

*Majors: HRM
S.No. H18*

***“Employer’s Expectations Regarding the Performance of Current MBA
Graduates: Research based on Banking Industry in Pakistan”***



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Spring - 2023

FINAL PROJECT/THESIS APPROVAL SHEET

Viva-Voce Examination

Viva Date 13/07/2023

Topic Of Research: Employer's Expectations Regarding the Performance of Current MBA Graduates: Research Based on Banking Industry in Pakistan

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Acknowledgement

All praises to ALLAH Almighty, the Most Gracious and Merciful, for giving me the power, direction, and blessings to finish my thesis. This was not an easy journey.

I want to express my sincere gratitude to my great teacher, **Dr. Harris Laeeque** for his continuous support and invaluable advice throughout the entire research process. His confidence in my abilities has enabled me to work to the best of my ability and has taught me the correct research approaches.

I owe a special debt of gratitude to my family, whose unfailing encouragement, tolerance, and understanding have served as my rock throughout this process. Their support and devotion have given me the drive I need to get things done on time and conquer challenges.

I also want to thank everyone who helped me in this thesis, whether they were actively involved in it or not. Their support, suggestions, and resources have been crucial in determining how my thesis will turn out.

Table of Contents

| | |
|---|----|
| Acknowledgement | i |
| List of Tables | iv |
| List of Figures | v |
| Abstract..... | vi |
| Chapter 1 – Introduction | 1 |
| 1.1 Background | 1 |
| 1.2 Employer’s Expectations in the Banking Industry..... | 4 |
| 1.3 Effects of high expectations on current MBA Graduates | 7 |
| 1.4 Aim of the Research..... | 10 |
| 1.5 Problem Statement | 11 |
| 1.6 Research Objective..... | 11 |
| 1.7 Research Questions | 12 |
| 1.8 Significance of the Study | 12 |
| 1.9 Literature Gap | 13 |
| Chapter 2 - Literature Review | 15 |
| 2.1 Conceptual Grounding | 15 |
| 2.2 KSA Approach | 18 |
| 2.3 Knowledge expected by Employers..... | 19 |
| 2.4 Skills expected by Employers | 20 |
| 2.5 Abilities Expected by Employers..... | 21 |
| 2.6 Professional Experience Expected by Employers | 22 |
| 2.7 Room for Improvement..... | 23 |
| 2.8 Trends..... | 23 |
| Chapter 3 – Theoretical Framework | 25 |
| 3.1 Graphical Representation | 25 |
| 3.2 Hypothesis..... | 26 |
| Chapter 4 – Methodology | 27 |
| 4.1 Overview | 27 |
| 4.2 Research Nature | 27 |
| 4.3 Quantitative and Descriptive Research | 28 |
| 4.4 Data Collection..... | 29 |
| 4.4.1 Structured Questionnaire | 29 |
| 4.4.2 Sampling | 29 |

| | |
|---|----|
| Chapter 5 – Analysis..... | 30 |
| 5.1 Respondent Profiling..... | 30 |
| 5.2 Reliability Statistics | 31 |
| 5.3 Correlation..... | 33 |
| 5.4 Multivariant Analysis..... | 34 |
| Chapter 6 – Findings..... | 38 |
| 6.1 Conclusion..... | 38 |
| 6.2 Implications & Recommendation | 40 |
| 6.3 Questionnaire | 42 |
| 6.4 Responses..... | 48 |
| References..... | 59 |
| APPENDIX..... | 65 |

List of Tables

| | |
|---|----|
| Table 1: Reliability Statistics _____ | 32 |
| Table 2: Item total Statistics _____ | 32 |
| Table 3: Correlation between the variables _____ | 33 |
| Table 4: The sample distributed in the scale _____ | 35 |
| Table 5: Multivariate Tests _____ | 35 |
| Table 6: Tests of between-subjects effects _____ | 37 |
| Table 7: Mean & standard deviation of dependent variables _____ | 66 |

List of Figures

| | |
|--|----|
| Figure 1: Research Model..... | 25 |
| Figure 2: Gender | 48 |
| Figure 3: Age | 48 |
| Figure 4: Ever Conducted a job interview | 48 |
| Figure 5: Rejected a candidate in a job interview..... | 49 |
| Figure 6: Candidates are still confident to secure a desirable job position..... | 49 |
| Figure 7: MBA program is enough to develop candidates’ | 49 |
| Figure 8: MBA program has provided opportunities for practical applications..... | 50 |
| Figure 9: MBA program did not adequately prepare graduates | 50 |
| Figure 10: You ever felt expectations were too high or unrealistic..... | 50 |
| Figure 11: Graduates typically react to employer’s expectations..... | 51 |
| Figure 12: How well MBA program has prepared graduates..... | 51 |
| Figure 13: Strong level of knowledge expected from MBA graduates by employers ... | 51 |
| Figure 14: Employers expect industry-specific knowledge..... | 52 |
| Figure 15: Employers expect deep understanding of theoretical concepts..... | 52 |
| Figure 16: Employers expect practical knowledge to apply it in real-world..... | 52 |
| Figure 17: Additional training to MBA graduates can enhance their knowledge | 53 |
| Figure 18: Employers expect MBA graduates to possess strong decision-making skills | 53 |
| Figure 19: Employers expect to possess strong problem-solving and critical thinking skills..... | 53 |
| Figure 20: Additional training can enhance candidates’ skills..... | 54 |
| Figure 21: Employers value those who can demonstrate effective teamwork | 54 |
| Figure 22: Employers expect to possess strong negotiation and persuasion skills..... | 54 |
| Figure 23: Employers looking for who maintain focus and productivity in a dynamic work | 55 |
| Figure 24: Employers value those graduates who demonstrate self-discipline in their work | 55 |
| Figure 25: Employers seeking self-disciplined who can effectively manage their time | 55 |
| Figure 26: Employers expect to show commitment and dedication to their work | 56 |
| Figure 27: Employers seeking who actively seek out challenges and opportunities..... | 56 |
| Figure 28: Employers consider prior work experience..... | 56 |
| Figure 29: Lack of experience can affect graduates of getting selected in job interviews | 57 |
| Figure 30: Employers reject those who lack practical experience through internships.. | 57 |
| Figure 31: It is expected to possess international business knowledge and experience . | 57 |
| Figure 32: Employers expect MBA graduates to have relevant industry experience..... | 58 |

Abstract

The research goal is to identify the performance gap between recent graduates and employers' expectations in the service sector using the KSA (knowledge, skills, and abilities) approach. The focus of this research was the banking industry. The main topics covered in this research were the abilities, knowledge, skills and professional experience that employers look for in recent graduates. The survey's questionnaire was created to evaluate the gap on these four key criteria. Reliability statistics, correlation and multivariant tests were used to analyze the results. The results showed that there is a discrepancy between what employers anticipate of new graduates and their performance. In order to adopt corrective steps, the findings may be important for both the company and recent graduates. Universities are able to focus on these areas as well to improve graduates' skills. The business world should likewise keep its aspirations in check with reality. Second, they share responsibility for fostering graduates' talents. To improve the abilities and competences of their employees, business schools and organizations should assess their teaching strategies and professional development programs, according to the findings.

Chapter 1 – Introduction

1.1 Background

In this global era when every year thousands of MBA graduates entering in the job market, organizations with high expectations are seeking those candidates who are most qualified and those who have skills and abilities according to them for the present labor market, only they can succeed. It has been noted that firms only recent graduates with the necessary abilities. Just those qualities that are anticipated by employers are the subject of the investigation. To assess the degree of inadequacy, a gap analysis was performed between the current MBA graduate's actual performance and predicted performance.

Most developing nations view graduate unemployment as a concern, and it has been stated that these nations have struggled to reduce unemployment issues (Perera, 2017). Similar worries regarding the number of graduates who are jobless have been voiced in South Africa (Broekhuizen, 2023). Organizations are the main driver of the economy in the current day, where education and skill requirements to get employment are rising. The existing educational and training systems, as has been widely noticed, do not always result in graduates who are able to match the demands of organizations. For instance, Sri Lankan research identified the job expectations of university graduates, the variables influencing those expectations, and the needs of employers in terms of university graduates (Perera, 2017). This research found, among other things, that undergraduates lacked awareness of the reality of the job market and that universities did not create the necessary job skills. Studies of a similar nature have been seen in South Africa (Parker, 2019). A greater proportion of graduates who are unemployed might result from this skill gap.

According to (Marock) and (Pool), in the twenty-first century young persons entering the workforce, they must not only be employable but also maintain employability through ongoing skill development throughout their careers. Several studies (e.g., (Steven, 2020); (Savickas, 2021) contend that academic knowledge and technical expertise are no longer sufficient for an individual to get employment in the competitive job market of today. Employers' impressions of South Africans were examined in studies conducted in (SAQA) abbreviated as South Africa by the South African Qualifications Authority and (HESA) which is abbreviated as Higher Education South Africa (Parker, 2019). A

baseline survey conducted by (Parker, 2019) to determine the characteristics of graduates in the nation revealed that higher education and employers shared 15 misconceptions on the caliber of graduates being produced by colleges. There is little doubt that (JIPSA) abbreviated as the Joint Initiative for Priority Skills, which is integrated within the framework that goals of shared and accelerated growth, provided additional impetus for the study on "graduate attributes" and the employability reported on the study. Also, the role of economic growth and higher education in human capital development is not a new phenomenon (Parker, 2019).

The key findings of (Parker, 2019) study showed that employers value the conceptual and theoretical underpinnings, knowledge, and intellectual approach to tasks which is produced by higher education. They also showed that it is also obvious that disparities between employer expectations in banking sectors and higher education performance must be addressed. During a meeting in Cape Town in 2010, the minister of higher education claimed that universities were not turning out the sort of graduates needed to combat unemployment and poverty in the nation (Kizito, 2023).

In a survey which is conducted by the (RICS) abbreviated as Royal Institution of Chartered Surveyors, it was discussed that how a balance is required to be struck between the level and type of competence, which is comes from universities, the exposure from the workplace that should be expected by banking sectors employers, and what can actually be achieved by the MBA graduates. It has been clear in recent years that both business schools and organizations have specific expectations of one another with regard to the two factors university skills and workplace exposure and how they should function together. Tradition has it that there is a misperception regarding the responsibilities of higher education and the job.

While higher education believes that organizations do not completely appreciate the traits and talents that these graduates possess, employers sometimes express concerns about the quality of graduates which are coming out of universities. Employers frequently express worry about the disconnect between the outcomes of graduates and higher education (Harvey, 2020). (Chilese, 2017) in their discussion of the growing concerns about the perceived mismatch validated the existence of this gap in terms of the quality, type, and quantity of graduates versus the needs of the economy, between industry's needs and

demands compared to the graduates produced by (HEIs) abbreviated as higher education institutions.

Both (Massyn, 2019) and (Poon, 2018) independently examined whether South African graduates had the skills required by their sector. Employers reported that graduates from professional courses lacked transferable abilities that would allow them to start earning money right once, according to a research by (Poon, 2018). The study also demonstrated the degree to which graduates' and their employers' expectations and skill attainment varied. Organizations went on to say that their graduates weren't as unprepared for the workforce as was often believed. Getting students ready for the job is one of many degree programmes key goals. The expectation that they would enter a certain profession and have a clearly defined career path can be seen as either an added benefit or a barrier for students in professional studies programs.

Without any doubt education is the secret to achieve professional goals. It offers information on how to survive in this cutthroat atmosphere. (HEI) abbreviated as Higher education institutions nowadays must overcome a number of obstacles and plan to provide graduates with the skills and attitudes that the banking sectors demands. On the other hand, the majority of business schools choose a conventional strategy while developing their curricula in accordance with the western business schools' stereotypical approach. To create graduates with the appropriate combination of qualities to fulfil the "all round person" demanded by the corporate world, the modern strategy should really be to determine these traits which are knowledge, skills, and abilities before considering modifications in the curriculum.

Pakistan's higher education system seeks to produce individuals that are professionally competent, service-oriented, moral, and productive. It is required of higher education institutions to prepare students for the workforce. Opportunities for graduates to gain expertise in their area of concentration must be provided, but banking sectors employers expect more from graduates, therefore that is not enough for them, and they are not capable.

Business graduates from Curtin University in Sarawak have shown university qualities including knowledge, thinking abilities, communication abilities, information abilities, learning how to study, cultural awareness, and professional capabilities. These are the abilities that employers are looking for in graduates. According to the graduates in the

study by (Ramirez, 2019) their academically gained knowledge, abilities, and competences significantly influenced how well they performed at work. The field of expertise chosen by graduates and their employment following graduation are significantly correlated. Their chosen professions can benefit from the academic abilities they have obtained.

These theoretical foundations gradually mix with critical examination of current challenges and concerns, and the application component appears through exposures to organizations or academic institutions doing case study analyses. They are forced to acquire analytical and critical thinking skills through their academic background. The emphasis on developing a nationalist viewpoint prepares students to be change agents in their own organizations.

1.2 Employer's Expectations in the Banking Industry

Due to the rigorous and dynamic nature of the banking sector, employers frequently have higher expectations from recent MBA graduates. A certain combination of skills and expertise are needed for all positions in the banking industry, and an MBA program gives graduates a thorough business education that is in line with what banking organizations are looking for. Employers in the banking sector have higher standards for recent graduates for the following major reasons:

MBA graduates with an HR concentration are expected to have a thorough grasp of human resource management concepts and procedures in the banking sector. Employers seek applicants who can successfully design and implement recruiting and selection methods that are specifically suited to the needs of the sector. Additionally, they are looking for graduates who can deal with personnel management issues including luring and keeping qualified workers in the very competitive banking employment market. Expertise in employee relations management, salary and benefit structures, and performance evaluation methods is highly regarded. Additionally, understanding banking-specific regulatory compliance is crucial to ensuring conformity to industry standards and legal requirements.

MBA holders with a marketing concentration are required to show that they have a thorough knowledge of marketing concepts and how they are used in the banking industry (Smith, 2018). Employers are looking for people that can create and carry out marketing plans that successfully sell banking goods and services while adhering to industry rules

(Johnson, 2020). It is essential to have a solid understanding of financial sector customer behavior, market research methodologies, branding strategies, advertising, and digital marketing tactics. Additionally, for MBA graduates joining the banking profession, knowledge of numerous financial products, market trends, and the capacity to recognize and target particular consumer categories are highly coveted abilities.

