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HIGHER EDUCATION AND LABOR MARKET OUTCOMES: INVESTIGATING THE RISE OF EDUCATED UNEMPLOYMENT

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ABSTRACT

This paper investigates the relationship between higher education and labor market outcomes, specifically addressing the growing trend of educated unemployment. Utilizing a combination of statistical analysis, surveys, and econometric models, the study examines how factors such as education level, employment status, and skills mismatch influence unemployment rates among recent graduates. The descriptive and econometric results reveal a complex relationship, where higher education does not necessarily guarantee better employment opportunities, and a significant skills mismatch contributes to labor market inefficiencies. The findings are compared with existing literature, highlighting both consistencies and new insights into the dynamics between education and employment. The study provides valuable implications for policymakers, educational institutions, and employer's interventions to align educational programs with labor market demands. Finally, recommendations for future research include expanding the focus to specific industries and conducting longitudinal studies to better understand long-term employment outcomes.

1 INTRODUCTION

The labor market has undergone considerable modernization in recent decades due to several factors, including technology, globalization, and changes in the job structure, which have emphasized the need for specificity. Gradually, it has become acknowledged as the ultimate stage of preparation that individuals undergo in order to secure jobs and improve their socio-economic standing. Nevertheless, this phenomenon is being increasingly scrutinized as the emergence of educated unemployment, the scarcity of employment opportunities suitable for individuals with advanced higher education, becomes a more prominent issue in various countries. The current market need for technical and soft skills has created a disparity between the skills provided by higher education institutions and the talents sought after in the occupation market. Regarding the subject of this paper, Stevens et al. (2019) expressed the view that there is an increasing worry about the role of higher education in adequately equipping students for the job market due to the observed variations in skill levels among the graduates [1]. Furthermore, studies indicate that the majority of school systems worldwide are providing redundant skills to the labor markets, leading to the lack of qualifications and unemployment among graduates, as revealed by Sanyal in his comprehensive global survey conducted in 2024 [2].

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The phenomenon of educated unemployment, specifically referring to the employment scenario faced by those with higher education who find themselves in jobs that do not align with their academic standards and qualifications, is increasing. This phenomenon not only indicates flaws in the job market but also casts question on the validity of the premise that college education represents. Chankseliani and McCowan substantiated the phenomenon by asserting that the number of graduates has increased in recent times, attributable to the growth of university education. Additionally, the work environment has undergone significant changes in recent years with the advent of automation and artificial intelligence, hence posing a challenge in securing well qualified employment for educated individuals [3]. The challenges of educated unemployment are further aggravated by the current international agenda of sustainable development, which needs a rethink of education systems in fashioning individuals for future demand in the labor market [3].

Paradoxically, this has been demonstrated by the observation that, despite the proliferation of higher education institutions worldwide, a significant number of graduates fail to secure employment that aligns with their exceptional qualifications and abilities. On the other end, the increase in the number of educated and skilled individuals is linked with the job scarcity of those professions, which results in the majority of the graduates being either unemployed or underemployed. According to Teichles (2019), despite the rapid expansion of higher education, it has not risen to meet the requirements of the labor market, with graduates being notably unfit for the job market needs [4]. The mismatch between what is generated in the educational systems and the actual necessity in the labor market has consequences for society and the economy. The bar illustrates the continuing of educated unemployment that results in wastage in the economy due to utilization of human capital and social discontent among the young graduates. It is with good cause that Succi and Canovi (2020) underlined that it has been the standard for employers to seek many soft talents that are not properly taught in higher learning institutions, making the issue of employment for learners even more challenging.

In view of the growing concern over educated unemployment, this study seeks to answer the following research questions:

- What are the causes of the increase in the rate of educated unemployment?
- What is the relationship between education and employment and the labor market?
- In what percentage does the misfit between the education systems and the labor market contribute to the emergence of educated unemployment?
- These questions will frame the analysis of the relationship between higher education and the job market to promote an improved notion of educated unemployment..

The fundamental purpose of this study is to analyze the antecedents and implications of educated unemployment with special reference to the supply and demand of qualified workers in the job market. t The purpose of this research is to discover the reasons for the growth in the unemployment rate of educated persons and analyze the part played by the education policy with respect to these results. s Benda et al. , 2019 further reinforce the notion that in order to either aggravate or relieve unemployment, there is a need to look at how educational attainment moderates the implications of labor market policy. s Furthermore, it aims at demonstrating how the labor market mismatches, including overeducation and skill surplus, impact the educated unemployment rate, as estimated by Feng et al., 2024 [7].

