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**PERCEPTION GAPS THAT MATTER: A TRI-STAKEHOLDER STUDY OF
COMPETENCY ASSESSMENT AND EMPLOYABILITY JUDGMENT AMONG
MANAGEMENT GRADUATES IN BENGALURU BUSINESS SCHOOLS**
Comparing Student, Faculty and Recruiter Perspectives on Competency, Attributes and Employability

Kamal Bhowmik¹ and Dr Shiv K Tripathi²

¹Research Scholar
Atmiya University
Email: Kamal.bhowmick@gmail.com

²Dean of the Faculty of Economics and Business Administration.
Berlin School of Business and Innovation
Research Guide
Email: shivktripathi@hotmail.com

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ABSTRACT

Employability research on management graduates typically surveys a single stakeholder group and assumes that competency drives employability in broadly similar ways for everyone assessing it. This study instead triangulates three stakeholder perspectives – students, faculty and recruiters – drawn from selected business schools in Bengaluru, to test whether competency perceptions and the competency-employability relationship itself differ across these groups. Primary data were collected from 101 postgraduate management students, 25 faculty members and 22 corporate recruiters, each rating the same eight competency and attribute dimensions (managerial, conceptual/communication, analytical, digital, and leadership competencies; personal, interpersonal and adaptability attributes) and a six-item employability construct. One-way ANOVA found no statistically significant difference in mean ratings across the three stakeholder groups on any of the nine constructs, despite numerically visible gaps of up to 0.27 points on the managerial-competency dimension. Multiple regression revealed a more consequential difference beneath this surface similarity: conceptual/communication competency and interpersonal attributes are the only statistically significant predictors of student self-assessed employability, whereas no single competency dimension is independently significant in the recruiter-assessed employability model, despite the recruiter model explaining a substantially larger share of variance overall. Student self-assessed employability also varied significantly with prior work experience but not with institution type, specialisation or programme. These findings suggest that the more consequential stakeholder gap in management education is not in how competencies are rated, but in how they are weighted when judging employability, with direct implications for how business

schools calibrate curriculum and placement preparation.

KEYWORDS: graduate employability; management competency; stakeholder perception gap; business schools; Bengaluru; recruiter assessment; CareerEDGE

1. INTRODUCTION

Bengaluru's concentration of technology, financial services and consulting employers makes it one of India's most demanding recruitment markets for management graduates, and one of the most instructive settings in which to study the fit, or lack of it, between what business schools produce and what employers seek. Yet the persistent narrative in Indian management education – that industry considers only a small fraction of MBA graduates readily employable – tends to be told from a single vantage point at a time: either graduates rating their own preparedness, or employers rating what they receive. Rarely are students, faculty and recruiters asked to rate the same competencies using the same instrument, in the same study, at the same time.

This matters because a diagnosis built on one stakeholder's perspective can misdirect an entire curriculum-reform effort. If, for instance, students believe they are strong in leadership but recruiters do not, the appropriate response is different from a situation where all three groups broadly agree on competency levels but disagree, instead, on which competencies actually translate into employability. The first scenario calls for a perception-correction or communication intervention; the second calls for a substantive rethink of what a business school teaches and rewards. Distinguishing between these two very different possibilities requires exactly the kind of tri-stakeholder, same-instrument design this study adopts.

The task is also newly urgent because the operating environment for management graduates has itself changed. Volatility, uncertainty, complexity and ambiguity (VUCA) are now used routinely, including by Indian business schools themselves, to describe the environment graduates enter, and digital transformation has added an entirely new competency layer – data literacy, digital collaboration tools, AI-readiness – that did not feature in earlier competency frameworks. Whether business schools, faculty and recruiters have converged on a shared understanding of what competency now means under these changed conditions, or whether their understandings have instead quietly diverged, is an open empirical question that this study is positioned to answer directly.

Using primary data from 101 postgraduate management students, 25 faculty members and 22 corporate recruiters associated with selected business schools in Bengaluru, each rating the same eight competency and attribute constructs and a common employability measure, this study examines two distinct questions: first, whether the three stakeholder groups differ in how they rate graduate competency and employability (a perception-level question), and second, whether the same

competencies predict employability similarly for students as they do for recruiters (a weighting-level question that prior single-stakeholder studies cannot answer). In doing so, the study develops objectives and hypotheses that are deliberately distinct from prior thesis-level research on competency, attributes and employability of management graduates in Bengaluru business schools, shifting the analytical question from “how employable are graduates” to “where, and on what, do the judges of employability actually disagree.”

