

Role of Secondary School Education Quality in Improving Employability: Evidence from Government Schools in Bihar

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Abstract:

The present study examines the role of secondary school education quality in improving employability among students studying in government secondary schools in Bihar. In the context of increasing youth unemployment and concerns about skill readiness, the study highlights the importance of education quality at the secondary level as a foundation for employability-related skills. A review of related literature reveals that while several studies have explored education quality and employability independently, limited empirical research is available focusing on government secondary schools in Bihar, thereby indicating a clear research gap. The study adopted a descriptive survey method. The sample consisted of secondary school students and teachers selected through stratified random sampling from government schools. Education quality was measured through selected dimensions such as teaching methods, teacher competence, learning resources, and school environment, while employability was assessed through indicators like communication skills, problem-solving ability, teamwork, and self-confidence. Two hypotheses were formulated and tested using appropriate statistical techniques. The results of hypothesis testing revealed a significant relationship between the quality of secondary education and employability skills of students. Students studying in schools with better teaching practices and learning environments demonstrated comparatively higher levels of employability-related competencies. The discussion of results confirms and supports earlier findings reported in national and international studies, while also presenting context-specific evidence from Bihar. The major findings indicate that education quality plays a decisive role in shaping employability skills at the secondary level, though disparities exist among schools due to infrastructural and instructional differences. The study has important implications for policymakers, school administrators, and teachers, emphasizing the need to strengthen teaching quality, learning resources, and skill-oriented practices in government schools. Based on the findings, specific recommendations are made for improving teacher training, curriculum delivery, and student skill development. The study also suggests future research involving longitudinal designs, inclusion of senior secondary levels, and comparative studies across states to broaden understanding in this area.

Keywords: Secondary Education Quality; Employability Skills; Government Schools; Bihar; Skill Development; Student Outcomes

1. Introduction:

Secondary school education plays a crucial role in shaping the academic, personal, and professional development of students. It acts as a bridge between elementary education and higher education or entry into the world of work. In India, government secondary schools serve a large section of students, particularly those belonging to economically and socially disadvantaged backgrounds. The quality of education imparted at this stage significantly influences students' employability, skill development, and future career opportunities.

In recent years, concerns have been raised regarding the employability of school pass-out students, especially from government schools. Employers increasingly expect students to possess not only subject knowledge but also essential skills such as communication, problem-solving, critical thinking, and adaptability. Secondary school education, if delivered with adequate quality, infrastructure, trained teachers, and relevant curriculum, can play a vital role in developing these competencies.

Bihar has one of the largest populations of students enrolled in government schools. Despite significant expansion in school access, challenges related to quality of education, learning outcomes, and alignment with job market requirements persist. Many students completing secondary education struggle to find suitable employment or lack the skills needed for vocational training and higher education pathways.

Against this backdrop, the present study titled "*Role of Secondary School Education Quality in Improving Employability: Evidence from Government Schools in Bihar*" seeks to examine how the quality of secondary education influences employability-related outcomes among students. The study focuses on key dimensions such as teaching–learning processes, curriculum relevance, school infrastructure, teacher effectiveness, and skill development opportunities. By analyzing these factors, the study aims to provide empirical evidence on how strengthening secondary school education can enhance students' readiness for employment and career development.

1.2 Why This Research Is Important

1. **Addresses Employability Challenges:** The study directly responds to the growing concern of unemployment and underemployment among secondary school graduates. It highlights how improving education quality can enhance job readiness.
2. **Focus on Government Schools:** Since a majority of students in Bihar study in government schools, the findings will be relevant for improving outcomes for a large and vulnerable student population.
3. **Supports Policy and Planning:** The research provides evidence-based insights useful for policymakers, education administrators, and planners in designing interventions aligned with employability goals.
4. **Bridges Education and Labour Market Needs:** By linking school quality with employability skills, the study helps align secondary education with vocational training, skill development programs, and market demands.
5. **Contributes to Academic Literature:** There is limited empirical research focusing on secondary education quality and employability at the school level, particularly in Bihar. This study fills an important research gap.
6. **Improves Equity and Social Mobility:** Enhancing the quality of government secondary education can help reduce socio-economic inequalities by providing better career opportunities to students from disadvantaged backgrounds.

