CHAPTER 5

ANALYSIS AND DISCUSSION

Contents

DATA ANALYSIS AND DISCUSSION

The analysis and discussion of data in this study are centred on identifying the pivotal factors that contribute to the successful job placement of MBA graduates in Coastal Karnataka. Utilizing a quantitative research design, the investigation delves into a comprehensive examination of demographic, academic, and co-curricular variables, alongside the roles of soft skills, institutional ranking, and self-esteem in shaping job placement outcomes. Employing a cross-sectional design for data collection at a single time point through survey questionnaires enables an in-depth analysis of variables influencing MBA graduates' employability.

Targeting MBA graduates from Coastal Karnataka, the study leverages convenience sampling for participant selection, focusing on those who are either job-seeking or have secured employment within six months post-graduation. This method efficiently gathers relevant data from a specific population subset, enhancing the study's focus and applicability. The data collection is executed via an online structured questionnaire, systematically designed to capture crucial information across various dimensions—demographic profiles, academic achievements, co-curricular engagements, soft skills evaluation, and perceptions of institutional prestige and self-worth.

Primary data, gathered directly from the participants, serves as the foundation for this study, while secondary data from academic publications and industry reports provides a robust theoretical backdrop. Together, these data streams will be meticulously analysed to unravel the intricate web of factors affecting job placement success among MBA graduates in the region. The forthcoming sections will not only present a detailed analysis of these findings but also engage in a rich discussion on their implications for educational institutions, aiming to furnish actionable recommendations to enhance job placement strategies and, ultimately, the employability of MBA graduates in Coastal Karnataka.

5.1. Presentation and Analysis of Data

The data's presentation and analysis stem from feedback acquired via a questionnaire survey. Software tools were employed for summarizing, describing, and analyzing the data, with significant findings presented through charts. The survey, conducted among MBA Alumni, sought to uncover the skills crucially affecting MBA graduates' employability. With the dynamic expectations of employers and evolving business trends leading to new hiring practices, non-cognitive skills like communication, interpersonal abilities, leadership, and the

capacity to demonstrate value have gained prominence. This survey endeavours to pinpoint the pivotal skills affecting MBA graduates' employment prospects.

Hence, this chapter scrutinizes data collected from a survey aimed at identifying diverse factors affecting MBA graduates' job placement outcomes in Coastal Karnataka. The analysis bridges the theoretical constructs outlined in previous chapters with the empirical data collected, offering actionable insights into job placement success dynamics within this locale. An in-depth review of survey responses, covering demographic, academic, and co-curricular variables, alongside soft skills, institutional rankings, and self-esteem levels of participants, is provided. This overview facilitates a foundational understanding of the data, hinting at potential trends and patterns.

A summary of the data collection process is presented, including response rates, respondent demographics, and the methodologies employed to ensure data integrity and reliability. This groundwork is vital for contextualizing the findings and bolstering the subsequent analysis's credibility.

Data Analysis was conducted utilizing Jamovi open statistical software version 2.4.11 (Jamovi. (Version 2.4), 2023). The analysis began by summarizing categorical data by computation of frequencies and percentages(R Core Team, 2022). Mean and standard deviation were calculated for continuous data to provide a summary. The Chi-square test was employed to explore the relationship between employment status and various categorical variables. The association between self-esteem, soft skills, and employment status was also examined using the t-test. This analytical approach enabled a comprehensive examination of the factors influencing MBA graduates' job placement outcomes.

The analysis's core explores the correlations between demographic, academic, and co-curricular variables, soft skills, institutional rankings, self-esteem, and job placement outcomes. Statistical methods assess these relationships' strengths and significance, identifying key job placement success predictors. The findings are thoroughly discussed, reflecting on their congruence or divergence from existing literature and previously established theoretical frameworks. This discourse aims to decipher the results' implications, providing a detailed understanding of the significant factors influencing MBA graduates' job placement outcomes in Coastal Karnataka.

The chapter summarises key discoveries and their practical implications for stakeholders, including MBA graduates, educational institutions, and employers in the Coastal Karnataka

region. Based on the identified factors, recommendations aimed at improving job placement outcomes are suggested to guide future strategies and policies. Thus, this chapter offers a detailed synthesis of the survey-collected data, analysed meticulously to reveal the complex factors affecting MBA graduates' job placement outcomes in Coastal Karnataka. Through this analysis, the study contributes meaningful insights into the broader discourse on employability and career success within the business sector.

Table 5.1. Participant Response Distribution		
Description	**Count**	**Percentage (%)**
Total Number of Respondents	631	74.24
Number of Non-Respondents	219	25.76
Total Number of Questionnaires Distributed Online	850	100

The table above delineates the distribution of responses for the study conducted. Of the 849 questionnaires distributed online, 631 were completed and returned, yielding a response rate of 74.24%. This indicates a strong engagement level from the participants, suggesting that the findings derived from this sample are likely to provide meaningful insights into the study's focus areas. Conversely, there was a non-response rate of 25.76%, represented by 219 participants who did not complete the questionnaire. Non-responses can stem from various reasons, including lack of interest, time constraints, or relevance of the study to the potential respondents. The high response rate enhances the credibility and generalizability of the study outcomes, assuming the sample is representative of the broader population under investigation.

Table 5.2 outlines the employment status of 631 respondents from a study on MBA graduates in Coastal Karnataka, categorizing them into various employment situations and those pursuing further education. This table sets the groundwork for analyzing 541 participants, excluding those in further studies, to identify factors affecting job placement outcomes, aiming for insights to enhance MBA graduates' employability in a rapidly changing professional landscape.

Table 5.2. Employment Status of Respondents	
Employment Status	**Frequency (%)**
Employed full-time in the field of specialization	214 (33.9)
Employed, but not in the field of specialization	98(15.5)
Employed part-time in the field of specialization	97(15.4)
Unemployed	132(20.9)
Pursuing further education	**90(14.4)**
Total number of respondents	**631(100)**

Subsequent analysis focusing on the determinants of employment status was conducted with a sample of 541 participants, deliberately omitting the 90 individuals currently engaged in further education. This refined approach allows for a more targeted examination of the influences on job placement outcomes for MBA graduates. In other words, the consolidated status of respondents is given below:

Table 5.3. Consolidated Employment Status of Respondents			
Employment Category	**Original Count**	**Consolidated Status**	**Consolidated Count**
Employed full-time in the field of specialization	214	Employed	312
Employed, but not in the field of specialization	98	Employed	
Employed part-time in the field of specialization	97	Not Employed	229
Unemployed	132	Not Employed	
Total Analysed for Employment Status	**541**		**541**
Pursuing further education (Excluded from Analysis)	90	Excluded	
Total Respondents	**631**		

Table 5.3 visualizes the consolidation of employment status categories for the study's respondents. It clearly shows how the original counts within each employment category were merged into two broad classifications: 'Employed' and 'Not Employed'. The total number of participants analysed for employment status is 541, excluding the 90 individuals pursuing further education, who were thus not considered in the employment status analysis.

Gender and Employment Status of MBA Graduates

To understand the dynamics within the job market for MBA graduates, this study delves into the intersection of gender and employment outcomes. Recognizing the potential disparities between male and female graduates in securing post-graduation employment, we present the following contingency table. It segments MBA graduates based on their gender and subsequent employment status, aiming to identify any significant associations that may influence their professional trajectories. The analysis, supported by a chi-square test, seeks to illuminate whether gender plays a pivotal role in employment success among MBA holders, thereby contributing to the ongoing discourse on gender equality in the workforce.

Table 5.4. Gender and Employment Status of MBA Graduates			
Gender	**Not Employed (Freq. %)**	**Employed (Freq. %)**	**Total**
Male	101 (37.4%)	169 (62.6%)	270
Female	128 (47.2%)	143 (52.8%)	271
Total	**229**	**312**	**541**
Source: Survey data			

Chi-square Test:

- Chi-square value: 5.35
- Degrees of Freedom (df): 1
- P-value: 0.021
- Significance: Significant (Sig.)

Table 5.4 delineates the employment status of MBA graduates by gender, revealing a significant association between gender and employment outcomes post-graduation. Among the male respondents, 62.6% were employed compared to 37.4% who were not, while female respondents showed a slightly lower employment rate, with 52.8% employed and 47.2% not employed.

The chi-square test, yielding a value of 5.35 with a p-value of 0.021, indicates that this difference in employment rates between male and female graduates is statistically significant ($p<0.05$). This suggests that gender plays an important role in determining employment outcomes for MBA graduates, with male graduates having a higher likelihood of being employed than their female counterparts.

This finding underscores the need to explore further the dynamics contributing to gender disparities in the job market for MBA graduates. Understanding the underlying factors that lead to such differences is crucial for developing strategies to promote equal employment opportunities for all graduates, regardless of gender.

5.2. Demographic Determinants of Job Placement: The Role of Age among MBA Graduates

The analysis of the age distribution of participants to their employment status after graduation is directly aligned with the first objective of the study: to identify the demographic variables associated with full-time job placement upon graduation. This objective aims to explore demographic factors such as gender, age, geographic location (rural vs. urban), previous work experience, and parental income/education levels and how these factors influence the likelihood of securing full-time employment post-graduation.

Table 5.5. Age Distribution of Participants by Employment Status					
Employment Status	**N (Number of Participants)**	**Mean Age**	**Standard Deviation**	**t-value**	**P-value**
Placed	312	26.67	1.87	2.565	.011*
Not Placed	229	27.10	2.01		
*Significant at $p<0.05$					
Source: Survey Data					

This table represents the age distribution of participants based on their employment status - whether they were placed in a job or not. The analysis includes 312 participants with an average age of approximately 26.67 years and a standard deviation of 1.87 years, indicating a relatively narrow age range. On the other hand, the 229 participants who were not placed had a slightly higher mean age of 27.10 years with a standard deviation of 2.01 years, suggesting a slightly broader age range but still relatively close to the placed group.

The t-value of 2.565, along with a P-value of .011, indicates that the difference in mean ages between the placed and not placed groups is statistically significant at the 5% significance level ($p<0.05$). This suggests that age might influence employment placement, with younger participants slightly more likely to be placed than their older counterparts. However, the practical significance of this difference should be further explored in the context of other variables that may influence employment outcomes.

The finding that age impacts job placement for graduates highlights several key areas for action and study. Employers may prefer younger graduates, suggesting a need for more inclusive hiring practices. Career services should consider age in their support, particularly for older graduates facing market biases. The value of lifelong learning is emphasized, suggesting that ongoing professional development could level the playing field across ages. Finally, a holistic approach that considers age alongside other demographic factors like gender, location, previous experience, and parental background is essential for a complete understanding of job placement dynamics, guiding policy and program development.

The studies highlight younger workers' productivity advantages due to physical capabilities and technological adaptability. Lin, (2011) notes their pivotal role in technological adaptation in dense, educated areas. Van Dalen et al., (2010) find that hard skills, are common among younger workers, are deemed crucial for productivity. Bartel et al., (2005) show that rapid technological changes necessitate training that younger workers are more likely to receive. Bartel et al. (2007) discuss how IT investments require new skills, often found among younger

employees. Meyer, (2007) observes that firms with younger workers are likelier to adopt new technologies, enhancing productivity.

