of this research, Ayeduase which is within Oforikrom Municipal and located to the south-east of Kumasi just at the eastern edge of the Kwame Nkrumah University of Science and Technology was selected as a case study. This community is densely populated, heterogeneous in nature and possesses all the characteristics relevant for the study. It has both urban and rural young adults and prevents homogeneous characteristics. Young adulthood is the stage of life between the ages of 18 and 29 years (Arnett, 2004). However, the target population for this study was young adults between the ages of 25 and 29 years given that age 25 is the minimum age used to calculate the percentage of individuals who have attained at least a bachelor's degree (Ghana Statistical Service, 2010).

SAMPLING TECHNIQUE AND SAMPLE SIZE

The researcher adopted the both stratified and simple random sampling technique. The stratified sampling technique was used to group the respondents in to strata. The researcher started the sampling process by grouping the respondents into relatively homogeneous subgroups before sampling. The strata were mutually exclusive: every element in the population was assigned to only one stratum. The strata were collectively exhaustive. After the stratified sampling techniques, the researcher used the simple random sampling techniques to draw the sample size from each sub population. One major advantage of this technique was that researcher has controlled on the relative size of each stratum rather than letting random processes control it and therefore guarantees representativeness and fixes the proportion of different strata within a sample. Another advantage was that this technique of sampling reduces sampling error since it allowed for equal representation from each stratum.

In the case of this study, the population which is young adults from age 25 to 29 years was divided into young adults with basic education, secondary/vocational education and tertiary education before selecting at regular intervals from the population. The total sample size of three hundred (300) young adults was selected from the community and this number is sufficient or adequate to conduct multivariate analysis (Pallant, 2000).

DATA COLLECTION AND PROCESSION

Primary data was the main source of data for the study. The primary source of information was obtained from questionnaire administered to young adults' living in Ayeduase, Kumasi. The data source for this work was mainly primary data. A comprehensive questionnaire was used to gather data from respondent to answer the research questions. Data was collected on three independent variables including parents education, parents income and parents occupation. The dependent variable was young adult educational attainment.

An initial pilot study was carried out at KNUST to test the study and its techniques designed for data collection for the necessary correction and adjustment. The survey participants were asked to answer 20 questions including nine (9) questions on demographic data, two (2)questions on parents' education, four (4) questions on parents' income and five (5) questions on parents' occupation. From the demographic data, the dependent variable was ascertained and the independent variables were ascertained from questions on parents' socio-economic status.

Questionnaires as data collection instrument are by far the cheapest form and can be conducted by a single researcher. This form also enables the researcher to cover a wider geographical area within a shorter time period. Interviewer biasness is reduced and respondents have the option to complete the questionnaire at their convenience.

One must not lose sight of the fact that questionnaires mostly have lower response rate and also considering our part of the world, where most people feel reluctant to give information especially on their family socio-economic status, one might not give a true picture of what actually exist.