2. REVIEW OF LITERATURE

2.1 Theoretical Foundations of Graduate Employability

Boyatzis’s (1982) foundational study of managerial competency, based on an intensive analysis of 2,000 managers across 41 job roles in 12 organisations, proposed that individual competency interacts with job demands and organisational environment to produce effective performance, a framework that underlies most subsequent competency-based approaches to management education. Building on this tradition, Dacre Pool and Sewell (2007) introduced the CareerEDGE model, positioning career development learning, experience, degree subject knowledge, generic skills, and emotional intelligence as interacting components of employability rather than a single trait, a model later extended specifically for business management graduate contexts (“Towards a Framework for the Promotion of Business Management Graduate Employability,” n.d.) and further developed to foreground the role of emotional intelligence in employability development (“Developing Graduate Employability: The CareerEDGE Model and the Importance of Emotional Intelligence,” n.d.). A recent bibliometric analysis of the graduate-employability literature confirms that these multi-dimensional, stakeholder-inclusive framings have become the dominant theoretical lens in the field (Wahab, 2025).

2.2 The Industry–Academia Skills Gap in Indian Management Education

A substantial body of Indian research documents a persistent gap between what management curricula deliver and what employers require. A study of management graduates in Ahmedabad found clear gaps between industry expectations and graduate skill levels (“A Study on Factors Affecting Employability Skills of Management Students,” n.d.), while broader reviews of the skill gap between higher education and employability in India describe the mismatch as structural rather than incidental (“Analyzing Skill Gap between Higher Education and Employability,” n.d.). Literature reviews focused specifically on MBA graduates report that employability remains a persistent challenge despite rising enrolment (“Employability and Skill Gap among MBA Graduates in India: A Literature Review,” n.d.), and reviews spanning engineering, MBA and other Indian graduate streams similarly find employability levels well below industry expectation across disciplines (“Current Employability Scenario of Indian Graduates,” n.d.). A widely cited industry statistic places the share of MBA graduates considered employable by industry standards as low as seven percent, underscoring the scale of the perceived gap (Chitkara University, n.d.).

2.3 Comparative Stakeholder Perceptions of Employability Skills

A smaller but directly relevant literature compares stakeholder groups rather than surveying one at a time. Comparative work across students, academics and industry professionals in engineering education finds moderate discrepancies alongside some alignment, with statistically significant differences specifically in the perceived importance of communication, teamwork and interpersonal skills between graduating students and employers (Soupeze, 2025). Employer-specific perception studies of management students undergoing internship similarly find employers rating certain skills, particularly communication, lower than students or faculty might expect (“Employers’ Perception Regarding Employability Skills of Management Students Undergoing Internship,” n.d.), while pilot studies measuring employability skills and job-readiness perception among postgraduate management students provide baseline instruments comparable to the one used in this study (“Measurement of Employability Skills and Job Readiness Perception of Post-Graduate Management Students,” n.d.). Comparative student-employer gap studies conducted specifically among MBA students report measurable, if not always statistically dramatic, differences in skill-employability linkage (“Skill for Employability among MBA Students,” n.d.), a pattern this study’s findings both confirm and refine by locating the more meaningful gap in predictive weighting rather than in mean perception levels.

2.4 Recruiter Expectations and Selection Criteria

Recruiter-facing research consistently foregrounds communication, teamwork, adaptability and decision-making as the most valued generic competencies. The GMAC Corporate Recruiters Survey identifies AI-readiness, adaptability, business communication and decision-making under pressure among the most critical skills recruiters seek in MBA hires (GMAC, 2023), while internship-supervisor studies rating interns on granular skill sets find communication skills scoring lowest among the skills assessed despite being highly valued (“Employability Skill Gap Analysis Among the Fresh Graduates,” n.d.). Text-mining analyses of job postings and recruiter language further confirm that marketing and general management competencies sought by recruiters are becoming more specific and technologically inflected over time (Arumugham et al., 2026).