5.3. Rural vs. Urban: Analysing the Impact of Geographical Location on MBA Graduates' Employment

This section of the thesis examines the influence of geographical location on the employment outcomes of MBA graduates. Utilizing a contingency table, the study compares the employment status of graduates from rural versus urban backgrounds to identify any significant disparities. To understand how demographic variables, precisely geographic location, affect full-time job placement post-graduation, this analysis contributes to a broader exploration of the factors influencing career success among MBA holders. A chi-square test is conducted to assess the statistical significance of the observed differences, aiming to provide concrete insights into location's role in shaping graduates' employment prospects.

In addressing the complex dynamics of employment outcomes among MBA graduates, this study delves into the role of geographical location as a critical demographic variable. The following analysis presents a contingency table that contrasts the employment statuses—employed versus not employed—of graduates originating from rural and urban settings. The objective is to unearth potential patterns and disparities in job placement rates based on the graduates' geographical backgrounds. Employing a chi-square test for statistical validation, this segment aims to shed light on the significance of location in influencing the career trajectories of MBA graduates, thereby contributing valuable insights to the discourse on geographical disparities in employment opportunities.

Table 5.6. Geographical Location and Employment Status of MBA Graduates			
Location	**Not Employed** (Freq. %)	**Employed** (Freq. %)	**Total**
Rural	117 (47.8%)	128 (52.2%)	245
Urban	112 (37.8%)	184 (62.2%)	296
Total	**229**	**312**	**541**
Source: Survey Results			

Chi-square Test:

- Chi-square value: 5.40
- Degrees of Freedom (df): 1
- P-value: 0.020
- Significance: Significant

The objective of this analysis was to explore the association between demographic variables and full-time job placement for MBA graduates, with a particular focus on the impact of geographical location (rural vs. urban) on employment outcomes. The contingency table above displays the distribution of employment status among MBA graduates based on their geographical location.

The findings reveal a significant disparity in employment rates between graduates from rural and urban areas. Specifically, 52.2% of rural graduates found employment, compared to 62.2% of their urban counterparts. This difference is statistically significant, as indicated by a chi-square value of 5.40 and a p-value of 0.020, suggesting that geographical location is crucial in determining employment success post-graduation.

This significant association between geographical location and employment status underscores the influence of location-based factors on job market accessibility and opportunities. Urban areas might offer a greater density of employment opportunities, networking platforms, and career resources that can facilitate job placement for MBA graduates. Conversely, rural graduates may face challenges such as limited access to job markets, fewer networking opportunities, and potentially, a need to relocate for employment.

These insights are instrumental for policymakers, educational institutions, and career service providers in tailoring their support and strategies to address the unique challenges faced by graduates from different geographical areas. Enhancing employment support for rural graduates, improving accessibility to job markets, and fostering connections between rural talents and urban opportunities could be key steps towards levelling the employment landscape for all MBA graduates, irrespective of their geographical background.

5.4. Parental Annual Income and Employment Outcomes of MBA Graduates

This study investigates the relationship between parental annual income levels and the employment outcomes of MBA graduates, aiming to identify whether socioeconomic background influences graduates' ability to secure employment post-graduation. The following table categorizes MBA graduates into different groups based on their parent's annual income, comparing the proportions of employed versus not employed individuals within each income bracket. By analysing this data, we seek to uncover potential disparities in employment rates that might correlate with varying parental income levels, offering insights into the broader socioeconomic factors that may impact career success for postgraduate students.

Table 5.7. Parental Annual Income and Employment Status of MBA Graduates			
Level of Parental Income	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Less than ₹5,00,000	22 (43.1%)	29 (56.9%)	51
₹5,00,000 - ₹9,99,999	23 (46.9%)	26 (53.1%)	49
₹10,00,000 - ₹14,99,999	45 (48.9%)	47 (51.1%)	92
₹15,00,000 - ₹19,99,999	50 (42.7%)	67 (57.3%)	117
₹20,00,000 - ₹24,99,999	71 (41.5%)	100 (58.5%)	171
₹25,00,000 or more	18 (29.5%)	43 (70.5%)	61
Total	**229**	**312**	**541**
Source: Survey Data			

Chi-square Test:

- Chi-square value: 6.23
- Degrees of Freedom (df): 5
- P-value: 0.284
- Significance: NS (Not Significant)

Table 5.7 explores the impact of parental annual family income on the employment status of MBA graduates, categorizing income levels from "Less than ₹5,00,000" to "₹25,00,000 or more."

The data exhibits a trend where MBA graduates from higher-income families have higher employment rates post-graduation. Notably, graduates whose parents' annual income exceeds ₹25,00,000 show a significantly higher employment rate of 70.5% compared to those from the lowest income bracket at 56.9%. This suggests a potential influence of socioeconomic background on employment outcomes, possibly due to better access to resources, networking opportunities, or education quality.

However, the chi-square test, with a value of 6.23 and a p-value of 0.284, indicates that the association between parental income levels and MBA graduates' employment status is not statistically significant within this sample. This implies that while an observable pattern exists, it does not strongly substantiate the hypothesis that parental income level directly affects employment success across the population studied. It highlights the complexity of employment determinants, suggesting that factors beyond parental income, such as educational quality, individual skills, and market demands, might play critical roles in influencing employment outcomes for MBA graduates.

5.5. Exploring the Influence of Paternal Education on Graduate Employment Success

In examining the impact of familial background on employment outcomes among graduates, this study specifically explores the relationship between the educational levels of graduates' fathers and their subsequent employment status. Table 5.8 categorizes participants into two employment statuses—employed and not employed—across five distinct levels of their fathers' education, ranging from 'Grade 4 and Below' to 'Postgraduate/Professional'. The purpose is to investigate whether the educational attainment of a graduate's father influences their likelihood of securing employment post-graduation. A chi-square test is employed to assess the statistical significance of the observed association, providing insight into the dynamics between parental education and graduate employment outcomes.

Table 5.8. Relationship Between Father's Education Level and Employment Status of Graduates

Level of Father's Education	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Grade 4 and below	37 (45.1%)	45 (54.9%)	82
Grades 5-8	50 (47.2%)	56 (52.8%)	106
Grades 9-12	53 (43.1%)	70 (56.9%)	123
Graduation	53 (43.4%)	69 (56.6%)	122
PG/Professional	36 (33.3%)	72 (66.7%)	108
Total	**229 (42.3%)**	**312 (57.7%)**	**541**

Source: Survey Data

Chi-square Test:

- Chi-square value: 4.95
- Degrees of Freedom (df): 4
- P-value: 0.292
- Significance: NS (Not Significant)

The contingency table analyses the relationship between the employment status of graduates and their fathers' education levels. The education levels range from "Grade 4 and Below" to "PG/Professional."

The data reveals a gradient in employment rates correlating with the educational attainment of the graduates' fathers. Specifically, graduates whose fathers have postgraduate or professional degrees have the highest employment rate (66.7%), while those whose fathers have education levels of grade 4 and below have the lowest (54.9%).

However, the chi-square test, with a p-value of 0.292, indicates no statistically significant association between the employment status of graduates and their fathers' education levels in

this sample. This suggests that while there is a visible trend in the data, it is not strong enough to confirm a direct relationship across the population studied. Other factors not captured in this analysis may play a more pivotal role in determining the employment outcomes of graduates. The findings underscore the complexity of employment determinants and the need to consider broader influences beyond familial educational background.

5.6. Maternal Education and Its Association with MBA Graduate Employment Outcomes

In examining the potential broader socioeconomic factors that influence MBA graduates' employment outcomes, this study analyses the relationship between maternal educational levels and job placement rates. The forthcoming data (see Table 5.9) provides insights into how the education level of a graduate's mother might correlate with their success in securing employment. By delineating graduates into categories based on their mothers' highest educational qualifications, we seek to identify any patterns or trends that could suggest maternal education's role in shaping their offspring's career trajectories. The findings from this exploration may contribute to understanding the complex interplay of family background and career outcomes in the context of higher education.

Table 5.9. Relationship Between Mother's Education Level and Employment Status of MBA Graduates

Level of Mother's Education	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Grade 4 and below	32 (39.5%)	49 (60.5%)	81
Grades 5-8	52 (48.6%)	55 (51.4%)	107
Grades 9-12	60 (44.4%)	75 (55.6%)	135
Graduation	39 (34.2%)	75 (65.8%)	114
PG/Professional	46 (44.2%)	58 (55.8%)	104
Total	**229 (42.3%)**	**312 (57.7%)**	**541**
Source: Survey Data			

Chi-square Test:

- Chi-square value: 5.47
- Degrees of Freedom (df): 4
- P-value: 0.243
- Significance: NS (Not Significant)

Table 5.9 delves into the correlation between the employment status of graduates and their mothers' education levels, spanning from 'Grade 4 and Below' to 'Postgraduate/Professional.'

The intent is to discern if a mother's educational attainment influences her child's employment prospects post-graduation.

Analysis reveals an upward trend in employment rates with higher educational levels of mothers, particularly notable from 'Graduation' upwards. Graduates with mothers holding a Graduation degree or higher exhibit a more significant percentage of employment than those with mothers with lower educational qualifications.

However, the chi-square test result, with a p-value of 0.243, indicates no statistically significant association between a mother's education level and the employment status of graduates in this sample. This outcome suggests that, within the scope of this study, mothers' education levels do not directly impact their children's employment success, pointing towards the multifaceted nature of employment determinants. Despite observable patterns in the data, the influence of mothers' educational backgrounds on employment outcomes may be nuanced and mediated by other factors not captured in this analysis.

5.7. Impact of NAAC Grading on MBA Graduate Employment Outcomes

This analysis investigates the correlation between the NAAC grading of educational institutions and the employment status of MBA graduates. By examining data from 541 participants, the study explores whether institutional accreditation impacts job placement, revealing insightful trends and statistical findings that challenge conventional assumptions regarding accreditation and employability.

Table 5.10. Impact of NAAC Grading on the Employment Status of MBA Graduates

NAAC Grading	Not Employed	Employed	Total
Not Accredited	125	74	199
B	6	4	10
B+	16	8	24
A	85	66	151
A+	34	28	62
A++	61	34	95
Total	**327**	**214**	**541**

Source: Survey Data

Chi-Square Test Results

- Chi-square Value: 3.32
- Degrees of Freedom (df): 5
- P-value: 0.650

- Sample Size (N): 541

The above table and corresponding Chi-square test results explore the relationship between NAAC (National Assessment and Accreditation Council) grading of educational institutions and the employment status of MBA graduates (employed vs. not employed) among 541 participants.

The distribution of employment status across various NAAC gradings—from Not Accredited to A++—reveals a diverse picture of how accreditation impacts job placement outcomes. Notably, the highest number of unemployed graduates comes from institutions that are not accredited, indicating potential challenges in employability for students from these institutions. Conversely, the proportion of employed graduates tends to increase with higher NAAC grades, suggesting a possible positive impact of institutional accreditation on employment prospects.

However, the Chi-square test, with a value of 3.32 and a p-value of 0.650, indicates no statistically significant association between NAAC grading and employment status among the participants in this study. The degrees of freedom (5) suggest comparing six categories of NAAC grading.

This lack of a statistically significant association implies that while NAAC grading may influence perceptions of educational quality, it does not directly correlate with the immediate job placement outcomes of MBA graduates in this sample. This finding is crucial for educational policymakers and institutions, indicating that factors beyond NAAC grading might play more critical roles in influencing employment outcomes for graduates. It prompts further investigation into what these factors could be—ranging from the curriculum, industry connections, to practical training—and how they can be optimized to enhance employability for MBA graduates.