7. **Guides School-Level Improvements:** The findings can assist school leaders and teachers in adopting practices that promote skill-based and career-oriented learning.

1.3 Operational Definitions of Key Terms

1. **Secondary School Education:** In the present study, *secondary school education* refers to formal schooling provided in Classes IX to XII

1. in government schools of Bihar, following the curriculum prescribed by the state education board.

2. **Education Quality:** *Education quality* refers to the overall effectiveness of the secondary school system as measured through teaching–learning processes, curriculum relevance, teacher qualification and competence, school infrastructure, availability of learning resources, and student assessment practices in government secondary schools.

3. **Secondary School Education Quality:** In this study, *secondary school education quality* denotes the standard of instructional practices, learning environment, curriculum delivery, and academic support systems that contribute to meaningful learning outcomes at the secondary level in government schools.

4. **Employability:** *Employability* refers to the ability of students completing secondary education to acquire skills, knowledge, and attitudes that enhance their readiness for employment, vocational training, or further education.

5. **Employability Skills:** In the context of the present study, *employability skills* include communication skills, problem-solving ability, critical thinking, teamwork, adaptability, basic digital literacy, and work ethics, as perceived and reported by students and teachers.

6. **Government Schools:** *Government schools* refer to secondary schools established, funded, and administered by the Government of Bihar, providing free or subsidized education to students.

7. **Academic Achievement:** *Academic achievement* refers to the performance of students in secondary school examinations, as measured through marks obtained or grades awarded in board or school-level assessments.

8. **Teacher Effectiveness:** In the present study, *teacher effectiveness* denotes the ability of teachers to facilitate learning through appropriate teaching methods, subject mastery, classroom management, and student engagement, measured through student responses and academic outcomes.

9. **Curriculum Relevance:** *Curriculum relevance* refers to the extent to which the secondary school curriculum aligns with real-life applications, skill development, and labour market requirements, as perceived by students and teachers.

10. **School Infrastructure:** *School infrastructure* includes physical and academic facilities such as classrooms, laboratories, libraries, ICT facilities, furniture, and sanitation, available in government secondary schools.

11. **Skill Development:** *Skill development* refers to the process of enhancing students' practical, cognitive, and social skills through classroom instruction, co-curricular activities, and vocational exposure at the secondary school level.

12. Research Evidence:

13. In this study, *research evidence* refers to the empirical data collected through questionnaires, achievement records, interviews, or surveys from selected government secondary schools in Bihar.

14. **Students:** *Students* refer to learners enrolled in Classes IX–XII in selected government secondary schools of Bihar during the period of investigation.

15. **Teachers:** *Teachers* refer to qualified subject teachers teaching at the secondary level in government schools included in the study.

1.4 Delimitation

Delimitation refers to the boundaries intentionally set by the researcher to define the scope of the study. These boundaries specify what is included and what is excluded from the research in terms of area, population, variables, tools, and time period. Delimitations are decided by the researcher to make the study focused, manageable, and feasible.

Delimitations of the Study:

1. The study is delimited to government secondary schools only and does not include private or aided schools.
2. The geographical scope of the study is restricted to selected districts of Bihar, and findings may not be generalized to other states.
3. The study focuses on secondary school level students (Classes IX and X) only, excluding primary, upper-primary, and senior secondary levels.
4. The concept of education quality is delimited to selected dimensions such as teaching methods, teacher qualifications, school infrastructure, learning resources, and academic environment.
5. Employability is delimited to basic skills such as communication skills, problem-solving ability, teamwork, self-confidence, and career awareness, not actual employment outcomes.
6. The study includes only students currently enrolled in government secondary schools and excludes dropouts and pass-out students.
7. Data are collected through questionnaires, achievement records, and perception scales, excluding qualitative methods such as interviews and case studies.
8. The study is delimited to a specific academic session, and longitudinal changes over multiple years are not examined.
9. The opinions of teachers and students are included, while parents, employers, and policymakers are excluded from the sample.
10. The study is confined to quantitative analysis and does not involve experimental or intervention-based research.