2.5 Digital Competency as an Emerging Employability Dimension

Digital literacy has moved from a peripheral to a core employability dimension in recent literature. Cross-sectional analyses find digital skills significantly associated with employability outcomes across disciplines (“Impact of the Digital Skills on Employability,” n.d.), and studies specifically on Gen Z business students find digital-adaptation skills and digital learning environments jointly shaping employability-relevant digital competencies (“Developing Employability Digital Competencies of Thai Gen Z Business Students,” n.d.). Validated measurement scales for digital competency in higher education now treat it as a distinct, assessable construct rather than a generic ‘tech-savviness’ (“Assessment of Digital Competencies in Higher Education Students,” n.d.), and mixed-methods research on digital literacy and career competence among university students finds digital literacy to

be a strong predictor of broader career competence and professional skill development (“Social Media, Digital Literacy, and Career Competence,” n.d.), a finding that motivates this study’s inclusion of digital competency as a distinct construct alongside conventional managerial and analytical competencies.

2.6 The Changing Business Environment and Management Curriculum

Indian business-school commentary increasingly frames graduate preparation in explicitly VUCA terms, arguing that management students entering a volatile, uncertain, complex and ambiguous business environment require adaptive leadership and strategic decision-making capabilities beyond conventional functional knowledge (MIMA, n.d.; ENEB, n.d.). Talent-management research situated in VUCA conditions similarly argues that competency frameworks themselves must evolve to remain relevant (“Sustainable Talent Management Practices in VUCA World,” n.d.), while sector commentary on Indian management education highlights weak industry-academia integration as a specific structural barrier to keeping curricula current with a changing business environment (Careers360, n.d.).

2.7 Research Gap

The literature reviewed establishes, on one hand, a strong theoretical basis for treating employability as multi-dimensional (Boyatzis, 1982; Dacre Pool & Sewell, 2007) and, on the other, consistent empirical evidence of an industry-academia skills gap in Indian management education. What remains comparatively underexamined is whether this gap is best characterised as a difference in how competency is rated across stakeholders, or as a difference in how rated competency translates into employability judgment within each stakeholder group – a distinction with materially different implications for curriculum reform. Few studies collect directly comparable data from students, faculty and recruiters using an identical instrument, and fewer still model employability as a function of competency separately within each group to test whether the predictive structure, not merely the mean level, differs by stakeholder. This study addresses that gap directly, and in doing so develops objectives and hypotheses distinct from prior thesis-level research on competency, attributes and employability of management graduates in Bengaluru business schools.

3. OBJECTIVES OF THE STUDY

Building on the identified research gap, and framed independently of the objectives used in prior thesis-level research on this topic and setting, the study pursues the following five objectives:

- Objective 1: To measure and compare student, faculty and recruiter perceptions of eight competency and attribute dimensions – managerial, conceptual/communication, analytical, digital, and leadership competencies, and personal, interpersonal and adaptability attributes – among management graduates of selected Bengaluru business schools.

- Objective 2: To quantify the magnitude of perception gaps between the three stakeholder groups on each competency and attribute dimension, and to test whether these gaps are statistically significant.
- Objective 3: To identify which competency dimension(s) significantly predict student self-assessed employability.
- Objective 4: To identify which competency dimension(s) significantly predict recruiter-assessed employability, and to compare this predictive structure with that found for students.
- Objective 5: To examine whether student self-assessed employability varies significantly by institution type, specialisation, programme, or prior work experience.

4. HYPOTHESES OF THE STUDY

Corresponding to the objectives above, and again framed independently of hypotheses used in prior thesis-level work on this population, the study tests the following null hypotheses:

- H01: There is no significant difference between student, faculty and recruiter mean ratings on any of the eight competency and attribute dimensions, or on the employability measure.
- H02: The competency dimensions that significantly predict student self-assessed employability do not differ from those that significantly predict recruiter-assessed employability.
- H03: Student self-assessed employability does not vary significantly with institution type.
- H04: Student self-assessed employability does not vary significantly with academic specialisation.
- H05: Student self-assessed employability does not vary significantly with prior work experience.

5. RESEARCH METHODOLOGY

5.1 Research Design

The study follows a descriptive-cum-empirical, cross-sectional, tri-stakeholder research design, using a structured questionnaire administered separately to three respondent groups associated with selected business schools in Bengaluru: postgraduate management students, faculty members, and corporate recruiters.

5.2 Sample

Usable responses were obtained from 101 postgraduate management students (across programme types, specialisations, institution types, and varying levels of prior work experience), 25 faculty members (across designations, qualifications, teaching experience and specialisations), and 22 corporate recruiters (across sectors, designations, recruiting experience, organisation types and annual

hiring volumes). All three groups rated the identical set of competency, attribute and employability items, enabling direct cross-group comparison.

