

The Role of Self-Awareness Deficit in the Employability Failure of Management Graduates

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I. Abstract

Thousands of students complete their Master of Business Administration or Post Graduate Diploma in Management. Students believe that having a Master of Business Administration or a Post Graduate Diploma in Management will help them get a job. They think that their Master of Business Administration or Post Graduate Diploma in Management is all they need to find work. Often this does not happen. With many business schools opening and a focus on teaching skills that industries need, many of these Master of Business Administration graduates and Post Graduate Diploma in Management graduates still struggle to find jobs that match what they studied. Some people say that the reason for this problem is that Master of Business Administration graduates and Post Graduate Diploma in Management graduates lack communication skills, or that what they learn in school is not relevant to the job market, or that they do not have experience working in industries. These are points to consider. They do not fully explain why there is a gap between what Master of Business Administration graduates and Post Graduate Diploma in Management graduates can do and what employers want. This paper says that one big reason for the gap is that many Master of Business Administration graduates and Post Graduate Diploma in Management graduates do not really know what they are good at. They might think they are really good or really bad at things when that's not true. If they think they are better at Master of Business Administration things than they really are, they might not do well in job interviews. They might not be able to answer questions. If they think they are worse than they really are, they might not try for jobs because they do not think they can do it. In both cases, it hurts their chances of getting a Master of Business Administration job. This study looks at existing research on what employers think and studies on getting a job to show how important it is for Master of Business Administration graduates and Post Graduate Diploma in Management graduates to be aware of their strengths and weaknesses. The findings show that just getting certifications or preparing for interviews is not enough to fix the problem. What is needed is for Master of Business Administration graduates and Post Graduate Diploma in Management graduates to think about themselves and be honest about what they're good at and what they need to work on. The paper concludes that to improve their chances of getting a job, Master of Business Administration graduates and Post Graduate Diploma in Management graduates need to work not on developing their skills but on understanding themselves. This self-awareness is a part of business education that has not gotten attention. It is time for Master of Business Administration graduates and Post

Graduate Diploma in Management graduates to focus on understanding themselves and what they can do. This will help them get the Master of Business Administration jobs they want.

II.Introduction

Management education is really popular these days. Lots of people are getting MBAs and PGDMs. This means management graduates are looking for jobs. It is hard to find a job. Management graduates are looking for jobs. It is not easy.

Companies want management graduates who know their stuff and can use that knowledge in life. They want management graduates with skills who can get along with others and make decisions. So management graduates need to be ready to work and help the company from day one. Management graduates need to have the skills to get a job.

Many management graduates are struggling to find jobs. The reason is that what they studied in school does not match what companies want. Schools are trying to solve this by adding things to their programs. These new things include internships and talks with company people. Management education is changing to help these graduates. However, the problem might not just be with schools. It could also be with the management graduates themselves.

The essential thing is to be self-aware. This indicates the ability to acknowledge your strengths and weaknesses. This helps management graduates make career decisions. They need to figure out what they need to learn to do their job

To get things done, management graduates need to understand themselves well. They must know what management graduates are good at and what management graduates are not good at to do their jobs. Management graduates use self-awareness to learn things and improve what they do.

Management graduates need self-awareness to become better at what they do. Management graduates have to know what management graduates can do. What management graduates cannot do.

Self-awareness matters a lot for people studying management. Like it lets you figure out your strengths and the stuff you still need to improve on. I think knowing yourself that way makes it easier to pick jobs that actually suit you. Sometimes you might not even realize what you are good at until you think about it more. And then you can focus on learning just the right things to get better at that role. It seems kind of obvious, but yeah. For management students, especially, this helps avoid picking the wrong path or something.

If you do not know yourself well, you might think management students can do something management students cannot do. You might not think management students can do something. Management students can. Management students need to know themselves to find a good job, for them.

This can cause problems when you are looking for a job. You might not prepare well. You might apply for jobs that're too hard for you. You might think you are not good enough and miss out on opportunities. Management graduates need to be careful when looking for a job.

Most of the time, people talk about what management graduates are missing in terms of skills. We should also think about how management graduates think about themselves. We need to look at how people think and feel to understand why some management graduates have trouble finding jobs. Management education needs to look at how management graduates think about themselves.

This study is trying to figure out why some management graduates have trouble finding jobs. It is looking at how self-awareness affects whether or not you can get a job. The study wants to help schools teach management students to be more self-aware so they can find jobs. Management education is trying to help management graduates find jobs.