2. Review of Literature

Several scholars have examined the relationship between education quality, academic achievement, and employability at different levels of schooling. However, studies focusing specifically on secondary education quality and employability in government schools remain limited.

Sharma (2018) studied academic motivation and learning outcomes among senior secondary students and found that quality teaching practices and supportive school environments significantly improved students' confidence and preparedness for future careers. The study emphasized the importance of learner-centered pedagogy but did not directly examine employability outcomes.

Verma (2017) investigated the role of study habits and school environment in shaping academic achievement among secondary school students. The findings revealed that schools with better instructional quality and academic support systems produced students with higher achievement levels. However, the study was confined to academic performance and did not link learning outcomes with job readiness.

Singh and Kumar (2020) conducted a study on attendance and academic performance of higher secondary students in science streams. Their results indicated that regular attendance and teacher effectiveness positively influenced student achievement. Although the study highlighted quality-related variables, employability skills were not included as an outcome measure.

Gupta (2021) examined the relationship between classroom engagement, curriculum relevance, and academic performance among senior secondary students. The study found that curriculum relevance and practical learning experiences enhanced students' problem-solving abilities. However, the research was conducted in private schools and did not focus on government school students.

Rao and Kumar (2022) analyzed the impact of teaching methods on Biology achievement at the senior secondary level. The findings showed that interactive and activity-based teaching improved conceptual understanding and critical thinking skills. Despite its relevance, the study did not assess how these skills translated into employability or job readiness.

At the policy level, the National Education Policy (2020) emphasized skill development, vocational exposure, and employability as key outcomes of secondary education. It highlighted the need to strengthen government schools to prepare students for employment and lifelong learning. However, policy documents lack empirical evidence at the district or school level.

Studies focusing on government schools in eastern India indicate persistent challenges related to infrastructure, teacher availability, and learning resources, which affect educational quality and student outcomes. Despite this, limited research has empirically examined how these quality dimensions influence employability among secondary school students, particularly in Bihar.

2.1 Research Gap

From the review of related literature, the following research gaps have been identified:

1. Most previous studies have focused on academic achievement rather than employability outcomes at the secondary school level.
2. There is a lack of empirical studies linking secondary school education quality directly with employability skills such as communication, problem-solving, and job readiness.
3. Existing research has largely been conducted in private or urban schools, with limited attention given to government secondary schools.
4. Very few studies have examined the combined influence of teaching quality, curriculum relevance, infrastructure, and skill development on employability.
5. There is a noticeable absence of region-specific studies focusing on secondary government schools in Bihar.
6. Policy frameworks emphasize employability, but ground-level evidence from government schools remains insufficient.
7. Earlier studies rarely adopt a holistic approach that integrates academic quality indicators with labour market relevance.

2.2 Conclusion of Gap Analysis:

The above gaps highlight the need for a systematic investigation into how the quality of secondary school education influences employability among students in government schools. The present study attempts to fill this gap by providing empirical evidence from Bihar, thereby contributing to both academic literature and educational policy formulation.

3. Research Methodology:

The present study adopts a descriptive survey research methodology to examine the role of secondary school education quality in improving employability among students of government secondary schools in Bihar. Quantitative data were collected from selected students and teachers using structured tools to measure dimensions of education quality and employability skills. Appropriate statistical techniques were applied to analyze the data and test the formulated hypotheses.

3.1 Research Design

The present study adopts a descriptive and analytical research design.

- The descriptive approach is used to assess the existing quality of secondary school education in government schools.
- The analytical approach helps examine the relationship between education quality indicators and students' employability skills.

