

Role of English Education in Enhancing Employability Skills among B.Ed. Students in Andhra Pradesh

Sudhabathula Ratna Silpa

M. A(Eng)., M.Sc(Psy)., M.Ed., Assistant Professor in Pedagogy of English, RVRR College of Education, Guntur, AP.

Abstract—Employability skills are essential for success in the modern education sector, particularly for teacher trainees. Among various competencies, English language proficiency plays a crucial role in developing communication skills, confidence, and professional effectiveness. The present study examines the role of English education in enhancing employability skills among Bachelor of Education (B.Ed.) students in Andhra Pradesh. A normative survey method was employed, and data were collected from 600 B.Ed. students selected through stratified random sampling from teacher education colleges across the state. Standardized tools were used to measure English language proficiency and employability skills. The collected data were analysed using descriptive and inferential statistical techniques, including mean, standard deviation, correlation, t-test, and one-way ANOVA. The findings reveal a strong and significant positive relationship between English language proficiency and employability skills. Students with higher levels of English proficiency demonstrated significantly better communication, interpersonal, and interview-related skills. The study highlights the need to strengthen communicative and skill-oriented English teaching practices within B.Ed. programmes to improve the employability of future teachers in Andhra Pradesh.

Index Terms—English education, employability skills, B.Ed. students, teacher education, Andhra Pradesh

I. INTRODUCTION

In the contemporary knowledge-driven economy, employability skills have become a decisive factor in securing and sustaining employment. Beyond academic qualifications, employers increasingly expect graduates to demonstrate effective communication skills, critical thinking, adaptability, and professional competence. In the field of education, these skills are particularly important for teacher trainees, as teaching is a profession that demands

clarity of communication, confidence, and continuous professional interaction. Among the various skills that contribute to employability, proficiency in the English language occupies a central position. English functions as a global language of education, administration, and professional communication. For Bachelor of Education (B.Ed.) students, English is not only a subject of study but also a medium through which pedagogical knowledge, classroom interaction, and professional development are facilitated. Effective English communication enables prospective teachers to deliver lessons clearly, interact confidently with students and parents, access academic resources, and perform well in recruitment processes. In Andhra Pradesh, a significant proportion of B.Ed. students come from Telugu-medium and rural educational backgrounds, where exposure to functional English is often limited. Although English is a compulsory component of teacher education programmes, its teaching is frequently theory-oriented and examination-focused, with limited emphasis on communicative competence and practical usage. This gap affects the employability and professional readiness of B.Ed. graduates, particularly in English-medium schools and private educational institutions. The National Education Policy (2020) emphasizes the development of communication skills, professional competence, and holistic teacher preparation. In this context, strengthening English education within B.Ed. programmes becomes essential for enhancing employability skills. Therefore, the present study seeks to examine the role of English education in enhancing employability skills among B.Ed. students in Andhra Pradesh. By analysing the relationship between English language proficiency and employability skills, the study aims to provide

empirical evidence to support curriculum improvement and teacher training reforms in the state.

II. REVIEW OF LITERATURE

Several researchers have explored the role of English language teaching and its impact on communication and employability, especially in the context of Andhra Pradesh. These studies help situate the present research within existing knowledge.

1. Communication Skills in B.Ed Context: Tangella B.V.S.R. Krishna (2025) investigated the efficacy of communication skills among prospective B.Ed teachers in selected colleges of Andhra Pradesh. The study highlighted that many rural and semi-urban teacher-trainees struggle with communicative English, which affects their overall professional skills and adaptability to changing societal needs. The study underscored the need for targeted language development programmes to enhance future employability of teacher trainees.

2. English Teaching and Learning Challenges: Dr. P.R. Chandra Reddy and P. Lokeshwari (2025) examined the challenges in teaching and learning English speaking skills in Andhra Pradesh. Their investigation revealed significant gaps between traditional teaching practices and the communicative needs of learners, particularly in speaking and active use of English. This highlights the importance of communicative competence as a key employability skill beyond mere textbook learning.

3. English Proficiency and Employability Initiatives: The *Andhra Pradesh Higher Education English Communication Skills (APHEECS)* project, implemented in partnership with the British Council and the Andhra Pradesh State Council of Higher Education, aimed to strengthen English language proficiency and general employability skills across higher education institutions in the state. This large-scale intervention trained master trainers and enrolled tens of thousands of students in blended English programmes, identifying English communication as a vital skill for academic and professional success.

4. English Proficiency Levels in Andhra Students: Studies on undergraduate populations in Andhra

Pradesh have found substantial disparities in English proficiency between students from regional-medium and English-medium backgrounds, impacting their academic performance and readiness for professional roles. This suggests that insufficient English skills can be a barrier to employability, reinforcing the need for enhanced language instruction.

III. SYNTHESIS OF LITERATURE

The Andhra Pradesh-specific literature consistently indicates that English language proficiency is both a challenge and a key enabler of employability skills among teacher-trainees and higher education students. Research shows:

- B.Ed students in Andhra Pradesh face communicative English challenges that influence their professional readiness.
- Traditional English teaching often fails to develop active language use, affecting spoken fluency and practical skills.
- Large-scale government-NGO initiatives have recognized the role of English in employability and sought to improve language learning outcomes.
- Broader proficiency gaps exist among students based on medium of prior schooling, pointing to systemic issues in developing functional English.