5.3 Variables and Instrument

The questionnaire measured eight competency and attribute constructs, each through five five-point Likert items: Managerial Competency (MC), Conceptual/Communication Competency (CC), Analytical Competency (AC), Digital Competency (DC), Leadership Competency (LC), Personal Attributes (PA), Interpersonal Attributes (IA), and Adaptability (AD). Employability (EM) was measured through six five-point Likert items capturing perceived job-readiness and placement competitiveness. Respondent profile variables differed appropriately by group: for students, gender, age group, programme, year of study, specialisation, institution type and prior work experience; for faculty, gender, designation, qualification, teaching experience, specialisation and institution type; for recruiters, gender, designation, sector, recruiting experience, organisation type and annual hiring volume.

5.4 Reliability of Multi-Item Constructs

Cronbach's alpha for the employability construct was 0.782 for students, 0.729 for faculty, and 0.874 for recruiters, indicating acceptable to good internal consistency across all three groups and supporting the use of the composite employability score in subsequent regression analysis. This reliability profile is notably stronger than is typical for composite HR- or education-perception scales, lending confidence to the employability-related findings in particular.

5.5 Statistical Tools

Data were analysed using Python (pandas, SciPy and statsmodels). One-way ANOVA compared mean construct scores across the three stakeholder groups to test Hypothesis 1. Ordinary least squares multiple regression, estimated separately within the student and recruiter samples, tested Hypotheses 2, regressing employability on the eight competency and attribute composites in each group. One-way ANOVA additionally tested Hypotheses 3 to 5, comparing student employability across institution type, specialisation, and prior work experience categories.

6. DATA ANALYSIS AND RESULTS

6.1 Descriptive Comparison of Stakeholder Perceptions

Table 1 presents mean composite scores (1-5 Likert scale) for each of the eight competency/attribute dimensions and the employability measure, separately for students, faculty and recruiters.

Dimension	Students (N=101)	Faculty (N=25)	Recruiters (N=22)	Max-Min Gap
Managerial Competency (MC)	3.70	3.98	3.85	0.27
Conceptual/Communication (CC)	3.70	3.86	3.84	0.15

Dimension	Students (N=101)	Faculty (N=25)	Recruiters (N=22)	Max-Min Gap
Analytical Competency (AC)	3.67	3.82	3.78	0.15
Digital Competency (DC)	3.71	3.83	3.84	0.13
Leadership Competency (LC)	3.65	3.85	3.88	0.23
Personal Attributes (PA)	3.81	3.96	3.78	0.18
Interpersonal Attributes (IA)	3.79	4.00	3.79	0.21
Adaptability (AD)	3.72	3.87	3.79	0.15
Employability (EM)	3.76	3.88	3.98	0.22

Table 1. Mean stakeholder ratings of competency, attribute and employability dimensions.

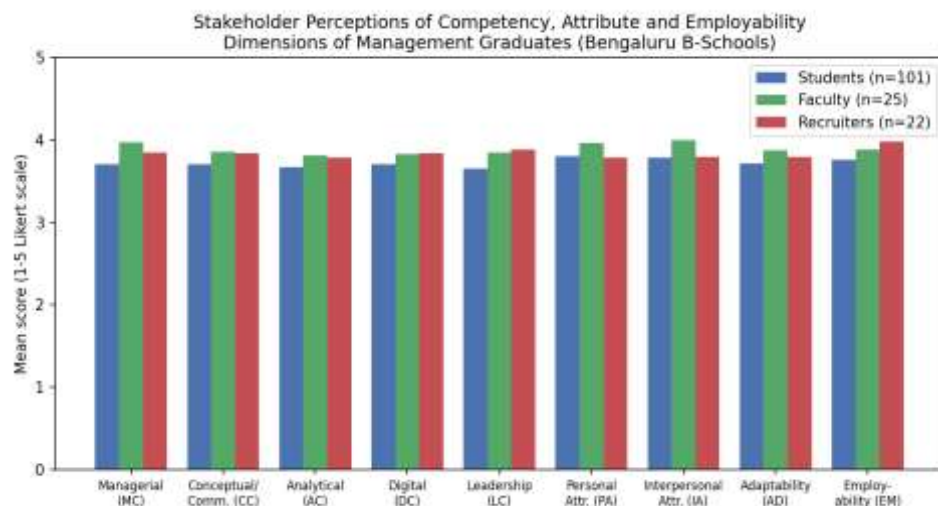


Figure 1. Stakeholder perceptions of competency, attribute and employability dimensions.