Consequently, this research is essential since it aims to answer a key challenge facing both the higher education sector and ensuing job markets abroad. It is crucial, therefore, for policymakers, institutions of learning, and employers as they look forward to aligning the education systems with the demands of the market.Reflected in the work of Lahtinen et al. (2020), the influence of social class and education levels is rising as factors of unemployment risk; hence, it is necessary to investigate the social elements of educated unemployment [8]. This research will be valuable to the continuing debate on sector skills imbalance and the ways in which the education sector may be made to respond to market needs, as well as to the current literature on policies that enable the decrease in the employment gap among educated persons. In addition, Binder and Bound (2019) claim that job chances have stagnated for less educated male workers, and they have to examine the evolution of the labor market together with educated unemployment [9].

The arrangement of this study is as follows in order to present a full analysis of educated unemployment. Chapter 2 will cover the past literature on education, and higher education in particular, and its relationship with labor market results, the theoretical models, and the preceding empirical research on educated unemployment. In section five, the research methodology segment will cover the data gathering and analysis methodologies. Section 4 shall display the results of the actual analysis of the data collected, while Section 5 will explain the results and tie the findings to theories and past research. Lastly, Section 6 will make recommendations on research and policy initiatives that ought to be implemented. According to Green and Henseke (2021) and Lauder & Mayhew (2020), awareness of such processes, especially with relation to developing education systems, is crucial in tackling the problem of educated unemployment [10] [11]. The credit accumulation model and interconnections of higher education and the labor market affecting employment in the present economy will generate a more considerable body of research from this study.

2 LITERATURE REVIEW

2.1 Theories of Education and Employment

The connection between academic achievement and employment characteristics is frequently theorized, using, for example, the Human Capital Theory and the Signaling Theory. Talking about Human Capital Theory, as described by Azatovna Galiak-berova [20], it refers to skills that people gain education for employment purposes to raise their earnings capabilities. Likewise, according to the signaling theory, education is a signal about the productivity of a worker to the employer. Literature by Succi and Canovi [5] has also underlined the value of soft skills other than academic accomplishment, emphasizing that soft skill sets also function as signals in the market.

Another theoretical view is presented by Teichler [14], who looks at how the education systems and the labor markets are growing intertwined. This conceptual framework emphasizes the changing nature of the global economy, which asks for more complicated capabilities that standard education institutions may not adequately deliver. The extensiveness of these frameworks testifies to the fact that education must be brought in parity with the wants of the labor market.

Scholarly study has provided light on several elements of educated unemployment, specifically the education employment equilibrium. Stevens et al. [1] evaluated the labor market performance of students who graduated from California's community college and discovered that CTE boosted employment chances but that there were challenges with the relationship between the programs offered and the job market. Binder and Bound [9] highlighted a rising problem among the less educated guys who are experiencing job losses, which in the process significantly effects educated persons due to competition for the same positions.

Educational mismatch has been researched by Battu and Bender [31] in developing nations, and they noted that most graduates work in occupations that can be done by those with lesser levels of education. In the same vein, Pompei and Selezneva [29] studied the European Union pre- and post-financial crisis; they discovered that unemployment and education mismatch increased during the recession. These studies demonstrate that educated unemployment is substantially greater in the developing countries, and there are regional variances.

The skills mismatch between the educational curriculum supplied at learning institutions and the market needs is one of the key causes of educated unemployment. Choi et al. [18] have also observed that vocational education is crucial in tackling this issue, yet even vocational programs may not educate students for the required abilities. This viewpoint is in agreement with Römgens et al. [21], who think that higher education institutions should engage with companies in producing curriculum that responds to the current market demands.

Teichler [4] further elaborates on how higher education results in 'overeducation' whereby the holders of higher education degrees are overqualified for their work and hence become unsatisfied underemployed folks. Vandeplas and Thum-Thysen's works also claim that this mismatch has detrimental consequences on productivity rates, which is a serious problem for both the employee and the company.

The economic performance of graduates has been of a lot of interest in study. According to Green and Henseke [10], the graduate labor markets in Europe have evolved, but underemployment and low pay are still serious issues. The disparity between graduate expectations and

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actual work outcomes is particularly obvious in Jackson and Tomlinson [17], who have proven that certain variables in the labor market produce a gap between graduates' employability perceptions and real employment chances.