Banking industry employers have high standards for MBA graduates with a finance specialization. They are looking for somebody who can handle the complexities of banking operations by having superior financial knowledge and abilities (Jones, 2019). Expertise in financial analysis, risk management, investment strategies, financial modelling, and a thorough knowledge of the regulatory frameworks particular to the banking industry are all expected (Smith, 2020). Candidates who can assess and analyze the financial performance of banks, choose investments wisely, effectively manage financial risks, and respond to changes in complicated financial markets are highly valued by employers. Furthermore, the success of MBA graduates with a focus on finance in the banking sector is influenced by their depth of understanding of banking operations, compliance, and financial technology.

Moreover, Employers have high expectations for MBA IT graduates due to the banking sector's growing reliance on digital technology. Candidates with in-depth knowledge of financial technology, cybersecurity, data management, and digital transformation are sought after. A high priority is placed on expertise in basic banking systems, payment processing, customer relationship management (CRM) software, and new technologies like blockchain and artificial intelligence (AI). Employers also seek out candidates with expertise in managing IT projects, guaranteeing data protection, and putting in place IT solutions that adhere to the rules and norms of the banking sector. IT-focused MBA graduates joining the banking business need to be able to keep up with technology changes and use them to their advantage.

Also, Graduates who work in banking benefit greatly from having a strong economics basis. Candidates with in-depth knowledge of macroeconomic and microeconomic concepts, monetary policy, financial markets, and international economic trends are highly valued by employers (Brown, 2017). Graduates are equipped with this knowledge to analyze how economic variables affect banking operations, make wise strategic choices, and offer insightful analysis of market circumstances and potential hazards.

MBA graduates may successfully contribute to the success and expansion of banking organizations by being able to evaluate and foresee changes in the economic environment.

However, Employers anticipate MBA graduates in the banking sector to have a broad variety of skills, competencies, and pertinent experience in addition to specialized knowledge. A candidate's capacity to apply theoretical knowledge to practical situations may be shown by looking at their job experience in the banking industry, whether it be through internships, projects, or former employment. A candidate becomes more desirable and more prepared to contribute to financial organizations right away with such expertise.

(Davis, 2017), most employers chose the following traits as being the most desired and significant in the selection process when asked to choose the most significant qualities from a generic list of competencies, skills, and abilities:

- Motivator: traits like ambition, perseverance, and a desire to learn and pick up new abilities that help professional newcomers "compensate" in certain ways for their lack of experience.
- Dedication to learning and self-improvement: a career beginning must pick up a lot of new skills in both the professional and work-related fields,
- General intellectual prowess and intelligence.
- Responsibility, computer skills, and the capacity to operate in a team, which calls for the sharing of knowledge, paying attention to others, and being receptive to co-workers or work methods from diverse cultures.
- Professional competence is defined as having a high level of professional knowledge obtained in school or university and the ability to apply those skills in practise. Students' efforts to advance these skills, such as through international scholarships or completing multiple specialisations, are also highly valued.

It is expected of MBA graduates to have good analytical and problem-solving abilities. They must possess the skills necessary to analyse large data sets, spot trends and patterns, and provide workable solutions to business issues. A mix of mathematical expertise, critical thinking, and creativity are needed for this. To find business insights and development prospects, MBA grads must feel at ease dealing with massive data sets, statistical models, and financial statements (Anderson, 2022).

Having effective communication skills is yet another essential trait demanded of MBA graduates. They ought to be able to successfully communicate both orally and in writing. They should be able to interact with co-workers and clients and clearly express their thoughts when communicating information. Building connections, managing stakeholders, and giving convincing presentations all need effective communication skills.

Another important requirement is leadership capacity. Employers anticipate that they will one day be capable of leading effectively. Graduates ought to be able to inspire and encourage others, successfully assign assignments, and accept responsibility for their own work. To accomplish company goals, they should be able to lead teams and operate well inside teams.

Business acumen is yet another essential requirement for graduates. They have to be well-versed in the rules and procedures of business. They must be capable of analysing financial accounts, comprehending market trends, and creating successful company plans. They should also be well-versed in the macroeconomic dynamics that affect the sector and the company (Thompson, 2021).

Another is flexibility. They have to be adaptive and versatile in how they go about their jobs. They must have the capacity to manage several activities at once, perform effectively under pressure, and adapt to shifting corporate settings. They should be able to pick up new tools and technologies rapidly and adapt to them.

Professionalism is also an important need for recent graduates. They ought to work with a high degree of professionalism. They ought to respect moral principles and be trustworthy and on time. Additionally, they must approach their work with initiative and assume responsibility for their duties.

In general, employers want MBA graduates to be strong achievers who can contribute to the organisation right away. They must be able to manage difficult situations, work well in a team, and regularly meet or exceed employer standards.

1.3 Effects of high expectations on current MBA Graduates

Employer expectations for the performance of recent graduates are dynamic and influenced by a wide range of elements, including the shifting demands of the labor market, technological advancements, and general economic situations. Employers often

anticipate recent graduates to have a mix of technical, people, and organizational skills, which are essential for success in today's cutthroat employment market.

(Rajni, 2019) asserts that new hires need to be adaptable enough at the workplace to develop their mindset with industry trends knowledge, willing to work as a team player in a team, can be able to see the bigger picture, and not only adhere to the responsibilities assigned by the organization but they should also have the adoption to take initiatives in a pro-active manner.

Students must make a challenging transition from academic life to actual life; it is like leaving Utopia and entering a harsh reality. Graduates anticipate a motivating atmosphere with high incentives based on their education and experience when they start their careers (Shelley, 2017) In a similar vein, employers have their own standards for recruiting recent graduates. Employers may occasionally be compelled by such expectations to search for traits including effective leadership (Robinson, 2021), results-orientedness (Green, 2019), consideration, and social network building (Vickers, 2018).

43 percent of organizations don't offer on-the-job training. Instead, these organizations anticipate that these graduates will be well informed. It is reasonable to assume that a 22-year-old who has spent \$100,000 (plus or minus) on college will have the skills, resources, and information necessary to succeed in a job without any training. Graduates require education. Even though some of the students had many internships at esteemed organizations, they still needed on-the-job training (it could even look like a mentorship). Yet every company is different. Every prospective employee that they hire must understand the organization's procedures and culture, but more importantly, how to succeed there. Employers may take a look at two things: abilities and talents. Employers have the following requirements of all employees handling several priorities: Taking decisions, addressing problems, Using written and vocal communication.

Each work should have reasonable expectations, but it's critical to consider both those expectations and any potential outcomes. Instead of teaching skills and honing candidates' talents, an employer should concentrate on how to identify their innate qualities.

It doesn't matter what subject of study a new graduate has; organizations have comparable expectations of them. Employers' demanding performance standards may have a big influence on MBA graduates. While exceeding high expectations can be a huge

accomplishment for new grads, doing so can also be difficult and have various unfavorable effects (Rooney, 2017).

The potential for stress and anxiety is one of the most important adverse impacts of high-performance expectations. MBA graduates are frequently under extreme pressure to perform well on a constant basis, which can cause serious stress and anxiety. If not properly managed, this strain, which may be exhausting, might affect their general wellbeing and productivity.

(Hurns, 2018) High performance expectations may also result in low morale, which is a drawback. Graduates may experience discouragement and lose faith in their talents if they are unable to live up to the high standards established by their employers. This may have a detrimental effect on their motivation, resulting in a drop in work satisfaction and general productivity.

It may also limit the prospects available to graduates. They can pass up chances for job progress or promotions if they are unable to live up to company standards. This may be discouraging and limit their opportunities for advancement within the company, which might result in decreasing productivity and work discontent.

Increased performance expectations may also have the adverse impact of increasing competitiveness. Employers demand excellence from their current graduates, which may make navigating the competitive workplace difficult. Employee stress and pressure brought on by this competitiveness may result in unhealthy competition and low team spirit.

High performance standards may result in improbable objectives. Unrealistic or improbable expectations from employers might leave workers feeling deflated and less motivated. These unattainable objectives may have a detrimental effect on graduates' motivation and confidence, which will lower their performance and level of work satisfaction.

Employers must offer assistance and tools to help MBA graduates exceed expectations while addressing any possible drawbacks. Graduates who follow this path can succeed while preserving their general health and productivity.

1.4 Aim of the Research

The aim of this study is to offer a thorough grasp of what organizations anticipate from the performance of recent graduates. Employers must now establish high requirements for the skills, knowledge, and abilities they anticipate from recent graduates given the growing number of graduates entering the workforce. This study explores the technical, interpersonal, and organizational abilities that employers look for in recent graduates in order to identify and analyze these expectations.

The study goal is to pinpoint the technical competencies that organizations look for in recent graduates, including project management, data analysis, coding, and programming. The study will look at how much emphasis organizations give to these talents and how much current graduates already have these skills. The study will also examine the steps firms take to encourage the development of these technical abilities among recent graduates.

The study also tries to pinpoint the interpersonal abilities that organizations look for in recent graduates, including leadership, teamwork, communication, and problem-solving. The study will look at how much emphasis organizations give to these talents and how much current graduates already have these skills. The study will also look at the steps organizations take to encourage the growth of these interpersonal skills among recent graduates.

Additionally, the study tries to pinpoint the organizational competencies that organizations look for in recent graduates, including time management, job prioritization, and project planning. The study will look at how much emphasis organizations give to these talents and how much current graduates already have these skills. The study will also look at the steps firms take to encourage the growth of these organizational abilities among recent graduates.

This study intends to offer insightful information that can assist recent graduates in better preparing themselves for the job market by assessing the expectations of employers on the performance of recent graduates. Additionally, this study intends to help organizations pinpoint the essential abilities and competences they should look for in potential hires. In order to enable a more successful transition from education to employment, this research ultimately aims to close the skills gap between employers' expectations and those of current graduates.

1.5 Problem Statement

Employers' concerns about the caliber of graduates coming out of universities are evident, but they do not fully recognize the abilities and traits these graduates do possess. The new, rising trends in several industries have altered the expectations of the employer. MBAs are now evaluated on a new set of non-cognitive talents that have assumed precedence rather than their academic achievement, technical skills, or behavioral qualities. Although the manner these talents are seen has changed, the premise has not changed. The market and the corporate world operate now on the same localized global platform. To satisfy the skills and competences required by organizations, a creative approach is necessary given the intense competition and constant change. Employers are looking for people that can take ownership of the position and go above and beyond what is expected of them by the company. With these two crucial regions side by side, it is seen that kids are not developed.

One is conceptual, while the other is real-world. They have the academic knowledge, but they don't have any industrial knowledge. Though not practically, they are theoretically prepared.

1.6 Research Objective

The goal of this study has several facets and may be tackled from a number of angles. The research's goal is to pinpoint the talents, knowledge, and skills that organizations are looking for in MBA graduates. To do this, it's necessary to examine employment market trends, perform surveys and employer interviews, and analyze job market.

Researchers may learn more about the shifting needs of the labor market and the knowledge and skills that are most in demand by employers by examining employer expectations. Business schools and MBA programs may utilize this data to better match their curriculum to the demands of the labor market and guarantee that graduates are prepared with the knowledge and skills most important to their chosen jobs. The study can show where graduates knowledge and abilities fall short of what employers want in terms of knowledge and skills. In order to close these gaps and better prepare graduates for the labor market, educators and policymakers must first recognize them.

The study's findings can assist graduates themselves gain useful understanding of the talents, knowledge, and skills that are most in demand by employers. This can help

graduates position themselves for success in their chosen industries and better prepare them for the job market.

Initiatives for workforce development and public policy can both benefit from the findings. Policymakers may create efforts to support the development of these abilities and make sure that the workforce is prepared with the skills and information that are most relevant to the labor market by determining the knowledge and skills that employers value the most.

Overall, the objective of this research is to get significant insights into the skills, knowledge, and talents that are most in demand by employers by investigating employer expectations regarding the performance of current MBA graduates. This research can help business schools and MBA programs better match their curricula to the demands of the labor market, inform public policy and workforce development initiatives, and assist MBA graduates in positioning themselves for success in their chosen fields.

1.7 Research Questions

- To identify graduates Knowledge that are important to employers.
- To identify graduates Skills that are important to employers.
- To identify graduates Abilities that are important to employers.
- To identify graduates Professional Experience that are important to employers.

1.8 Significance of the Study

Employers anticipate that MBA graduates will have a firm grasp of ideas and principles related to business, including human resource, finance, accounting, marketing, and strategy. To apply these ideas to actual business problems, they need also have excellent analytical and problem-solving abilities.

Employers expect to have good interpersonal and communication skills since they will need to collaborate well with co-workers, clients, and other stakeholders. This involves the capacity for teamwork, crystal-clear communication of concepts, and convincing presentation of findings. Also, they assume that graduates will be flexible and successful in a dynamic, fast-paced corporate environment. Making data-driven judgements is one of these, as is the capacity for original thought and the ability to spot possibilities and hazards.

Employers look for graduates with leadership potential and good team and project management skills. This involves the capacity to assign work, inspire and encourage people, and express expectations accurately.

Overall, organizations across a wide range of sectors highly value MBA graduates who have a blend of technical abilities, interpersonal skills, flexibility, and leadership potential.

1.9 Literature Gap

The majority of the material now available on employer expectations of MBA graduates is on the abilities and competencies that banking organizations look for in potential hiring. These studies have revealed a variety of critical qualities that employers greatly appreciate. Research that particularly examines employer expectations for the performance of recent graduates, however, may be lacking (Robertson, 2019).

(Fischer, 2018) a variety of characteristics, including job preparedness, environment adaptation, teamwork skills, and overall efficiency in accomplishing organizational goals, affect how well graduates perform at work. There is, however, a dearth of research that looks at the precise performance standards that organizations have for graduates in various fields. Therefore, more investigation may focus on these topics to learn more about what employers anticipate from recent graduates in the workplace.

Research on how employer expectations for graduates vary across various sectors may also be necessary. For instance, graduates may face different expectations in the banking sector compared to those in the healthcare sector (Gross, 2020). Understanding these discrepancies might offer beneficial insights to MBA programs, job seekers, and business schools alike.

Research on how organizations evaluate the performance of graduates in the workplace may also be necessary. Identifying the measurements or instruments that organizations use to assess the effectiveness of MBA recruits, such as performance reviews, productivity indicators, or customer satisfaction scores, might be part of this. MBA programs may better educate their graduates for success in the workplace and help job searchers understand what organizations are looking for in recruits by knowing how employers evaluate graduates (Michael R. James, 2019).

Overall, more investigation into how organizations see the performance of recent graduates may help close the achievement gap between academic preparation and workplace success, which would be advantageous to both employers and job seekers (Verreault, 2017). MBA programs may better equip their graduates to fulfil employer expectations and raise the value of their degree by developing a deeper awareness of these expectations. Additionally, job searchers may utilize this information to position themselves for success in the job market and have a better understanding of what organizations are looking for.