5.8. Exploring Academic Predictors of Employment Success for MBA Graduates: The Role of Percentage Score

Table 5.11 aims to identify academic variables associated with full-time job placement upon graduation, focusing on percentage score, specialization, English language ability, and internship experience. Table 5.11 examines the impact of MBA percentage score on employment status, as part of an effort to understand how academic performance correlates with job placement success for MBA graduates. This analysis serves as a starting point for exploring the influence of various academic factors on post-graduation employment outcomes.

Table 5.11. Impact of MBA Percentage Score on Employment Status			
Percentage Score in MBA Education	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Less than 60	25 (41.7%)	35 (58.3%)	60
60-69	67 (46.2%)	78 (53.8%)	145
70-79	72 (43.1%)	95 (56.9%)	167
80-89	52 (38.5%)	83 (61.5%)	135
90 or Above	13 (38.2%)	21 (61.8%)	34
Total	**229**	**312**	**541**

Chi-Square Test:

- Chi-square value: 1.98
- Degrees of Freedom (df): 4
- P-value: 0.739 (Not Significant)

This analysis explores the relationship between MBA graduates' overall percentage scores and employment status to identify academic variables associated with full-time post-graduation job placement. The data categorizes graduates into five groups based on their percentage scores, ranging from less than 60 to 90 or above, and compares the employment rates across these categories.

The contingency table reveals a gradient of employment rates that generally increase with higher percentage scores. Graduates with scores in the 80-89 and 90 or above brackets exhibit the highest employment rates, at 61.5% and 61.8%, respectively. Conversely, those with scores less than 60 have the lowest employment rate at 58.3%. However, the observed differences across the score ranges are not statistically significant, as indicated by a chi-square value of 1.98 and a p-value of 0.739.

This lack of statistical significance suggests that while there is a visible trend of higher employment rates among graduates with higher percentage scores, the overall percentage score in MBA education alone does not decisively influence employment outcomes within the scope of this study. This outcome points to the complex interplay of factors affecting job placement, indicating that other variables, such as specialization, English language ability, and internship experience, may also play crucial roles.

The findings underscore the importance of a holistic approach to enhancing employability among MBA graduates beyond striving for high academic scores. It highlights the need for further research into how different academic and experiential factors collectively impact job

placement outcomes. It aims to provide more comprehensive guidance for students navigating their MBA education and subsequent entry into the workforce.

5.9. MBA Specializations and Their Influence on Employment Outcomes: An Analytical Overview

Table 5.12 delves into the pivotal question of how specialization within MBA programs correlates with employment outcomes post-graduation. By dissecting the employment status of graduates across six key specializations—Logistics, Operations, Marketing, Information Technology, HR, and Finance, this analysis seeks to uncover any discernible patterns that might suggest a strategic advantage in the job market based on one's chosen field of study. This comprehensive approach not only aims to reveal the direct impact of specialization on job placement rates but also to contextualize these findings within the broader spectrum of employability factors, setting the stage for a nuanced understanding of MBA education's role in shaping career trajectories.

Table 5.12. Impact of Specialization During MBA Education on Employment Status

Specialization	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Logistics	13 (36.1)	23 (63.9)	36
Operations	53 (51.5)	50 (48.5)	103
Marketing	44 (37.9)	72 (62.1)	116
Information Technology	31 (38.3)	50 (61.7)	81
HR	51 (39.5)	78 (60.5)	129
Finance	37 (48.7)	39 (51.3)	76
Total	**229**	**312**	**541**

Source: Survey Data

Chi-Square Test:

- Chi-square value: 7.22
- Degrees of Freedom (df): 5
- P-value: 0.205 (Not Significant)

This table investigates the relationship between the specialization chosen during MBA education and the subsequent employment status of graduates, categorizing them into six distinct specializations: Logistics, Operations, Marketing, Information Technology (IT), Human Resources (HR), and Finance.

The data reveals variations in employment rates across different specializations. Graduates specialising in Logistics, Marketing, IT, and HR show higher employment rates, exceeding

60%, with Logistics leading at 63.9%. Conversely, those specialized in Operations and Finance exhibit lower employment rates, at 48.5% and 51.3%, respectively.

However, despite these observed differences, the overall chi-square test result, with a value of 7.22 and a p-value of 0.205, indicates that the association between MBA specialization and employment status is not statistically significant within the sample studied. This suggests that while certain specializations may appear more favourable regarding job placement outcomes, the variation in employment rates does not strongly correlate with the specialization area at a level that achieves statistical significance.

This non-significant finding highlights the complexity of factors influencing employment outcomes for MBA graduates, suggesting that variables beyond specialization, such as individual skills, networking, and job market conditions, play crucial roles in determining job placement success. It underscores the need for a holistic approach in preparing for the job market, emphasizing the importance of developing a broad skill set and professional experiences alongside academic specialization.

Future research might explore additional dimensions such as industry demand for specific specializations, the role of internships and practical experience, and how these elements, combined with academic specialization, contribute to the overall employability of MBA graduates.

5.10. Linking English Language Proficiency to Job Placement Success of MBA Graduates

Table 5.13 examines the influence of perceived English language proficiency on the employment outcomes of MBA graduates, categorizing them by their self-assessed language ability and correlating these levels with job placement success to highlight the Significance of English skills in the professional realms.

Table 5.13. Impact of Perceived English Language Ability on Employment Status of MBA Graduates			
English Language Ability	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
Excellent	39 (33.1)	79 (66.9)	118
Good	81 (39.3)	125 (60.7)	206
Average	72 (41.9)	100 (58.1)	172
Poor	37 (82.2)	8 (17.8)	45
Total	**229**	**312**	**541**

Chi-Square Test:

- Chi-square value: 34.3
- Degrees of Freedom (df): 3
- P-value: <0.001 (Highly Significant)

This analysis investigates the relationship between MBA graduates' perceived English language ability and their job placement success. The data categorizes graduates into four levels of English proficiency—Excellent, Good, Average, and Poor—and examines the correlation between these levels and employment outcomes.

The findings indicate a significant trend: higher English language proficiency graduates have better employment rates. Specifically, 66.9% of graduates perceived to have 'Excellent' English language skills were employed, compared to a significantly lower 17.8% employment rate among those rated as having 'Poor' skills. Graduates with 'Good' and 'Average' proficiency also showed 60.7% and 58.1% employment rates, demonstrating a clear gradient in job placement success correlated with English language ability.

The chi-square test results, with a value of 34.3 and a p-value of less than 0.001, confirm that the association between English language ability and employment status is highly significant. This suggests that perceived English language proficiency is crucial in determining job placement outcomes for MBA graduates, with higher proficiency correlating strongly with increased employment prospects.

This significant finding underscores the importance of English language skills in the professional landscape, especially for MBA graduates seeking employment. It highlights the need for MBA programs to emphasize English language proficiency as part of their curriculum, ensuring that graduates are well-equipped to meet the linguistic demands of the global business environment. Furthermore, it suggests that students should seek opportunities to enhance their English language skills as a strategic move to improve their employability and career success.

Our analysis linking English language proficiency to MBA graduates' employment complements research on linguistic barriers in global academic careers, highlighting the crucial "knowing where" competency. Studies with foreign faculty in diverse academic systems underline language skills as essential for career progression, urging academia and professionals to prioritize linguistic proficiency and cultural adaptability in the increasingly globalized landscape of higher management education (Pudelko & Tenzer, 2019).

The highly significant impact of English language ability on employment outcomes also opens avenues for future research, including exploring the specific aspects of language proficiency that employers most value and how MBA programs can best incorporate language development to prepare graduates for the job market.

5.11. Internship Experience and Its Influence on MBA Graduates' Employment Outcomes: A Statistical Analysis

Table 5.14 presents an analysis exploring the potential impact of internship experience on the employment outcomes of MBA graduates. By categorizing participants based on their internship involvement during their MBA studies and correlating this with their post-graduation employment status, the study seeks to discern practical, hands-on experience's role in enhancing job prospects. Despite the intuitive value attributed to internships in professional development, the analysis employs a chi-square test to evaluate the statistical significance of this relationship within the sample studied.

Table 5.14. Internship Experience and Employment Status of MBA Graduates

Internship Experience	**Not Employed** Freq (%)	**Employed** Freq (%)	**Total**
No Internship	61 (46.2)	71 (53.8)	132
Had Internship	168 (41.1)	241 (58.9)	409
Total	**229**	**312**	**541**

Source: Survey Data.

Note. A chi-square test examined the association between internship experience and employment status. Chi-square value = 1.08, df = 1, p = 0.299. N.S. = Not Significant.

Table 5.14 examines the relationship between internship experience during MBA education and subsequent employment status among graduates, formatted following APA style requirements. The data categorizes MBA graduates into two groups based on whether they had an internship experience and compares this with their employment status—either employed or not employed—post-graduation.

The findings reveal that 58.9% of graduates who had completed an internship were employed, compared to 53.8% of those who did not have any internship experience. Although there appears to be a higher employment rate among graduates with internship experience, the chi-square statistical test indicates that this difference is not statistically significant, with a chi-square value of 1.08 and a p-value of 0.299.

This lack of statistical significance suggests that within this sample, internship experience alone does not have a decisive impact on the employment outcomes of MBA graduates. The results highlight the complexity of factors influencing post-graduation employment status, suggesting that other variables besides internship experience, contribute to graduates' ability to secure employment.

The findings emphasize the need for a holistic approach to MBA education and career preparation, where internship experience is just one of many factors that can influence employment prospects. Future research might explore the qualitative aspects of internships, such as industry relevance and skill acquisition, and how they interact with other variables to impact job placement success.

5.12. Extracurricular Engagement and Employment Success of MBA Graduates: A Quantitative Study

This section of the thesis explores the relationship between participation in extracurricular and co-curricular activities during an MBA program and subsequent employment outcomes for graduates. Given the increasing emphasis on holistic development and soft skills in today's competitive job market, this analysis seeks to quantify the impact of such involvement on securing employment post-graduation. The following table categorizes MBA graduates based on their level of participation in activities—including the National Cadet Corps (NCC), National Service Scheme (NSS), sports, public speaking, leadership development, and soft skill training—and compares the employment rates of those who participated in various numbers of activities against those who did not participate at all. Employing a chi-square test for trend, the study aims to uncover any significant associations between activity involvement and job placement success, shedding light on the extracurricular elements that may enhance employability among MBA graduates.

Table 5.15. Participation in various Activities During the MBA Program on Employment Status			
Number of Activities* Participated	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
Not Involved in Any Activity	12 (52.2%)	11 (47.8%)	23
Involved in 1 Activity	48 (47.5%)	53 (52.5%)	101
Involved in 2 Activities	119 (43.3%)	156 (56.7%)	275
Involved in 3 or More Activities	50 (35.2%)	92 (64.8%)	142
Total	**229 (42.3%)**	**312 (57.7%)**	**541**

Source: Survey Data *Activities listed: National Cadet Corps (NCC), National Service Scheme (NSS), Sports and games, Public Speaking or Leadership Development.

Chi-Square Test for Trend:

- Linear-by-Linear Association: 4.826
- Degrees of Freedom (df): 1
- Asymptotic significance (2-sided): 0.028
- **Significance:** There is a significant association between the number of activities participated in during the MBA program and placement rate.