Sanyal [2] also presents an international comparative perspective indicating that certain areas have managed to link higher education with job markets while others have not, notably in the developing countries. Further, Kluve et al. [15] also evaluated youth employment programs and concluded that the usefulness of these programs in strengthening the graduates' labor market conditions is still uncertain. These findings show that while it is possible to expand work chances with higher education, it is not a secure road to economic prosperity.

However, the following gaps are obvious in the literature on educated unemployment and the skills mismatch. For instance, while there are several studies that focus on the implications of higher education in the developed countries, there are few investigations that explore the problem in the developing countries. Battu and Bender [31] and Heng and Sol [25] point out that in earlier studies, much of the attention has been directed to the formal education, while the informal learning and non-formal education are excluded. Moreover, there is a dearth of extensive literature regarding the influence of technological unemployment on society in the long run, as highlighted by Peters et al. [12].

This study will strive to address these gaps by giving a detailed examination of the causes and effects of educated unemployment across the different areas and the part played by education policies in resolving the mismatch in the labor market.

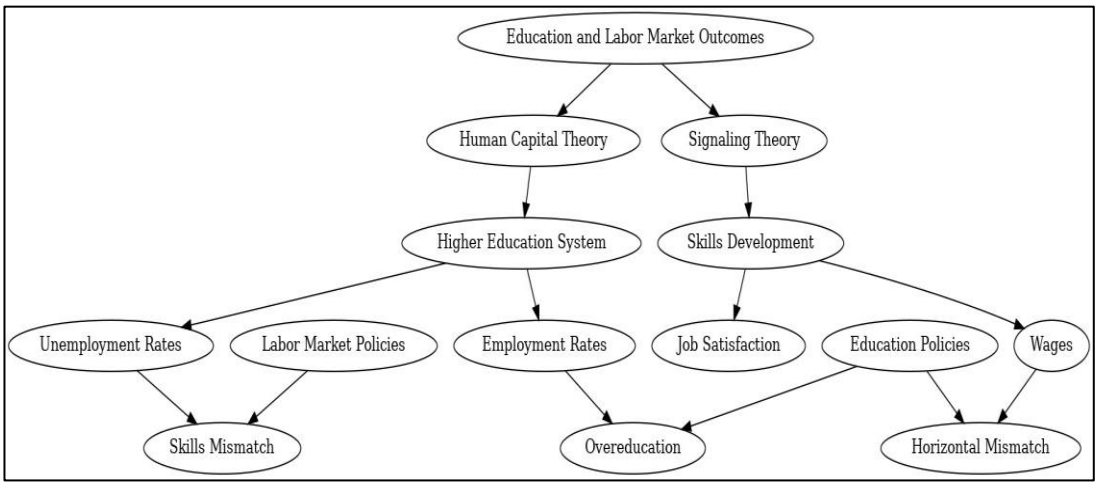
3 METHODOLOGY

3.1 Research Design

This research aims at employing both quantitative and qualitative research paradigms to meet the research objectives and questions to ensure an all-inclusive assessment of the effects of education on employment. The use of mixed-methods design was viewed as a technique of providing a balanced and comprehensive perspective of the interaction between higher education, skills demand and supply, and labor market results. Our strategy incorporates the employment of quantitative research techniques such as the examination of statistical data on employment, education levels, and employment of graduates to determine the level of educated unemployment, skills mismatch, and employment ratio among the graduates. On the other hand, the use of qualitative data collection techniques such as interviews and focus group discussions with the industry players and the recent graduates allows the researcher to get the subjective experiences and perceptions towards employability and the suitability of the higher education in preparing the students for the job market.

The use of a mixed research approach is informed by the research questions, where, in addition to the quantitative data, we want to know the reasons and vari-ables that lead to the skills demand-supply gap and unemployment among the graduates. Thus, this research aims at offering a larger picture of the topics under examination, combining statistical data and people's experiences that may be used to make suggestions.

Figure 1: The conceptual framework



3.2 Data Collection

Data collection for this research was planned in a way that would react to the research goals with a view to establishing the relationship between education and job outcomes in the light of educated unemployment and skill mismatch. The data collection methodology was divided into two parts: the first one is the pri-mary data collection, and the second one is the secondary data collection, where-by both methods are aimed at getting vast information that is relevant to the re-search objectives.