Chapter 2 - Literature Review

2.1 Conceptual Grounding

Employers are competing for the finest candidates due to the huge number of graduates entering a job market that is shrinking each year. When their hopes that this large supply will at least satisfy their need are dashed, questions about the higher education quality are raised. Several studies have been done in Pakistan about the problem of skill shortages among university students.

Youth skill gaps and mismatches in Pakistan were extensively explored in the FEG (Commission, 2018). Inadequate and limited internship programs, at the provincial level there is the lack of youth development programs, curriculum which is irrelevant according to market demand, a lack of professionals to train youth, and a lack of government focus on youth are just a few of the factors that have been identified as the cause of this mismatch. The FEG advocated that youth employment should be improved and that they should be recognized as a solution rather than a problem.

In one of their studies on graduate traits based on banking sectors employers' viewpoints, (German, 2019) emphasized all three attributes, knowledge, skills, and abilities which are oral communication, enthusiasm/motivation, team building, self-starting ability, and understanding of the job. In one of his investigations, (Clarkes, 2018) identified a few general talents. These are problem-solving, making decisions, communicating, taking initiative, and working as a team.

Employers nowadays are looking for graduates with the appropriate levels of knowledge and abilities as well as the propensity to recognize and address issues. According to (Scans, 2021), employers look for applicants with specific skills, attitudes, and behaviors in potential employees. Most organizations choose hiring individuals who are self-driven, have required talents including thinking out of the box, give solutions of all problems, effectively manage all concerns, collaboration with others, show leadership skills, and interpersonal skills, and have higher performance standards and must be able to manage responsibilities with integrity.

In Malaysia, many organizations are searching for graduates that blend strong academic accomplishment with "soft skills" including communication abilities, problem-solving skills, interpersonal skills, and the capacity for flexibility, according to (Ainon, 2019)

According to (Soon, 2017), graduates' abilities to succeed in their careers and organizations are the key competitive edge employers look for in today's cutthroat global marketplace.

(Farooq, 2019) calculated the degree of employment mismatch in Pakistan based on three factors: educational level, educational sector, and skill set. The author came to the conclusion that either educational institutions are creating graduates that are irrelevant to market need or they are teaching students skills that are inadequate in comparison to what the market needs. In addition, the inadequacy of current labor force surveys was criticized, and it was suggested that Pakistan conduct periodical occupational censuses to assist policymakers in addressing issues with job mismatch and reaching ILO-related objectives connected to decent work.

(Jabeen, 2021) investigated the discrepancy between university graduates' perceptions and employers' expectations on the skills necessary for employment. The study discovered considerable discrepancies between students' perceptions of the necessary abilities and employers' expectations by using non-parametric approaches. Discipline, a good attitude, punctuality, time management, and oral communication are the abilities that employers value most highly and are crucial.

Also, In the past ten years, the term "graduateness" debate has evolved from a discussion between business schools and funders about the caliber of graduates to a larger discussion centered on the demands of the corporate sector (Kotzee, 2017). Graduating students are increasingly recognized as possessing a trait that qualifies them for graduate-level work or even for employment in general (Kotzee, 2017). Graduateness has been strongly correlated with another idea, "employability," which currently dominates discussions about the caliber of graduates (see, for example (Su, 2018); (Holland, 2020); (Glover, 2020)).

Understanding a higher graduate is and the meaning of graduateness are crucial in the South African context. (Yorke, 2018) defined "graduateness" as a collection of characteristics that often identify someone who has completed a degree program that was designed in response to nationally regulated quality systems. It may also be referred to as a student's degree of preparation following the completion of a course or degree (Glover, 2020). Graduality is evolving in response to a world that is more and more knowledge driven.

Graduateness and term employability are closely related, and graduateness appears to be generated especially in a package of abilities, through occupational training, rather than through schooling. Graduateness is more practical and objective in both substance and descriptions. The School of Business and Management now uses this paradigm. In a highly adaptable, competitive and internationally responsive world, graduation alone for ongoing personal and institutional success is not seen to be enough. Whatever the content of the course at university adapt to the changing work situation recognize they need to develop and refine their competencies.

On the other hand, Employability was a topic that (Henson, 2019) covered in great depth. They contend that skills of employability have been specifically covered in business school's curriculum in the form of regular classes or stand-alone courses; in other words, they have been included as an "add-on" or "bolt-on" to educational programs. Employability, according to (Lindsay, 2017) is a far more complicated issue that includes personal circumstances, individual qualities, and external influences, these can affect the access to jobs. Glover defined employability as an improved capability to get job and to be knowledgeable about development theories in 2002. As further research was completed (Kruss, 2018) stated that graduates should be trained not just for work but also for employability. According to (Harvey, 2020), there has been a transition from employment to employability.

Employability is determined by four major interconnected components, according to (Yorke, 2018). These elements come together to make up the skillful practices, which include communication, time, resource, and self-management, problem resolution, long-term learning, and profound understandings rooted on the disciplinary basis, or specialized knowledge in an area of study. The components outlined by (Yorke, 2018) also include effective ideas about one's own identity and self-worth as well as metacognition (self-awareness and the capacity to reflect on, in, and for action). Thus, graduateness refers to a degree of knowledge, abilities, and comprehension, whereas employability is primarily focused with how university graduates may be hired for local and international work. The study done by (Lankard, 2018) outlines the abilities that make a person employable.

(Bagshow, 2022) provided a dynamic perspective on employability that is unrestricted by the compatibility of the emerging graduate with the labor market and the presence of

skills and competencies necessary to thrive in the workplace (Hedley, 2017). According to (King, 2022), the ideas of gradueness and term employability must be considered in the context of the strategic challenges graduates face in the 21st century in terms of getting employment and keeping it. He argued that higher education was still in great demand due to its benefits for productivity and longer-term economic growth, but that it must be considered against the backdrop of perpetually constrained financial resources (Youngman, 2020).

The intimate connection between higher education and the economy has been noted in all, if not the majority, of the literature reviewed for this study in order to provide background for the discussion of what employers expect of graduates. Although employers all over the world may need multi-skilled graduates, some parts of work-related competencies may only be acquired in the context of employment. Soft skills were frequently evaluated highly and believed to be extremely significant in attracting graduates when studying what organizations think is vital for graduates to have (Razak, 2018).

Since employability is about a graduate's capacity to perform at a job, it is crucial to distinguish it from a graduate's ability to get employment. Many authors, including (Parker, 2019) and (Massyn, 2019), held the opinion that one of the main goals of student preparation programs should be to prepare students to fit into the workforce with ease. Thus, altering the curriculum might aid in enhancing students' employability skills and aid in their capacity to find employment. A stronger curriculum might be created to make sure that graduates are prepared for the job if organizations and institutions sat together at a table and discussed the demands for the working environment. Additionally, a cooperation between organizations and graduates may be required. This would ensure the success of the curriculum design since graduates would gain from employing the abilities they learnt in universities as well as practical job experience.

2.2 KSA Approach

The Knowledge, Skills, and Abilities (KSA) framework is frequently used in recruiting and retention procedures to make sure that organizations only employ and keep people who have the skills and abilities required to execute their jobs well. Employers may evaluate applicants based on particular requirements listed in job postings by using the KSA model, which enables them to make educated judgements about applicant

qualifications. Other words and variants are used to define these characteristics in addition to KSAs, such as:

Evaluation criteria:

Employers use evaluation criteria, also known as particular criteria or traits, to evaluate and analyze candidates throughout the hiring process. These elements often include expertise, aptitude, and other necessary traits for successful employment. Employers may efficiently select candidates who are best qualified for a given position by taking these assessment elements into account.

Rating factors:

The exact criteria or elements known as "rating factors" are used to evaluate and rank candidates according to their qualifications. To assess a candidate's fitness for a post, employers' rate or score their knowledge, skills, talents, and other pertinent qualities. Employers may compare candidates based on grading criteria and determine who is the most qualified.

Job elements:

Job elements are the particular characteristics or specifications of a job that applicants must meet in order to successfully perform the task. These components cover the information, talents, skills, and other pertinent traits that are essential for success in the role. Employers can find people who have the requisite skills to perform the job's duties and support organizational objectives by defining and assessing job aspects.

Quality Ranking Factors:

Employers prioritize certain qualities or skills when assessing candidates, which are known as quality ranking criteria. Based on these criteria, applicants are ranked according to their qualifications and appropriateness for a certain position. Employers may discover top applicants who have the greatest chance of succeeding in the role by concentrating on quality ranking variables including knowledge, skills, talents, and other pertinent traits.

2.3 Knowledge expected by Employers

When it comes to the expertise that job seekers bring to the table, employers throughout the Pakistan have specific expectations. There are various more knowledge-related topics that are frequently sought after in addition to the ones that were already listed.

Candidates with extensive expertise in their particular professions are highly valued by employers. This speaks to having a firm basis in the fundamental ideas, rules, and theories pertinent to the work function. It entails having a thorough comprehension of the material and the capacity to use it well in real-world circumstances. A candidate's dedication to lifelong learning and professional growth is shown by their depth of knowledge.

Employers of banking sectors also look for applicants that have industry-specific knowledge. This speaks to expertise in the specific field in which the employer works. It comprises knowledge of the market dynamics, rules, standards, and competitive environment. Candidates that are knowledgeable about the particular subtleties and dynamics of the sector are valued by employers. With this understanding, applicants may contribute right away, comprehend the specific possibilities and difficulties, and match their efforts to the overall objectives of the company.

Candidates that have a thorough comprehension of theoretical topics are highly valued by employers. A framework for comprehending and analyzing complicated issues is provided by theoretical knowledge. It empowers candidates to exercise critical thought, weigh their alternatives, and arrive at wise judgements. Candidates who can use theoretical ideas to produce original ideas, devise methods, and address challenging issues are highly valued by employers.

Employers also want applicants with practical knowledge and the capacity to use it in real-world situations. The capacity to use academic information and knowledge particular to a given sector in real-world settings is referred to as practical knowledge. Candidates who can use their knowledge to produce measurable outcomes, show proficiency in carrying out tasks, and adapt their knowledge to real-world situations are highly valued by employers. For employers, the capacity to apply academic ideas in a real-world setting is extremely valuable.

2.4 Skills expected by Employers

Employers all across the Pakistan have high standards for the talents that applicants bring to the table. There are various further skills that are frequently in demand in addition to the ones just listed.

Employers place a great importance on the ability to make decisions. In a professional setting where judgements frequently have important effects, the capacity to make educated decisions is essential. In banking sector, Employers need employees who can

quickly and efficiently obtain pertinent data, analyze it, take into account different viewpoints, and make judgements based on that data. Strong decision-making abilities show a candidate's capacity for weighing risks, choices, and taking decisive action.

Leadership is a different talent that organization seek for. Although the ability to lead and motivate people may not be the major emphasis of all employment, it is highly valued. Employers are looking for applicants who can lead by example, make wise judgements, inspire teams, and produce outcomes. In today's dynamic workplaces, leadership abilities like delegating and strategic thinking are extremely useful.

Moreover, organizations place a great value on critical thinking skills. These abilities include the capacity to assess arguments, analyze information with objectivity, spot logical errors, and reach well-supported conclusions. Candidates with the ability to make strategic decisions, handle complicated challenges, and spot possibilities for development are highly valued by employers. Questioning presumptions, challenging the status quo, and coming up with original ideas are all skills that critical thinkers possess.

Additionally, organizations look for those that have good negotiating and persuading abilities. These abilities are necessary for working with coworkers, handling disagreements, and communicating with customers or stakeholders. Employers are looking for applicants who can persuade others, effectively convey their ideas, and negotiate successful solutions. Strong negotiators are able to reach consensus, establish points of agreement, and reach deals that benefit both parties.

2.5 Abilities Expected by Employers

When it comes to the abilities that job prospects bring to the table, employers throughout the baking sectors have specific expectations. There are a few skills that organizations continuously look for, even if particular skills may change based on the sector, job type, and organizational demands.

Employers place a high importance on the capacity to learn and adapt. Employers look for applicants that can adjust to changing circumstances, are receptive to new ideas, and are quick learners. Continuous learning and keeping up with technological breakthroughs and market trends are highly appreciated skills. Employers are looking for people who can adapt to change, deal with uncertainty, and flourish in fast-paced workplaces. positions.

Employers also look for applicants with great cooperation and collaboration skills. It is highly regarded to be able to provide ideas, work well in a team, and successfully interact with a variety of people. Employers are looking for employees who can create an open and cooperative work atmosphere, form connections, and use the talents of the team to accomplish common objectives.

Candidates that can work alone, maintain focus, and fulfil deadlines without continual monitoring are highly valued by employers. Maintaining organization, using time wisely, and consistently producing high-quality work all depend on self-discipline. Candidates who exhibit self-control may be counted on to take responsibility for their duties.

Employers value commitment and devotion very highly. Employers look for people that are committed to accomplishing their objectives and passionate about their profession. They appreciate those that go above and above, show initiative, and are prepared to devote time and energy to their professional growth. Candidates are significant assets to any organization because of their commitment and passion, which foster tenacity, resilience, and the capacity to overcome challenges.

Additionally, organizations place a high value on candidates' ability to manage their time. Setting realistic deadlines, prioritizing work, and effectively assigning time to each activity are all components of effective time management. Candidates that can effectively manage their workload, regularly fulfil deadlines, and sustain productivity in a hectic work environment are highly valued by employers. Strong time management abilities help the organization function successfully and efficiently overall.

2.6 Professional Experience Expected by Employers

Employers all across the banking sectors give applicants with appropriate past job experience a lot of weight when it comes to professional experience. Experience in a comparable position or sector reveals a candidate's familiarity with the duties, procedures, and expectations of the position. Employers will have more faith in the candidate if they know they can start working right away and make a positive contribution. Employers frequently look for applicants who have a track record of success in their past roles, demonstrating their capacity to handle difficulties, produce outcomes, and exhibit useful talents.

Employers are aware that not all candidates, particularly those applying for entry-level roles or fresh graduates, will have a wealth of past work experience. Employers may take

into account any relevant practical experience obtained via voluntary work, cooperative education, or internships in such circumstances. Despite not being as broad as full-time professional positions, these experiences can nonetheless give useful insights into the sector, workplace dynamics, and the application of academic knowledge in practical situations. Employers strongly value a candidate's eagerness to learn, work in a professional environment, and get practical experience, which is demonstrated by internships and other practical experiences.

Employers also increasingly value expertise and experience in international business. Organizations operate internationally more often in a globalized economy, and they look for applicants who are sensitive to cultural differences, have a grasp of global markets, and can successfully negotiate a variety of work contexts. Candidates with expertise in other languages, cross-cultural communication, and international business are frequently viewed as important assets by organizations with worldwide operations or objectives. They can aid in extending the company's influence, creating global alliances, and successfully interacting with clients or consumers from various backgrounds.

