



RELATIONSHIP BETWEEN PARENTAL EDUCATIONAL ATTAINMENT AND UNIVERSITY STUDENTS' EMPLOYABILITY AND SUSTAINABLE DEVELOPMENT SKILLS IN KANO STATE, NIGERIA.

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Abstract

The study was carried out to assess the relationship between Parental Educational Attainment and university students Employability and Sustainable Development Skills in Kano State, Nigeria. The objective of the study explored the correlation between parents' educational levels and their children's preparedness for the workforce and understanding of sustainable development. Descriptive survey research design was used for the study. The population of the study involves final year students of Bayero University, Kano. According to the data collected, there are 6432 final year students spread across all the faculties in the institution. The sample size of the study was 357 students selected using stratified and simple random sampling technique. The researcher developed questionnaire on children's employability skills standardized tests was used for data collection. The data collected was analysed using frequency, mean and standard deviation. The inferential statistics of PPMC was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that University students whose parents have higher educational attainment exhibits stronger employability skills such as critical thinking, problem-solving, communication, and teamwork ($p=0.00<0.05$). Also, students from families with higher parental educational attainment have a greater awareness of sustainable development practices ($r=0.03<0.05$). Therefore, the study concludes that Higher parental educational attainment have a positive correlation with students Employability and Sustainable Development Skills in Kano State, Nigeria. The study recommends among others that; institutions should establish mentorship programs that connect university students with successful professionals from similar backgrounds. These mentors can serve as role models and provide guidance on employability and sustainable development practices to cater for students whose parents are not educated. Also, government should integrate sustainable development concepts into university curricula across various disciplines. This can help students understand the importance of sustainability and how it relates to their future careers.

Keyword: Employability, Sustainable Development Skills, Parental Educational Attainment, University students.



Introduction

The educational attainment of a generation shapes the future not only for themselves but also for their children. The relationship between parental educational attainment and university students' employability and sustainable development skills is a significant area of research, particularly in developing regions such as Kano State, Nigeria. Parental educational attainment has been widely studied as a determinant of children's educational and professional outcomes. According to Haveman and Wolfe (2023), parents with higher educational levels tend to provide environments that foster academic and professional success in their children. This is often due to the availability of resources, academic support, and a culture that values education and continuous learning. Parental education is one of several factors that can influence a child's employability because it can contribute to stronger academic performance in children, which translates to better opportunities for higher education and acquiring sought-after skills.

Employability refers to the attributes, skills, and competencies that enable individuals to find and maintain employment. Knight and Yorke (2022) identified core employability skills as communication, problem-solving, teamwork, and self-management. These skills are crucial for university graduates navigating the job market. Holmes (2020) further argued that employability is influenced by both individual attributes and external factors, including family background and socioeconomic status. The parents among other factors prepares children for a competitive job market and equip them with the skills necessary to navigate the complexities of a sustainable future. Employability ensures graduates can secure and thrive in meaningful careers, while sustainable development skills empower them to contribute to a

future that prioritizes environmental and social well-being.

Sustainable development skills encompass the knowledge and abilities required to promote sustainable practices in various sectors. These skills are essential for addressing global challenges such as climate change, poverty, and inequality. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017) emphasized the importance of integrating sustainable development into education to equip students with the skills needed for a sustainable future.

Kano State, located in Northern Nigeria, presents a unique context for studying the impact of parental education on student outcomes. The region faces significant educational challenges, including low literacy rates and limited access to quality education (Okebukola, 2020). Despite these challenges, higher education institutions in Kano State play a crucial role in developing the local workforce and contributing to sustainable development. Research has shown that students from families with higher educational attainment are more likely to develop strong employability and sustainable development skills. These students often have access to better educational resources and support systems (Coleman, 2018). In Kano State, the influence of parental education on students' professional and developmental skills is particularly relevant given the region's socio-economic dynamics. Previous studies have highlighted the importance of parental education in shaping students' academic and career trajectories. For instance, Chevalier (2020) found that parental education significantly influences children's educational attainment and subsequent employment opportunities. Similarly, Bradley and Corwyn, (2022) demonstrated that higher parental education correlates with better labour market outcomes for their children.