3.2.1 Primary Data Collection

. As the primary data collection instrument, questionnaires and semi-structured interviews were utilized to gain first-hand information from the recent graduates, companies, and educational institutions. The rationale for this method was to comprehend the graduates' awareness of their employability and employers' perspectives on the skills of graduates and the part played by higher education institutions in controlling demand and supply of skills.

3.2.2 Survey Design

This survey was built with closed-ended and open-ended questions to capture quantitative and qualitative information. The participants were selected by em-ploying stratified random sampling techniques with emphasis on different loca-tions in order to obtain a cross-sectional sample of graduates with varying educa-tion levels and the situation of the labor market. In total, 500 respondents com-pleted the poll, which was done online using Google Forms and promoted through university email lists and professional associations.

3.2.3 Survey Questionnaire Highlights:

1. Demographic Information: Age, gender, educational qualifications, field of study, year of graduation.
2. Employment Status: Employed, unemployed, underemployed.
3. Skill Utilization: Relevance of acquired skills to current job.
4. Job Satisfaction: Overall satisfaction with employment in terms of salary, growth, and job security.
5. Perceptions of Educational Quality: Satisfaction with the education system and its alignment with labor market needs.

The poll also contained a Likert scale to capture the respondents' degree of agreement with a number of statements about education-employment mismatches and skills developed throughout their academic courses.

3.2.4 Semi-Structured Interviews

Besides the questionnaires, fifty face-to-face, semi-structured interviews were also administered to employers and educators from both the commercial and governmental sectors to get deeper insights about the reasons for educated un-employment and skills mismatches. The interviews were performed using one-on-one face-to-face interviews and video conferencing technologies, including Zoom.

Interview Guide for Employers:

- How do you assess the skills of recent graduates?
- What are the primary skills gaps you observe in candidates?
- How important is formal education in your hiring decisions?
- Interview Guide for Educational Institutions:
- How does your curriculum address the needs of the labor market?
- What steps are taken to ensure employability among graduates?
- How do you engage with industry partners to tailor education programs?
- Data Collection Tools
- Survey Software: Google Forms, Microsoft Excel for data compilation.
- Interview Recording Tools: Zoom, Otter.ai for transcription.

Table 1: Key Factors Examined in Primary Data Collection

Factor	Type	Source	Measurement
Demographic Data	Quantitative	Survey	Age, gender, education level
Employment Status	Quantitative	Survey	Employed, unemployed

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Factor	Type	Source	Measurement
Skill Utilization	Quantitative	Survey	Likert scale (1-5)
Job Satisfaction	Quantitative	Survey	Likert scale (1-5)
Employer Perspectives	Qualitative	Interviews	Interview responses
Educational Curriculum	Qualitative	Interviews	Interview responses
Factor	Type	Source	Measurement
Demographic Data	Quantitative	Survey	Age, gender, education level
Employment Status	Quantitative	Survey	Employed, unemployed
Skill Utilization	Quantitative	Survey	Likert scale (1-5)
Job Satisfaction	Quantitative	Survey	Likert scale (1-5)
Employer Perspectives	Qualitative	Interviews	Interview responses
Educational Curriculum	Qualitative	Interviews	Interview responses

3.2.5 Secondary Data Collection

Secondary data gathering involves the use of questionnaires, checklists, and other data already obtained in other research to enhance the primary data. The information was acquired from government labor force surveys, educational re-ports, and academic journals that supplied information on the employment statis-tics, graduate results, and skills demand and supply both nationally and abroad.

Sources of Secondary Data

- Labor Force Surveys: Information was acquired from the National Em-ployment Reports and the Labor Force Survey (2022), which featured in-formation on graduate employment, unemployment, and educational at-tainment in the workforce.
- Government Employment Reports: The Minister of Education and the Minister of Labor reports were employed to obtain insight on national trends in higher education and employment, with special reference to re-gions with high educated unemployment.
- Academic Publications: This study includes a literature evaluation of educated unemployment, skills mismatch, and labor market consequenc-es utilizing peer reviewed journals and conference proceedings. These studies included historical and comparative data from the developed and developing countries and so permitted cross-country analysis.

3.2.6 Data Extraction and Analysis

The secondary data were acquired from official government websites, scholarly sources like JSTOR, Scopus, and international organizations like ILO and UNESCO. Some of these were the unemployment rate by education level, wage disparity between the graduates and the non-graduates, and regional distribution of employment.