The goal is to bring two ways of thinking about jobs: one that looks at what skills you need and one that looks at how you think about yourself. By doing this, we can learn more about how to help management graduates find jobs. Management education can help management graduates find jobs by teaching them self-awareness.

Management education is important because it helps management graduates.

- Management education is important.
- Companies want employees who are management graduates.
- Self-awareness is key to success for management graduates.
- Schools should teach self-awareness to management students.
- This study is about self-awareness and jobs for management graduates.

Keywords: Employability, Self-awareness, Skill gap, Management graduates, Career decision-making, Emotional intelligence, Job readiness, Skill mismatch

III. Review of Literature

Andrews & Higson did a study in Europe in 2008. They wanted to see what employers and graduates think about skills. They found out that both groups think that being able to get along with people and think clearly are just as important as knowing about business. Things like talking to people working together and solving problems are really important.. Sometimes business schools do not focus enough on these skills. This means that graduates might not have all the skills they need. Andrews & Higson think that business schools should teach these skills better so that graduates are ready, for the workplace.

Bansal and his team looked at what management graduates teachers and employers think about the skills of these graduates in Indias National Capital Region. They found that there are differences in what people think. The graduates and teachers think the students are very good. The employers do not think so. The employers think the graduates are not very good at solving problems analyzing things and doing research. For instance the employers said that the graduates are not very good at coming up with ideas and solving problems in a clever way.. The graduates think they are very good at these things. This study shows that these differences in what people think are a reason why it is hard for graduates to get jobs in management. Bansal and his team are talking about management graduates and what they can do to get better. The management graduates need to work on their problem-solving skills and analytical skills to get jobs. The employers want management graduates who're good, at research methods and problem-solving.

Caballero & Walker (2010) review graduate recruitment practices and the concept of “work readiness” in hiring new graduates. They note employers increasingly value broad work-ready competencies beyond academics, but current selection methods often fail to validly assess these skills. The authors call for developing systematic measures of work readiness as a distinct construct in recruitment. Their analysis suggests that without a better assessment of competencies like adaptability and initiative, many employability-relevant skills remain untested in the hiring process.

Clarke made some points in 2017 that were published in 2018. She said that just teaching people skills is not enough to get a job. Clarke thinks we should look at lots of things that affect how employable someone is. Clarke talks six types of capital that are important. These are knowledge and skills social capital, individual attributes, behaviors, how employable people think they are and the labour market context. So what Clarke is saying is that even if people have skills they still need to know the people and have confidence in themselves. The job market also plays a role. Clarke believes that people need to have the skills and also know the right people to get a job. Clarke says that people need to feel good about themselves to get a job. To sum it up Clarke says that employability is not about having skills but also about the situation you are in and what kind of person you are. Clarke says that employability is about more than skills. Clarke believes that employability is also, about the context and the persons attributes. Clarke thinks that all these things together make a person employable. Clarke says that people need to consider all these things to get a job.

Das and Velmurugan did a study in 2019 about the difference between what people think MBA students in Kerala India can. What they can actually do. They asked 100 employers and 377 MBA students about the skills that employers want. Both the employers and the students said that the graduates are just okay when it comes to these skills. They are not very good at them. This shows that there is a problem with the skills that graduates have. The people who did the study found out that both the students and the employers think the thing. They both know that the students do not have the skills

they need. Das and Velmurugan think that this is a problem. They believe that the schools that teach MBA students need to do a job of teaching them important skills, like communication and teamwork.

Donald, Baruch & Ashleigh (2017) investigate undergraduates' self-perceived employability, examining factors like human capital (skills, qualifications), the career advice they received, and their sense of career ownership. Using a broad capital framework, they find that students with proactive career attitudes and robust skill portfolios feel more employable. Importantly, the study highlights mismatches between students' self-confidence and external evaluations, implying that personal initiative (career ownership) and guidance play key roles in developing realistic employability self-perceptions. The authors suggest tailored career support to help students align their views with labour market expectations.

Gati and Kulcsár talked about this in 2021. They wanted to help people make career decisions when they are not sure what to do. There are some problems that people face like not being able to make up their minds having too much information and not being committed to a decision. Gati and Kulcsár said that people can use some approaches to deal with these problems. They made a framework called "Making career decisions". This framework says that people should use tools to learn more about themselves and plan their careers. This can help people turn the parts of decision making into good things. Gati and Kulcsár want to help people understand themselves better and figure out what they want to do. This can help graduates make career choices, which can also help them get jobs. Career decisions are important. Gati and Kulcsár are trying to help people make good career decisions.