Statement of the Problem

The increasing emphasis on a skilled workforce to address complex global challenges is coupled with a concerning trend: a link between parents' educational attainment and their children's preparedness for the workforce. This creates a cycle of advantage and disadvantage, where children from highly educated families often have a significant head start in acquiring the skills and experiences necessary to secure meaningful employment. This disparity can perpetuate social inequalities and hinder efforts to build a diverse and adaptable workforce equipped to address the demands of the 21st century. Furthermore, there is limited understanding of the factors that shape the acquisition of sustainable development skills, particularly within the context of developing economies like Kano State, Nigeria. The relationship between parental educational attainment and the development of sustainable skills among their children remains underexplored, especially in the Nigerian context.

In order to create policies that improve educational and professional outcomes in Kano State, it is essential to comprehend the relationship between parental educational achievement and university students' employability and sustainable development skills. By looking at the unique dynamics in this area, this study aims to further our understanding and offer insights that can guide policy actions and educational practices that promote sustainable development.

Objective of the Study

The following were the objectives set for the study;

1. Ascertain the relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State

2. Determine the relationship between parents' educational attainment and children's skills for sustainable development in Kano State

Research Questions

The following were the research questions to guide the conduct of the study;

1. What is the relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State?
2. What is the relationship between parents' educational attainment and children's skills for sustainable development in Kano State?

Hypotheses

Below were the hypotheses generated to guide the conduct of the study;

1. There is no significant relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State
2. There is no significant relationship between parents' educational attainment and children's skills for sustainable development in Kano State

Methodology

Descriptive survey research design was used for the study. The population of the study involves final year students of Bayero University, Kano. According to the data collected, there are 6432 final year students spread across all the faculties in the institution. The sample size of the study was 357 students selected using stratified and simple random sampling technique. The researcher developed questionnaire on children's employability skills standardized tests was used for data collection. The data collected from the study was analysed using frequency, mean and standard deviation. The inferential statistics of PPMC was used to test the hypotheses at 0.05 level of significance.



Result

What is the relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State?

Table One: Relationship between Parents' Educational Attainment and their Children's Preparedness for the Workforce in Kano State

S/N	Items	M	SD
1	I am confident in my ability to find a job after graduation	2.77	0.57
2	I am equipped with the necessary skills and knowledge to succeed in my chosen career path	2.79	0.63
3	I had opportunities to develop my professional skills through internships and volunteer work.	2.91	0.61
4	I feel prepared to navigate the job search process effectively	2.75	0.58
		2.80	0.59

The table shows the result on the relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State. The aggregate mean of 2.80 is greater the benchmark means of 2.5. this result implies that there is relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State. This can be seen

as the respondents agree that they are confident their ability to find a job after graduation and also, the had opportunities to develop their professional skills through internships and volunteer work

What is the relationship between parents' educational attainment and children's skills for sustainable development in Kano State?

Table Two: Relationship between Parents' Educational Attainment and Children's Skills for Sustainable Development in Kano State

S/N	Items	M	SD
1	I have understanding of environmental issues and challenges	2.93	0.55
2	I have a desire to contribute to a more sustainable future	2.80	0.62
3	I have participated in activities or projects that promote sustainable practices (e.g., recycling, tree planting, community clean-up).	2.91	0.56
4	I feel comfortable discussing and solving problems related to sustainability with my parent	2.79	0.67
		2.85	0.61

The table shows the result on the relationship between parents' educational attainment and children's skills for sustainable development in Kano State. The aggregate mean of 2.85 is greater the benchmark means of 2.5. this result implies that there is relationship between parents' educational attainment and children's skills for sustainable development in Kano State. This can be seen as the respondents agree that they

have participated in activities or projects that promote sustainable practices (e.g., recycling, tree planting, community clean-up).and also, the are comfortable discussing and solving problems related to sustainability with my parent

Hypothesis One: There is no significant relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State.



Pearson Product Moment Correlation Statistics on Relationship between Parents' Educational Attainment and their Children's Preparedness for the Workforce in Kano State.