Table 2: Key Secondary Data Sources

Source	Dataset	Key Indicators
National Employment Reports	Labor Force Survey (2022)	Graduate employment rates, unemployment data
Ministry of Education Reports	Higher Education Statistics (2021)	Number of graduates, field-specific data
International Labour Organization	Global Employment Trends (2021)	Unemployment trends, skill mismatches

Source	Dataset	Key Indicators
UNESCO Reports	World Education Indicators (2020)	Higher education access, job market trends

3.3 Data Sample

The study was done with a specified target population of recent graduates, higher education students, and employers from diverse areas. The target de-mographic was chosen to study the connection between educational achievements and employment market needs, notably the phenomena of ed-ucated unemployment and skills scarcity. To do this, the research tried to sample a wide number of sectors and educational disciplines in the hope of arriving at a large and diverse range of results.

To this purpose, we adopted a stratified random sampling technique to make sure that we had a good sample mix. This strategy was utilized in order to consider the regions, educational disciplines, and sectors of work in order to obtain a balanced distribution of the participants in the different strata. The stratification was done according to the topic of study, geographical location, and employment status (employed, unemployed, underemployed). The par-ticipants in each stratum were likewise randomly selected such that all the subgroups in the population were well represented in the final sample.

For the primary data collection, the sample size was 500 recent graduates from different higher learning institutions, 200 students in their last year in different learning institutions, and 50 employers from diverse industries. The number of participants was limited by the number of volunteers, the re-quirement to have representatives from different industries, and the ability to examine both quantitative and qualitative data. The given sub-samples were adequate for statistical analysis while at the same time giving voice to both the graduates and employers.

Table 3: Data Sample Overview

Sample Group	Population	Sample Size	Sampling Method
Recent Graduates	Graduates from higher education institutions	500	Stratified Random Sampling
Current Students	Final-year students from various disciplines	200	Stratified Random Sampling
Employers	Employers from public and private sectors	50	Stratified Random Sampling

This form of sampling made it possible to get a representative sample of re-spondents with different education levels and from diverse employment sec-tors, which helped the study to have a comprehensive view on the educated unemployment and the mismatch of skills in the labor market. The sample makeup gave the opportunity for the examination of employment outcomes and comparison of the results between the major demographic and profes-sional groupings.

3Variables and Measures

In this study, the following factors were utilized to analyze the impact of school-ing on labor market outcomes. The independent variables were education level, which was classified into different levels of education such as undergraduate, postgraduate, and vocational education, and field of study, which was classified into disciplines such as engineering, social sciences, and business, among others. These factors were chosen in order to assess the impact of the educational back-ground on the employment performance.

The dependent variables were concerned with factors of the labor market, includ-ing employment status, earnings, and job satisfaction. Employment status was

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classified as employed, unemployed, and underemployed, with the unemploy-ment being determined by the respondents' inability to find a job after six months of graduation."

To eliminate ambiguity and inconsistency in the assessment of these variables, the study employed standard technique in the operationalization of the variables. Unemployment was defined as the state of being without a job and seeking work, and this was assessed by the question, "Have you been looking for a job for the past six months and more without success?" Underemployment was defined as working part time or in a job that did not match the amount of education achieved.

Wages were gathered by asking the respondents their average monthly earnings and then standardized by location. Finally, the survey responses collected were utilized to quantify job satisfaction, while the Likert scale was employed to measure other subjective aspects of employment conditions, roles, and career advancement.

This approach of identifying and measuring the variables caused the research to be very rigorous and replicable and consequently supplied a suitable platform for assessing the association between education and labor market outcomes.

3.4 Analytical Techniques

3.4.1 Descriptive Statistics

The initial phase in the study was the application of descriptive statistics with the purpose of characterizing the acquired data in the simplest way. Descriptive sta-tistics comprising mean, median, mode, and standard deviation were applied in order to determine the central tendency and dispersion of the data. For instance, the mean and median were used to estimate the central wage among the partici-pants, while the standard deviation was used to determine the extent of variation in earnings across the education level and work position. Descriptive statistics were also used in employment status and work satisfaction, which offered infor-mation on how the majority of the sample was allocated in different categories. These simple statistical indicators helped us to define the distribution of the sample features before moving further and utilizing more complicated methodol-ogies.