Green & Henseke (2021) introduce the concepts of "task-warranted" and "task-unwarranted" graduate jobs, using Singapore data. Task-warranted jobs involve genuine graduate-level tasks, whereas unwarranted ones do not fully utilize degree-level skills. They find a significant expansion of genuine graduate jobs, but also many graduates in mismatched roles. Those in task-unwarranted or non-graduate jobs experience lower skill use and suffer an 18–31% wage penalty. This analysis highlights how an oversupply of graduates can lead to structural underemployment, where self-awareness of skill gaps may be low, but economic penalties for a mismatch are high.

Harvey (2001) critically analyses how "employability" is defined and measured in higher education. He notes that many institutions reduce it to post-graduation employment rates, which ignores underlying capabilities. Harvey argues that employability should be viewed as a set of ongoing competencies (including skills and adaptability) rather than just a job outcome. His conceptual work reminds educators that simply graduating students and counting jobs is not enough – developing lifelong learning abilities and self-awareness is central to true employability.

Howell, Harrison, Burris & Detert's (2015) study whose ideas get credited in group settings, which focuses on voice recognition biases, is credited with ideas in group settings. They find that higher-status individuals (by demography or hierarchy) are more likely to receive credit for input than lower-status peers, even when contributions are similar. This suggests that recognition of contributions (an aspect of employability in teams) is often skewed. In the context of self-awareness and employability, their findings imply that graduates may underestimate systemic biases that affect whose skills are acknowledged, linking recognition dynamics to broader career outcomes.

Jackson did a study in 2013 where he asked 674 business graduates about how good they're at talking to people. He wanted to see if what they thought of themselves was the same as what their employers thought. The business graduates thought they were really good at talking but when it came to specific things like getting people interested in what they are saying they were not as good. The study found a difference between what the graduates thought and what their employers thought. The graduates thought they were good, at speaking. Other studies have shown that employers do not always agree. Jackson thinks that the graduates might be overestimating how good they are and that this could be hiding the fact that they're not as skilled as they think. He believes that business schools should teach communication skills thoroughly so that graduates are better prepared for the workplace and can meet the demands of their employers. Jackson wants the schools to make sure the graduates have the skills that employers are looking for.

McGuinness, Pouliakas & Redmond looked at the idea of skills mismatch in the job market in 2018. They talked about the kinds of skills mismatch like when people are working in the wrong field or when there are not enough people, with certain skills. The authors said that having many skills or not enough skills can make it hard for people to get a job. For example some graduates have a lot of education. They do not have the specific skills that employers are looking for.

McGuinness, Pouliakas & Redmond said that one way to fix this problem is to have training programs and to make sure that schools are teaching people the skills that the job market needs.

Misra & Khurana did a study in 2017 where they looked at what skills IT professionals need to be good at their jobs. They found out that IT professionals need to be good at things and also need to have skills that are not just about technology like being able to talk to people work in a team and solve problems. The people who did this study said that a lot of graduates are really good with technology but they are not very good at working with other people or talking to them. This study was about IT professionals but what they found out is something that people know is true in general: schools need to teach students more about how to get along with people and be social not, about book learning so they can be ready to do a good job when they graduate.

Siddiqui in their 2023 study look at how emotional intelligence affects job performance. They think job satisfaction is a factor in this. They surveyed employees in medium-sized Pakistani companies. The study finds that parts of intelligence like being aware of your emotions and being able to control them help a lot with job satisfaction. These parts also help with job performance indirectly. Skills like being able to understand others and being good with people do not directly affect job performance in their study. The results show that if people learn to be more aware of their emotions and manage them better they can be more successful in their careers and happier, at work. Emotional intelligence, job satisfaction and job performance are all connected. Being aware of your emotions and managing them are parts of emotional intelligence.

Pool & Sewell (2007) propose a practical “USEM” model of employability for educators and students. Their framework comprises understanding, Skills, Efficacy beliefs, and Metacognition, building on Hillage & Pollard’s assets/deployment/presentation model. Importantly, they emphasize “self-awareness” explicitly (as part of personal ‘identity capital’) – knowing one’s interests, abilities, and values is key to employability. The model is designed to be student-friendly, translating academic research into concepts (like self-awareness and confidence) that learners and parents can grasp.