2.7 Room for Improvement

Most employers are often unsatisfied with new graduates' language abilities, particularly when it comes to specialized language abilities. Also, the overall level of professional competence of recent graduates was frequently criticized, which was frequently linked to the failure to put theoretical knowledge into practice. This is frequently the outcome of instruction that is highly theoretical and a lack of opportunity for students to put their knowledge into practice.

The majority of employers of banking industry also expressed concern about candidates' motivation levels and commitment to view job in the long term, which points to an issue with their work-attitude. Some organizations expressed concern about the predominance of candidates' inaccurate self-evaluations, which can be shown in applicants' overstated compensation requests, for example. This may result from an overestimation of the diploma's worth, which also raises questions about the obligation of colleges and universities to provide students the right job orientation.

2.8 Trends

Employer expectations for contemporary MBA graduates' performance have changed in recent years, according to a number of factors.

First of all, soft skills like leadership, communication, and emotional intelligence are being placed more and more of a priority. Employers are searching for MBA graduates who can lead and inspire teams, cooperate well with others, and articulate complicated concepts in a straightforward and convincing way.

Second, there is a rising need for graduates with experience in cutting-edge industries including entrepreneurship, digital marketing, and data analytics. Employers need graduates who can take use of the newest technology and tools to spur innovation and growth as the corporate landscape becomes more data-driven and digital.

Thirdly, there is an increasing need for graduates who have worked in a variety of cultural and geographic settings. Employers are increasingly seeking graduates with the capacity to operate successfully across cultural and geographic boundaries as they attempt to develop their firms abroad.

Fourth, social responsibility and sustainability are receiving more attention. Employers are seeking graduates who can stimulate economic expansion while simultaneously having a beneficial influence on society and the environment. The need for MBA graduates with expertise in social entrepreneurship, sustainability, and corporate social responsibility is rising.

The importance of professional development and lifetime learning is also rising. Employers are seeking graduates who are devoted to lifelong learning and growth as well as those who are flexible enough to adopt emerging technology and trends. For this, MBA graduates must possess a development attitude and be open to experiencing new challenges.

Chapter 3 – Theoretical Framework

In this study, the independent variable is employer expectations, and the dependent variable is current MBA graduates' performance. To describe the difference and gap between the two variables is the emphasis of the theoretical framework. Knowledge, skills, abilities, and experience make up the dependent variable's four crucial subcomponents and are important predictors of MBA graduates' success in the banking industry.

The goal of the research is to improve knowledge of employer expectations and their effect on the performance of MBA graduates by examining this connection. The research will offer insightful information to policymakers, employers, and educational institutions, guiding the creation of curricula, talent management plans, and hiring procedures to better match MBA programs with the demands and expectations of Pakistan's banking industry.

3.1 Graphical Representation

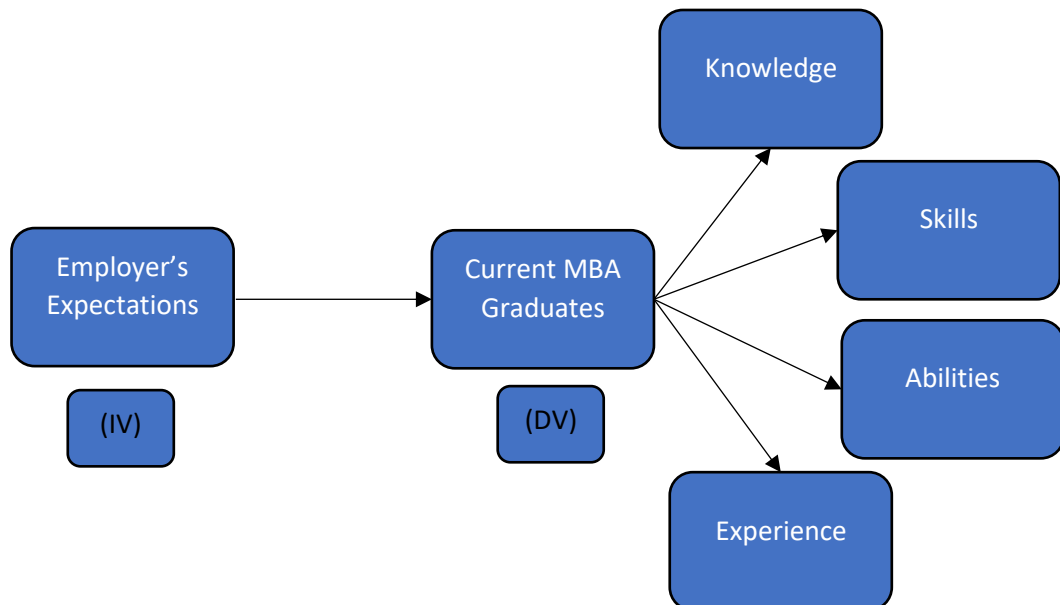


Figure 1: Research Model

3.2 Hypothesis

Hypothesis formulated based on the given studies and these are stated as follows:

H1: There is a significant difference in graduates' actual knowledge and employers expected knowledge.

H2: There is a significant difference in graduates' actual skills and employers expected skills.

H3: There is a significant difference in graduates' actual abilities and employers expected abilities.

H4: There is a significant difference in graduates' actual professional experience and employers expected professional experience.

Chapter 4 – Methodology

4.1 Overview

The following section focuses on the core components of the study and offers a thorough explanation of the techniques used to collect and examine data from the selected population. It explores the particulars of selecting an appropriate implementation approach for this particular research, data analysis, and sample size determination.

A lot of focus is put on the rigorous collection of data from the targeted demographic at this crucial period. In order to obtain results that are both meaningful and statistically significant, careful thought is put into the selection and representation of participants. This entails selecting the ideal sample size for the study, taking into account the goals of the study, the level of precision that is desired, and the resources that are available.

4.2 Research Nature

This study intends to provide light on what employers from banking sectors anticipate from recent graduates in terms of their performance. The study aims to identify qualities and talents that organizations prioritise when evaluating new graduates in the workforce by using a thorough methodology. The results of this study can help create educational and professional development programmes for students that are more focused and successful, better matching their skills and competences with those of employers.

It is important to describe the preferred use of quantitative research methods, which use mathematical models to analyse and develop links between variables, before we can start the research on employer expectations regarding the performance of current MBA graduates. These approaches seek to enquire and arrive at the best theory for the proposed hypothesis.

Quantitative research is primarily interested in understanding how and why occurrences occur, as opposed to qualitative research, which does not rely on mathematical models to convey data or establish variable correlations. (Sanders, 2019) claim that the main objective of quantitative research is to investigate the processes and causes of observable occurrences. Comparatively, qualitative research adopts a different methodology and is less concerned with the how and why of things (Moore, 2017).

Therefore, a quantitative research technique would be used to look at the correlations between different factors in the study of employer expectations regarding the performance of current MBA graduates. This strategy would make it possible to analyse numerical data and investigate patterns, trends, and correlations. The research attempts to get valuable insights into the variables impacting employer expectations and views of MBA graduates' performance by using relevant statistical tests and models.

This study aims to offer useful insights into the changing needs and requirements of organizations in regard to MBA graduates by combining quantitative research methodologies with a thorough investigation of employer expectations.

4.3 Quantitative and Descriptive Research

(Creswell, 2018) offers a thorough explanation of the methodology of quantitative research. He characterises it as a methodical procedure that entails gathering, reviewing, interpreting, and reporting the study's findings. According to (Land, 2017), a quantitative research design is a unifying component that ties together all the components of a project, including the choice of samples, measurements, and methodologies to answer research questions.

There are usually numerous phases to undertaking quantitative research. These include acquiring data, entering it, modifying it, analysing it, and visualising it. According to the research, descriptive design is essential to this process since it fulfils three key purposes. First, data from the predetermined sample size is gathered, and then the most likely outcomes are attempted to be predicted. Second, based on incomplete findings, hypotheses are developed, and predictions are produced. Finally, the design is evaluated and contrasted with alternative strategies using the findings from the descriptive research (Lans, 2017).

The objective of this quantitative study is to collect and segment information based on the aforementioned factors. To carefully evaluate and analyse employer expectations on the performance of recent MBA graduates, it uses a descriptive design. The study aims to produce useful insights and contribute to a thorough knowledge of employer expectations in this setting by adhering to accepted quantitative research procedures.

4.4 Data Collection

4.4.1 Structured Questionnaire

A systematic questionnaire that was developed from earlier research on what employers anticipate of MBA graduates was used to collect pertinent data. The questionnaire has been modified to take into account the special requirements and features of the Pakistani banking industry. It tries to document the important performance metrics and competencies that employers in this industry view as crucial for MBA graduates.

The modified questionnaire combines closed-ended and Likert scale questions, allowing employers to communicate their expectations for various performance facets of MBA graduates. Technical expertise, problem-solving capabilities, leadership qualities, communication prowess, flexibility, and awareness of the banking sector-specific issues are a few examples of these attributes.

The questionnaire additionally inquiries into things like internship opportunities, job experience, and how applicable the MBA curriculum is to the banking industry. This will make it easier to comprehend how much employers respect real-world experience and how well academic material is matched to market demands.

4.4.2 Sampling

A questionnaire on performance expectations for recent MBA graduates in Pakistan's banking sector was created by this research study using Google Forms. A total of 210 individuals were included in the sample size that was chosen for analysis using a non-probability convenience sampling method. Prior to inclusion, each participant was thoroughly vetted to guarantee the validity and authenticity of the data.

The sample technique used in this study was designed to guarantee the target population's representation and increase the generalizability of the results. Employers in Pakistan's banking sector actively engaged in the hiring and employment of MBA graduates made up the target group for this study. The study attempted to compile a wide-ranging and representative sample of banking industry employers in Pakistan, allowing for a complete examination and analysis of their expectations for the performance of recent MBA graduates.

Chapter 5 – Analysis

5.1 Respondent Profiling

For the goal of gathering data for this research, a structured questionnaire was created and sent to a predetermined sample group. IBM SPSS software was used to make it easier to analyze the data that was gathered. A 5-point Likert scale was used in the questionnaire, and respondents may indicate how much they agreed or disagreed by selecting one of the options, from "Strongly Disagree" to "Strongly Agree." The options on this scale gave respondents a wide variety of ways to properly convey their opinions.

If we talk about results analysis, these are following:

In gender composition of selected population, the majority of the 210 respondents in the sample, or 60.0%, identified as male, a total of 126 respondents; the remaining 40.0%, or 84 respondents, identified as female.

In age of selected population, a total of 30 individuals, or 14.3% of the respondents, aged between 30-33. With 156 replies, the average respondent's age is between 34 and 36, making up 74.3% of the total. Lastly, 24 people, or 11.4% of the respondents, are in the 37–40 age range.

Conduction of job interview shows that 82.9% (174 people) of the 210 respondents in the sample as a whole have taken part on a job interview, compared to 17.1% (36 people) who haven't.

Rejection of candidate shows that 80.0% (168 respondents) of the total sample size of 210 respondents had rejected a candidate in a job interview, whereas 20.0% (42 respondents) have not.

Secure a desirable job position shows that out of the total sample size of 210 respondents, 57.1% (120) think that candidates still have confidence in their ability to secure a desired work position in the future despite being turned down repeatedly, while 42.9% (90) do not.

To develop candidates indicates that out of the total sample size of 210 respondents, 31.4% (66 people) think an MBA programme is sufficient to help applicants develop their leadership qualities in order to satisfy employer expectations, while 68.6% (144 people) do not think this.

MBA has provided opportunities shows that the overall sample size of 210 respondents, 68.6% (144) think MBA programmes have given possibilities for the practical application

of theoretical ideas as desired by employers, whereas 31.4% (66) do not share this opinion.

MBA program did not adequately prepare graduates implies that out of the total sample size of 210 respondents, 74.3% (156 people) have experienced a circumstance in which they believed the MBA programme did not effectively prepare graduates in accordance with their expectations, whereas 25.7% (54 people) have not.

Expectations were too high or unrealistic shows that out of 210 respondents, or 74.3% (156 people), thought that their expectations as employers were too high or unreasonable, whereas 25.7% (54 people) had not encountered such a circumstance.

How do graduates typically react shows that, of the 210 respondents in the entire sample, 34.3% (or 72 people) think graduates are normally driven to live up to and beyond employer expectations. Additionally, 20.0% (42 people) say that graduates feel uncomfortable and under pressure to achieve, while 45.7% (96 people) think that graduates are unsure of themselves and don't know how to live up to their employers' expectations.

How well MBA program has prepared graduates indicates that 20.0% (42 respondents) of the sample size of 210 respondents think that the MBA program has prepared graduates incredibly well, giving them all the information and abilities, they need to satisfy employers' expectations. However, 45.7% (96 people) believe that the program prepared graduates only fairly well, leaving space for improvement. In addition, 34.3% (72 people) believe that the program did not effectively prepare graduates, missing the training required to fulfil employers' expectations.

5.2 Reliability Statistics

In fact, Cronbach's Alpha is a commonly used statistical tool to evaluate the internal consistency or dependability of a scale or survey. It gives an indication of how closely connected a group of elements are to one another inside a specific framework. Researchers can assess the degree to which the items on a scale are measuring the same fundamental idea by calculating Cronbach's Alpha.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .985 | .985 | 20 |

Table 1: Reliability Statistics

In order to demonstrate reliability, the Cronbach's Alpha threshold value is chosen to be higher than 0.7.

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|-------------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| Knowledge1 | 69.6286 | 299.431 | .811 | . | .984 |
| Knowledge2 | 69.7143 | 301.583 | .779 | . | .985 |
| Knowledge3 | 70.0286 | 293.770 | .837 | . | .984 |
| Knowledge4 | 69.7429 | 294.048 | .900 | . | .984 |
| Knowledge5 | 69.4857 | 299.906 | .789 | . | .984 |
| Skills1 | 69.8857 | 288.848 | .923 | . | .983 |
| Skills2 | 69.8571 | 291.970 | .926 | . | .983 |
| Skills3 | 69.5429 | 295.312 | .858 | . | .984 |
| Skills4 | 69.8000 | 290.515 | .902 | . | .984 |
| Skills5 | 69.6286 | 297.134 | .948 | . | .983 |
| Abilities1 | 69.7143 | 293.487 | .896 | . | .984 |
| Abilities2 | 69.7714 | 291.737 | .915 | . | .983 |
| Abilities3 | 69.8286 | 291.875 | .907 | . | .983 |
| Abilities4 | 69.7143 | 296.703 | .907 | . | .984 |
| Abilities5 | 69.7143 | 301.124 | .794 | . | .984 |
| Experience1 | 69.7143 | 295.267 | .895 | . | .984 |
| Experience2 | 69.6571 | 294.600 | .900 | . | .984 |
| Experience3 | 69.7143 | 298.081 | .863 | . | .984 |
| Experience4 | 69.8286 | 296.870 | .833 | . | .984 |
| Experience5 | 69.6286 | 301.038 | .761 | . | .985 |

Table 2: Item total Statistics

The "Item-Total Statistics" table offers details on how each item on a scale performed individually. Researchers can assess the scale's internal consistency and reliability as well

as its appropriateness for assessing the intended construct by looking at the scale's mean, variance, and corrected item-total correlation.