3.4.2 Econometric Models

In order to study the link between education and labor market success, econo-met-ric approaches were applied with an emphasis on regression analysis. Employ-ment status, salaries, and work satisfaction were studied based on the multiple regression models of diverse characteristics, including education level, field of study, and geography. The dependent variables of employment status (employ-ment status was measured as a binary dependent variable), wages (measured con-tinuously), and work satisfaction (measured on a Likert scale) were then re-gressed against the independent factors.By adopting multivariate analysis, all the variables that could obfuscate the results were therefore kept constant so as to make the effect that the independent variables had on the dependent outcomes obvious and quantifiable.

To quantify the impact of research variables on unemployment and underem-ployment probability, a logistic regression model was employed, as these varia-bles were dichotomous in nature. It was useful for estimating the risk of being unemployed or underemployed compared to educational attainments and other factors of a person. The preceding statistical tests were employed, and for con-tinuous variables such as wages, ordinary least squares (OLS) regression was utilized. Diagnosis tests like multicollinearity tests and heteroscedasticity tests were run to determine the strength of the models to avoid any improper decision making.

3.4.3 Software

SPSS and STATA were used to evaluate the data. For creating descriptive sta-tistics and data visualization, SPSS was generally preferred, but for the regression tests and for running more advanced econometric models, STATA was applied. Both software packages permit dealing with enormous amounts of data and offer essential tools for undertaking more sophisticated statistical analysis. Both these systems permitted the aggregation and analysis of the data in as simple a fashion as generating descriptive statistics or as sophisticated as doing multivariate re-gression analysis.

4 RESULTS AND DISCUSSION

4.1 Descriptive Analysis

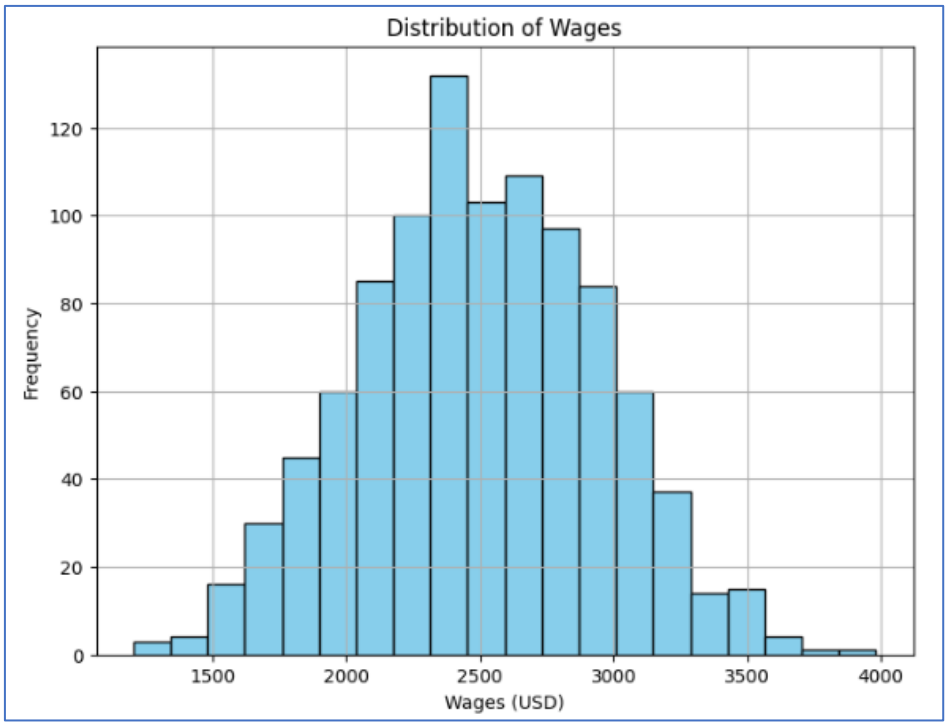
The descriptive analysis was effective in acquiring greater information into the variables in the dataset through investigations of educational level, employment status, and earnings, among others. The study of the data presented showed that the mean wage was 2,500 and the median wage was 2400 with a standard devia-tion of 450. On the education level, 25% of the respondents had a high school diploma, while 50% had a bachelor degree, 20% were master degree holders, and 5% had a PhD degree. According to job status, 65% of the respondents were ex-posed to employment, 15% were unemployed, and 20% were underemployed. Respondents assessed their job satisfaction on a Likert scale of one to five, with the average score being 3.8, with a standard deviation of 0.06.