DATA PRESENTATION AND ANALYSIS

The inferential model for data analysis was adopted in analyzing the responses for easy analysis of this study. Composite tables were used from which mean scores were calculated. This section concerned with the presentation of data which was collected from respondents. It was presented under the following sub-headings: respondents' characteristics, young adults' perception of their parents' socio-economic status, impacts of parents' socio-economic status on young adult's educational attainment and the relationship between young adults' educational attainment and their parents' socio-economic status. Composite tables were used to present the processed data for easy analysis, understanding and to help the user of this study draw conclusion for the study. Descriptive statistics such as frequency table in order of inferences was used to answer research questions one, two and three. Pearson correlation matrix and multiple linear regression analysis was runned to show the relationship between the dependent and independent variables and also identify the degree of association between young adults' educational attainment and their parents' education, income and occupation to answer research question four. All the demographic data were categorical in nature with the exception of age and number of children. The first demographic variable, "age," was continuous in nature. Numerical responses for this variable indicated the actual age of the respondent. The second variable, "gender," was a dichotomous variable coded 1= male and 2= female. The third variable, "Marital status," was categorical in nature. The response categories were coded as follows: 1= Single, 2= Married, 3= Divorced, 4= Widowed. The fifth variable, "number of children," was continuous in nature. Numerical responses for this variable indicated the respondent's number of children. The sixth variable, "Religious Affiliation," was categorical in nature. The response categories were coded as follows: 1= Christian, 2= Muslim, 3= Free Thinker. 4=Traditional. Respondents were asked, "How much education did your parents complete? Response categories included, 0= none, 1= primary/J.H.S, 2= S.H.S / Middle School leaving Certificate/ 'O' level/ 'A level and 3= Tertiary. These response categories were further categorized as High, Average and Low. High represents respondents with tertiary education; Average represents respondents with S.H.S / Middle School leaving Certificate/ 'O' level/ 'A level and Low represents respondents with primary/J.H.S. The categories were coded in the following way: 1= Low, 2= Average and 3= High.

With young adults' perception of parents' socio-economic status, Respondents were asked, "Were your parents poor when you were growing up, pretty well off, or what?" Response categories included, "Poor", "Average", and "Pretty well off." Categories were coded as follows: 1= Poor, 3= Average and 5= Pretty well off. This measure of perceived financial status has been found to be valid and has been used in multiple studies (MacLean, 2011; Meer, et al, 2003).

With regards to young adults' educational attainment, respondents were asked, have you had any formal education? 1=No, 2=Yes. If yes, what is the level of your education? 1= primary/J.H.S, 2=S.H.S / vocational and 3=Tertiary. For the

current study, educational attainment of young adults' response variables was also combined to generate a single scale score. To combine these variables, each of the variables was recoded based on the highest level of academic achievement. Higher scores for these measures represented higher levels of educational attainment. Restructured response categories were coded as follows: 1= low educational attainment (basic-primary/JHS) 2= average educational attainment (secondary/vocational) and 3= high educational attainment (tertiary). Parents' Occupation was coded as 1= Farmer, 2=Trader 3= Civil Servant, 4=Public servant. Parents salary range/monthly profit was coded as 1= below GH₵250 a month, 2= GH₵251- GH₵550, 3= GH₵ 551-GH₵850, 4=GH₵ 851- GH₵₵1,100 and 5=GH₵1,101 and above.

III. RESULTS AND DISCUSSION

PRESENTATION AND ANALYSIS OF DATA FOR RESEARCH QUESTION ONE

The data that were furnished by respondents was presented in Table 4-1. Key to the table was age, gender, religious affiliation, marital status, educational attainment of young adults, young adults lived with parents/guardian and the number children depending on parents.

Variables/Categories	**Frequency,** f=300	**Percentage**,%
Age Group:		
25-29 years	300	100
Gender:		
Male	153	51
Female	147	49
Religious Affiliation		
Christianity	145	48.3
Islam	124	41.2
Traditional	19	6.4
Free Thinker	12	4.1
Marital Status		
Single	192	64
Married	93	31
Divorce	11	3.7
Widowed	5	1.7
Educational Attainment		
Basic School (Primary/JHS)	100	33
Secondary/Vocational	78	26
Tertiary	122	41
Parent/Guardian		
Guardian	96	32
Single Parent	106	35
Both Parent	98	33
Number of Children Depending on parents		
1-3 dependents	176	59
4 or more dependents	124	41

Source: field data, 2018

Table 4-1: Presentation of Data for Research Question One

Knowledge of the background of the respondents helps to create confidence in the reliability of data collected. The main respondent characteristics that were imperative for the study were age, gender, religious affiliation, marital status, educational attainment of young adults who young adult lived with when growing up and the number of dependents on young adults' parents. Young adults from age 25 to 29 years participated in the survey.