5.3 Correlation

A statistical technique called correlation analysis is used to evaluate the strength of a link between two variables. It offers a numerical measurement of the degree and direction of the link and aids researchers in understanding how two or more variables are related to one another.

Correlations

| | | k1 | S1 | A1 | E1 | EXP | |
|-----------------|-----|-------------------------|--------|--------|--------|--------|--------|
| Kendall's tau_b | k1 | Correlation Coefficient | 1.000 | .892** | .840** | .719** | -.068 |
| | | Sig. (2-tailed) | . | .000 | .000 | .000 | .203 |
| | | N | 210 | 210 | 210 | 210 | 210 |
| | S1 | Correlation Coefficient | .892** | 1.000 | .870** | .742** | -.124* |
| | | Sig. (2-tailed) | .000 | . | .000 | .000 | .019 |
| | | N | 210 | 210 | 210 | 210 | 210 |
| | A1 | Correlation Coefficient | .840** | .870** | 1.000 | .743** | -.050 |
| | | Sig. (2-tailed) | .000 | .000 | . | .000 | .349 |
| | | N | 210 | 210 | 210 | 210 | 210 |
| | E1 | Correlation Coefficient | .719** | .742** | .743** | 1.000 | -.045 |
| | | Sig. (2-tailed) | .000 | .000 | .000 | . | .401 |
| | | N | 210 | 210 | 210 | 210 | 210 |
| | EXP | Correlation Coefficient | -.068 | -.124* | -.050 | -.045 | 1.000 |
| | | Sig. (2-tailed) | .203 | .019 | .349 | .401 | . |
| | | N | 210 | 210 | 210 | 210 | 210 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3: Correlation between the variables

The table lists the correlation coefficients between the five variables k1, S1, A1, E1, and EXP, as calculated using Kendall's tau_b technique. S1 and E1 (0.742), S1 and A1 (0.870), k1 and S1 (0.892), and k1 and A1 (0.8840) all showed significant positive relationships. These findings imply that these variables have a propensity to move in unison. A lack of meaningful relationship is shown by the weak and statistically negligible negative correlations between k1, S1, and A1 and EXP. However, none of the modest negative associations between E1 and any of the other variables, including EXP,

were statistically significant. These results show the linkages between the variables and offer insightful information about how they relate to one another within the context of the research.

In broadly, the correlation analysis aids in a better comprehension of the associations between the variables being studied. But it's important to note that although certain ties are important and reliable, others seem to be weak or nonexistent.

5.4 Multivariate Analysis

Since I had four dependent variables and regression analysis only allows for one dependent variable to be tested on, I utilized multivariate analysis instead of regression analysis. However, the multivariate permits more than one dependent variable to simultaneously analyze numerous dependent variables.

This model's presumptions are:

Independent Random Sampling

The initial presumption for this model is that each observation is made independently of the others and that the sample chosen is entirely at random.

Measurement of the Variables

The model's second presumption is that MANOVA assumes that the dependent variable is continuous and/or scalar and the independent variable is of the categorical kind.

Absence of Multicollinearity

There could not be much correlation between the dependent variables.

Homogeneity of Variance

The variance is equal across all groups.

Between-Subjects Factors

| | | N |
|-----|-------|----|
| EXP | 9.00 | 6 |
| | 10.00 | 18 |
| | 11.00 | 12 |
| | 12.00 | 42 |
| | 13.00 | 18 |
| | 14.00 | 54 |
| | 15.00 | 12 |
| | 16.00 | 18 |
| | 17.00 | 18 |
| | 18.00 | 12 |

Table 4: The sample distributed in the scale

Multivariate Tests

| Effect | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared | Noncent. Parameter | Observ ed Power ^d |
|-----------------------|--------|---------------------------|------------------|-------------|------|------------------------|-----------------------|------------------------------------|
| Pillai's Trace | .959 | 1150.08 7 ^b | 4.000 | 197.00 0 | .000 | .959 | 4600.349 | 1.00 0 |
| Wilks' Lambda | .041 | 1150.08 7 ^b | 4.000 | 197.00 0 | .000 | .959 | 4600.349 | 1.00 0 |
| Hotelling's Trace | 23.352 | 1150.08 7 ^b | 4.000 | 197.00 0 | .000 | .959 | 4600.349 | 1.00 0 |
| Roy's Largest Root | 23.352 | 1150.08 7 ^b | 4.000 | 197.00 0 | .000 | .959 | 4600.349 | 1.00 0 |
| Pillai's Trace | 1.193 | 9.443 | 36.000 | 800.00 0 | .000 | .298 | 339.954 | 1.00 0 |
| Wilks' Lambda | .225 | 10.065 | 36.000 | 739.98 8 | .000 | .312 | 334.953 | 1.00 0 |
| Hotelling's Trace | 1.928 | 10.471 | 36.000 | 782.00 0 | .000 | .325 | 376.941 | 1.00 0 |
| Roy's Largest Root | .928 | 20.623 ^c | 9.000 | 200.00 0 | .000 | .481 | 185.607 | 1.00 0 |

a. Design: Intercept + EXP

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Computed using alpha = .05

Table 5: Multivariate Tests

The multivariate test carried out in this study looked at how "Intercept" and "EXP" affected the outcome of interest. A table including the findings and numerous multivariate test statistics for each variable was displayed. Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root were among the statistics for the "Intercept," with effect sizes ranging from 0.959 to 23.352. Similar results were supplied for the "EXP" variable, with effect sizes ranging from 1.193 to 0.928.

With p-values of 0.000, which were significantly lower than the specified alpha level of 0.05, "Intercept" and "EXP" both showed highly significant findings. This suggests that both factors significantly influenced the outcome of the study. This was further supported by the "Partial Eta Squared" column.

The observed power, which is reported as 1.000 for both "Intercept" and "EXP," suggests that there is a very high probability of properly rejecting the null hypothesis in cases when it is unsubstantiated. The trust in the outcomes is increased as a result.

Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared | Noncent. Parameter | Observed Power ^e |
|-----------------|--------------------|-------------------------|----|-------------|----------|------|---------------------|--------------------|-----------------------------|
| Corrected Model | k1 | 1517.495 ^a | 9 | 168.611 | 14.140 | .000 | .389 | 127.258 | 1.000 |
| | S1 | 1778.381 ^b | 9 | 197.598 | 11.303 | .000 | .337 | 101.724 | 1.000 |
| | A1 | 1592.210 ^c | 9 | 176.912 | 11.355 | .000 | .338 | 102.199 | 1.000 |
| | E1 | 1522.638 ^d | 9 | 169.182 | 12.182 | .000 | .354 | 109.642 | 1.000 |
| Intercept | k1 | 45985.631 | 1 | 45985.631 | 3856.391 | .000 | .951 | 3856.391 | 1.000 |
| | S1 | 45315.862 | 1 | 45315.862 | 2592.088 | .000 | .928 | 2592.088 | 1.000 |
| | A1 | 45611.105 | 1 | 45611.105 | 2927.632 | .000 | .936 | 2927.632 | 1.000 |
| | E1 | 46639.545 | 1 | 46639.545 | 3358.412 | .000 | .944 | 3358.412 | 1.000 |
| EXP | k1 | 1517.495 | 9 | 168.611 | 14.140 | .000 | .389 | 127.258 | 1.000 |

| | | | | | | | | | |
|-----------|----|-----------|-----|---------|--------|------|------|---------|-------|
| | S1 | 1778.381 | 9 | 197.598 | 11.303 | .000 | .337 | 101.724 | 1.000 |
| | A1 | 1592.210 | 9 | 176.912 | 11.355 | .000 | .338 | 102.199 | 1.000 |
| | E1 | 1522.638 | 9 | 169.182 | 12.182 | .000 | .354 | 109.642 | 1.000 |
| Error | k1 | 2384.905 | 200 | 11.925 | | | | | |
| | S1 | 3496.476 | 200 | 17.482 | | | | | |
| | A1 | 3115.905 | 200 | 15.580 | | | | | |
| | E1 | 2777.476 | 200 | 13.887 | | | | | |
| Total | k1 | 75000.000 | 210 | | | | | | |
| | S1 | 75492.000 | 210 | | | | | | |
| | A1 | 74706.000 | 210 | | | | | | |
| | E1 | 75840.000 | 210 | | | | | | |
| Corrected | k1 | 3902.400 | 209 | | | | | | |
| | S1 | 5274.857 | 209 | | | | | | |
| Total | A1 | 4708.114 | 209 | | | | | | |
| | E1 | 4300.114 | 209 | | | | | | |

a. R Squared = .389 (Adjusted R Squared = .361)

b. R Squared = .337 (Adjusted R Squared = .307)

c. R Squared = .338 (Adjusted R Squared = .308)

d. R Squared = .354 (Adjusted R Squared = .325)

e. Computed using alpha = .05

Table 6: Tests of between-subjects effects

This table shows the clear difference of graduate's actual performance and employer's actual expectations. Employer's expectations have a significant effect on all dependents. All of these presumptions are true, it is obvious that the findings shown above are correct.

Chapter 6 – Findings, Conclusions & Policy Implications

Due to its ease of use in preserving resources and promoting the ongoing utilization of data for following phases of the research, the study used a number of tests, including reliability, correlation, and multivariate analysis, to analyze the data that had been obtained. The consistency and reliability of the measuring scales employed in the research were evaluated using the reliability test. This test was designed to make sure that the scales and questionnaire were extremely dependable at identifying the desired variables. The links between employer expectations from banking sectors and the knowledge, skills, abilities, and experience of MBA graduates were investigated using correlation analysis. The goal of this analysis was to locate any noteworthy relationships between the investigated variables.

In addition, a multivariate analysis was done to look at how employer expectations affected the performance of MBA graduates in terms of their knowledge, skills, abilities and experience. The overall connection and significance between the independent variable (employer expectations) and the dependent variables (knowledge, abilities, skills, and experience) were the goals of this research.

Reliable insights into the research issue were supplied by the reliability, correlation, and multivariate analysis results. They provided insight into the connections between MBA graduates' performance aspects and employer expectations. The results made it possible to determine whether or not employer expectations had a substantial effect on MBA graduates' knowledge, skills, abilities and experience.

The research study was able to give empirical data and insights on the alignment between employer expectations and the actual performance of current MBA graduates by utilizing these statistical tests. These findings can help us better understand the viewpoints of employers and guide MBA programmes in creating curriculum and training programmes that satisfy the demands of the job market.

6.1 Conclusion

This thesis examined the expectations of employers for the performance of recent MBA graduates. The study's goal was to comprehend and examine the unique demands that organizations make of MBA graduates in terms of their expertise, know-how, skills, and

experience. The goal of the study was to shed light on how well employer expectations and MBA graduates' actual performance lined up.

According to the results, it is clear that banking sectors have particular standards for the performance of MBA graduates. These requirements cover a wide variety of topics, such as knowledge related to the sector, critical thinking ability, effective communication skills, leadership traits, and appropriate job experience. Employers look for well-rounded employees who can benefit their organizations and promote success.

The results of this study can act as a guidance for educational institutions and employers alike. In order to make better recruiting decisions, employers should obtain a deeper grasp of the skills and qualities that they should look for in MBA graduates. On the other hand, educational institutions may make use of this information to modify their curricula and make sure they fit the shifting needs of the labor market.

These results support the idea that the gap between employer expectations and the actual performance of MBA graduates is not an isolated phenomenon, but rather a general pattern, and they are consistent with earlier studies like the ISOS survey carried out in 2010 and the work of Sengupta in the same year. The relevance of this issue within the field of MBA education is shown by the fact that several research have come to similar results.

Moreover, MBA programmes should consider these results and work to match their curriculum and learning objectives with the shifting demands of the labor market. They should make sure that their graduates have the education, training, and experience that organizations are looking for. This can entail including relevant, real-world projects, internships, or chances for experiential learning inside the curriculum. In order to regularly monitor and rectify any disparities between employer expectations and the actual performance of graduates, frequent evaluation and feedback procedures might be put in place.

Collaboration between academia and organizations is necessary to address the persistent problem of closing the performance gap between employer expectations and MBA graduates' performance. The formulation of methods to close the gaps can be aided by further study in this field, which can offer insightful information about the precise locations where the gaps are present. We can endeavor to reduce these gaps and make sure that MBA graduates are adequately equipped to handle the demands of the

professional world by matching educational programmes with industry needs and encouraging good dialogue between organizations and educators.

The differences between corporate expectations and MBA graduates' performance have major implications for both organizations and MBA programmes. Employers must clearly express their expectations to candidates and have a thorough awareness of the skill sets and competencies that MBA graduates are expected to have.

6.2 Implications & Recommendation

According to the analysis, the industry's most crucial areas were skills, knowledge, experience, and abilities. The standards in the sector are very high. They want business graduates who possess the necessary skills, knowledge, experience, and abilities. Both the business school and the corporation must take action in order to close the gaps and achieve the desired results. Business schools should focus on the following areas: practical learning, pertinent case studies, particularly those located in Pakistan, and curriculum designed to meet business need. To fulfil industrial demands, it is advised that business schools should emphasize critical thinking techniques. Additionally, the business schools must evaluate this learning using evaluation criteria so that a clear image of the learning curve and the proportion of transferred abilities can be seen.

On the other hand, it was advised that the company launch summer internship programmes that will help these business graduates get experience. In order for them to improve and polish their abilities, these internships must be provided in their chosen fields. These MBA students may be able to obtain additional practical experience and industry expertise through internship opportunities. Line managers should send these graduates to training programmes during their probationary term because this is the main sector where employers have a strong need for workers and doing so might help them improve their job-related abilities. The alternative would be to gather information from these graduates during the interview process, and then train the selected individuals in KSA's weakest areas.