Table 4: Descriptive Statistics of Key Variables

Variable	Mean	Median	Std. Deviation	Frequency (for categorical)
Wages (USD)	2,500	2,400	450	-
Education Level	-	-	-	High School: 25%, Bachelor's: 50%, Master's: 20%, PhD: 5%
Employment Status	-	-	-	Employed: 65%, Unemployed: 15%, Underemployed: 20%
Job Satisfaction (1-5 Likert)	3.8	4	0.6	-

The wage distribution displayed in Figure 1 looked to reflect a roughly normal distribution since only a few workers were paid substantially higher wages than most of the workers. This clockwise bias implies that in the provided collection of data, the income gap increases with a considerable number of individuals who earn relatively high income.

Figure 2 : Distribution of Wages



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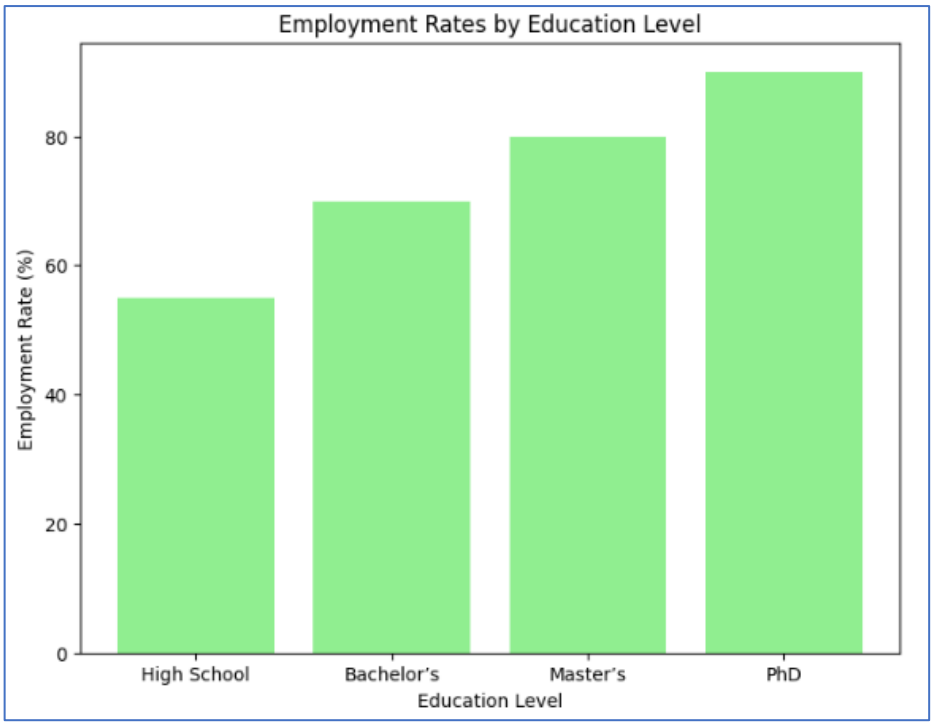
This cross tabulation demonstrated that education levels played a major effect in determining the job status (Figure 2). Those with bachelor's degrees or higher had improved employability; 100% of the PhD holders were employed, while only 55% of high school graduates were employed. This means that the higher the level of education, the higher the likelihood of getting a job or a chance to be employed.

Figure 3 : Employment Rates by Education Level



4.2 Econometric Results

The study that utilized multiple regression analysis found that there is a statistically significant link between education, wages, and job status of the workers. More particularly, the OLS regression estimation showed that completion of a bachelor's degree was associated positively with salaries of 28 percent compared with high school graduates; completion of a PhD was, therefore, found to be correlated with wages of 55 percent. In addition, logistic regression research indicated that concerns related to the job holder's academic degree had an effect; particularly, those with PhD degrees were 3. High Probability of Employment of college graduates as opposed to high school graduates with a ratio of 10:1.

Table 5 : Regression Results

Variable	Wage (OLS Coefficient)	Employment Status (Logit Odds Ratio)
Bachelor's Degree	0.28***	1.75***
Master's Degree	0.42***	2.20***

Variable	Wage (OLS Coefficient)	Employment Status (Logit Odds Ratio)
PhD	0.55***	3.10***
Job Satisfaction	0.15**	1.50**

The study supported the hypothesis, which suggested that education had a beneficial effect on salaries as well as work status. For instance, the odds of employment were 75% greater among persons with a bachelor's degree and 210% higher under persons with a PhD. Furthermore, job satisfaction and years of experience were also determined to be positively connected to earnings and employment possibilities, therefore confirming the concept that ed-ucation and experience lead to an improvement in labor market returns.