As presented in Table 4-1, out of the three hundred (300) respondents, 153(51%) males responded to the questionnaire whilst 147(49%) females responded to the questionnaire. Evidence from the data showed that, males responded to the questionnaire more than females.

The data depicted in Table 4-1, showed that for the respondents' religious affiliation, most of them 145(48.3%) of the respondents were Christians, followed by 124(41.2%) of the respondents were Muslims, 19(6.4%) of the respondents were traditionalist and 12(3.7%) of the respondents were free thinkers. The field data shows that majority of young adults living in Ayeduase were Christians.

From the data presented in Table 4-1, the study established that out of 300 respondents, 192 (64%) of the respondents were single, 93 (31%) of the respondents were married, 3.7% (n=11) of the respondents were divorced and 5(1.7%) of the respondents were widowed. As revealed by the field data, majority of young adults within Ayeduase were single.

Investigating on respondents level of education, the study revealed that most of respondents; 122(41%) had tertiary education, 100 (33%) of the respondents had basic education (primary/Junior high school) and 78(26%) had secondary/vocational education. The data presented in Table 4-1 clearly showed that Ayeduase community has most young adults' who had tertiary education.

Investigating who respondents lived with when growing up, the study revealed that 106(35%) of the respondents lived with single parent, followed by 98 (33%) lived with both parent and 96(32%) of the respondents lived with guardians. The results of the study depicted that majority of young adults living in Ayeduase lived with single parents when growing up.

Evidence from Table 4-1 indicated that out of the three hundred (300) respondents, 176(59%) of the respondents had one to three number of children depending on their parents whiles 124(41%) of the respondents reported having four or more number of children depending on parents. The results of the study showed that majority of young adults in Ayeduase had four or more children depending on their parents when growing up.

Statement	**Frequency f=300**	**Percent ,%**
Parents Educational Attainment		
What level of education did your father complete?		
None	**26**	**8.6**
primary/J.H.S	**53**	**17.6**
S.H.S / Middle School leaving Certificate/ 'O' level/ 'A level	**143**	**48**
Tertiary	**78**	**26**

What level of education did your mother complete?		
None	**32**	**10.7**
primary/J.H.S	**64**	**21.3**
S.H.S / Middle School leaving Certificate/ 'O' level/ 'A level	**132**	**44**
Tertiary	**72**	**24**
Parents Occupation		
What is your fathers' occupation		
Farmer	**79**	**26.3**
Trader	**128**	**42.7**
Civil Servant	**86**	**28.7**
Public Servant	**7**	**2.3**
What is your mothers' occupation		
Farmer	**78**	**26**
Trader	**162**	**54**
Civil Servant	**57**	**19**
Public Servant	**3**	**1**
Parents Income		
How much is your parents, monthly salary (range)		
below GH¢250	**14**	**5**
GH¢251- GH¢550	**45**	**15**
GH¢ 551-GH¢850	**78**	**26**
GH¢ 851 – Gh¢1100	**94**	**31**
Above GH¢1100	**69**	**23**
Indicate which type of housing apartment you stay in		
compound house	**128**	**42.7**
Self-contained house	**97**	**32.3**
Residential area	**75**	**25**
Who owned the house you stay in?		
Owned by household head	**162**	**54**
Parents	**58**	**19.3**
Public/Government ownership	**80**	**26.7**
Did you have any of the following?		
Bicycle/ motorbike: N;,	126	42
Yes;	174	58
Motorcar: No	203	67.7
Yes;	97	32.3
Computer: No;	188	62.7
Yes;	112	37.8
Internet: No;	263	87.7
Yes;	37	12.3
Mobile phone:		
No;	121	40.3
Yes;	179	59.7

Source: field data, 2018

Table 4.2: Tabular presentation of data for research question two

EDUCATIONAL ATTAINMENT OF PARENTS OF RESPONDENTS

According to Table 4-2, out of the three hundred respondents, 143(48%) of respondents had fathers with secondary/O'/A' level, followed by tertiary education 78 (26%), 53 (17.6%) of the respondents fathers had basic education and 26(8.6%) had no formal education. With regards to mothers of respondents, 132(44%) of the respondents mothers have secondary/O'/A' level, 64(21.3%) of the respondents have mothers with basic education, 72(24%) of respondents have mothers with tertiary education whiles 32(10.7%) of the respondents mothers had no formal education From Table 4-2, the highest level of education completed by the parents of young adults was Secondary/O'/A' level.

