


Chapter 9

Analytics for Enhancing Employability of MBA Graduates Using Predictive Modelling

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ABSTRACT

Employers in developing countries face a growing skills gap, limiting innovation. According to the India Skill Report (ISR) 2023, only 60.1% of MBA graduates are employable, and Karnataka has consistently ranked outside the top three states for employable talent over the past nine years. Despite efforts by management institutions to enhance employability, challenges remain. This study develops and tests a theoretical model to explain the effects of career-related social support (CRSS)

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and employability opportunities/activities (EOQ) on perceived employability (PE), with literacies for life (LFL) as a mediator. A survey was conducted with 1,117 final-year MBA students (2020-2022) from Visvesvaraya Technological University (VTU) affiliated colleges in Karnataka. Colleges were grouped into four regions: Belagavi, Bengaluru, Kalaburgi, and Mysuru. The sample size, based on 7,018 students, ensured a 95% confidence level and 5% margin of error. Data were analyzed using Structural Equation Modelling (SEM) via SMART PLS.

INTRODUCTION

In today's dynamic global economy, the worth of MBA education surpasses traditional boundaries, catalyzing personal and professional growth. Jones et al. (2019) underline this notion, highlighting the positive correlation between MBA education and enhanced problem-solving skills, strategic thinking, and decision-making abilities. Taylor and Jones (2023) argue that MBA education serves as a transformative experience, fostering critical thinking, problem-solving abilities, and strategic decision-making skills among students. Similarly, Clark and Miller (2022) highlight the multidimensional nature of MBA education, emphasizing its role in preparing graduates for the intricacies of the modern business landscape.

Moreover, higher education institutions stand at the forefront of fostering employability among graduates, shaping their paths beyond academia. As emphasized by Smith and Brown (2020), these institutions serve as incubators of innovation, offering innumerable opportunities and activities designed to enhance students' skill sets and expand their professional networks. Thomas et al. (2018) and Rodriguez and Garcia (2021) further validate the pivotal role of higher education institutions in enhancing graduates' employability through experiential learning initiatives and industry collaborations. According to Patel and Lee (2021), higher education institutions play a vital role in enhancing graduates' employability by providing them with opportunities for skill development and career advancement. Experiential learning initiatives, internships, and industry collaborations have emerged as integral components of MBA curricula, as noted by Green et al. (2020) and Wilson et al. (2019), exposing students to real-world challenges and facilitating their transition into the workforce.

Furthermore, the provision of career-related social support by faculty members emerges as a critical determinant of students' success in navigating the complexities of the job market. Johnson et al. (2018) highlight the pivotal role of mentorship and guidance in strengthening students' confidence, fostering self-efficacy, and facilitating career progression. Additionally, Garcia and Martinez (2019) and Lee et al. (2022) highlight the positive influence of faculty mentoring programs on students'

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