6.2 Hypothesis 1: Cross-Stakeholder Differences in Mean Ratings

One-way ANOVA comparing student, faculty and recruiter mean ratings was conducted separately for each of the nine constructs. None of the nine comparisons reached statistical significance at the 5 percent level: Managerial Competency ($F = 2.256$, $p = .109$), Conceptual/Communication Competency ($F = 0.825$, $p = .440$), Analytical Competency ($F = 0.824$, $p = .441$), Digital Competency ($F = 0.557$, $p = .574$), Leadership Competency ($F = 1.690$, $p = .188$), Personal Attributes ($F = 0.665$, $p = .516$), Interpersonal Attributes ($F = 1.232$, $p = .295$), Adaptability ($F = 0.576$, $p = .564$), and Employability ($F = 1.524$, $p = .221$). The null hypothesis H_{01} is therefore not rejected: despite visible numerical gaps of up to 0.27 points (on Managerial Competency, where faculty rate graduates highest and students rate themselves lowest), none of these differences is large enough, relative to within-group variability, to be considered a statistically reliable stakeholder disagreement in this sample. This is itself a noteworthy finding given how frequently a large industry-academia perception gap is

asserted in commentary on Indian management education.

6.3 Hypothesis 2: Differential Predictors of Employability Across Stakeholders

Table 2 summarises the OLS regression of employability on the eight competency and attribute composites, estimated separately for the student and recruiter samples.

Predictor	β (Student model)	β (Recruiter model)
Managerial Competency (MC)	0.151 ($p=.144$)	0.206 ($p=.359$)
Conceptual/Communication (CC)	0.223 ($p=.030$)*	0.058 ($p=.717$)
Analytical Competency (AC)	-0.019 ($p=.860$)	-0.127 ($p=.622$)
Digital Competency (DC)	0.112 ($p=.168$)	0.132 ($p=.547$)
Leadership Competency (LC)	0.139 ($p=.128$)	0.298 ($p=.266$)
Personal Attributes (PA)	-0.110 ($p=.286$)	0.026 ($p=.898$)
Interpersonal Attributes (IA)	0.229 ($p=.033$)*	0.038 ($p=.861$)
Adaptability (AD)	0.110 ($p=.181$)	0.246 ($p=.221$)
Model R^2 / F p-value	0.548 / $p<.001$	0.938 / $p<.001$

Table 2. Regression of employability on eight competency/attribute dimensions, students vs. recruiters. * $p < .05$.

The student model is highly significant overall ($R^2 = 0.548$, $p < .001$), with Conceptual/Communication Competency ($\beta = 0.223$, $p = .030$) and Interpersonal Attributes ($\beta = 0.229$, $p = .033$) emerging as the only individually significant predictors: students appear to anchor their own sense of employability disproportionately on how well they communicate and relate to others, rather than on managerial, analytical, digital or leadership competency specifically. The recruiter model is also highly significant overall, and in fact explains a substantially larger share of variance ($R^2 = 0.938$, $p < .001$) – but no single competency dimension reaches statistical significance individually, indicating that recruiters appear to judge employability as an integrated, jointly-determined profile rather than crediting any one competency disproportionately. The null hypothesis H02 is therefore rejected: the predictive structure differs materially between the two stakeholder groups, even though, per Section 6.2, their mean ratings of the underlying competencies do not differ significantly. Figure 2 visualises this contrast.