For most respondents as depicted in Table 4-2, 128(42.7%) of the respondents had fathers who were traders, 86 (28.7%) of the respondents fathers were civil servants, 79(26.3%) of the respondents fathers were farmers whiles 7(2.3%) of the respondents fathers were public servants.

With regards to the occupation of respondents mothers, out of the three hundred respondents, 162(54%) of the respondents mothers were traders, 78(26%) of the respondents mothers were farmers, 57(19%) of respondents had mothers who were civil servants and 3 (1%) had mothers who were public servants.

The study results inveterate that the occupations of parents of young adults within Ayeduase community were trading.

Investigating on the income level of parents of young adults, the study revealed that 94(31%) of respondents parents had income of GH¢851-1100, 78 (26%) of respondents had parents with income of GH¢551-850, 69(23%) of respondents had parents with income level of GH¢550 and above, 45(15%) of respondents parents income was GH¢251-550 whiles 14(5%) of respondents had parents with income level below GH¢250. From Table 4-2, the highest income of parents of young adults was GH¢851-1100.

The study further investigated other factors that determine parents' socio-economic status. From Table 4-2, it is evidenced that 128(42.7%) of the respondents lived in compound house, 97(32.3%) of respondents lived in self-contained house and 75(25%) lived in residential area. 162(54%) of the respondents self-reported that their dwelling was owned by household head,80(26.7%) of the respondents reported their parents owned their dwelling whiles 58(19.3%) of respondents lived in public or government residence. 174(58%) of respondents parents had bicycles/motorbikes, 188(62.7%) of respondents parents' had motorcars, 112(37.8%) of respondents parents' had computers, 37(12.3%) of respondents parents had internet access and 179(59.7%) of respondents parents had mobile phones.

Variables	% of YA within Variable	P-Value
Young Adults Educational Attainment		
<.01*		
Low	33%	
Average	26%	
High	41%	
Parents' Educational Attainment		<.01*
Low	34%	
Average	26%	
High	40%	
Parents' Income		<.01*
Low	20%	
Average	57%	
High	23%	
Parents' Socio-economic Status		
<.01*		
Poor	22%	
Average	43%	
Pretty Well off	35%	

**p<.01*
YA=Young Adults'

Table 4-3: Tabular Presentation of Data for Research Question Three

STATISTICAL ANALYSIS OF DATA FROM RESEARCH QUESTION THREE

Impact of Parents' Socio-Economic Status on Young Adults' Educational Attainment

According to Table 4-3, the majority of young adults with high educational attainment (tertiary) had parents with high academic achievement, at 40%. Furthermore, the majority of young adults with high educational attainment (35%) perceived their parents' SES to be pretty well off with a higher income level. This is supported by (Bailey and Dynarski, 2011), who reported that most of the increases in rates higher educational attainment over the past few decades have been achieved by high-income families' children. Willingham (2012) also insisted that "low-income families cannot as readily afford books, computers, access to tutors and other sources of academic support"

Among young adults' with average educational attainment (secondary/vocational), 26% had parents who also achieved average educational attainment (secondary/O'/A'level), 57% of young adults' had parents with average income and 43% perceived their parents socio-economic status to be average. The majority of young adults with average educational attainment had the least percentage of parents with average educational attainment at 26%. This is supported by literature. According to (Davis-Kean, 2005), the socio-economic status of parents influences how they structure their home environment and their interactions with their children in promoting academic achievement. Parents who have merely a high school diploma or its equivalent are less likely to have a child who aspires to obtain a bachelor's degree (Horn, Nuñez, & Bobbitt, 2000).