This analysis investigates the relationship between MBA graduates' participation in various activities during their program and their subsequent employment status. The activities range from involvement in the National Cadet Corps (NCC), National Service Scheme (NSS), sports and games, public speaking and leadership development programs.

Table 5.15 categorizes graduates based on their level of involvement in these activities and compares the employment outcomes of those not placed versus those who secured placement. The results reveal a clear trend: as the number of activities participated in increases, so does the job placement rate. Specifically, graduates who engaged in three or more activities exhibit the highest placement rate (64.8%), significantly higher than those who did not participate in any activity (47.8%).

The chi-square test for trend confirms this observation with a linear-by-linear association value of 4.826 and a p-value of 0.028, indicating a statistically significant association between activity involvement and increased placement rates. This suggests that extracurricular activities during the MBA program may enhance graduates' employability by developing skills, expanding networks, or increasing visibility to potential employers.

5.13. NCC Participation and Its Influence on MBA Graduates' Employment: An Analytical Perspective

The following table delves into the impact of National Cadet Corps (NCC) participation on MBA graduates' job placement, revealing the nuanced value of extracurricular activities in the business sector and the prevailing emphasis on academic credentials over diverse experiences in the hiring process.

Table 5.16. Impact of NCC Participation on MBA Graduates' Job Placement

NCC Participation	Not Placed Freq (%)	Placed Freq (%)	Total
Not Participated	207 (42.5)	280 (57.5)	487
Participated	22 (40.7)	32 (59.3)	54
Total	229 (42.3)	312 (57.7)	541
Source: Survey Data			

Chi-Square Tests:

- Pearson Chi-Square Value: 0.062
- Degrees of Freedom (df): 1
- P-value: 0.803 (Not Significant)

This analysis examines the relationship between participation in the National Cadet Corps (NCC) and job placement outcomes among MBA graduates. The data divides graduates into two categories based on their NCC participation status: those who did not participate and those who did.

The results show that 57.5% of graduates who did not participate in NCC were placed, compared to a slightly higher placement rate of 59.3% for those who did participate. Despite this slight difference in placement rates favouring NCC participants, the Pearson Chi-Square test indicates that the association between NCC participation and job placement is not statistically significant, with a p-value of 0.803. The exploration into the influence of National Cadet Corps (NCC) participation on job placement outcomes for MBA graduates reveals a nuanced picture. While NCC participation imbues individuals with a wealth of skills and disciplines, particularly beneficial for careers in the armed forces, its direct impact on securing employment post-MBA appears limited. This study's findings underscore that B-schools and most employers prioritize academic achievements and scores, such as CAT or MAT, over extracurricular involvements, like NCC, when considering candidates for admission or employment.

Furthermore, the reality seems stark for MBA graduates eyeing an edge in the job market through their NCC background. Unless the hiring process specifically values military discipline or is influenced by individuals with a defence background, NCC participation alone does not markedly enhance job placement prospects. This conclusion does not diminish the value of NCC training but highlights the distinct criteria employed by business schools and employers in the contemporary job landscape. It suggests a divergence in the weighting of extracurricular activities versus academic and professional credentials, guiding MBA aspirants to tailor their profiles accordingly.

5.14. Evaluating the Impact of NSS Engagement on MBA Graduates' Employment Opportunities

This section of our study casts a spotlight on the influence of National Service Scheme (NSS) participation on the job placement rates of MBA graduates. With increasing employers looking for candidates who excel academically and demonstrate a commitment to community service and leadership skills, understanding the role of NSS activities becomes crucial. Through an analytical lens, we present data on how involvement in NSS activities correlates with the job placement success of MBA graduates. Despite the prevalent assumption that extracurricular engagements enhance employability, our findings aim to provide a grounded perspective on the actual impact of NSS participation on securing employment post-graduation, backed by statistical analysis from our comprehensive survey data.

Table 5.17. Impact of NSS Participation on Job Placement of MBA Graduates

NSS Participation	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
Not Participated	169 (42.6)	228 (57.4)	397
Participated	60 (41.7)	84 (58.3)	144
Total	**229 (42.3)**	**312 (57.7)**	**541**

Source: Survey Data

Chi-Square Test:

- Pearson Chi-Square Value: 0.035
- Degrees of Freedom (df): 1
- P-value: 0.851 (Not Significant)

This analysis explores the relationship between participation in the National Service Scheme (NSS) during MBA studies and subsequent job placement outcomes for graduates. The data categorizes MBA graduates into two groups based on their NSS participation status: those who participated and those who did not.

The results indicate a slight increase in placement rates for those who participated in NSS (58.3%) compared to those who did not (57.4%). However, this difference is marginal and, according to the Pearson Chi-Square test with a value of 0.035 and a p-value of 0.851, is not statistically significant. This suggests that while NSS participation might enrich the educational experience and provide valuable skills, it does not have a direct and significant impact on enhancing job placement rates for MBA graduates in the sample studied.

This finding highlights that the job placement success of MBA graduates may rely more heavily on other factors, such as academic performance, relevant work experience, or other extracurricular activities more directly aligned with the business sector. It underscores the multifaceted nature of employability and suggests that while extracurricular engagements like NSS participation are valuable for personal growth and development, they may not directly influence employment outcomes in the way academic credentials and professional experiences do.

However, the broader academic discourse presents a compelling narrative on the intrinsic value of NSS and similar service-oriented programs. Research in adjacent areas indicates that such participation fosters personal growth, social responsibility, and the development of a broad skill set, undeniably valuable elements of the professional world (Astin & Sax, 1998; Lobo, 2013). These extracurricular activities are linked with enhanced employability skills, suggesting that active engagement in NSS could contribute positively to an MBA graduate's perceived employability, albeit indirectly (Lau et al., 2014).

The indirect benefits, including the cultivation of soft skills and a heightened sense of civic responsibility, underscore the potential of NSS participation to enrich the MBA experience. While not directly correlating with job placement outcomes in this study, employers increasingly recognise these competencies as valuable attributes in potential candidates.

As observed in this study, the discrepancy between the intrinsic value of NSS participation and its non-significant impact on job placement outcomes highlights the complexity of employability factors. It suggests that while NSS participation contributes to a well-rounded skill set, employers may prioritize other qualifications or experiences during the hiring process.

This insight calls for a nuanced understanding of how extracurricular involvement is valued in the job market and points towards the need for further research. Future studies could explore the indirect pathways through which NSS and similar activities influence career success,

potentially uncovering latent benefits that contribute to employability beyond immediate job placement.

5.15. Assessing the Role of Sports and Games in Enhancing MBA Graduates' Employment Prospects

This study examines the impact of participation in sports and games on the job placement outcomes of MBA graduates. By comparing the employment status of those who engaged in these activities to those who did not, we aim to uncover potential correlations.

Table 5.18. Impact of Participation in Sports and Games on Job Placement of MBA Graduates

Participation in Sports and Games	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
Not Participated	135 (41.5)	190 (58.5%)	325
Participated	94 (43.5)	122 (56.5%)	216
Total	**229 (42.3)**	**312 (57.7%)**	**541**

Source: Survey Data

Chi-Square Test:

- Pearson Chi-Square Value: 0.208
- Degrees of Freedom (df): 1
- P-value: 0.648 (Not Significant)

This analysis explores the relationship between MBA graduates' participation in sports and games and their subsequent job placement outcomes. The table categorizes graduates based on their engagement in sports and games during their MBA studies into two groups: those who participated and those who did not.

The results reveal a marginal difference in job placement rates between graduates who participated in sports and games (56.5% placed) and those who did not (58.5% placed). Despite the intuitive belief that participation in sports could enhance teamwork, leadership skills, and overall employability, the Pearson Chi-Square test indicates that this difference is not statistically significant, with a p-value of 0.648.

This finding suggests that while participation in sports and games is undoubtedly beneficial for personal development, fostering qualities such as discipline, teamwork, and stress management, it does not directly impact MBA graduates' job placement outcomes within the scope of this study. The non-significant association may highlight the complex nature of employability factors, where academic performance, professional experiences, and specific

skills relevant to the job market might play more decisive roles in determining employment outcomes.

The nuanced understanding derived from this study underscores the multifaceted nature of employability, suggesting that while extracurricular activities like sports and games contribute to a well-rounded educational experience, they alone may not be sufficient to influence job placement outcomes significantly. This insight encourages further exploration into how various activities and experiences can be leveraged to enhance MBA graduates' employability in a competitive job market, suggesting a potential area for future research to uncover the indirect benefits and soft skills gained through sports participation.

5.16. Enhancing MBA Employment Outcomes: The Role of Public Speaking and Leadership Programs

The finding in the following table emphasizes the value of a holistic MBA education that extends beyond academic achievement and includes active participation in various activities. It highlights the potential benefits of such involvement for improving job prospects, offering a compelling argument for students and educational institutions to encourage and facilitate engagement in diverse extracurricular endeavours.

Table 5.19. Influence of Public Speaking and Leadership Development Programs on MBA Graduates' Job Placement

Participation in Public Speaking & Leadership Programs	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
Not Involved	117 (47.2%)	131 (52.8%)	248
Participated in Either Program	92 (42.2%)	126 (57.8%)	218
Participated in Both Programs	20 (26.7%)	55 (73.3%)	75
Total	**229 (42.3%)**	**312 (57.7%)**	**541**

Source: Survey Data

Chi-Square Tests:

- Pearson Chi-Square Value: 9.926
- Degrees of Freedom (df): 2
- P-value: 0.007 (Significant)

This table assesses the impact of participation in public speaking and leadership development programs on the job placement outcomes of MBA graduates. It categorizes graduates into three groups: those not involved in any such programs, those who participated in either public speaking or leadership development, and those who engaged in both programs.

The findings reveal a notable trend: graduates who participated in both public speaking and leadership development programs exhibited the highest placement rate (73.3%), compared to those who participated in either program (57.8%) or did not participate at all (52.8%). This suggests a positive correlation between the extent of involvement in these developmental programs and job placement success among MBA graduates.

The statistical analysis, supported by a Pearson Chi-Square value of 9.926 with a significance level of 0.007, indicates a statistically significant association between participation in these programs and job placement outcomes. This significance highlights the potential value of public speaking and leadership development activities in enhancing employability skills that are valued in the job market.

This analysis underscores the importance of such extracurricular and co-curricular activities in MBA programs, suggesting that they play a crucial role in equipping graduates with the skills and confidence required to navigate the competitive job market successfully. It advocates for integrating more holistic development opportunities within MBA curriculums to better prepare students for their professional futures.

5.17. Cultural Engagement and Its Impact on MBA Graduates' Job Market Success

Table 4.20 explores how engagement in cultural activities, specifically dance and music, influences graduates' job placement outcomes during MBA studies. By distinguishing between those who participated in such activities and those who did not, the analysis seeks to identify any potential advantages or correlations between non-academic involvement and success in the job market. This inquiry is part of a broader attempt to understand the multifaceted contributors to employability beyond academic performance and professional experiences, offering insights into the value placed on cultural participation in the professional sphere.

Table 5.20. Impact of Participation in Cultural Activities (Dance/Music) on Job Placement of MBA Graduates

Cultural Activity Participation (Dance/Music)	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
No	214 (42.0%)	296 (58.0%)	510
Yes	15 (48.4%)	16 (51.6%)	31
Total	**229 (42.3%)**	**312 (57.7%)**	**541**

Chi-Square Test:

- Pearson Chi-Square Value: 0.494
- Degrees of Freedom (df): 1

- P-value: 0.482 (Not Significant)

This analysis investigates the relationship between MBA graduates' participation in non-academic cultural activities, specifically dance and music, and their success in securing job placement post-graduation. The data distinguishes between graduates who engaged in these cultural activities and those who did not, aiming to explore potential advantages conferred by such participation.