In general, the organization has to be aware of what these business graduates may anticipate from them in their particular positions. Instead of being unusual, such aspirations ought to be sincere. While the business schools should also advise the students on how crucial the first few years of their employment would be and how these years might help them succeed. In terms of abilities, knowledge, experience, and skills, it was

also noted that there is a discrepancy between expectations and performance since recent business graduates do not believe that their efforts are genuinely appreciated. They then begin to believe that their degree is insufficient to reward them appropriately.

Furthermore, rather than concentrating on the short term, both corporate and new business graduates need to think long term. The employer should offer equal job opportunities.

6.3 Questionnaire

Dear Respondents,

I'm a student of Bahria University Islamabad Campus (BUIC) and my specialization is in Human Resources Management (HRM), currently in the process of conducting an important research study for my master's thesis.

I understand that your time is valuable, and I genuinely appreciate your consideration and potential participation in this study. Your valuable insights and perspectives will greatly contribute to the depth and richness of the research findings, ultimately enhancing the quality of the study.

I would like to emphasize that all the data collected from participants, will be handled with the utmost care and confidentiality. Your responses will be treated as highly sensitive and will only be used for academic purposes. The information you provide will not be disclosed in any reports, ensuring complete anonymity and protecting your privacy.

Your Participation is highly appreciated.

Your Sincerely,

Ifrah Yaqoob (MBA 1.5yrs)

Professional Background Information by Employers:

Gender:

Male

Female

Age:

30-33

34-36

37-40

Have you ever conducted a job interview?

Yes

No

Have you ever rejected a candidate in a job interview?

Yes

No

Do you think candidates are still confident in their abilities to secure a desirable job position in the future after being rejected many times?

Yes

No

Do you think MBA program is enough to develop candidates' leadership skills to meet employer expectations?

Yes

No

According to you, do you think MBA program has provided opportunities for practical application of theoretical concepts as expected by employers?

Yes

No

Have you ever encountered a situation in which you felt that MBA program did not adequately prepare graduates according to your expectations?

Yes

No

You ever felt that as an employer your expectations were too high or unrealistic?

Yes

No

What do you think how do graduates typically react to employer's expectations?

Feel motivated to meet and exceed them

Feel anxious and pressured to perform

Feel uncertain and unsure how to meet them

How well do you think MBA program has prepared graduates to meet employers' expectations?

Extremely well, fully equipped with knowledge and skills

Moderately well, with room for further development

Insufficiently, lacking in necessary preparation

Employer's Expectations on the basis of Knowledge, Skills, Abilities and Experience

Please choose an option, which you think best represent your standby using the following scale:

1 - Strongly Disagree

2 - Disagree

3 - Uncertain

4 - Agree

5 - Strongly Agree

1. Employer's Expectations on the basis of Knowledge:

Strong level of knowledge expected from MBA graduates by employers?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do employers expect industry-specific knowledge?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers expect from business graduates to possess a deep understanding of theoretical concepts related to business and management?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do employers expect to have practical knowledge and the ability to apply it in real-world business scenarios?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

What do you think additional training and development opportunities to MBA graduates can enhance their knowledge?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

2. Employer's Expectations on the basis of Skills

Do employers expect MBA graduates to possess strong decision-making skills?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers expect to possess strong problem-solving and critical thinking skills?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

According to you, additional training or professional development opportunities can enhance candidates' skills?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers value MBA graduates who can demonstrate effective teamwork and collaboration skills?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do employers expect to possess strong negotiation and persuasion skills?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

3. Employer's Expectations on the basis of Abilities

Employers looking for MBA graduates who maintain focus and productivity in a dynamic work environment?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do employers value those graduates who demonstrate self-discipline in their work?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Are employers seeking self-disciplined MBA graduates who can effectively manage their time and priorities?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do employers expect MBA graduates to show commitment and dedication to their work?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers seeking who actively seek out challenges and opportunities for personal and professional advancement?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

4. Employer's Expectations on the basis of Experience

Employers consider prior work experience when evaluating MBA graduates for job roles?

| | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do you think lack of experience can affect graduates of getting selected in job interviews?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers reject those graduates who lack practical experience through internships or projects?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Do you think it is expected from business graduates to possess international business knowledge and experience?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

Employers expect MBA graduates to have relevant industry experience?

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Strongly disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly agree |

End of Survey

6.4 Responses

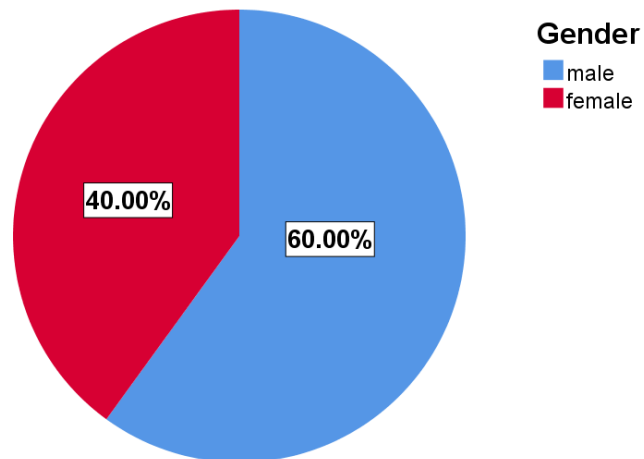


Figure 2: Gender

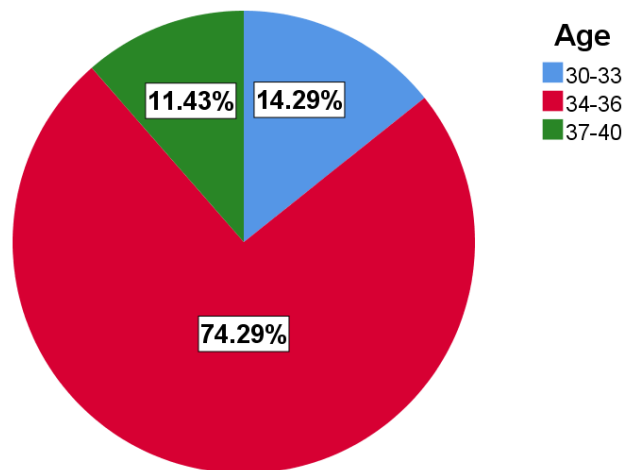


Figure 3: Age

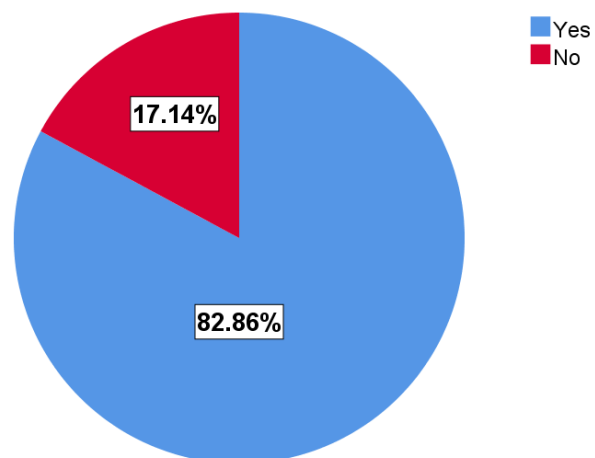


Figure 4: Ever Conducted a job interview

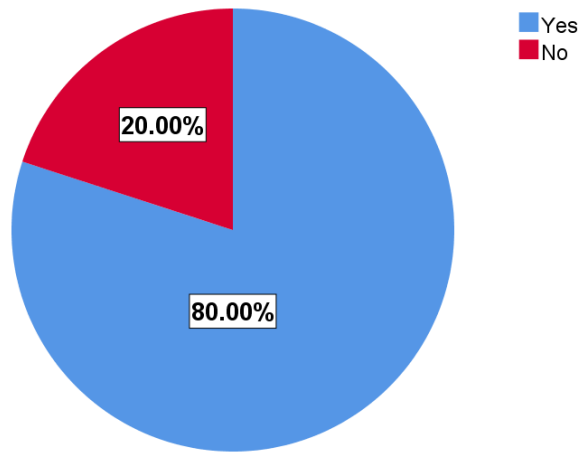


Figure 5: Rejected a candidate in a job interview

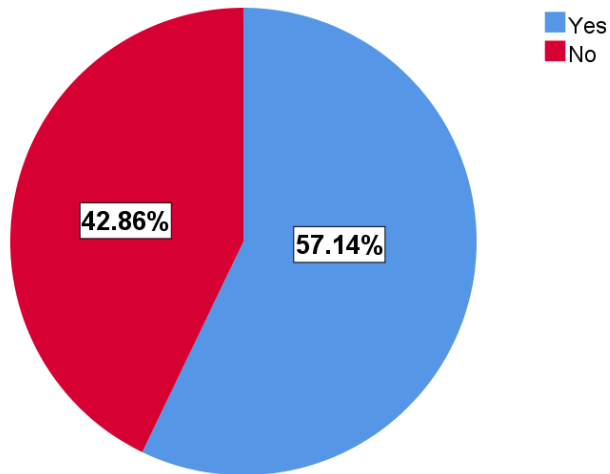


Figure 6: Candidates are still confident to secure a desirable job position

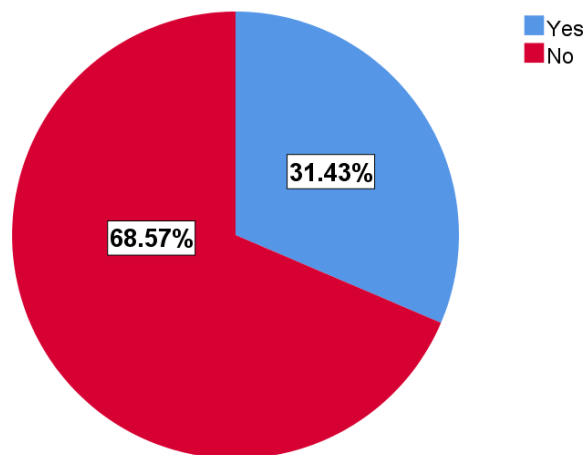


Figure 7: MBA program is enough to develop candidates'