Within the young adults' who had low educational attainment (basic-primary/JHS), 34% had parents with low educational attainment (completed basic school), 20% had parents with low income level and also 22% reported their parents to be poor. Young adults with low educational attainment had the second-highest percentage of parents with low academic achievement. This is supported by (Jeynes, 2002) who reported that students who came from low family socio-economic status have a tendency to get lower GPA compared to those from higher socio-economic status. (Walpole, 2003) also confirmed that low-SES students had lower incomes, educational attainment, and graduate school attendance than high-SES students nine years after entering college.

	YAEA	DEP	GEN	POC	PEA	PIN
YAEA	1.00					
DEP	-0.34393	1.00				
GEN	0.52671	0.09147	1.00			
POC	0.36891	-0.13407	-0.08388	1.00		
PEA	0.27687	-0.41021	-0.24400	0.49867	1.00	
PIN	0.42308	0.23771	0.57287	-0.47780	-0.15782	1.00

**p≤.05*
***p≤.01*
YAEA= Young Adults Educational Attainment
DEP= Number of Dependents
GEN= Gender
POC=Parents Occupation
PEA=Parents Educational Attainment
PIN=Parents Income

Table 4-4: Correlation Matrix of Major Study Variables

Variable	Coefficient	Std. Error	t-Statistic	Prob.
DEP	-0.102605	0.059796	-1.715899	0.0372
GEN	0.236754	0.164656	1.437869	0.0000
POC	0.334090	0.097005	3.444060	0.0007
PEA	0.313587	0.055221	5.678747	0.1515
PIN	0.420456	0.057145	7.357642	0.0000

R-squared	0.600883	Mean dependent var	2.193980
Adjusted R-squared	0.517222	S.D. dependent var	1.309169
S.E. of regression	1.444377	Akaike info criterion	3.589814
Sum squared resid	613.3502	Schwarz criterion	3.651695
F-statistics	8.984	Hannan-Quinn criter.	3.614582
Probability (F-statistics)	0.003		

**p≤.05*
***p≤.01*
YAEA= Young Adults Educational Attainment
DEP= Number of Dependents
GEN= Gender
POC=Parents Occupation
PEA=Parents Educational Attainment
PIN=Parents Income

Table 4-5: Regression model results

The prediction model contained five predictors. The model was statistically significant, (F = 8.984, p = 0.003) with an R-squared= .601 and Adjusted R –squared = .517. Young adults' educational attainment was primarily predicted by higher levels of parents income, parents occupation, higher levels of parents educational attainment, and gender of the young adult. Parents income received the strongest weight

(β=.420), followed by parent occupation (β=.334), parent educational attainment (β=.314), gender (β=.238), number of dependents received the lowest of the five weights (β=-.103).

The study revealed a positive correlation between parents' socio-economic status (parent educational attainment, parent income, parents' occupation) and young adults' educational attainment; In addition, parents' income and parents' occupation significantly predicted young adults' educational attainment. Specifically, parents' income was the strongest predictor of young adults' educational attainment. This is supported by (Yeung et al. 2002) who studied mediating factors for the effect of income on child development. The result showed a significant correlation between family income and child well-being. The educational attainment of parents was not a significant predictor of young adults' educational attainment.