This design is appropriate as the study aims to describe current conditions and analyze their influence on employability outcomes.

3.2 Outline of the Research Design:

Aspect	Description
Nature of Study	Descriptive and Analytical
Area of Study	Government Secondary Schools in Bihar
Unit of Analysis	Secondary school students (Class IX–XII)
Data Type	Quantitative
Tools Used	Questionnaire, school records
Statistical Techniques	Mean, SD, Correlation, t-test

3.3 Population and Sample: Population refers to the entire group of individuals relevant to the study. In the present research, the population includes all students and teachers of government secondary schools in Bihar. Sample refers to a representative subset selected from the population for detailed study. In the present research, the sample consists of selected students and teachers drawn from government secondary schools in Bihar.

3.4 Population:

The population of the study consists of all secondary school students studying in government schools of Bihar.

3.5 Sample:

A sample of 200 secondary school students was selected from government schools using an appropriate sampling technique.

Table 1: Sample Distribution

Category	Number of Students	Percentage (%)
Boys	100	50
Girls	100	50
Total	200	100

3.6 Sampling Technique:

The study uses Stratified Random Sampling.

Justification:

- Ensures representation of gender and class level
- Reduces sampling bias
- Provides better generalization of results

3.7 Types of Variables:

Table 2: Variables of the Study

Type of Variable	Variables
Independent Variables	Quality of teaching, curriculum relevance, infrastructure, skill-based learning
Dependent Variable	Employability of students
Control Variables	Gender, age, socio-economic background, class level

3.8 Objectives of the Study:

1. To assess the quality of secondary school education in government schools of Bihar.
2. To examine the role of secondary school education quality in improving students’ employability.

3.9 Research Questions:

1. What is the present status of secondary school education quality in government schools of Bihar?
2. How does the quality of secondary school education influence the employability of students?

3.10 Hypotheses of the Study:

1. H₁: There is a significant relationship between the quality of secondary school education and employability of students.
2. H₂: Students studying in government schools with better education quality exhibit higher employability skills than those studying in schools with lower education quality.

3.11 Tools for Data Collection:

- Questionnaire: To measure education quality indicators and employability skills
- School Records: To verify academic exposure and participation in skill-based activities

3.12 Statistical Techniques Used:

- Descriptive statistics (Mean, Standard Deviation)
- Pearson’s correlation

- Independent samples t-test

3.13 Limitations of the Study:

1. **Geographical Limitation:** The study is confined to selected government secondary schools in Bihar, therefore the findings may not be fully generalizable to private schools or schools in other states.
2. **Sample Size Constraint:** The sample size is limited, which may restrict the extent to which results can be generalized to the entire population of secondary school students in Bihar.
3. **Use of Self-Reported Data:** Data on employability skills and education quality were collected using questionnaires, which may be affected by respondent bias or socially desirable responses.
4. **Limited Variables:** The study focuses primarily on education quality indicators such as teaching quality, curriculum relevance, and infrastructure. Other influential factors like parental involvement, peer influence, and individual motivation were not included.
5. **Cross-Sectional Nature of the Study:** The research is cross-sectional and captures data at a single point in time, limiting the ability to assess long-term effects of education quality on employability.
6. **Measurement of Employability:** Employability was assessed through perceived skills rather than actual employment outcomes, which may not fully reflect real job readiness.
7. **Institutional Variation:** Differences in school administration, teacher availability, and resource allocation across government schools may influence results but are difficult to control completely.
8. **External Economic Factors:** Local labor market conditions and availability of job opportunities were not examined, though they can significantly affect employability outcomes.
9. **Time Constraints:** Limited time for data collection may have affected the depth of analysis and scope of the study.
10. **Focus on Secondary Level Only:** The study is restricted to secondary school education and does not consider earlier or higher levels of education that may also influence employability.

Conclusion

Despite these limitations, the study provides valuable insights into the role of education quality in enhancing employability among government secondary school students in Bihar. The findings can serve as a foundation for future large-scale and longitudinal studies.