The results indicate a slight discrepancy in job placement rates, with 58.0% of graduates who did not participate in dance or music activities being placed, compared to a placement rate of 51.6% for those who did participate. However, this marginal difference does not reflect a statistically significant impact on job placement outcomes, as evidenced by a Pearson Chi-Square value of 0.494 and a p-value of 0.482.

The non-significant result suggests that while engagement in dance and music might enrich personal development and potentially enhance soft skills relevant to the professional environment, such as creativity, teamwork, and discipline, it does not directly influence the likelihood of job placement among MBA graduates within this study's sample.

This finding highlights the complex nature of factors influencing employment success post-MBA, suggesting that employers may prioritize academic achievements, professional experiences, and specific skill sets over cultural activity participation in their hiring decisions. It prompts a broader reflection on the role of extracurricular activities in career development, indicating that while valuable for personal growth, their direct contribution to job placement may be limited.

Future research could further explore the indirect benefits of cultural activity participation on employability, potentially uncovering nuanced ways in which these experiences contribute to graduates' professional preparedness and appeal to prospective employers.

5.18. Academic Enhancement Activities and Their Impact on MBA Graduates' Employment Outcomes

The table 5.21 investigates the correlation between participation in academic enhancement activities—such as attending workshops, seminars, conferences, and presenting papers—and the employment outcomes of MBA graduates. It aims to uncover whether active engagement in these scholarly activities influences graduates' ability to secure job placements post-degree

completion. Through categorizing graduates based on their involvement, this analysis contributes to a deeper understanding of the role that extracurricular academic pursuits play in shaping the employability and professional success of MBA holders in the competitive job market.

Table 5.21. Impact of Academic Engagement (Workshops, Seminars, Conferences, Paper Presentations) on Job Placement of MBA Graduates			
Academic Engagement	**Not Placed** Freq (%)	**Placed** Freq (%)	**Total**
No	207 (43.4%)	270 (56.6%)	477
Yes	22 (34.4%)	42 (65.6%)	64
Total	**229 (42.3%)**	**312 (57.7%)**	**541**

Chi-Square Test:

- Pearson Chi-Square Value: 1.881
- Degrees of Freedom (df): 1
- P-value: 0.170 (Not Significant)

This analysis investigates the influence of MBA graduates' participation in academic activities—such as attending workshops, seminars, conferences, and presenting papers—on their success in securing job placement. It categorizes the graduates into two groups: those who participated in these academic engagement activities and those who did not.

The findings reveal that graduates who participated in academic activities have a higher job placement rate (65.6%) compared to those who did not engage (56.6%). This suggests a positive trend, where involvement in academic activities potentially contributes to a higher likelihood of job placement.

However, the statistical analysis, evidenced by a Pearson Chi-Square value of 1.881 with a p-value of 0.170, indicates that this observed difference is not statistically significant. This outcome implies that while there is a visible association between academic activity participation and job placement rates, it does not conclusively establish that participation in these activities directly impacts MBA graduates' ability to secure employment within the scope of this study.

The non-significant result might reflect the complex nature of employability, which is influenced by a multitude of factors, including but not limited to academic credentials, professional experiences, and individual skills. It suggests that employers may value the

comprehensive skill set and professional readiness that such academic engagements denote, but these are among many criteria considered during the hiring process.

This insight into the role of academic engagement in enhancing employability among MBA graduates encourages a broader examination of how extracurricular academic activities complement the traditional curriculum. It highlights the importance of offering and encouraging participation in these activities as part of MBA programs for personal and professional development and potentially enhancing job prospects in a competitive market. Further research is needed to explore the indirect benefits and the multifaceted impact of academic engagement on employment outcomes.

5.19. Analysing Soft Skills Impact on MBA Graduates' Job Placement

This research investigates the self-assessment of MBA graduates in Coastal Karnataka regarding their proficiency in seven crucial soft skills: communication, teamwork and collaboration, problem-solving and critical thinking, time management, adaptability and flexibility, leadership skills, and emotional intelligence. The study aims to uncover which soft skills significantly impact graduates' employability by correlating these self-assessments with employment outcomes. This comprehensive analysis highlights the soft skills most valued by employers and offers actionable insights for educational institutions looking to enhance their curriculum. Understanding these dynamics is vital for preparing future graduates for the competitive job market, ensuring they possess the most demanding skills.

Table 5.22. Communication Skills Rating by Employment Status

Communication Skills Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	17 (07.4)	11 (03.5)	28 (05.2)
2	54 (23.6)	65 (20.8)	119 (22.0)
3	76 (33.2)	87 (27.9)	163 (30.1)
4	53 (23.1)	74 (23.7)	127 (23.5)
5	29 (12.7)	75 (24.0)	104 (19.2)
Total	**229 (100)**	**312 (100)**	**541 (100)**

Source: Survey Data

Chi-square Value: 14.5

- Degrees of Freedom (df): 4
- P-value: 0.006
- Sample Size (N): 541

Interpretation:

The Chi-square value of 14.5 with a p-value of 0.006 indicates that there is a statistically significant association between the self-assessed communication skills and the employment status of the MBA graduates. The results are based on a degree of freedom of 4, considering there are five categories for communication skills rating. In the 'Not Placed' category, 229 respondents rated their communication skills across a scale of 1 to 5, with a higher concentration of ratings at level 3 (33.2%). Conversely, the 'Placed' category, comprising 312 respondents, showed a more even distribution across the ratings, with a slight increase in the frequency of higher ratings (levels 4 and 5).

Overall, the 'Total' row indicates a general trend where respondents tend to rate their communication skills in the mid to high range (3 to 5), with level 3 being the most selected rating across both employment statuses.

The Chi-square test, yielding a value of 14.5 and a significant p-value of 0.006, suggests that there is a statistically significant difference in the distribution of communication skills ratings between those who are placed and not placed. This could imply that self-perceived communication proficiency may be associated with employment outcomes among the graduates studied. It also indicates a potential area of focus for educational institutions looking to enhance their graduates' employment prospects.

Given the Chi-square test's significance, educational institutions may consider this an area for potential curriculum development or targeted training to improve graduates' employment prospects. Moreover, these findings could influence recruitment strategies, suggesting that employers value communication skills when assessing candidates for job roles.

5.20. Analysis of Teamwork and Collaboration: Impact on MBA Graduates' Job Placement

This analysis explores the impact of self-assessed teamwork and collaboration skills on the job placement of MBA graduates, illuminating how these essential soft skills correlate with employment status. By examining the distribution of skill ratings among graduates and their subsequent job outcomes, the study seeks to understand the value placed on teamwork and collaboration in the professional world. Through this investigation, we aim to highlight the significance of nurturing such competencies among future graduates to enhance their employability in a dynamic job market.

Table 5.23. Teamwork and Collaboration Skill Ratings by Employment Status			
Rating	**Not Placed (Freq, %)**	**Placed (Freq, %)**	**Total (Freq, %)**
1	12 (46.2)	14 (53.8)	26 (100)
2	70 (44.6)	87 (55.4)	157 (100)
3	68 (46.9)	77 (53.1)	145 (100)
4	61 (41.2)	87 (58.8)	148 (100)
5	18 (27.7)	47 (72.3)	65 (100)
Total	**229 (42.3)**	**312 (57.7)**	**541 (100)**
Source: Survey Data			

Chi-square Value: 7.50

- Degrees of Freedom (df): 4
- P-value: 0.112
- Sample Size (N): 541

Interpretation:

The table above presents the observed frequencies and percentages of MBA graduates' self-assessed teamwork and collaboration skills, categorized by their employment status as either 'Not Placed' or 'Placed'.

A noticeable trend emerges at the highest skill rating (5), where a significant majority (72.3%) of respondents were 'Placed', compared to only 27.7% who were 'Not Placed'. This stark difference highlights the potential value employers place on high-level teamwork and collaboration skills.

Despite these observable trends, the Chi-square test results with a p-value of 0.112 indicate that the differences in the distribution of teamwork and collaboration skill ratings between those who were placed and not placed are not statistically significant at the conventional 0.05 level. This suggests that while there seems to be a positive correlation between higher self-rated teamwork skills and employment outcomes, the association is not strong enough to be deemed statistically significant across the entire dataset.

However, the significant proportion of 'Placed' respondents rating themselves highly in teamwork and collaboration skills underscores the potential importance of these competencies in the job market. Educational institutions may consider emphasizing the development of teamwork and collaboration within their curriculum, not just for the inherent value of these skills in professional settings but also for their possible influence on enhancing graduates' employability. Further research could delve into specific aspects of teamwork and

collaboration that are most valued by employers or explore other factors that might mediate or moderate the relationship between these soft skills and job placement success.

5.21. Problem Solving and Critical Thinking: Impact on MBA Graduates' Job Placement

This analysis investigates the influence of self-rated problem-solving and critical thinking abilities on the job placement of MBA graduates, focusing on the observed frequencies and percentages across different employment statuses. By contrasting the self-assessment ratings of 'Not Placed' versus 'Placed' individuals, the study aims to discern the impact of these pivotal cognitive skills on employability. Highlighting trends in higher skill ratings correlating with increased employment, the findings offer insights into the essential competencies required in the contemporary job market, guiding educational strategies for fostering these critical capabilities among future professionals.

Table 5.24. Problem Solving and Critical Thinking Skill Ratings by Employment Status

Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	30 (48.4)	32 (51.6)	62 (100)
2	65 (43.6)	84 (56.4)	149 (100)
3	84 (46.7)	96 (53.3)	180 (100)
4	35 (34.7)	66 (65.3)	101 (100)
5	15 (30.6)	34 (69.4)	49 (100)
Total	**229 (42.3)**	**312 (57.7)**	**541 (100)**

Source: Survey Data

Chi-Square Test Results for Problem-Solving and Critical Thinking

Chi-square Value: 7.61

Degrees of Freedom (df): 4

P-value: 0.107

Sample Size (N): 541

Interpretation:

This table and the associated Chi-square test results provide insight into the relationship between MBA graduates' self-assessed problem-solving and critical thinking skills and their employment status. Notably, there is a progressive increase in the percentage of 'Placed' respondents with higher skill ratings, especially evident at rating 5, where 69.4% of respondents are placed compared to 30.6% not placed.

The Chi-square test, with a value of 7.61 and a p-value of 0.107, suggests a marginal relationship between these soft skill ratings and employment outcomes, indicating that while

there is a trend towards higher employment rates among those with higher ratings, the association is not statistically significant at the conventional 0.05 level.

The observation that higher proficiency in problem-solving and critical thinking correlates with better employment outcomes, albeit not statistically significant, suggests that these skills are valued in the job market. This finding highlights the importance of developing these critical skills among MBA graduates to enhance their employability. Educational institutions may consider integrating more problem-solving and critical thinking exercises into their curricula to better prepare students for the challenges of the professional world.

The results underscore the need for a balanced approach to MBA education that emphasizes both technical knowledge and soft skills development, recognizing the role of cognitive skills in securing employment and succeeding in the workplace. Further research could explore the specific aspects of problem-solving and critical thinking that are most beneficial in the job search process or examine other factors that may influence the employability of MBA graduates.