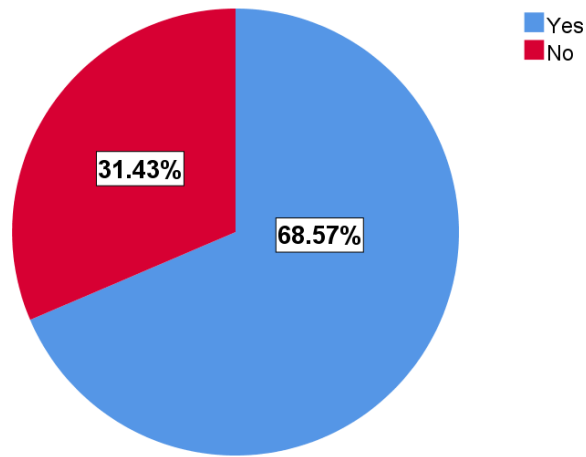


Figure 8: MBA program has provided opportunities for practical applications

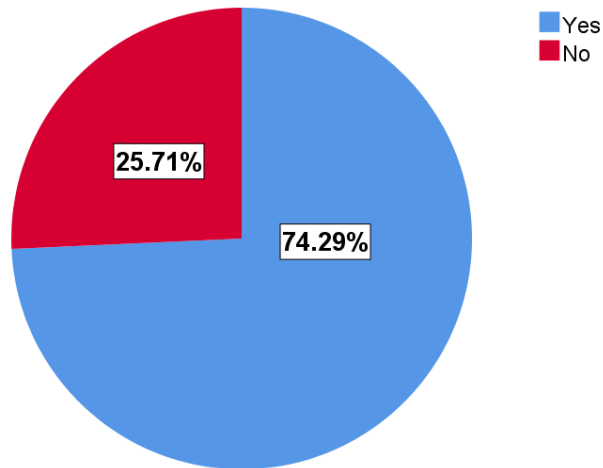


Figure 9: MBA program did not adequately prepare graduates

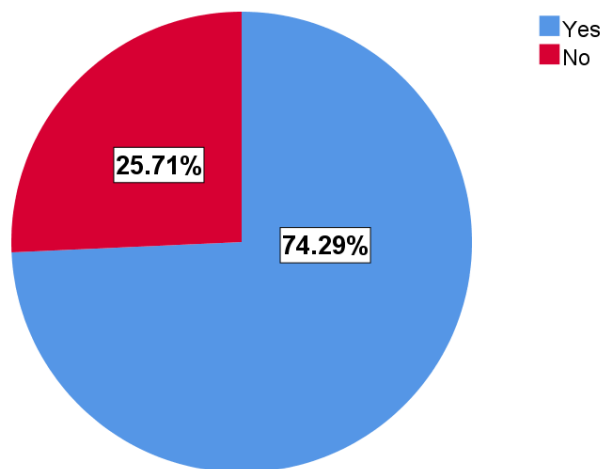


Figure 10: You ever felt expectations were too high or unrealistic

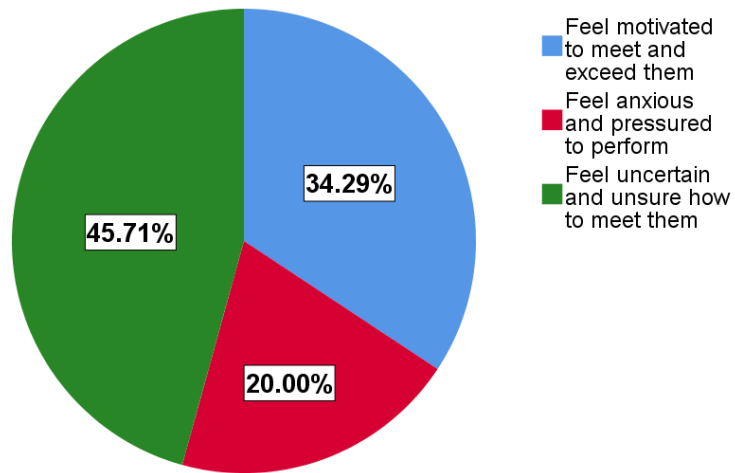


Figure 11: Graduates typically react to employer's expectations

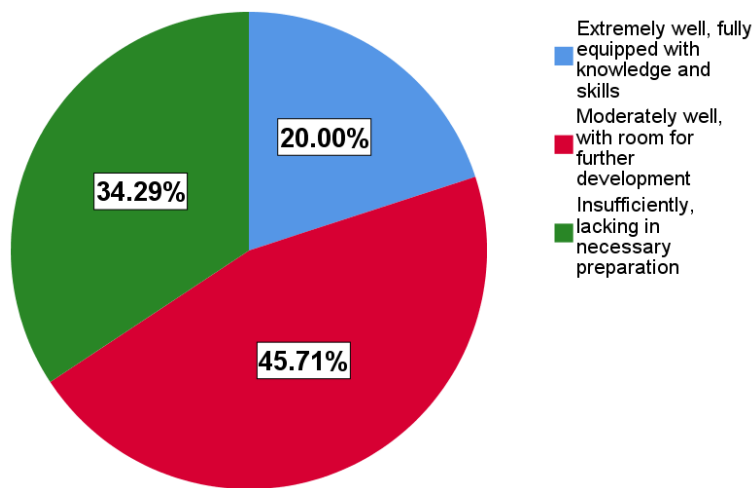


Figure 12: How well MBA program has prepared graduates

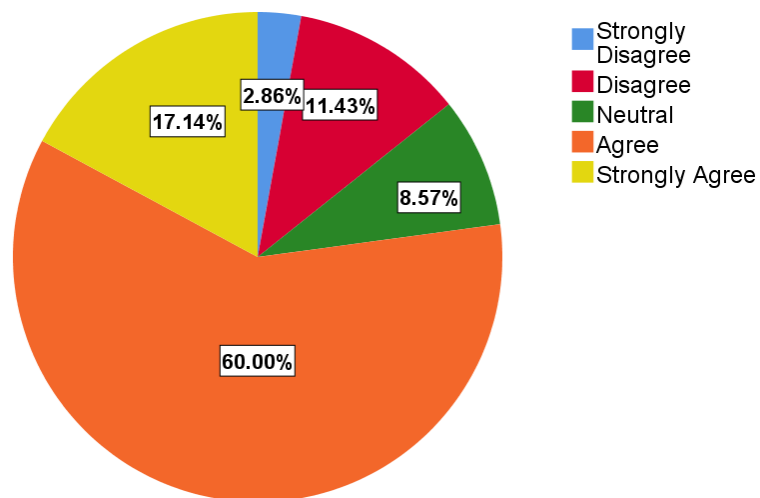


Figure 13: Strong level of knowledge expected from MBA graduates by employers

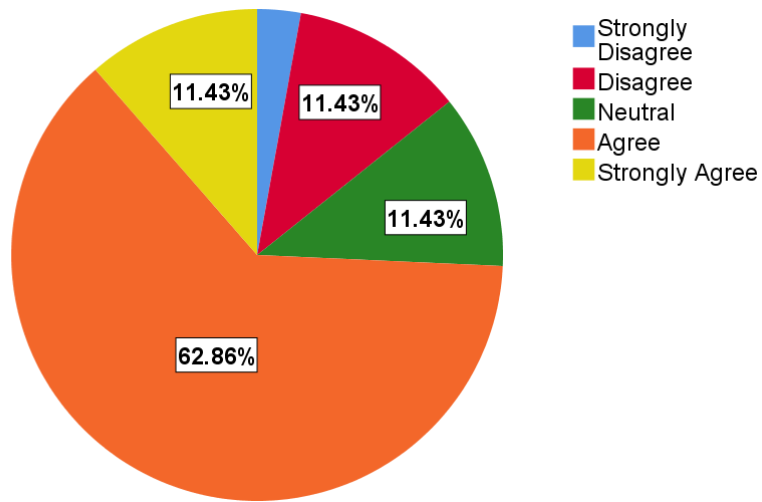


Figure 14: Employers expect industry-specific knowledge

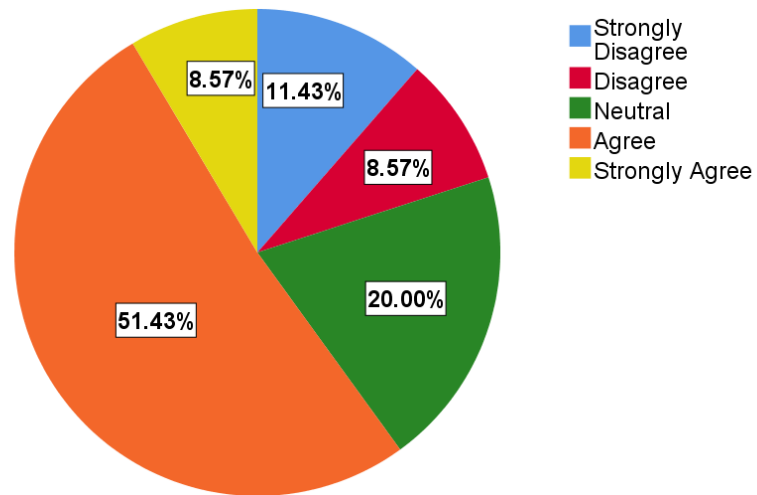


Figure 15: Employers expect deep understanding of theoretical concepts

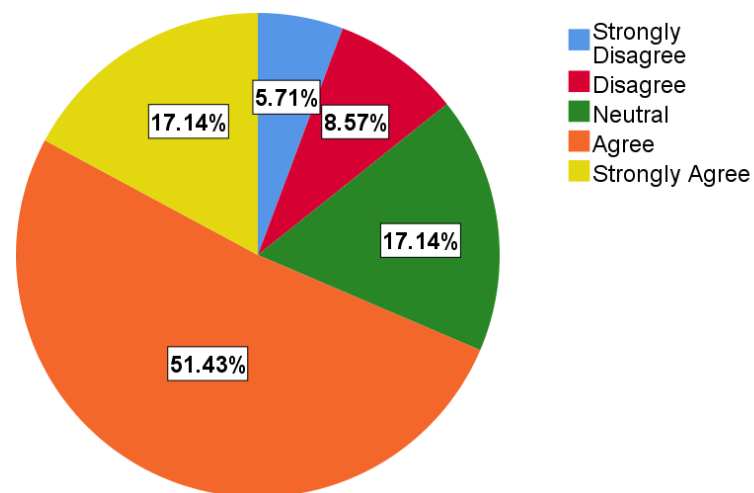


Figure 16: Employers expect practical knowledge to apply it in real-world

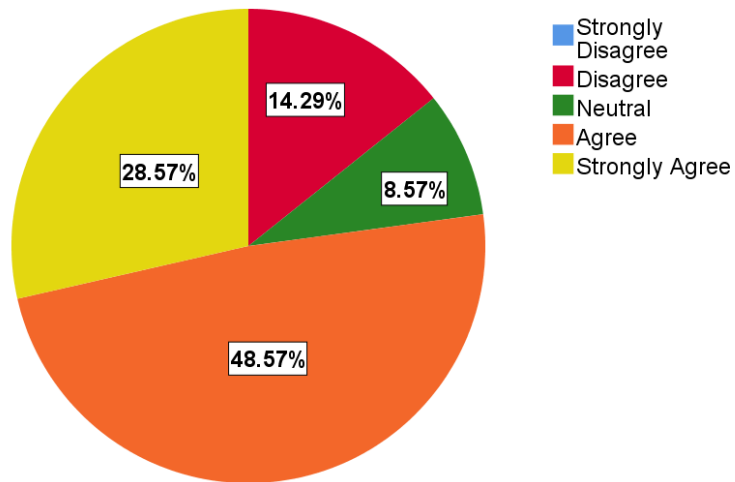


Figure 17: Additional training to MBA graduates can enhance their knowledge

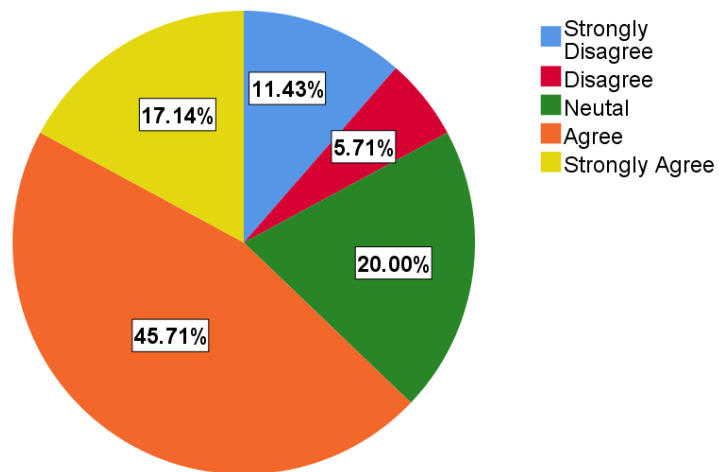


Figure 18: Employers expect MBA graduates to possess strong decision-making skills

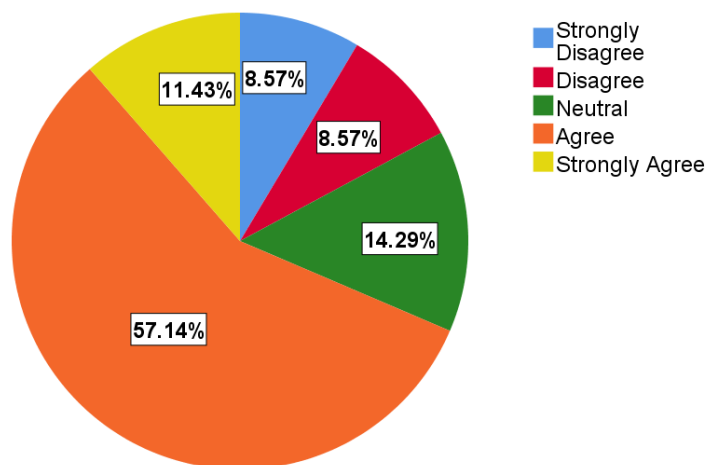


Figure 19: Employers expect to possess strong problem-solving and critical thinking skills

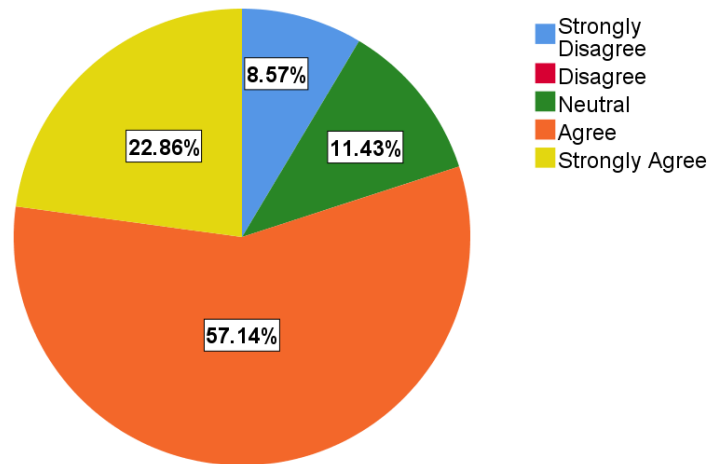


Figure 20: Additional training can enhance candidates' skills

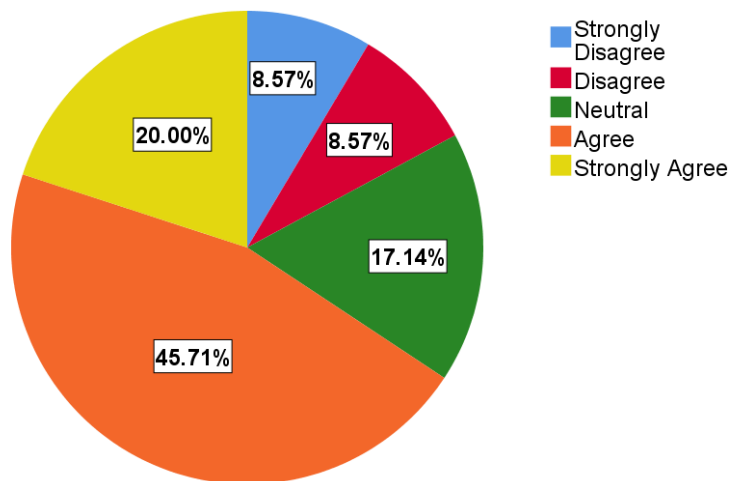


Figure 21: Employers value those who can demonstrate effective teamwork

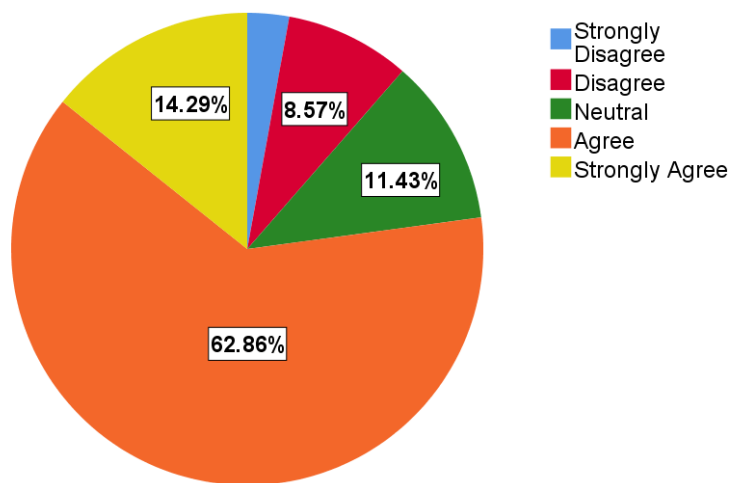


Figure 22: Employers expect to possess strong negotiation and persuasion skills

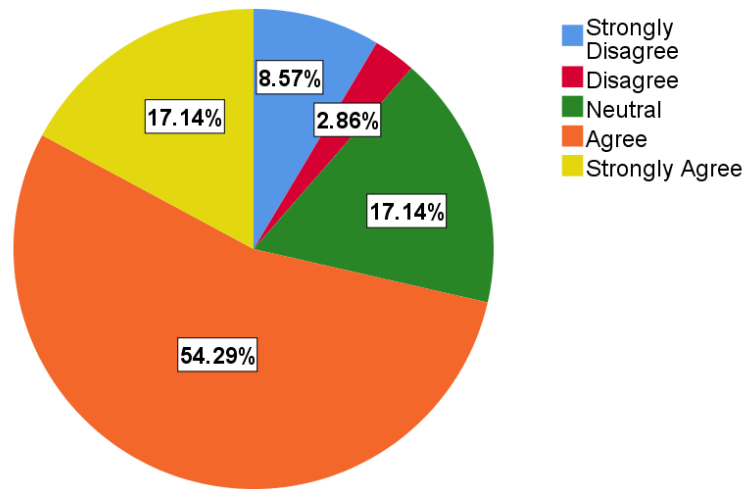


Figure 23: Employers looking for who maintain focus and productivity in a dynamic work