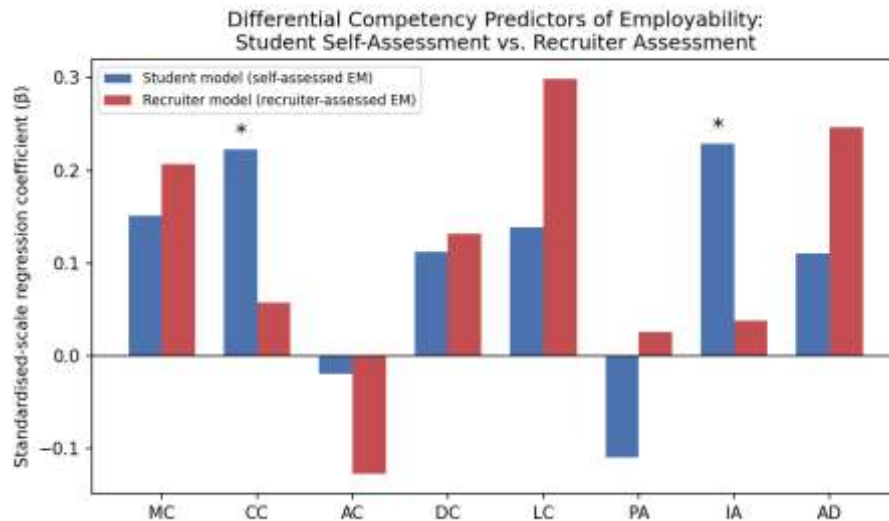


Figure 2. Differential competency predictors of employability: student self-assessment vs. recruiter assessment (* denotes $p < .05$ in the student model).

6.4 Hypotheses 3–5: Student Employability by Institution Type, Specialisation and Work Experience

One-way ANOVA found no significant difference in student self-assessed employability by institution type ($F = 0.158$, $p = .924$) or by academic specialisation ($F = 1.613$, $p = .164$); the null hypotheses H03 and H04 are therefore not rejected. Prior work experience, however, showed a statistically significant association with student employability ($F = 3.287$, $p = .024$), with mean employability rising from 3.54 among students with no prior work experience to 3.98 among those with more than two years of experience; the null hypothesis H05 is therefore rejected. Programme type was tested as a supplementary check and was similarly non-significant ($F = 1.740$, $p = .164$). Figure 3 presents the work-experience pattern graphically.

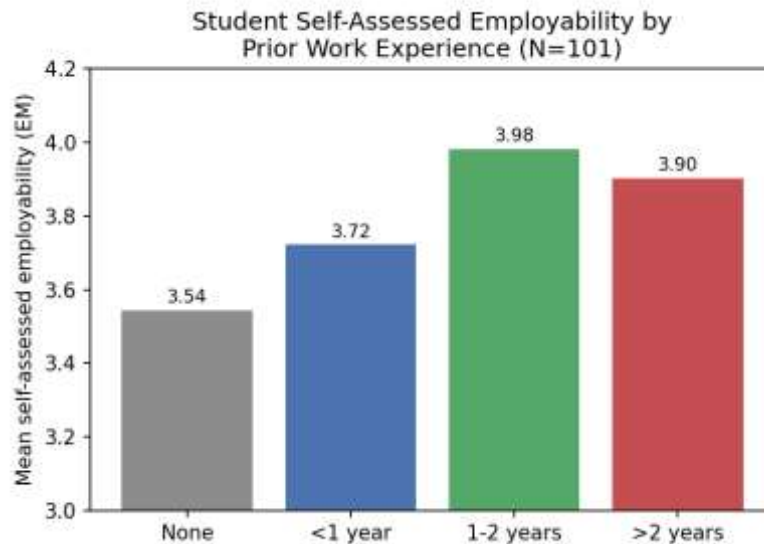


Figure 3. Student self-assessed employability by prior work experience (N = 101).

7. DISCUSSION OF FINDINGS

The central contribution of this study is the demonstration that the industry-academia gap in management education, as measured here, is not primarily a gap in how competency is rated. Students, faculty and recruiters in this sample rate the same eight competency and attribute dimensions, and overall employability, at statistically indistinguishable levels – a finding that sits somewhat against the grain of frequently cited claims of a stark employability shortfall in Indian management education (“Current Employability Scenario of Indian Graduates,” n.d.; Chitkara University, n.d.), though it is consistent with comparative stakeholder work finding only moderate, and not universally significant, perception discrepancies across groups (Soupeez, 2025).

The more consequential gap, this study finds, lies one level deeper: in how rated competency is weighted when stakeholders judge employability. Students’ self-assessed employability leans heavily on conceptual/communication competency and interpersonal attributes specifically, echoing long-standing evidence that communication and interpersonal skills are the competencies employers and students alike foreground most (“Employers’ Perception Regarding Employability Skills of Management Students Undergoing Internship,” n.d.). Recruiters, by contrast, appear to evaluate employability holistically: their model explains far more variance overall, yet attributes it to no single competency, a pattern consistent with the GMAC finding that recruiters weigh a broad bundle of skills – adaptability, communication, decision-making, AI-readiness – rather than any one attribute in isolation (GMAC, 2023). This distinction is practically important: a business school that simply tries to convince students that their competencies are adequate is addressing the wrong gap if the actual disagreement is about which competencies matter for employability judgment, not about their levels.