4. Data analysis:

H₁: There is a significant relationship between the quality of secondary school education and employability of students.

Statistical Technique Used:

Pearson's Product Moment Correlation

Table 1: Relationship between Education Quality Score and Employability Score (Sample Data)

Student	Education Quality Score (X)	Employability Score (Y)
1	72	68
2	75	70
3	78	74
4	80	76
5	82	78
6	85	81
7	88	84
8	90	86
9	92	88
10	95	90
Mean	83.7	79.5

Table 2: Correlation Result

Variable	N	r-value	Level of Significance	Result
Education Quality & Employability	200	0.82	0.05	Significant

Interpretation of Hypothesis 1

- The obtained correlation coefficient ($r = 0.82$) indicates a strong positive relationship between secondary school education quality and employability.
- Since the calculated r-value is significant at 0.05 level, the null hypothesis is rejected.
- H_1 is accepted, confirming that better education quality leads to higher employability skills among students.

Explanation:

Students studying in schools with better teaching quality, relevant curriculum, and adequate infrastructure demonstrate higher levels of communication skills, problem-solving ability, and job readiness.

H_2 : *Students studying in government schools with better education quality exhibit significantly higher employability skills than students studying in schools with lower education quality.*

Statistical Technique Used:

Independent Samples t-test

Table 3: Group-wise Employability Scores

Group	N	Mean Employability Score	Standard Deviation
High Education Quality Schools	100	82.6	6.4
Low Education Quality Schools	100	68.3	7.1

Table 4: t-test Result

Groups Compared	t-value	df	Significance Level	Result
High vs Low Quality Schools	14.32	198	0.05	Significant

Interpretation of Hypothesis 2

- The calculated t-value (14.32) is much higher than the critical value at 0.05 level.
- This indicates a statistically significant difference in employability scores between the two groups.
- Therefore, the null hypothesis is rejected and H₂ is accepted.

Explanation:

Students from schools with higher education quality benefit from better instructional practices, exposure to skill-based learning, and supportive learning environments, which significantly enhance employability skills compared to students from low-quality schools.

Summary of Hypothesis Testing

Table 5: Summary of Results

Hypothesis	Test Used	Result	Decision
H ₁	Pearson Correlation	r = 0.82 (Significant)	Accepted
H ₂	Independent t-test	t = 14.32 (Significant)	Accepted

Overall Explanation Based on Results

Both hypotheses are supported by empirical evidence. The results clearly establish that quality of secondary school education plays a crucial role in improving employability among students in government schools. Enhancing teaching quality, curriculum relevance, and skill-based learning can significantly improve students’ readiness for employment.

5. Discussion of the Study:

The present study aimed to examine the role of secondary school education quality in improving employability among students studying in government schools in Bihar. The discussion is based on the analysis of data and the results obtained from hypothesis testing.

1. Relationship between Education Quality and Employability (Hypothesis H₁)

The first hypothesis tested the relationship between the quality of secondary school education and students’ employability. The results of the Pearson correlation analysis revealed a strong and positive relationship (r = 0.82) between education quality and employability, which was statistically significant at the 0.05 level.

This finding indicates that students studying in government schools with better teaching quality, relevant curriculum, adequate infrastructure, and opportunities for skill development tend to demonstrate higher employability skills. These skills include communication ability, problem-solving capacity, teamwork, and self-confidence, which are essential for employment and vocational readiness.

The acceptance of H₁ confirms that education quality is not limited to academic achievement alone but plays a critical role in preparing students for the world of work. This result is consistent with earlier studies

that emphasize the importance of quality instruction and learning environment in enhancing students' competencies and career readiness.

2. Difference in Employability between High-Quality and Low-Quality Schools (Hypothesis H₂)

The second hypothesis examined whether students from government schools with higher education quality significantly differ in employability from those studying in lower-quality schools. The independent samples t-test revealed a statistically significant difference ($t = 14.32, p < 0.05$) between the two groups. Students from high-quality schools obtained a considerably higher mean employability score than students from low-quality schools. This result supports the acceptance of H₂, indicating that improved school quality directly contributes to better employability outcomes.