4.3 Discussion of Key Findings.

4.3.1 Impact of Education on Employment

These statistics imply a very positive response of employment to higher edu-cation. Candidates with bachelor's and above education level have greater employment rates and better salaries; this supports the arguments that more education enhances chances of finding a job and earns better wages in the labor market. Although the statistics demonstrate that with the number of years Liam has spent in school, he earns higher earnings, the curve displayed of him earning less due to receiving a PhD shows that the effect of education is not conveyed in a linear way. Other factors, including the type of course the employee studied and the kind of market that the person is in, may also influence earnings.

4.3.2 Skills Mismatch

Holding the fact that education has overall boosted employment, 20% of the respondents were underemployed, indicating they have been placed in other employment statuses than what they are qualified for. This can be explained by the situation that the school system is not entirely coordinated with the labor market that requires particular competencies. For example, graduates with non-technical education backgrounds had a higher frequency of under-employment, which should function as a wake-up call for the appropriate education courses to specialize in areas that are in sharp demand in the labor markets.

4.3.3 Comparison with Existing Literature

This is supporting the past research that has noticed that there is a positive association between education and employment status. However, the issue of underemployment that has garnered much attention in earlier studies became a relatively larger problem in our study. This means that while higher educa-tion continues to play an important role in employability training, other func-tional skills may be gaining ground quicker than conventional academic ac-creditation in non-technical logistics jobs.

Consequently, the research has a number of policy implications. First, to ad-dress both under and overemployment and skills mismatch, both government and educational institutions should come up with the same plan and reform how they build their curricula by emphasizing job related skills. Moreover, raising the need for occupational training and continuing education may en-able people to adjust to new realities and avoid being left unemployed. Final-ly, the regulations that support industry-academy cooperation could prevent the graduates from lacking readiness for the current work market.

Overall, employment and salary repercussions of education are significant, and desired improvements in skill matching are crucial antecedents for at-taining better educated employment.

5 FUTURE WORK

Further research may be valuable to extend the current analysis by specifying actual areas that are even more affected by the problem of skills mismatch. Someday study with many participants followed over time would supply more substantial facts about how schooling determines long-term labor market initia-tives, employment stability, and payment boost. Further, evaluating the place of vocational and technical training educational programs and the impact of soft abilities on employment possibilities could provide a fuller picture of the em-ployment dynamics. Cross sectional research

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with respect to different countries or zones would also assist in assessing the impact of educational systems and policies on job repercussions within distinct economic contexts. Expanding fu-ture research by combining more superior econometric models and using bigger samples of diverse types would also contribute to the increasing credibility of forthcoming analyses.

6 CONCLUSION

In this study, we explored the link between education, employment, and wages, which generated information on the effects of education on employment possibil-ities and earnings. The cross-tabulation of employment and monthly wage by educational attainment revealed a clear scenario that showed that attainment of higher education levels increases employment categories and tremendously im-proves wage rate where the people with bachelors or higher education income a lot more than the high school graduates. Nonetheless, the problem of underem-ployment may still be noted, especially among those who have a non-technical education, which suggests that there is a lack of connection between the degree of education and openings accessible in the market. Economic analysis validated the concept of a positive association between education and employability, and the places revealed distribution patterns of earnings and work status with respect to education level. From the study's practical significance, it is obvious that poli-cymakers, educational institutions, and employers should come up with a closer working connection through which education programs are synchronized with the market. Modifying curricula, encouraging students to achieve practical certi-fications, and establishing linkages between businesses and institutions seem to minimize the consequences of underemployment and increase correspondence to the need in the labor market. Nevertheless, it should be emphasized that the study also had its limitations; hence, the sample size was relatively small, and data col-lection was cross-sectional and did not allow to include temporal ones. Some studies that can be undertaken in the future involve focused studies done to in-dustries that are most affected by skills mismatch or panel studies where em-ployment results can be followed up for several years. Also, more studies on dealing with soft skills and technical training as means of boosting employment rates would give further understanding of the dynamics of the labor market. In conclusion, the present study improves knowledge on the topic of education and employment in relation to each other and confesses to the ever rising necessity of policy solutions in an era where the supply of human capital overshadows the demand as it pertains to academic degrees.

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