Rothwell and Arnold in 2007 created a test to measure how people feel about their chances of getting a job. They found out that if people think they can get a job it depends on what they believe in themselves and what they have done before. Some people who finished school feel very confident about getting a job while others do not feel that way even if they have good grades. This shows that being able to get a job is not, about having the right skills but also about how people feel and think about their future career.

Sharma (2018) reviews India’s skill development policies and identifies major shortcomings. He finds that initiatives are largely supply-driven (focusing on training availability) while neglecting labour market demands, leading to a persistent gap between “educated” and “employable.” For example, many young Indians have a formal education but lack vocational skills, and vice versa. Sharma recommends systemic changes (like funding schemes and early vocational education) to better bridge this divide, suggesting policy failures contribute to the unemployment of graduates despite educational expansion.

Shaw & Fairhurst (2008) explore the characteristics of Generation Y (millennial) graduates and their implications for learning programs. They note Gen Yers prefer technology-driven, interactive training and expect immediate feedback. Critically, this cohort may not take the initiative for their own development or recognize skill gaps. The authors advise that graduate training schemes need to adapt by integrating multimedia and collaboration, and also encourage graduates to assume responsibility for lifelong learning. This generational lens suggests some employability issues may stem from mindset differences, not just skills.

Silva and others looked at a dataset of people who graduated in Portugal in 2015. They wanted to know how internships affect graduates. They found out that degree programs with internships help people get jobs easily. In fact schools that require internships and have many short internships have rates of unemployed graduates. The authors think that internships help bridge the gap between what students learn and what they really need to know for a job. This makes internships a way for graduates to get experience that employers want which helps them get hired. The study shows that internships are like a path, to getting a job. They give graduates experience that employers value.

Singh & Singh did a study in 2017. They wanted to know what students think about e-learning. The students said they like using elearning tools, such as online modules and simulations to learn soft skills. These skills include things like communication and teamwork. Many students think that using computers and the internet to learn can be an addition to the regular classes they take. This can help them get better at the skills they need to get a job. The study by Singh & Singh shows that using technology to teach students can be very helpful. It helps them learn the skills they need for a job in a way that's flexible and lets them work at their own pace. This is similar, to how people learn things at work today.

Suleman did a study in 2016 where she looked at what people around the world think about the skills that graduates need to get a job. She found out that people do not really agree on what skills are the most important.. One thing that everyone seems to agree on is that graduates need to be good at working with other people and communicating with them. Employers often say that graduates are not very good at working as a team and talking to each other even if they are really good with computers. Suleman thinks that because people cannot agree on what skills are important and because graduates are not prepared very well it is hard, for teachers and people who make policies to know what to do. This means that we need to have an idea of what skills graduates should have.

Tomlinson in the year 2017 talks about something called "graduate capital" which is about being able to get a job. It is not just about having skills. He says there are five kinds of capital that help people get jobs. These are human capital which is about what we know and can do social capital which is about the people we know cultural capital which is about fitting in with a company, identity capital which is about knowing who we are and psychological capital which is about being strong and able to handle tough situations. Tomlinson says that all these kinds of capital together help people have careers. It is not about having a degree. He thinks that things like knowing ourselves being confident and being able to adapt to situations are just as important, as having technical skills. These things are part of our identity capital and psychological capital. They help graduates navigate the job market and find jobs.

Urquijo, Extremera & Azanza did a study in 2019. They wanted to see how emotional intelligence helps people do well in their careers. They did not just look at how emotional intelligence affects personality. They looked at two kinds of success. One is success, which is about how much money you make. The other is success, which is about how happy you are with your job. They studied people at the beginning of their careers and people at the end of their careers. What they found out is that people with emotional intelligence are happier with their jobs. They also do better in their careers. This is especially true for people who're good at understanding themselves and controlling their emotions. So what does this mean for graduates who are just starting out? It means that if they are emotionally intelligent they will probably do better in their careers. Emotional intelligence is important, for getting a job and doing well in that job. It helps you understand your strengths and your emotions. This is a deal because it can really affect how well you do in your career. Emotional intelligence is a thing to have when you are looking for a job.