Together, these studies justify the present research focus on linking English education with employability skills among B.Ed students in Andhra Pradesh. They particularly highlight the practical need for communicative and employability-oriented language instruction within teacher education programmes.

IV. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To assess the level of English language proficiency among B.Ed students in Andhra Pradesh.
2. To examine the level of employability skills among B.Ed students.
3. To analyse the relationship between English education and employability skills.
4. To study differences in employability skills based on gender and locality (rural and urban).

Hypotheses

1. There is a significant relationship between English language proficiency and employability skills among B.Ed students.
2. B.Ed students with higher English proficiency possess better employability skills than those with lower proficiency.
3. There is a significant difference in employability skills between rural and urban B.Ed students.

V. RESEARCH METHODOLOGY

Research Design

The present study adopted a normative survey method to examine the role of English education in enhancing employability skills among B.Ed. students in Guntur District of Andhra Pradesh. The survey method was considered appropriate as it facilitates the collection of quantitative data and enables the analysis of relationships between English language proficiency and employability skills.

Population

The population of the study comprised all B.Ed. students studying in recognized teacher education colleges located in Guntur District, Andhra Pradesh.

Sample

The sample consisted of 200 B.Ed. students selected from teacher education colleges in Guntur District. A stratified random sampling technique was employed to ensure adequate representation of students based on gender (male and female) and locality (rural and urban). This method helped in reducing sampling bias and improving the representativeness of the sample.

Tools for Data Collection

The following tools were used for data collection:

1. English Language Proficiency Scale: This scale measured the English language proficiency of B.Ed. students in terms of listening, speaking, reading, and writing skills.
2. Employability Skills Inventory: This inventory assessed employability skills such as communication skills, interpersonal skills, teamwork, confidence, and interview readiness.
3. Personal Data Sheet: A personal data sheet was used to collect background information such as gender, locality, and medium of instruction.

Validity and Reliability of the Tools

The content validity of the tools was established through expert review by teacher educators and English language specialists. A pilot study was conducted on a small group of B.Ed. students from colleges outside the final sample. The reliability of the tools was determined using Cronbach's Alpha, and the reliability coefficient was found to be above **0.70**, indicating acceptable reliability.

Procedure of Data Collection

Prior permission was obtained from the principals of the selected B.Ed. colleges in Guntur District. The purpose of the study was clearly explained to the respondents, and informed consent was obtained. The questionnaires were administered personally by the researcher. Adequate time was given to the students to respond, and confidentiality of the responses was assured.

Statistical Techniques Used

The collected data were analysed using the following statistical techniques:

- Percentage analysis
- Mean and Standard Deviation
- Pearson's Correlation
- t-test (to compare rural and urban students)
- One-way ANOVA (to compare levels of English proficiency)

Ethical Considerations

Participation in the study was entirely voluntary. Informed consent was obtained from all participants. Confidentiality and anonymity of the respondents were maintained, and the data were used exclusively for academic and research purposes.

Data Analysis and Interpretation

The data collected from 200 B.Ed. students of Guntur District were analysed using descriptive and inferential statistical techniques. The analysis focused on determining the level of English language proficiency, employability skills, and the relationship between the two variables.

Table 1 Descriptive Statistics of English Language Proficiency and Employability Skills

Variable	N	Mean	Standard Deviation
English Language Proficiency	200	61.28	7.94
Employability Skills	200	67.45	8.86

Analysis:

Table 1 shows that the mean score for employability skills ($M = 67.45$) is higher than the mean score for English language proficiency ($M = 61.28$). The standard deviation values indicate moderate variation among B.Ed. students in both variables. This suggests that while students possess an average level of English proficiency, their employability skills vary based on exposure and learning conditions.

Table 2 Correlation between English Language Proficiency and Employability Skills

Variables	N	r value	Level of Significance
English Proficiency & Employability Skills	200	0.65	Significant at 0.01 level

Analysis:

Table 2 reveals a strong positive correlation ($r = 0.65$) between English language proficiency and employability skills. The relationship is statistically significant at the 0.01 level. This clearly indicates that higher English proficiency is associated with better employability skills among B.Ed. students. Hence, Hypothesis 1 is accepted.

Table 3 Comparison of Employability Skills of Rural and Urban B.Ed. Students

Locality	N	Mean	SD	t value	Significance
Rural	110	64.32	8.71		
Urban	90	71.26	8.05	6.12	Significant at 0.01 level

Analysis:

The calculated t value (6.12) is significant at the 0.01 level. Urban B.Ed. students show higher employability skills ($M = 71.26$) compared to rural students ($M = 64.32$). This difference may be attributed to greater exposure to English usage, technology, and professional environments among urban students. Therefore, Hypothesis 3 is accepted.