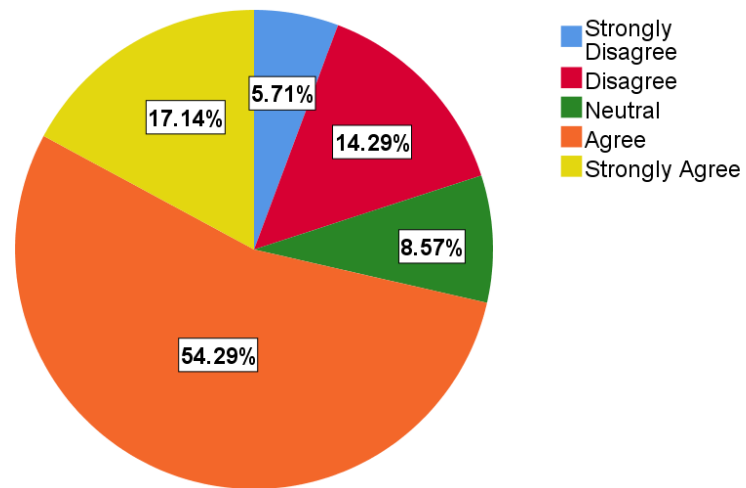


Figure 24: Employers value those graduates who demonstrate self-discipline in their work

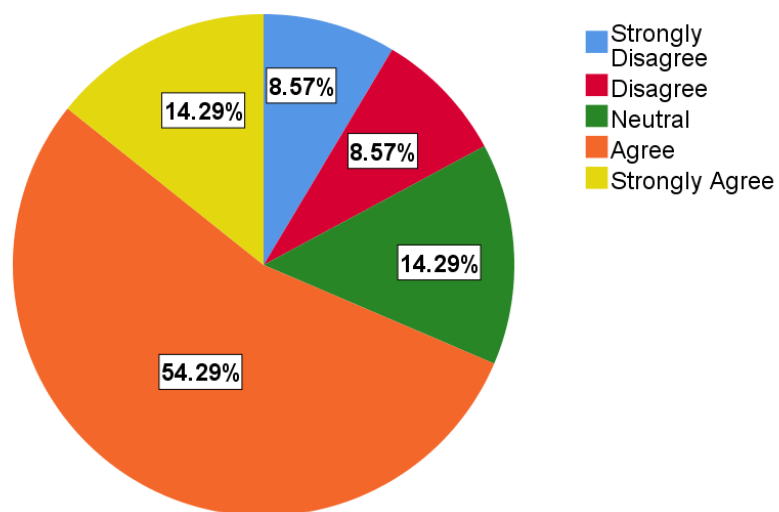


Figure 25: Employers seeking self-disciplined who can effectively manage their time

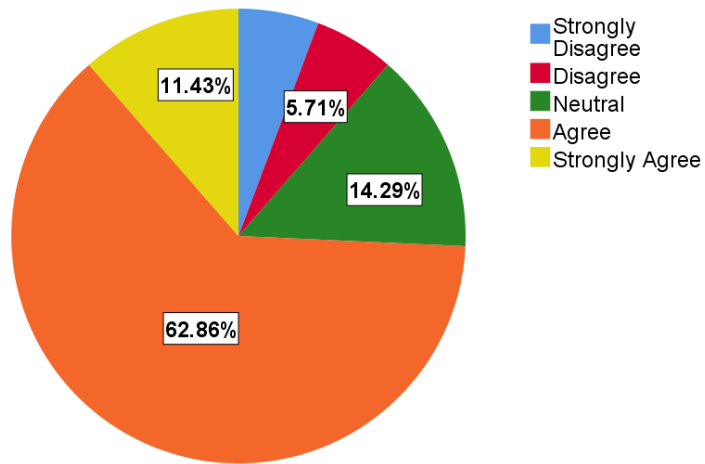


Figure 26: Employers expect to show commitment and dedication to their work

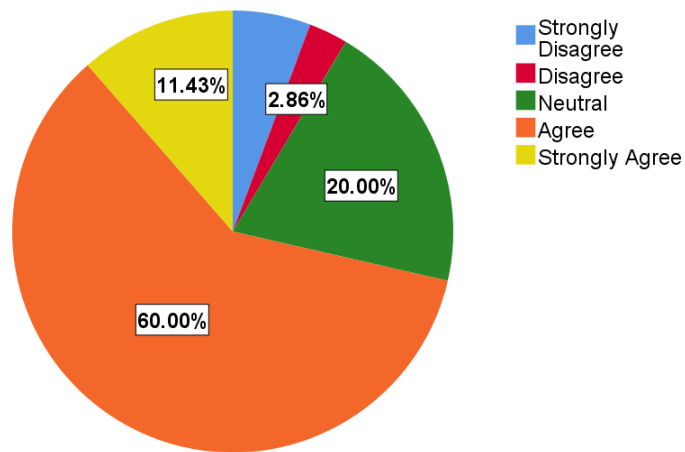


Figure 27: Employers seeking who actively seek out challenges and opportunities

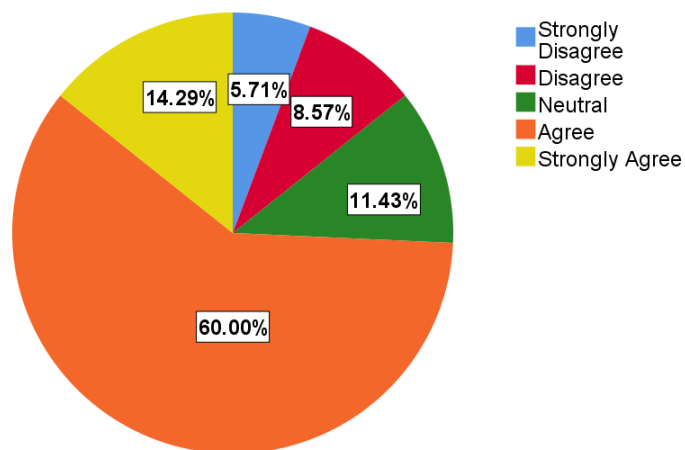


Figure 28: Employers consider prior work experience

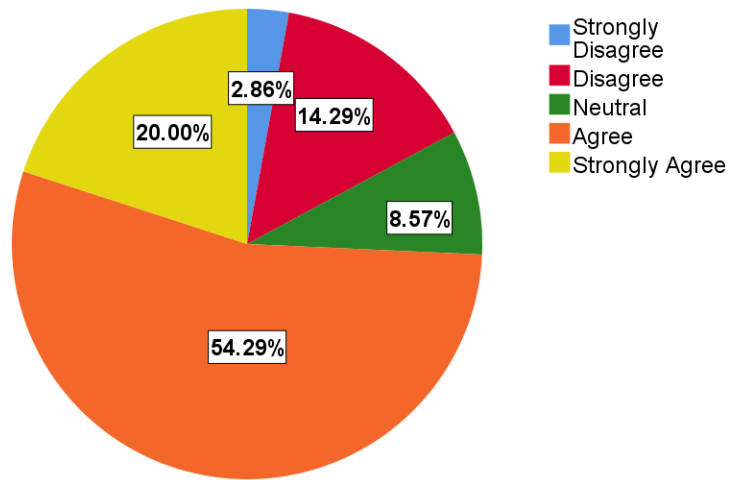


Figure 29: Lack of experience can affect graduates of getting selected in job interviews

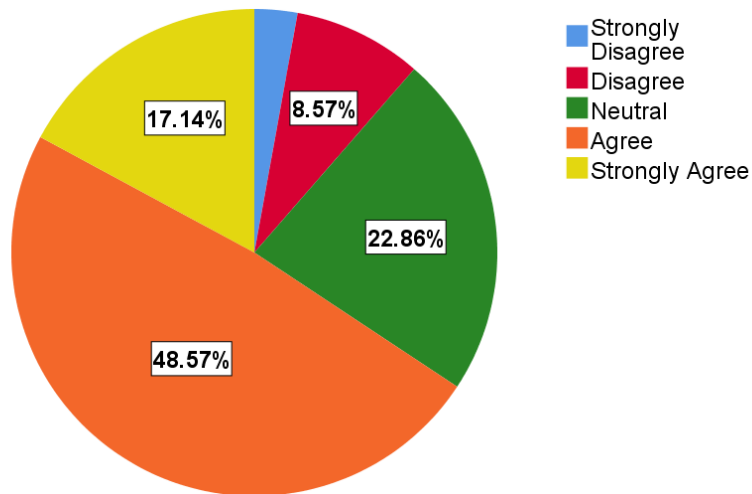


Figure 30: Employers reject those who lack practical experience through internships

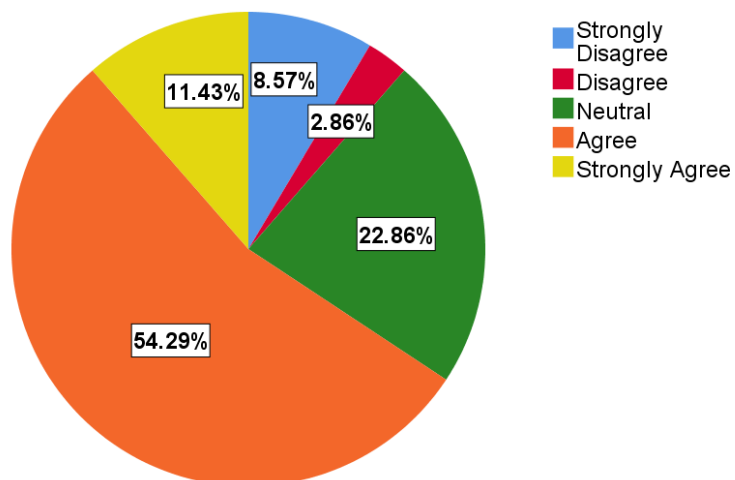


Figure 31: It is expected to possess international business knowledge and experience

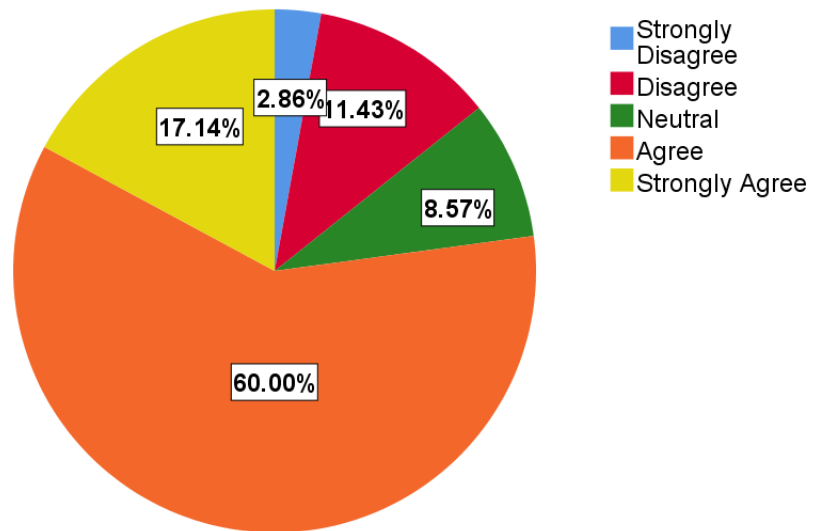


Figure 32: Employers expect MBA graduates to have relevant industry experience

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APPENDIX

Descriptive Statistics

| | EXP | Mean | Std. Deviation | N |
|----|-------|---------|----------------|-----|
| k1 | 9.00 | 20.0000 | .00000 | 6 |
| | 10.00 | 18.6667 | 4.14445 | 18 |
| | 11.00 | 21.0000 | 2.08893 | 12 |
| | 12.00 | 17.7143 | 3.69763 | 42 |
| | 13.00 | 17.0000 | 2.52050 | 18 |
| | 14.00 | 21.4444 | 2.13388 | 54 |
| | 15.00 | 11.5000 | 3.65563 | 12 |
| | 16.00 | 16.6667 | 4.85071 | 18 |
| | 17.00 | 19.0000 | 3.02927 | 18 |
| | 18.00 | 14.0000 | 6.26680 | 12 |
| | Total | 18.4000 | 4.32108 | 210 |
| S1 | 9.00 | 20.0000 | .00000 | 6 |
| | 10.00 | 19.6667 | 5.13351 | 18 |
| | 11.00 | 21.5000 | 3.65563 | 12 |
| | 12.00 | 18.1429 | 3.91726 | 42 |
| | 13.00 | 15.6667 | 4.92294 | 18 |
| | 14.00 | 21.2222 | 2.16896 | 54 |
| | 15.00 | 11.0000 | 4.17786 | 12 |
| | 16.00 | 15.0000 | 7.27607 | 18 |
| | 17.00 | 19.0000 | 3.02927 | 18 |
| | 18.00 | 14.5000 | 5.74456 | 12 |
| | Total | 18.2857 | 5.02380 | 210 |
| A1 | 9.00 | 20.0000 | .00000 | 6 |
| | 10.00 | 18.6667 | 4.77740 | 18 |
| | 11.00 | 22.0000 | 3.13340 | 12 |
| | 12.00 | 17.7143 | 3.77596 | 42 |
| | 13.00 | 16.6667 | 2.42536 | 18 |
| | 14.00 | 21.2222 | 2.36856 | 54 |
| | 15.00 | 12.5000 | 2.61116 | 12 |
| | 16.00 | 15.0000 | 7.27607 | 18 |
| | 17.00 | 19.0000 | 3.02927 | 18 |
| | 18.00 | 13.5000 | 6.78903 | 12 |
| | Total | 18.2571 | 4.74625 | 210 |
| E1 | 9.00 | 20.0000 | .00000 | 6 |
| | 10.00 | 16.6667 | 3.49790 | 18 |
| | 11.00 | 22.0000 | 3.13340 | 12 |

| | | | |
|-------|---------|---------|-----|
| 12.00 | 18.8571 | 3.72579 | 42 |
| 13.00 | 15.6667 | 4.31141 | 18 |
| 14.00 | 21.2222 | 2.36856 | 54 |
| 15.00 | 12.0000 | 3.13340 | 12 |
| 16.00 | 15.0000 | 7.27607 | 18 |
| 17.00 | 19.3333 | 3.39550 | 18 |
| 18.00 | 17.5000 | 2.61116 | 12 |
| Total | 18.4571 | 4.53594 | 210 |

Table 7: Mean & standard deviation of dependent variables

The k1, S1, A1, and E1 variables' descriptive statistics are shown in the table. The mean numbers, which range from 9.00 to 18.00, indicate the average scores for each variable. The uniformity of means across categories indicates that the data is comparatively stable. The standard deviation, whose values range from 2.36856 to 7.27607, quantifies the variation of data points around the mean. Less variability is shown by a smaller standard deviation, whereas greater dispersion is denoted by a larger number. The sample size is constant since there are 210 observations (N) for all the variables.

In conclusion, the descriptive statistics give a succinct picture of the data distribution for each variable and provide information on the sample size, data dispersion, and central tendency.