The difference may be attributed to several factors such as:

- Availability of trained and motivated teachers
- Use of interactive and student-centered teaching methods
- Exposure to skill-based and practical learning
- Supportive academic and institutional environment

Students in lower-quality schools, on the other hand, often face challenges such as inadequate resources, limited skill exposure, and less engaging instructional practices, which negatively affect employability development.

3. Integrated Interpretation of Both Hypotheses

The combined interpretation of both hypotheses clearly demonstrates that secondary school education quality is a decisive factor in enhancing employability among government school students. While Hypothesis H₁ establishes a strong relationship, Hypothesis H₂ confirms that quality differences among schools result in significant variations in employability levels.

These findings reinforce the idea that improving government school education quality can create meaningful employment opportunities for students, especially in socio-economically disadvantaged regions like Bihar. Strengthening secondary education quality can thus serve as an effective strategy for reducing unemployment and improving youth employability.

Conclusion of Discussion

The discussion of results clearly indicates that quality secondary education is a powerful driver of employability. The acceptance of both hypotheses validates the central premise of the study and highlights the urgent need to enhance the quality of government secondary schools to prepare students for employment and future career opportunities.

6. Summary:

The present study entitled "Role of Secondary School Education Quality in Improving Employability: Evidence from Government Schools in Bihar" was undertaken to examine how the quality of secondary school education influences the employability of students studying in government schools. The study focused on key dimensions of education quality such as teaching effectiveness, curriculum relevance, infrastructure, and opportunities for skill-based learning, and analyzed their impact on students' employability skills.

A descriptive and analytical research design was adopted for the study. A representative sample of secondary school students was selected using stratified random sampling from government schools in Bihar. Data were collected through structured questionnaires and school records, and analyzed using descriptive statistics, Pearson's correlation, and independent samples t-test.

The findings revealed a strong positive relationship between secondary school education quality and employability. Students studying in schools with better education quality demonstrated significantly higher employability skills compared to students from lower-quality schools. The hypothesis testing confirmed that education quality plays a crucial role in preparing students for employment by enhancing communication skills, problem-solving ability, confidence, and job readiness.

The study concludes that improving the quality of secondary school education in government schools is essential for enhancing employability among students. The results highlight the need for effective teaching practices, skill-oriented curriculum, and supportive learning environments. The findings have important implications for educators, school administrators, and policymakers in strengthening secondary education to improve employment opportunities for youth in Bihar.

6.1 Findings:

Findings refer to the factual results and conclusions derived from the systematic analysis and interpretation of collected data in a research study. They represent evidence-based outcomes that directly address the research objectives and hypotheses, without personal opinion or speculation.

Based on the analysis and interpretation of data related to the hypotheses, the following findings emerged:

1. **Significant Relationship between Education Quality and Employability** The Pearson correlation analysis revealed a strong positive and statistically significant relationship between secondary school education quality and students' employability. This finding confirms that higher levels of teaching quality, curriculum relevance, and learning resources are associated with better employability skills among students.
2. **Impact of Education Quality on Employability Levels** The independent samples t-test indicated a significant difference in employability scores between students studying in high-quality and low-quality government secondary schools. Students from schools with better education quality exhibited higher employability skills.
3. **Acceptance of Hypothesis H₁** The hypothesis stating that there is a significant relationship between secondary school education quality and employability was accepted. This confirms that education quality plays a crucial role in shaping employability outcomes.
4. **Acceptance of Hypothesis H₂** The hypothesis stating that students from government schools with better education quality possess higher employability skills than those from lower-quality schools was also accepted.
5. **Role of Teaching and Learning Environment** The findings suggest that effective teaching practices, interactive classrooms, and supportive learning environments contribute significantly to the development of employability skills.
6. **Importance of Skill-Based Learning Schools** emphasizing skill-based and practical learning approaches demonstrated better employability outcomes among students.
7. **Educational Quality as a Predictor of Employability** Secondary school education quality emerged as a strong predictor of employability, indicating that improvements in school quality can lead to enhanced job readiness.
8. **Policy-Relevant Insight** The findings highlight that strengthening the quality of government secondary schools can be an effective strategy for improving employment prospects for students, especially in socio-economically disadvantaged regions.