Van Laar, Van Deursen, Van Dijk and De Haan did a study in 2019. They spoke to a lot of people over 1,200, who work with information and knowledge. The main goal of the study was to find out what makes people good at information skills communication skills, collaboration skills, critical thinking skills, creativity skills and problem-solving skills. People are very different when it comes to these skills. Each of the skills is influenced by things like training, motivation or experience. For example working on team projects can really help people with collaboration skills. On the hand critical thinking skills get better when people learn from solving problems. This is something that Van Laar, Van Deursen, Van Dijk and De Haan found out. The important thing to remember is that we need to teach these skills like information skills and communication skills in a way that is tailored to each skill. We cannot just use one method for teaching all the skills, like collaboration skills and creativity skills. Van Laar, Van Deursen, Van Dijk and De Haan are saying that we need to be more specific when it comes to teaching skills, like problem-solving skills so that people are ready for jobs, in the digital age.

IV. Research Gap

- When you look at studies on employability you see that they mainly talk about the difference between what students learn in school and what they need to know to do their jobs. The thing is, these studies do not really think about how people feel about getting a job. They do not care about what individuals think about their chances of finding work. Studies on employability mostly look at schools and jobs. They compare what students learn in school to what they need to know to do their jobs. That is what these employability studies are about. Employability is also about how people feel about

being able to do a job. What people think about their employability is important. We need to think about how people feel about their employability. Studies, on employability should look into how people feel about their employability.

- Some people who study this stuff have seen that the people who hire and the people who just graduated from college have their thoughts on what these new graduates are capable of doing. We still do not really get why this is happening when it comes to employability. The thing is, employability is a deal, and we need to figure out what is going on with employability.

- People have ideas about their own employability. These ideas are often not the same as their employability. We do not really understand what people are thinking that makes them have these ideas about their employability.

- * Being aware of our emotions is important for doing in our jobs and having good employability. However we do not know much about how knowing ourselves well affects our employability.

- * Most of the time when we talk about employability we think about the things we learn in school the training we get and the work we do. We do not think about how people think about themselves and their own abilities and how this impacts their employability.

- * When people are making decisions, about their careers and employability they use their judgment. We are not sure if people make decisions because they do not know themselves very well and this affects their employability. People and their employability are. We need to understand this connection better and how it affects their employability.

- No research puts together self-awareness, how we think about our skills and employability, how we make career decisions, and how employable we are, all in one framework about employability.

- Not many studies have been done on management graduates in India to see how not being self- affects whether or not they can get a job and have good employability.

V. Research Methodology

a. Problem Statement

The employability of management graduates is a worry. Management education is supposed to help them develop skills.. Many management graduates still have a hard time finding jobs. Some studies say that these management graduates do not have the skills that industries are looking for. However when management graduates do have the skills they still cannot seem to get hired. This suggests that the problem might not just be about the skills of management graduates. One major issue that has not been talked about a lot is that management graduates may not really know what they are good at and what they are not good at. If management graduates cannot judge themselves correctly they might make career choices that do not match what the job requires. This can lead to management graduates failing to get a job. Management graduates need to understand what they are good at and what they are not good, at to make career choices. The lack of self-awareness can hurt the chances of management graduates getting employed. Management graduates and even management education should focus on building this self-awareness in management graduates..

b. Research Objectives

- We need to understand what makes management graduates job-ready.
- Some management graduates are struggling to find a job. We want to know the reasons, behind it.
- We are trying to find out how knowing their strengths and weaknesses helps management graduates choose a career.
- If management graduates are not aware of their strengths and weaknesses we want to see how it impacts their job prospects.
- Our aim is to create a plan that shows how being aware of their skills and abilities can help management graduates land a job.

c. Sources of Data

Our study uses data from sources like academic journals, research articles, industry reports, and publications on employability, emotional intelligence, and management education. We gathered data from Google Scholar, ResearchGate, and other reliable online databases.