5.22. Team Management Skills: Impact on MBA Graduates' Job Placement

This section examines the correlation between MBA graduates' self-rated team management skills and their success in securing employment, presenting an analysis of how these leadership competencies impact job placement outcomes. Through a detailed review of observed frequencies and percentages alongside significant chi-square test results, the study illuminates the critical role of effective team management in the professional advancement of MBA graduates, highlighting the necessity for educational institutions to prioritize the cultivation of these pivotal skills within their curricula.

Table 5.25. Team Management Skill Ratings by Employment Status

Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	35 (59.3)	24 (40.7)	59 (100)
2	53 (44.5)	66 (55.5)	119 (100)
3	61 (43.9)	78 (56.1)	139 (100)
4	56 (38.4)	90 (61.6)	146 (100)
5	24 (30.8)	54 (69.2)	78 (100)
Total	229 (42.3)	312 (57.7)	541 (100)

Source: Survey Data

Chi-Square Test Results for Team Management Skills

Chi-square Value: 12.6

Degrees of Freedom (df): 4

P-value: 0.014

Sample Size (N): 541

Interpretation:

The revised table showcases the relationship between MBA graduates' self-assessed team management skills and their job placement outcomes. Notably, the data reveals a trend where higher ratings in team management skills are associated with a higher likelihood of being placed. This trend is most evident in the highest rating (5), where 69.2% of the respondents who rated themselves highly were placed, in contrast to only 30.8% who were not placed.

The Chi-square test, with a significant p-value of 0.014, indicates that the association between team management skills ratings and employment status is statistically significant. This finding suggests that higher proficiency in managing teams could be a critical factor influencing the employability of MBA graduates. It implies that the ability to effectively manage and lead teams is highly valued by employers and could significantly impact job placement success.

This analysis highlights the importance of developing strong team management and leadership skills within MBA programs. Educational institutions may need to focus more on experiential learning opportunities that allow students to develop and practice these skills in real-world scenarios. Moreover, this insight can guide students in prioritizing the development of their leadership and team management capabilities as part of their career preparation efforts.

Overall, the results underscore soft skills' crucial role in enhancing employability and success in the job market, particularly in team management. For MBA graduates looking to secure competitive positions, honing their ability to lead and manage teams effectively appears to be a valuable investment in their future career development.

5.23. Impact of Adaptability and Flexibility on MBA Graduates' Job Placement

In today's ever-changing business landscape, adaptability and flexibility are more than just buzzwords—they are essential for success. This section explores how MBA graduates' self-perceived adaptability and flexibility correlate with their ability to secure employment. By examining the nuanced relationship between these soft skills and job placement outcomes, we aim to shed light on the importance of pivoting and thriving in dynamic environments for career advancement.

Table 5.26. Adaptability and Flexibility Skill Ratings by Employment Status			
Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	28 (51.9)	26 (48.1)	54 (100)
2	72 (45.0)	88 (55.0)	160 (100)
3	60 (40.5)	88 (59.5)	148 (100)
4	39 (37.5)	65 (62.5)	104 (100)
5	30 (40.0)	45 (60.0)	75 (100)
Total	**229 (42.3)**	**312 (57.7)**	**541 (100)**
Source: Survey Data			

Chi-Square Test Results for Adaptability and Flexibility

Chi-square Value: 3.83
Degrees of Freedom (df): 4
P-value: 0.430
Sample Size (N): 541

Interpretation:

The table above presents the distribution of self-assessed adaptability and flexibility ratings among MBA graduates, categorized by their employment status ('Not Placed' vs. 'Placed'). A clear trend emerges, showing a higher percentage of 'Placed' respondents as the rating increases, particularly noticeable at the highest rating (5), where 60% of respondents are placed compared to 40% not placed.

However, the Chi-square test results, with a p-value of 0.430, indicate that the differences in the distribution of adaptability and flexibility ratings between those who were placed and those who were not are not statistically significant. This suggests that while there may be a perceived advantage to higher ratings in adaptability and flexibility, these self-assessments do not show a strong direct correlation with employment outcomes within this dataset.

Despite the lack of statistical significance, the observed trend underscores the perceived importance of adaptability and flexibility in the job market. It highlights an opportunity for educational programs to further emphasize the development of these skills, preparing students for the uncertainties and rapid changes characteristic of modern work environments. As the business world continues to evolve, the ability to adapt and remain flexible could become increasingly critical in determining MBA graduates' career success.

5.24. Role of Leadership Skills in MBA Graduates' Job Placement

Leadership is often hailed as a cornerstone for success in the corporate world, making it imperative to understand its impact on MBA graduates' employability. This analysis delves into how self-assessed leadership skills correlate with job placement outcomes, offering insights into the pivotal role of leadership abilities in navigating the professional landscape. Through this exploration, we aim to underscore the value of leadership development in enhancing career prospects for MBA graduates.

Table 5.27. Distribution and Percentage of Leadership Skill Ratings by Employment Status

Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	33 (63.5)	19 (36.5)	52 (100)
2	53 (40.5)	78 (59.5)	131 (100)
3	65 (42.5)	88 (57.5)	153 (100)
4	54 (42.9)	72 (57.1)	126 (100)
5	24 (30.4)	55 (69.6)	79 (100)
Total	**229 (42.3)**	**312 (57.7)**	**541 (100)**

Source: Survey Data

Chi-Square Test Results for Leadership Skills

Chi-square Value: 14.3
Degrees of Freedom (df): 4
P-value: 0.006
Sample Size (N): 541

Interpretation

The distribution of self-rated leadership skills across different employment statuses reveals a significant trend where higher leadership ratings correlate with increased likelihood of being placed. This is particularly pronounced at the highest skill rating (5), where a substantial 69.6% of respondents were placed, compared to only 30.4% who were not placed.

The Chi-square test results further validate this observation, with a value of 14.3 and a statistically significant p-value of 0.006. This indicates a strong association between higher self-assessed leadership skills and job placement success, suggesting that leadership is a highly valued trait in the job market.

This analysis underscores the critical importance of cultivating leadership capabilities among MBA graduates. It highlights the need for educational institutions to integrate leadership development into their curriculum, not just in theory but through practical, hands-on

experiences that allow students to hone these skills in real-world settings. For MBA students and graduates, focusing on developing their leadership abilities appears to be a strategic move to enhance their employability and advance their careers. This study serves as a call to action for both educators and learners to prioritize leadership as a key component of professional development and success.

5.25. The Influence of Emotional Intelligence on MBA Graduates' Employment Success

In professional development, emotional intelligence (EI) stands as a critical skill set, influencing not only interpersonal relationships but also career progression. This section examines the relationship between MBA graduates' self-assessed emotional intelligence and their job placement outcomes. By delving into how these personal competencies correlate with employment success, we aim to highlight the significance of emotional intelligence in securing a competitive edge in the job market.

Table 5.28. Emotional Intelligence Skill Ratings by Employment Status

Rating	Not Placed (Freq, %)	Placed (Freq, %)	Total (Freq, %)
1	19 (54.3)	16 (45.7)	35 (100)
2	61 (45.5)	73 (54.5)	134 (100)
3	77 (45.6)	92 (54.4)	169 (100)
4	53 (35.8)	95 (64.2)	148 (100)
5	19 (34.5)	36 (65.5)	55 (100)
Total	**229 (42.3)**	**312 (57.7)**	**541 (100)**

Source: Survey Data

Chi-Square Test Results for Emotional Intelligence

Chi-square Value: 7.27
Degrees of Freedom (df): 4
P-value: 0.122
Sample Size (N): 541

Interpretation:

The table showcases the correlation between self-rated emotional intelligence levels among MBA graduates and their employment status, revealing a pattern where higher EI ratings are associated with an increased likelihood of job placement. The shift is particularly evident at the higher skill ratings (4 and 5), where the percentage of 'Placed' individuals significantly surpasses those 'Not Placed'.

Despite the observed trend, the Chi-square test, with a p-value of 0.122, indicates that the relationship between emotional intelligence ratings and job placement outcomes is not

statistically significant. This suggests that while there is a noticeable correlation, emotional intelligence alone may not be the definitive factor in determining employment success within this cohort.

This analysis underscores the perceived value of emotional intelligence in the professional domain, emphasizing the role of EI in enhancing job prospects. While the direct impact on employment may not be significant, the trend highlights the importance of developing emotional intelligence as a holistic skill set for MBA graduates. For educational institutions, integrating EI development into the curriculum could prepare students for the job market and a range of professional challenges, fostering a workforce capable of empathetic leadership and effective interpersonal communication.

5.26. Exploring the Influence of Self-Esteem and Soft Skills on Employment Success of MBA Graduates

Before delving into the impact of self-esteem and soft skills on the employment success of MBA graduates, it's essential to understand the tool used to measure self-esteem in this study: the Rosenberg Self-Esteem Scale. Developed by sociologist Morris Rosenberg in the 1960s, this scale is one of the most widely used instruments for assessing an individual's self-esteem. It consists of a 10-item questionnaire to evaluate a person's overall sense of self-worth or personal value. The questions are answered on a four-point scale ranging from strongly agree to disagree strongly, allowing respondents to reflect on their feelings of respect and acceptance towards themselves.

The Rosenberg Self-Esteem Scale is revered for its simplicity, reliability, and validity across diverse populations and age groups. It measures positive and negative feelings about the self, capturing a balanced view of one's self-esteem. This dual focus provides a nuanced assessment that is critical for understanding how individuals perceive themselves within various contexts, including their professional lives.

In the context of our study, the Rosenberg Self-Esteem Scale offers valuable insights into the psychological underpinnings of job placement outcomes for MBA graduates. By contrasting the self-esteem scores of placed versus not-placed individuals, the study seeks to illuminate the extent to which self-perceived esteem, coupled with soft skills proficiency, influences employment success. This analysis highlights the importance of psychological and interpersonal factors in the competitive job market and underscores the role of holistic

development in business education, emphasizing the need for cultivating both self-esteem and soft skills to enhance employability.

Table 5.29 examines the correlation between self-esteem, as measured by the Rosenberg Self-Esteem Scale, and soft skills with the employment status of MBA graduates. By contrasting the scores of placed versus not placed individuals, it seeks to illuminate how these psychological and interpersonal factors influence job placement outcomes. The analysis quantifies the impact of self-perceived esteem and soft skills proficiency on securing employment and provides insights into the broader competencies that contribute to success in the competitive job market. This approach underscores the importance of holistic development in business education, highlighting the role of both self-esteem and soft skills in enhancing employability.

Table 5.29. Impact of Self-Esteem and Soft Skills on MBA Graduates' Employment Status

Outcome	Group	Mean (SD)	Effect Size (Cohen's d)	t-Value	P-Value
Self Esteem	Placed	27.1 (3.66)	0.323	3.71	<0.001
	Not Placed	25.9 (3.53)			
Soft Skills	Placed	22.3 (4.74)	0.402	4.62	<0.001
	Not Placed	20.5 (4.10)			

Note: This table reports the relationship between self-esteem levels, soft skills, and employment status (placed vs. not placed) among MBA graduates. Statistical measures include the mean score with standard deviation (SD) and effect size calculated using Cohen's d, t-value, and p-value.