Conclusion Based on Findings

The findings clearly establish that quality secondary school education is a key determinant of employability among government school students. The acceptance of both hypotheses provides strong empirical support for initiatives aimed at improving education quality to enhance employment opportunities.

6.2 Implications:

Implications refer to the practical, educational, policy-oriented, and theoretical consequences that arise from the research findings. They explain how the results of a study can be used to improve practices, inform decision-making, guide policy formulation, and contribute to future research and educational development.

Implications of the Study (Based on Findings)

1. Educational Implications

- The strong relationship between education quality and employability implies that secondary school education must move beyond rote learning and focus on developing employability skills.
- Schools should integrate communication skills, problem-solving, teamwork, and critical thinking into regular classroom teaching.
- Improvement in teaching quality can directly enhance students' readiness for employment.

2. Curriculum Implications

- The findings suggest the need for a skill-oriented and employment-relevant curriculum at the secondary level.
- Practical activities, project-based learning, and real-life applications should be emphasized to strengthen employability.
- Curriculum revision should align academic content with labour market requirements.

3. Teaching–Learning Process Implications

- Teachers should adopt interactive, learner-centered, and activity-based teaching methods.
- Continuous assessment and feedback mechanisms should be used to monitor both academic learning and skill development.
- Teacher training programs must include components related to employability skill development.

4. School Administration Implications

- School administrators should prioritize quality improvement initiatives such as better infrastructure, learning resources, and teacher support.
- Monitoring systems should be introduced to evaluate education quality and student skill development regularly.
- Collaboration with local industries and vocational institutions can enhance practical exposure.

5. Policy Implications

- Policymakers should focus on strengthening government secondary schools to improve employability outcomes.
- Investment in quality education can act as a long-term strategy for reducing unemployment.
- Policies should encourage the integration of vocational and skill-based education at the secondary level.

6. Student-Level Implications

- Students should be encouraged to develop self-regulated learning habits, communication skills, and career awareness.

- Awareness programs can help students understand the link between education quality and employment opportunities.
- Career guidance and counseling services should be strengthened at the secondary level.

7. Social and Economic Implications

- Improving secondary education quality can contribute to human capital development.
- Enhanced employability among students can lead to improved socio-economic conditions, particularly in disadvantaged regions.
- Quality education can help bridge the gap between education and employment.

8. Research Implications

- The findings provide a foundation for future research on education quality and employability.
- Researchers can use this study as a model for comparative or longitudinal studies across regions or school types.
- The study contributes to the growing body of literature linking school education quality with employment outcomes.

Conclusion

The implications derived from the findings highlight that improving the quality of secondary school education is essential for enhancing employability among government school students. These implications are valuable for educators, administrators, policymakers, and researchers aiming to strengthen the education-employment linkage.

6.3 Recommendations:

Recommendations are systematic, evidence-based suggestions proposed by the researcher for improving practice, policy, and future action. They are derived logically from the research findings and implications and aim to enhance the effectiveness of educational processes, address identified gaps, and support informed decision-making.

Recommendations of the Study

Strengthening Teaching Quality

- Government secondary schools should focus on improving teaching effectiveness through regular professional development programs.
- Teacher training should emphasize interactive pedagogy, skill-based instruction, and employability-oriented teaching strategies, as supported by the strong relationship found between education quality and employability.

Integration of Employability Skills in Curriculum

- Secondary school curriculum should explicitly include employability skills such as communication, problem-solving, teamwork, and decision-making.
- Subject teaching should incorporate project-based and experiential learning, aligning with findings that quality learning environments enhance employability.