Variable	Mean	SD	Df	r	p
parents' educational attainment	2.81	0.63	355	0.717	0.00
children's preparedness	2.80	0.59			

****.** Correlation is significant at 0.05 level (2-tailed).

The table shows the p-value of 0.00 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.717 at df of 1147. This shows that there is relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State. Therefore, the null hypothesis which states that There is no significant

relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State is rejected.

Hypothesis Two: There is no significant relationship between parents' educational attainment and children's skills for sustainable development in Kano State

Pearson Product Moment Correlation Statistics on Relationship between Parents' Educational Attainment and children's skills for sustainable development in Kano State

Variable	Mean	SD	Df	r	p
parents' educational attainment	2.81	0.63	355	0.697	0.03
skills for sustainable development	2.85	0.61			

****.** Correlation is significant at 0.05 level (2-tailed).

The table shows the p-value of 0.03 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.697 at df of 1147. This shows that there is relationship between parents' educational attainment and children's skills for sustainable development in Kano State. Therefore, the null hypothesis which states that there is no significant relationship between parents' educational attainment and children's skills for sustainable development in Kano State is rejected

2. There is relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State.

Discussion

Findings one shows the p-value of 0.010 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.717 at df of 1147. This shows that there is relationship between parents' educational attainment and their children's preparedness for the workforce in Kano State. Therefore, the null hypothesis which states that There is no significant relationship between parents' educational attainment and their children's preparedness for the workforce in Kano

Summary of the Findings

1. There is relationship between parents' educational attainment and children's skills for sustainable development in Kano State.



State is rejected. The study corroborates the findings of Holmes (2020) whose study found a significant positive relationship between parental educational attainment and the sustainable development skills of university students in Kano State, Nigeria. Furthermore, Haveman and Wolfe (2023) examined inequality convergence among children across 35 countries. They found that higher parental education was associated with reduced inequality in children's outcomes, including sustainable development-related skills and behaviors. Davis-Kean (2015) investigated the relationship between higher education and unemployment in Europe. They found that students from more educated family backgrounds were less likely to experience unemployment after graduation. This finding indicates a strong, statistically significant relationship between parental educational attainment and their children's preparedness for the workforce in Kano State, Nigeria.

Findings two shows the p-value of 0.03 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.697 at df of 1147. This shows that there is relationship between parents' educational attainment and children's skills for sustainable development in Kano State. Therefore, the null hypothesis which states that there is no significant relationship between parents' educational attainment and children's skills for sustainable development in Kano State is rejected. The current study's findings, demonstrating a significant correlation between parental educational attainment and children's sustainable development skills in Kano State, align with existing literature. Bradley and Corwyn (2022) established that higher SES, including parental education, benefits child development. Blanden, Gregg, and Macmillan (2017) confirmed the role of parental education in fostering employability skills. These

studies collectively reinforce the importance of parental education in shaping the skills necessary for sustainable development in children.

Conclusion

The study reveals a statistically significant relationship between parental educational attainment and their children's preparedness for the workforce in Kano State, Nigeria. This result leads to the rejection of the null hypothesis, which posited no significant relationship between parents' educational attainment and their children's workforce preparedness. These findings align with literatures, who also found a significant positive relationship between parental educational attainment and the sustainable development skills of university students in Kano State. Another set of findings also shows a significant relationship between parental educational attainment and children's skills for sustainable development in Kano State. This reinforces the conclusion that parental education significantly influences children's preparedness for sustainable development. This conclusion aligns with other literatures that higher socioeconomic status, including parental education, benefits child development

Recommendations

The following recommendations were made:

1. Parents should show a positive attitude towards education and the value of learning to inspire. They should help their children set realistic and achievable educational and career goals, and provide guidance and support to reach these goals.
2. Institutions should establish mentorship programs that connect university students with successful professionals from similar backgrounds. These mentors can serve as role models and provide



guidance on employability and sustainable development practices to cater for students whose parents are not educated.

3. Government should integrate sustainable development concepts into university curricula across various disciplines. This can help students understand the importance of sustainability and how it relates to their future careers.

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