This analysis investigates the roles of self-esteem and soft skills in determining the employment outcomes for MBA graduates, contrasting the mean scores of these variables between those who have secured employment (placed) and those who have not (not placed). The study finds a statistically significant association between higher self-esteem and soft skills scores with successful job placement.

This analysis assessed self-esteem based on frequencies across seven pivotal soft skills: communication, teamwork and collaboration, problem-solving and critical thinking, time management, adaptability and flexibility, leadership skills, and emotional intelligence. The study correlated these self-evaluations with employment outcomes to determine the significant impact of specific soft skills on the employability of MBA graduates. This approach aimed to

identify key competencies that substantially influence job placement success, providing insights into the most valued skills in the current job market.

Graduates who were placed in jobs post-graduation exhibit a higher mean score in self-esteem (27.1) compared to their not-placed counterparts (25.9), with a calculated effect size of 0.323 and a significant t-value of 3.71, leading to a p-value of less than 0.001. Similarly, for soft skills, placed graduates have a higher mean score (22.3) than those not placed (20.5), with an effect size of 0.402 and a t-value of 4.62, indicating a significant difference with a p-value of less than 0.001.

These findings highlight the crucial impact of both self-esteem and soft skills on the employability of MBA graduates, suggesting that individuals with higher self-esteem and well-developed soft skills are more likely to secure employment. This underscores the importance of integrating personal development and soft skills training into MBA programs to enhance graduates' employment prospects. The significant correlations between these psychological and interpersonal factors and job placement success advocate for a holistic approach to business education, emphasizing academic and technical skills and the cultivation of personal attributes critical for navigating the job market.

The relationship between self-esteem, soft skills, and employment status, as illustrated in Table 4.17, reflects a broader theme in academic research. Studies have consistently shown that psychological and interpersonal factors significantly affect employment outcomes. Here's an interpretation based on the findings of relevant research:

1. **Self-esteem and Employment**: High self-esteem is associated with better job performance and satisfaction. The meta-analysis by Judge and Bono (2001) highlights that traits like self-esteem, generalized self-efficacy, locus of control, and emotional stability are among the best dispositional predictors of job satisfaction and performance (Judge & Bono, 2001). This supports the table's indication that placed MBA graduates have higher self-esteem scores, suggesting a correlation between self-esteem and job placement success.

2. **Soft Skills and Employment**: The ability to use soft skills effectively is crucial for occupational success. Fernandez and Liu (2019) found positive, statistically significant relationships between the use of soft skills and workers' occupational outcomes, even after accounting for numeracy skills and university degrees (Fernandez & Liu, 2019).

This aligns with the table's findings that placed individuals who scored higher in soft skills, underscoring the importance of these skills in achieving employment.

3. **The Role of Self-Esteem and Soft Skills in Holistic Development**: The emphasis on self-esteem and soft skills reflects a shift towards recognizing the importance of holistic development in education and career success. Kuster, Orth, and Meier (2013) suggest that high self-esteem prospectively predicts better work conditions and outcomes, indicating a potential pathway through which self-esteem and soft skills contribute to employment success (Kuster et al., 2013).

4. **Implications for Business Education**: The findings imply that business education programs should focus on technical skills and developing students' self-esteem and soft skills. This approach can enhance their employability and success in the competitive job market.

Thus, the correlation between self-esteem, soft skills, and employment status of MBA graduates, as depicted in the table, is supported by research emphasizing the significance of these factors in job placement and career advancement. These findings advocate for an integrated education and career preparation approach that addresses psychological traits and interpersonal skills.

5.27. MBA Graduates' Perspectives on Enhancing Job Market Readiness: Recommendations for Institutional Improvement

The respondents to the question about specific initiatives or programs their institution could have provided to prepare them for the job market better had diverse opinions. Here's a summary of their feedback:

- **Improvement of Placement Programs**: Many respondents felt that the college should have offered more robust placement programs, particularly in the Finance and HR sectors, as there seemed to be a focus mainly on Marketing. They suggested the need for better company placements that matched MBA market requirements.

- **Technical and Soft Skills Training**: Students wanted more emphasis on technical skills training, including practical courses on tools like Excel and other industry-relevant software, alongside the soft skills training that was already provided.

- **Industry Exposure**: Several responses highlighted the lack of industrial visits and practical project-based learning. Respondents believed that real-world exposure and educational objectives aligned with industry standards would have been beneficial.

- **Networking and Corporate Connections**: Respondents expressed a desire for the institution to build more corporate connections across various sectors and not limit focus to one segment. Networking events and improved communication skills training were also seen as crucial for better preparation for the job market.

- **Comprehensive Training**: Integrated training programs that combined leadership development, technical skills, product knowledge, and placement training were suggested as a comprehensive way to prepare for the job market.

- **Infrastructure and Resources**: Better library facilities, college environment, and networking infrastructure were mentioned as areas that needed improvement.

- **Career Development Focus**: There was a call for more career development series, mentoring, and regular training sessions to guide students through their career paths.

- **Diverse Opportunities and Inclusivity**: Some responses indicated dissatisfaction with the limited opportunities provided, calling for a more inclusive approach that didn't concentrate solely on IT or Marketing placements.

- **Cultural and Extracurricular Activities**: A few respondents noted that including more cultural programs and inter-college competitions would add to a well-rounded educational experience.

- **No Need for Change**: Interestingly, some students were satisfied with the current offerings and didn't feel additional programs were necessary.

- **Entrepreneurship Support**: There were mentions of the need for entrepreneurship projects, indicating a demand for programs that foster innovation and business creation skills.

- **Use of Technology**: Better use of technology in teaching was noted as an area for enhancement, especially technologies relevant to marketing and sales.

- **Sales and Marketing Training**: Specific training and workshops for sales and marketing were highlighted by some students, along with more sales activities and marketing competitions.

The overarching theme is a call for a more holistic approach to MBA education that covers academics and provides real-world skills, networking, and corporate exposure that align with the diverse needs of students across different specializations.

5.28. Hypothesis Testing

Hypothesis 1: Demographic variables such as gender, age, geographic location, previous work experience, and parental income/education level have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.

Hypothesis Testing Results

1. **Gender and Employment Status**: The chi-square test results for gender (Chi-square value: 5.35, p-value: 0.021) suggest **a significant association** between gender and job placement outcomes, with male graduates showing a higher likelihood of employment than female graduates.

2. **Age and Employment Status**: The analysis on age (t-value: 2.565, p-value: .011) indicates that younger MBA graduates are slightly more likely to secure employment than their older counterparts, suggesting **a significant** but modest impact of age on job placement.

3. **Geographic Location and Employment Status**: With a chi-square value of 5.40 and a p-value of 0.020, the results demonstrate **a significant association** between geographic location (rural vs. urban) and employment outcomes, with urban graduates having better job placement rates.

4. **Parental Annual Income and Employment Outcomes**: The chi-square test for the association between parental income and employment status (Chi-square value: 6.23, p-value: 0.284) **did not indicate a statistically significant association**, suggesting that while patterns exist, they do not substantiate a strong direct effect of parental income on job placement.

5. **Parental Education Level and Employment Outcomes**: Both fathers' (Chi-square value: 4.95, p-value: 0.292) and mothers' education levels (Chi-square value: 5.47, p-value: 0.243) **did not show a statistically significant association** with graduates' employment outcomes, indicating no direct significant impact of parental education on job placement success.

Based on the hypothesis testing results across the different demographic variables studied, we can conclude that gender, age, and geographic location show a statistically significant association with job placement outcomes for MBA graduates in Coastal Karnataka. In contrast, parental income and education levels do not significantly impact employment success in this context.

This evidence supports the hypothesis that certain demographic variables (gender, age, and geographic location) significantly influence job placement outcomes, while others (parental income and education) may not have a direct effect, at least within the scope of this study. Considering the significant variables, these findings underscore the complexity of employment determinants and the need for targeted strategies to address disparities and enhance employment opportunities for all MBA graduates.

Hypothesis 2: Academic variables such as percentage score, specialization, English language ability, and internship experience are significantly associated with job placement outcomes for MBA graduates in Coastal Karnataka.

Hypothesis Testing Results

1. **Percentage Score**: The analysis on the impact of MBA percentage score on employment status showed a trend where higher percentage scores tended to be associated with better job placement rates. However, the Chi-square test result (p-value: 0.739) indicated that this association **was not statistically significant,** suggesting that the MBA percentage score alone does not have a significant impact on employment outcomes within this study's scope.

2. **Specialization**: The study explored the influence of MBA specialization on job placement outcomes and found variations in employment rates across different specializations. Despite observable trends, the overall association between MBA specialization and employment status **did not reach statistical significance** (p-value:

0.205), indicating that specialization, by itself, might not be a decisive factor in job placement success.

3. **English Language Ability**: The relationship between perceived English language ability and job placement outcomes **showed a highly significant association** (p-value: <0.001). Graduates with higher self-rated English language proficiency had better employment rates, underscoring the critical role of English language skills in enhancing employability among MBA graduates.

4. **Internship Experience**: The analysis regarding the impact of internship experience on job placement outcomes revealed that graduates with internship experience had a slightly higher employment rate compared to those without. However, the statistical test showed that this **difference was not significant** (p-value: 0.299), suggesting that internship experience alone might not significantly influence employment outcomes for MBA graduates in this study.

Based on the hypothesis testing results for the academic variables considered, we conclude the following:

- **English Language Ability** is significantly associated with job placement outcomes for MBA graduates in Coastal Karnataka, indicating its crucial role in employability.

- **Percentage Score, Specialization, and Internship Experience** did not show a statistically significant association with job placement outcomes within the scope of this study.

These findings suggest that while academic variables like percentage score, specialization, and internship experience are important aspects of MBA education, they may not directly influence job placement outcomes statistically, except for English language ability, which emerged as a key determinant of employment success.

This evidence supports a partial validation of Hypothesis 2, emphasizing the importance of language skills in the job market. It also highlights the multifaceted nature of employability, suggesting that factors beyond the academic curriculum, such as soft skills and personal development initiatives, might play a crucial role in enhancing job placement prospects for MBA graduates.

Hypothesis 3: Co-curricular variables such as participation in NCC/NSS/Sports and Games/public speaking competitions are significantly associated with job placement outcomes for MBA graduates in Coastal Karnataka.

Hypothesis Testing Results

1. **NCC Participation**: The analysis of the impact of NCC participation on job placement outcomes showed a slight increase in placement rates for NCC participants compared to non-participants. However, the statistical test indicated that this **difference was not significant** (p-value: 0.803), suggesting that NCC participation alone does not significantly impact employment outcomes for MBA graduates in this study.

2. **NSS Participation**: Similar to NCC, the study explored the influence of NSS participation on job placement outcomes and found a marginal increase in employment rates among participants. Yet, **the statistical significance was not established** (p-value: 0.851), indicating that NSS participation, by itself, might not significantly affect job placement success.

3. **Sports and Games Participation**: The investigation into the relationship between participation in sports and games and job placement outcomes revealed a slight difference in placement rates favouring participants. However, this difference **was not statistically significant** (p-value: 0.648), demonstrating that participation in sports and games might not directly influence employment outcomes within the scope of this study.

4. **Public Speaking and Leadership Programs**: Participation in public speaking and leadership development programs showed a noticeable trend where individuals involved in both programs had the highest placement rate. **This association was statistically significant (p-value: 0.007),** suggesting that engagement in these activities could positively impact job placement success for MBA graduates.