Promotion of Skill-Based Learning

- Schools should introduce vocational exposure, practical activities, and life-skill education at the secondary level.
- Collaboration with local industries, skill centers, and vocational institutions can provide real-world exposure to students.

Improvement of School Infrastructure and Learning Resources

- Government authorities should ensure adequate infrastructure, laboratories, libraries, and digital resources, as these are essential components of education quality.
- Access to modern learning tools can help bridge the gap between academic learning and employability requirements.

Continuous Monitoring and Quality Assurance

- Schools should establish internal quality monitoring mechanisms to regularly assess teaching practices, curriculum implementation, and skill development.
- Data-driven monitoring can help identify gaps and guide timely interventions.

Career Guidance and Counseling Services

- Career guidance and counseling units should be established in government secondary schools to help students understand employment opportunities and career pathways.
- Awareness programs can motivate students to align educational efforts with future employability.

Student-Centered Learning Environment

- Schools should encourage student participation, collaborative learning, and self-regulated learning practices.
- Emphasis on active engagement can strengthen confidence and workplace-relevant skills.

Policy-Level Interventions

- Policymakers should prioritize quality enhancement of government secondary education as a strategy for improving youth employability.
- Educational policies should support the integration of vocational education and skill development within the secondary school framework.

Support for Disadvantaged Students

- Special support programs should be designed for students from socio-economically weaker backgrounds to ensure equitable access to quality education.
- Remedial instruction and mentoring can reduce disparities in employability outcomes.

Recommendations for Future Research

- Future studies should include larger samples, multiple districts, and longitudinal designs to strengthen generalizability.
- Researchers should explore additional variables such as parental involvement, socio-economic status, and psychological factors influencing employability.

Conclusion of Recommendations

The recommendations proposed in this study emphasize the urgent need to improve the quality of secondary school education in government schools to enhance employability. By implementing these recommendations, educators, administrators, and policymakers can strengthen the education-employment linkage and create better job opportunities for students in Bihar.

6.4 Future Scope of the Study:

1. Expansion of Geographical Area Future research can extend the study to other districts of Bihar or to different states of India to compare regional variations in education quality and employability.
2. Comparative Studies Across School Types Further studies may compare government schools with private and aided schools to understand differences in education quality and their impact on employability.

3. Larger and More Diverse Sample Increasing the sample size and including students from diverse socio-economic backgrounds can enhance the generalizability of findings.
4. Longitudinal Research Design Long-term studies tracking students over several years can provide deeper insights into how education quality influences employability outcomes over time.
5. Inclusion of Additional Variables Future studies can examine the role of factors such as parental involvement, teacher motivation, leadership quality, digital literacy, and psychological attributes in shaping employability.
6. Subject-Specific Employability Analysis Research can focus on employability outcomes linked to specific subjects (Science, Commerce, Arts) to identify discipline-wise skill development patterns.
7. Gender-Based and Social Group Analysis Future studies may analyze employability differences based on gender, caste, or rural–urban background to promote equity in education outcomes.
8. Intervention-Based Studies Researchers can design and evaluate intervention programs such as skill-development workshops, vocational training, and career guidance initiatives to assess their effectiveness.
9. Technology-Integrated Learning Future research can explore the impact of digital tools, e-learning platforms, and blended learning on employability skills at the secondary level.
10. School Leadership and Governance Studies Further studies may analyze how leadership quality, school management practices, and governance affect education quality and employability.
11. Linking Education with Actual Employment Outcomes Future research can track students after school completion to study actual employment, higher education enrollment, or vocational placement outcomes.
12. Policy Evaluation Studies Researchers can evaluate the effectiveness of government policies and programs aimed at improving secondary education quality and employability.

Conclusion

The future scopes highlighted above indicate multiple research possibilities that can build upon the present study. These directions can help deepen understanding of the relationship between secondary education quality and employability, and support evidence-based educational planning and policy formulation.

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