The absence of any individually significant digital-competency effect in either the student or recruiter model is notable given the growing prominence of digital literacy in the employability literature (“Impact of the Digital Skills on Employability,” n.d.; “Assessment of Digital Competencies in Higher Education Students,” n.d.). One interpretation is that digital competency in this sample functions more as a baseline expectation – necessary but not differentiating – than as a distinguishing factor in employability judgment, consistent with recent European Digital Competence Framework thinking that treats digital literacy as foundational infrastructure for employability rather than a differentiator in itself.

The significant association between prior work experience and student self-assessed employability, alongside the non-significant effects of institution type and specialisation, suggests that direct experiential exposure – rather than which specific business school a student attends or which specialisation they choose – is what most reliably builds a student’s own sense of employability. This is broadly consistent with the CareerEDGE model’s emphasis on experience as a core, not peripheral, component of employability development (Dacre Pool & Sewell, 2007), and with VUCA-oriented commentary calling for greater experiential and industry exposure in Indian management curricula (Careers360, n.d.; “Sustainable Talent Management Practices in VUCA World,” n.d.).

8. IMPLICATIONS

8.1 Theoretical Implications

The study extends competency-based employability theory (Boyatzis, 1982; Dacre Pool & Sewell, 2007) by empirically distinguishing between a perception-level gap (how competency is rated) and a weighting-level gap (how competency predicts employability judgment) across stakeholders – a distinction the existing literature discusses conceptually but rarely tests within a single, common-instrument, tri-stakeholder sample.

8.2 Implications for Business Schools

Given that mean competency ratings do not differ significantly across stakeholders, curriculum-reform efforts premised on “fixing” a large perceived competency shortfall may be misdirected. Instead, business schools may gain more by strengthening experiential learning opportunities – internships, live projects, industry mentoring – given the significant role of work experience in student-assessed employability, and by helping students understand that recruiters evaluate them holistically rather than crediting any single flagship skill.

8.3 Implications for Recruiters and Placement Functions

For campus recruiters and placement offices, the finding that no single competency dominates recruiter judgment suggests that placement preparation focused narrowly on any one skill area – for instance, communication training alone – is unlikely to move the needle on recruiter-assessed employability as much as a more integrated development approach spanning all eight competency and

attribute dimensions simultaneously.

9. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

- The faculty (n=25) and recruiter (n=22) samples are considerably smaller than the student sample (n=101), which limits the statistical power of the faculty and recruiter regression models in particular and should be considered when interpreting the non-significant individual predictors in the recruiter model.
- The study is cross-sectional and correlational; it cannot establish whether competency development causes higher employability judgment or whether both reflect a common underlying factor.
- All data are self-reported perceptions rather than independently verified competency assessments or actual placement outcomes.
- The sample is restricted to selected business schools in Bengaluru and may not generalise to other Indian cities or to undergraduate management programmes.
- Future research could extend this tri-stakeholder design longitudinally, tracking the same students from enrolment through placement, and could incorporate actual placement outcome data alongside perceptual employability measures to validate the perception-based findings reported here.

10. CONCLUSION

This study set out to test, rather than assume, where student, faculty and recruiter perceptions of management-graduate competency and employability actually converge and diverge in selected Bengaluru business schools. Using primary tri-stakeholder data from 101 students, 25 faculty and 22 recruiters rating an identical set of competency, attribute and employability items, the study finds that mean perceptions do not differ significantly across the three groups on any of the nine constructs measured – a finding that complicates the frequently repeated claim of a stark industry-academia perception gap. The more consequential difference lies instead in how competency translates into employability judgment: students weight conceptual/communication competency and interpersonal attributes heavily in judging their own employability, while recruiters evaluate employability as an integrated whole with no single dominant predictor, despite their model explaining substantially more variance overall. Prior work experience, rather than institution type or specialisation, is the strongest driver of student-assessed employability. Together, these findings suggest that management education reform aimed at graduate employability should focus less on correcting an assumed competency-perception shortfall and more on aligning how competencies are weighted and developed against how recruiters actually judge employability in practice.

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