Based on the hypothesis testing results for the co-curricular variables considered, we conclude the following:

- **Public Speaking and Leadership program** participation significantly correlates with job placement outcomes for MBA graduates in Coastal Karnataka, highlighting its importance in enhancing employability.

- **Participation in NCC, NSS, and Sports and Games** did not demonstrate a statistically significant association with job placement outcomes within this study.

These findings partially validate the hypothesis, with participation in public speaking and leadership programs emerging as a key determinant of employment success. In contrast, involvement in NCC, NSS, and sports and games, while beneficial for personal development and potentially enriching the educational experience, may not directly correlate with increased job placement rates to a statistically significant extent.

This evidence suggests the critical role of specific co-curricular activities, especially those that develop leadership and communication skills, in enhancing job placement prospects for MBA graduates. It underscores the need for educational institutions to encourage participation in activities that foster these essential skills, alongside a comprehensive academic curriculum, to prepare students effectively for the competitive job market.

Hypothesis 4: Soft skills such as communication skills, teamwork, leadership, and problem-solving skills have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.

Analysis of Soft Skills:

1. **Communication Skills**:

    - **Statistical Test Results**: The Chi-square value **indicated a significant association** between self-assessed communication skills and job placement status (p-value: 0.006).

    - **Interpretation**: Graduates with higher ratings in communication skills showed a higher likelihood of being placed, suggesting a significant association between communication skills and job placement outcomes.

2. **Teamwork and Collaboration**:

    - **Statistical Test Results**: The difference in the distribution of teamwork and collaboration skill ratings between placed and not-placed graduates **was not statistically significant** (p-value: 0.112).

    - **Interpretation**: Despite a visible trend favouring higher skill ratings among placed graduates, the association between teamwork skills and job placement outcomes was not statistically significant.

3. **Leadership Skills**:

    - **Statistical Test Results**: There **was a significant association** between leadership skills ratings and job placement outcomes (p-value: 0.006).

    - **Interpretation**: Higher proficiency in leadership skills was correlated with better employment outcomes, highlighting the importance of leadership skills in job placement success.

4. **Problem Solving and Critical Thinking**:

    - **Statistical Test Results**: The analysis suggested a marginal relationship between problem-solving skills and employment outcomes, with a p-value (0.107) indicating that the association **was not statistically significant**.

    - **Interpretation**: While there was a trend towards higher employment rates among those with higher ratings in problem-solving skills, the correlation **was not statistically significant** across the dataset.

Based on the provided data and statistical analysis:

- **Communication Skills and Leadership Skills are significantly associated** with job placement outcomes for MBA graduates in Coastal Karnataka, validating their critical role in enhancing employability.

- **While important, teamwork, collaboration, and Problem-Solving and Critical Thinking Skills did not show a statistically significant association** with job placement outcomes in the analyzed dataset.

These results partially support Hypothesis 4, underscoring the importance of certain soft skills—specifically communication and leadership skills—as significant predictors of job placement success. This highlights the need for MBA programs to prioritize these skills in their curriculum to better prepare students for the competitive job market. Meanwhile, it suggests that while teamwork and problem-solving are valuable skills, their direct correlation to job placement outcomes may require further exploration or may interact with other factors not captured in this analysis.

This emphasizes the multifaceted nature of employability, suggesting that a combination of various soft skills, alongside academic and co-curricular achievements, contribute to a graduate's success in securing employment. Further research could explore the complex interplay between these and other factors to fully understand the dynamics of job placement success for MBA graduates.

Hypothesis 5: Institutional ranking is a predictor of full-time job placement upon graduation for MBA graduates in Coastal Karnataka.

- The dataset detailed the distribution of employed and not employed MBA graduates across various NAAC gradings from institutions: Not Accredited, B, B+, A, A+, and A++.

- The number of graduates in different NAAC categories varied, with a mix of employment outcomes across these gradings.

Statistical Test Results:

- Chi-square Value: 3.32
- Degrees of Freedom (df): 5
- P-value: 0.650
- Sample Size (N): 541

Interpretation:

- The Chi-square test assessed the association between NAAC grading of the educational institution and the employment status (employed vs. not employed) of MBA graduates.

- The p-value of 0.650, which is greater than the conventional threshold of 0.05, indicates that there is **no statistically significant association** between the NAAC grading of

institutions and the job placement outcomes of their graduates within the sample studied.

- This result suggests that while NAAC grading might reflect certain quality aspects of an institution, it does not directly correlate with or predict the employment success of MBA graduates in Coastal Karnataka in this dataset.

Based on the statistical analysis and the interpretations provided, **institutional ranking (NAAC grading) does not significantly predict full-time job placement for MBA graduates in Coastal Karnataka upon graduation**. The study shows that despite the perceived importance of institutional quality as indicated by NAAC grading, it was **not a significant predictor of job placement success** in the sample analysed.

This finding suggests that while institutional quality and reputation, as measured by external rankings or grades, are essential, they may not directly influence an individual graduate's employability linearly. Other factors, such as the individual's skills, networking abilities, and the specific dynamics of the job market in Coastal Karnataka, likely play a more decisive role in determining job placement success.

It highlights the complexity of employability and the multifaceted nature of the job market, suggesting that graduates, educational institutions, and policymakers should consider a broad range of factors beyond institutional ranking when aiming to enhance employment outcomes for MBA graduates. Future research could explore additional variables and their interactions to provide a more comprehensive understanding of the determinants of job placement success.

Hypothesis 6: Self-esteem score, as measured by the Rosenberg Self Esteem scale, has a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.

The statistical analysis revealed a significant difference in the self-esteem scores between MBA graduates who were placed in jobs and those who were not. Specifically, graduates who secured employment post-graduation exhibited higher self-esteem scores than those who did not find employment. The significant t-value (3.71) and a p-value of less than 0.001 strongly indicate that self-esteem, as assessed through the Rosenberg Self-Esteem Scale, has a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.

Hypothesis 6 posited that there is a significant association between the self-esteem scores of MBA graduates and their job placement outcomes, suggesting that higher self-esteem could potentially enhance employability. The analysis supports this hypothesis, indicating that self-esteem is an important psychological factor that correlates with employment success among MBA graduates. This underscores the importance of fostering a positive self-image and confidence among students as part of their educational experience.

Implications for Educational Policy and Practice: This finding highlights the need for educational institutions to incorporate strategies and programs that boost students' self-esteem as part of their holistic development. Initiatives could include mentorship programs, personal development workshops, and activities promoting self-awareness and self-confidence. Enhancing students' self-esteem could be key to improving their employability and overall success in the job market.

Recommendation for Future Research: Further research could explore how self-esteem influences job placement success and identify interventions that could effectively boost self-esteem among MBA students. Additionally, it would be valuable to examine the interplay between self-esteem and other personal and professional skills in determining job placement outcomes, offering a more comprehensive understanding of employability factors.

Table 5.30. Consolidated Table Summarizing the Results for Hypotheses Testing on Job Placement Outcomes for MBA Graduates in Coastal Karnataka

Hypothesis 1: Demographic variables have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
Gender and Employment Status	Chi-square	5.35	0.021	Significant	Male graduates are more likely to secure employment than female graduates.
Age and Employment Status	t-test	2.565	0.011	Significant	Younger graduates are slightly more likely to secure employment.
Geographic Location and Employment Status	Chi-square	5.40	0.020	Significant	Urban graduates have better job placement rates than rural graduates.
Parental Annual Income and Employment Outcomes	Chi-square	6.23	0.284	Not Significant	Parental income does not have a significant effect on job placement.

Parental Education Level and Employment Outcomes	Chi-square	Fathers: 4.95, Mothers: 5.47	Fathers: 0.292, Mothers: 0.243	Not Significant	Parental education does not significantly affect job placement.

Hypothesis 2: Academic variables have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
Percentage Score	Chi-square	-	0.739	Not Significant	Percentage score alone does not significantly impact job placement.
Specialization	Chi-square	-	0.205	Not Significant	MBA specialization does not have a strong influence on job placement.
English Language Ability	Chi-square	-	<0.001	Highly Significant	Higher self-rated English proficiency is associated with better job placement.
Internship Experience	Chi-square	-	0.299	Not Significant	Internship experience does not significantly influence job outcomes.

Hypothesis 3: Co-curricular variables have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
NCC Participation	Chi-square	-	0.803	Not Significant	NCC participation does not significantly impact job placement.
NSS Participation	Chi-square	-	0.851	Not Significant	NSS participation does not significantly affect job placement.
Sports and Games Participation	Chi-square	-	0.648	Not Significant	Participation in sports and games does not significantly influence job placement.
Public Speaking and Leadership Programs	Chi-square	-	0.007	Significant	Public speaking and leadership programs are significantly associated with better job placement outcomes.

Hypothesis 4: Soft skills have a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
Communication Skills	Chi-square	-	0.006	Significant	Higher communication skills are associated with better job placement.
Teamwork and Collaboration	Chi-square	-	0.112	Not Significant	Teamwork skills do not have a statistically significant association with job placement.
Leadership Skills	Chi-square	-	0.006	Significant	Leadership skills are significantly associated with better employment outcomes.
Problem Solving and Critical Thinking	Chi-square	-	0.107	Not Significant	Problem-solving skills do not significantly influence job placement.
Hypothesis 5: Institutional ranking is a predictor of full-time job placement upon graduation for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
Institutional Ranking (NAAC Grading)	Chi-square	3.32	0.650	Not Significant	NAAC grading does not significantly predict job placement outcomes.

Hypothesis 6: Self-esteem score, as measured by the Rosenberg Self-Esteem Scale, has a significant association with job placement outcomes for MBA graduates in Coastal Karnataka.					
Variable	**Test**	**Value**	**p-value**	**Significance**	**Result**
Self-Esteem Score	t-test	3.71	<0.001	Significant	Higher self-esteem scores are significantly associated with better job placement outcomes.

This table integrates the results from all hypotheses, highlighting the significance of different factors in predicting job placement outcomes for MBA graduates.

5.29. Overview of the Chapter

Chapter 5 explores MBA graduates' perspectives on improving job market readiness and the statistical analysis of factors affecting job placement outcomes. Graduates suggested several areas for enhancement, including stronger placement programs, increased technical and soft

skills training, and greater industry exposure. They emphasized the need for improved networking opportunities, comprehensive training programs, and better infrastructure. Additionally, there was a call for more diverse opportunities and entrepreneurship support, alongside a better use of technology in teaching. The overarching recommendation was for a holistic approach that balances academic rigour with real-world skills and experiences.

The hypothesis testing results revealed significant associations between certain demographic and academic variables and job placement outcomes. Gender, age, and geographic location were found to significantly influence employment success, with males, younger graduates, and those from urban areas having better placement rates. In contrast, parental income and education levels did not show a significant direct impact. Among academic variables, English language ability emerged as a crucial determinant of job placement, while percentage score, specialization, and internship experience did not show significant associations.

Co-curricular activities and soft skills also played a role in job placement outcomes. Participation in public speaking and leadership programs significantly impacted employment success, while involvement in NCC, NSS, and sports did not significantly affect placement rates. Communication and leadership skills were identified as important predictors of job placement, whereas teamwork and problem-solving skills showed no significant direct correlation. The chapter concludes that while institutional ranking (NAAC grading) did not predict job placement success, self-esteem was a significant factor, highlighting the need for institutions to foster self-confidence and personal development among students.