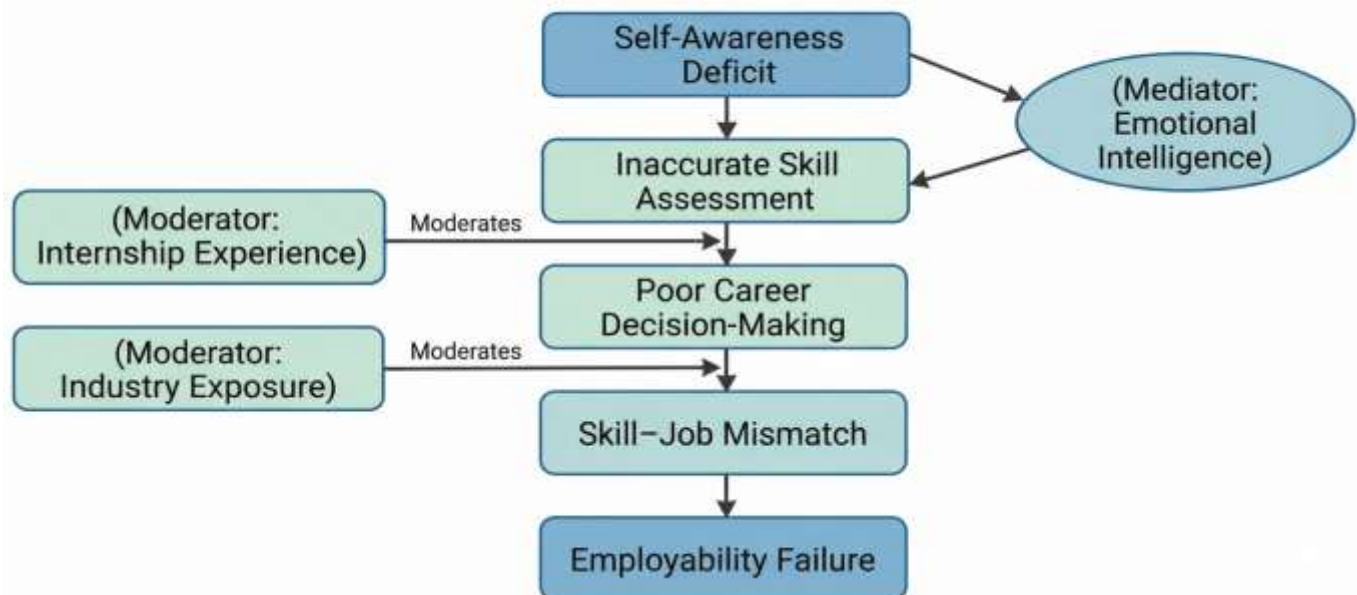
d. Scope of Study

We are focusing on management graduates, those who pursued or completed MBA and PGDM programs. We are looking at employability from a perspective emphasizing the role of self-awareness in career outcomes. Our study only uses data and does not include collecting primary data. The study mainly focuses on India, with some insights from studies.

e. Limitations of Study

Our study is conceptual and based on data, which limits our ability to test the proposed relationships. We do not consider variations across specializations, institutions, or individual backgrounds. Additionally, we mainly focus on self-awareness. Do not explore other psychological or external factors that may influence employability. Our findings depend on the quality and scope of existing literature and reports used in the analysis.

Model of Self-Awareness Deficit and Employability Failure: Path, Mediation, and Moderation



VI. Findings

- Management graduates often do not have what employers want such as the ability to communicate, solve problems and use what they have learned in life at management companies.
- with help to develop these skills many management graduates still have a hard time finding jobs at management companies, which shows that having skills is not the only thing that matters.
- There is a difference between what management graduates think they can do and what they can actually do when they start working at management companies.
- A lot of management graduates think they are better than they really are so they do not prepare well for job interviews at management companies and they do not do well in them at management companies.
- It is very important for people, including management graduates to know what they are good and bad at.
- When management graduates do not know this they make career choices and pick jobs at management companies that are not right for them at management companies.

- Not knowing what you are good at can lead to taking jobs at management companies that you are not suited for. This is what happens to many management graduates.
- Getting experience, such as through internships helps management graduates figure out what they are good and bad at, which helps close the gap between what they think they can do and what they can actually do at management companies.
- Understanding yourself is a part of being smart and it is very important for getting a job at management companies but it is not taught enough to management graduates in management education.
- Management graduates not being able to get a job is not just because they lack skills but because they do not know what they are good and bad at and they have a wrong idea of what they can do, at management companies.