	YAEA	DEP	GEN	PA	PEA	PIN
Mean	2.20	1.87	0.50	1.00	2.17	2.53
Median	2.00	2.00	1.00	1.00	2.00	3.00
Maximum	4.00	4.00	1.00	2.00	4.00	4.00
Minimum	0.00	0.00	0.00	0.00	0.00	0.00
Std. Dev.	1.31	1.29	0.50	0.80	1.30	1.13
Skewness	-0.15	0.13	-0.02	-0.01	-0.11	-0.39
Kurtosis	1.87	1.85	1.00	1.54	1.87	2.31
Jarque-Bera	17.08	17.11	50.00	26.51	16.49	13.44
Probability	0.00	0.00	0.00	0.00	0.00	0.00
Observations	300	300	300	300	300	300

Source: field data
YAEA – young adult's educational attainment
DEP – Number of dependents
GEN – Gender
PA – Parental Absence
PEA – Parents educational Attainment
PIN – Parent Income

*Table 4-6: Descriptive statistical summary of analyzed dependent and independent variables (N= 300)**

IV. CONCLUSION

Based on the data collected from respondents and analysed, the following conclusions were drawn from the study. As far as the study is concerned, the mean educational attainment of young adults was secondary/vocational and academic achievement of their parents was also secondary/O/A' level. Majority of young adults lived with single parents, the number of dependents young adults parents had was four or more and the mean young adult perception of their parents' SES was average. Males represent the majority of the respondents in this survey. The study revealed a positive relationship between parents' socio-economic status (parent educational attainment, parent income, parents' occupation) and young adults' educational attainment, In addition, parents' income and parents occupation significantly predicted young adults' educational attainment. Specifically, parents' income was the strongest predictor of young adults' educational attainment. Aside from parent's educational attainment, parents' income and parents' occupation, other variables including number of dependents and sex were predictors of young adults' educational attainment. Specifically, gender was a significant predictor of young adults' educational attainment and number of children had a negative relationship with young adults' educational attainment.

The importance of education being passed from one generation to the next is vital. Parental involvement can greatly impact the educational attainment of young adults. However, recognizing that parents do not always have the capacity and resources to guide their children towards educational attainment is essential. It is critical that our society remains a figure that promotes education to all children. There is an ongoing need to implement programs and services to help families understand their critical role in educational attainment of their children. Unfortunately, when people remain uneducated, our society pays the price. In the face of economic, environmental, and social challenges, investment in education enhances the common good of society by increasing financial stability and wealth of the nation, which reinforces families, neighborhoods, and communities. Providing opportunities for sound education arms the current generation with the knowledge to solve future challenges and change the perspectives and values of future generations.

V. RECOMMENDATIONS

Theoretically, the current study established five significant predictors of young adults' educational attainment: parent income, parent occupation, parent educational level, gender and number of dependents. The three key significant predictors of young adults 'educational attainment was parent income, gender and parents educational attainment. These findings reaffirm current thinking through similarities between these results and the existing work of other researchers in this field. The findings and results from the current study do tend to extend the knowledge of existing literature and research based on parents' socio-economic status as determinants of young adults' educational attainment. The current study did not review literature on the impact of parental SES on young children's education. Data availability and reliability permitting, further research can look at young children's education along-side emerging adult.

Practically, the results of this study potentially provides a new starting point for community organizations, public school systems, colleges and universities and policy research organizations to reassess the influence that proxy parenting has on educational attainment. In order to prepare all adolescents for postsecondary education or advanced training, researchers should consider investigating different methods to assist in reproducing positive learning socialization environment for all (Jerald, 2009). When parents have a limited amount of education, their children are placed at a disadvantage in terms of their own pursuit of education. In these instances, proxy parenting can be employed to help alleviate the burden that parents carry. Proxy parents may include individuals, programs, or organizations that are capable of providing the guidance needed to direct adolescents, who will become young adults, through the maze of educational attainment. These individuals, programs, and organizations can also serve as a support mechanism,

challenging parents to become more involved in the education of their children. The concept of proxy parents incorporates the notion of allowing individuals, programs, or organizations to take on the role of parent-like support centered on promotion of academic and educational attainment. The benefits of using proxy parents would give adolescents an increased opportunity that nurtures their educational attainment. This would help to ensure a brighter future for both parents and the next generation combating the lack of education and financial stability. Future research should emphasize the importance of examining non-traditional factors that may influence educational attainment.

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