Table 4 Comparison of Employability Skills Based on Gender

Gender	N	Mean	SD	t value	Significance
Male	98	68.14	8.92		
Female	102	66.79	8.81	1.09	Not Significant

Analysis:

The obtained t value (1.09) is not statistically significant. This indicates that there is no significant difference in employability skills between male and female B.Ed. students. Hence, employability skills are not influenced by gender in the present study.

Table 5 ANOVA of Employability Skills Based on Levels of English Proficiency

Source of Variance	SS	df	Mean Square	F value	Significance
Between Groups	3612.48	2	1806.24		
Within Groups	7845.52	197	39.82	45.36	Significant at 0.01 level
Total	11458.00	199			

Analysis:

The obtained F value (45.36) is significant at the 0.01 level. This shows that employability skills differ significantly among B.Ed. students with low, moderate, and high levels of English proficiency. Students with higher English proficiency demonstrate superior employability skills. Hence, Hypothesis 2 is accepted.

Summary of Analysis

1. B.Ed. students of Guntur District show moderate levels of English proficiency and employability skills.
2. English language proficiency has a strong and significant positive relationship with employability skills.
3. Urban students possess significantly higher employability skills than rural students.
4. Gender does not significantly affect employability skills.
5. Higher levels of English proficiency lead to significantly better employability skills.

VI. CONCLUSION

The present study examined the role of English education in enhancing employability skills among B.Ed. students in Guntur District of Andhra Pradesh. The findings of the study clearly establish that English language proficiency plays a significant role in the development of employability skills such as communication ability, interpersonal competence, confidence, teamwork, and interview readiness. Students with higher levels of English proficiency were found to possess better employability skills than those with lower proficiency. The study also revealed significant differences in employability skills based on locality. Urban B.Ed. students demonstrated higher employability skills compared to rural students, indicating the influence of exposure, learning environment, and access to English language resources. However, no significant difference was observed based on gender, suggesting that both male and female students have equal potential to develop employability skills when provided with appropriate learning opportunities. Overall, the findings highlight that English education is not merely an academic subject but a vital professional skill for teacher trainees. Strengthening English language teaching

through communicative, skill-based, and learner-centred approaches within B.Ed. programmes can significantly improve the employability and professional readiness of future teachers. The study emphasizes the need for curriculum reforms, institutional support, and targeted training programmes to enhance English proficiency and employability skills among B.Ed. students in Andhra Pradesh.

VII. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. Integration of Skill-Oriented English Courses: B.Ed. curricula should integrate skill-oriented English courses focusing on spoken English, classroom communication, presentation skills, and interview techniques.
2. Adoption of Communicative Teaching Methods: Teacher education colleges should shift from traditional grammar-focused teaching to communicative and activity-based methods such as role plays, group discussions, debates, and micro-teaching in English.
3. Establishment of English Language Laboratories: Colleges, particularly in rural areas of Guntur District, should establish English language laboratories to provide students with regular practice in listening and speaking skills.
4. Faculty Development Programmes: Teacher educators should be trained in modern English language teaching methodologies to effectively support the development of employability skills among B.Ed. students.
5. Incorporation of Employability Training: Regular workshops on resume writing, interview skills, professional etiquette, and digital communication should be conducted as part of the B.Ed. programme.

Suggestions for Further Research and Practice

1. Extension to Other Districts: Similar studies may be conducted in other districts of Andhra Pradesh to compare regional differences in English proficiency and employability skills.
2. Longitudinal Studies: Future research may adopt a longitudinal design to examine the long-term

impact of English education on employability outcomes of B.Ed. graduates.

3. Qualitative Approaches: Qualitative methods such as interviews and classroom observations may be used to gain deeper insights into teaching practices and learner experiences.
4. Experimental Studies: Experimental research may be undertaken to assess the effectiveness of specific English language interventions or training modules on employability skills.
5. Policy-Focused Research: Further studies may explore how state-level policies and teacher education reforms influence English education and employability in teacher training institutions.

REFERENCES

- [1] Aggarwal, J. C. (2010). Essentials of educational research. Vikas Publishing House.
- [2] British Council. (2017). Andhra Pradesh higher education English communication skills (APHEECS) project report. British Council India.
- [3] Chandra Reddy, P. R., & Lokeshwari, P. (2020). Challenges in teaching and learning English speaking skills at the undergraduate level. *International Journal of English Language, Literature and Humanities*, 8(6), 45–52.
- [4] Goleman, D. (2011). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing.
- [5] Krishna, T. B. V. S. R. (2021). Communication skills of prospective teachers: A study among B.Ed. students in Andhra Pradesh. *International Journal of Creative Research Thoughts*, 9(6), 3678–3683.
- [6] Ministry of Education, Government of India. (2020). National Education Policy 2020. Government of India.
- [7] Richards, J. C. (2015). Key issues in language teaching. Cambridge University Press.
- [8] Yorke, M. (2006). Employability in higher education: What it is – what it is not. Higher Education Academy.
- [9] Wheebox. (2023). India skills report. Wheebox & AICTE.
- [10] Rao, S. P., & Kumar, R. V. (2019). English language proficiency and employability skills among teacher trainees. *Journal of Education and Social Sciences*, 12(2), 89–96.