VII. Suggestions

- Management students need to figure out what they are really good at and what they are not so good at. They should think about the things they have done in the past like the projects they worked on and the jobs they had. Management students should remember what they liked doing and what they did not like doing. This will help management students understand what they are good at and what they are not good at. Management students should talk to people and ask them what they think. Management students can also take some tests to find out what they are good at and what they need to work on. This helps management students figure out what they do well and what they need to improve. By doing this management students will get an idea of their strengths and the things that management students need to work on. Management students will understand what they are good at and what management students need to improve.
- Schools should teach management students to understand themselves. They can add classes that help management students think about what they learned. Management students can talk to helpers. Learn about feelings.
- Colleges should give management students chances to do work like internships and projects. Management students should talk to people in the field. This helps management students see what they are good at and what they need to work on.
- Schools should make sure management students get feedback from teachers and other students. Management students should also get feedback from people who work in the field. This helps management students know what they need to improve on.
- Schools should help management students make career choices. Schools should talk to management students about what they're good at and what they want to do.
- When companies hire management students they should not just look at what management students can do. Companies should also try to figure out if management students understand themselves. Companies can ask management students questions about how they would handle situations.
- Schools should teach management students about feelings and understanding themselves. This helps management students get better at what they do. Management students will. Understand more about themselves.
- Management students should always look for ways to get better. Management students should see what companies want in employees. Management students should try to learn those things.
- Schools should work with companies to teach management students. Schools and companies should teach management students skills. They should help management students understand themselves.
- The important thing is to help management students learn about themselves and get better at what they do. This helps management students get jobs when they graduate. Management students and graduates should always work on learning skills and understanding management students. Management students should keep learning and understanding themselves to get jobs.

VIII. Conclusion

This study looked at the challenges that management graduates face when it comes to getting a job. It focused on one thing that is often overlooked: the self-awareness of management graduates. By looking at what has been written about management graduates in data we found that management graduates who do not have an understanding of themselves have a time getting a job.

Even though surveys say that management graduates, like MBAs have a chance of getting a job with seventy-eight percent getting a job in twenty to twenty-five years a lot of management graduates are still not ready. The gaps in their preparation cannot be explained by what they learned in school or by their lack of skills. Instead our findings suggest that a lot of management graduates think they are better than they actually are or they do not understand what they are good at which leads to them choosing a career and having a time finding a job. This changes the way we think about why management graduates are having a hard time getting a job from just a problem with their skills to a more complete understanding of management graduates.

For people who teach and make policy the message is clear: they should teach management graduates skills. Also help management graduates understand themselves better. The things management graduates learn in school should include activities that help them understand what they are good at like writing about what they think, being mentored and getting feedback from others. The people who help management graduates find jobs can use data from their industry to make sure the students have expectations. If they do this management graduates will be better able to see what they need to work on and find a job that's right for them.

We need to do research to see if what we found is true. For example we could do a study over time to see if management graduates who are helped to understand themselves better get jobs easily. If we can make a model that shows how the self-awareness of management graduates affects whether management graduates get a job and if we can prove that this model is correct, through surveys or experiments that would make our findings even stronger. In conclusion to solve the problem of management graduates not being able to get a job we need to teach management graduates skills and also help management graduates understand themselves. If we help management graduates understand themselves better management graduates will have a chance of getting a job and doing well.

IX. Future Directions

Future studies can use primary data from recruiters and management graduates to experimentally investigate the link between self-awareness and employability. The suggested framework can be validated using quantitative techniques like regression or structural equation modeling. To improve knowledge of employability, studies may also incorporate other psychological elements including motivation, self-efficacy, and personality qualities.

Deeper understanding of contextual differences can be obtained by comparative research across various specializations, institutions, and geographical areas. The efficacy of self-awareness and emotional intelligence training programs can be investigated through intervention-based research. The effect of self-awareness on job advancement over time can be monitored through longitudinal study. In order to comprehend this framework's wider relevance, additional research can expand it to other fields.

X. Proposition

- Management graduates who know themselves well can easily see what they are good at and what they can do.
- When management graduates are self-aware they know what they can do well and where they will do a job.
- If management graduates do not know themselves they get confused about what they can and cannot do.
- When management graduates do not know their strengths it affects the choices they make about their career.
- These management graduates might choose careers that do not fit their skills and the things they like to do.
- Choosing a career that's not right for them means their skills do not match what the job needs.

- This does not. It makes it hard for management graduates to do their job well.
- When management graduates do not do their job well it is harder for them to get a job or keep one.
- So self-awareness is very important because it helps management graduates pick the career.
- Self-awareness has an impact on the choices management graduates make about their career.
- It also affects whether or not management graduates can get a job because it shows how ready they are for the job market.
- Management graduates who know themselves and have knowledge are more ready for a job.
- Self-awareness and being smart also help management graduates work well with people.
- Management graduates can learn about themselves by doing things, like internships.
- Talking to and meeting professionals in their field also helps management graduates understand themselves better.

XI. Referrals

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