



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

A Study on Exploring the Role of Education on the Personal and Professional Development of MBA Students at Dr. AIT College

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ABSTRACT:

The study aims to explore the role of MBA education in shaping the personal and professional development of students at Dr. Ambedkar Institute of Technology (Dr. AIT). The research conducted by using a structured questionnaire distributed to 50 MBA students, concentrating on how academic learning, skill-building activities, internships, and peer interaction contribute to their overall growth. The primary objective was to assess how the curriculum and learning environment influence students' communication skills, confidence, leadership abilities, and career readiness.

Data collected analyzed by using statistical tools such as Pearson correlation and Chi-square test. The results revealed positive relationship between educational experiences and employability. Students reported significant improvements in their soft skills, decision-making capabilities, and understanding of real-world business scenarios.

Keywords: Education, Personal Development, Professional Growth, Lifelong Learning, Skill Development, Career Advancement, Critical Thinking, Self-Improvement.

Introduction:

Education plays a critical role in shaping individuals impacting them academically and fostering their personal and professional growth. In today's competitive and dynamic business environment, management education, especially at the postgraduate level, is expected to perfect students with the knowledge, skills, and attitudes needed to succeed in their careers. MBA programs are designed to provide a balanced mix of theoretical understanding and practical application, helping students build competencies in leadership, communication, problem-solving, and decision-making. At Dr. AIT College, the MBA program aims to improve future business leaders who are both professionally capable and personally confident. However, it is essential to assess how effectively the educational experience supports this goal. This study focuses on exploring how various components of the educational process—such as academic curriculum, workshops, industry exposure, internships, and extracurricular activities—contribute to the overall development of students. This impact can help educators and institutions refine their strategies to better prepare students to the challenges of the professional world while also fostering their personal growth.

Review of Literature:

Ramesh, K. & Dutta, M. (2025), "Reassessing MBA Outcomes in a Post-Pandemic Learning Environment". This study examined how hybrid and flexible learning models in MBA programs influence students' skill development. It found that blended learning developed digital literacy, self-motivation, and individual learning among students. It also emphasized that online projects and virtual internships still provided substantial professional exposure, especially in leadership and time management.

Mehra, A. & Nair, P. (2024), "The Contribution of MBA Programs to Holistic Skill Development". This research highlighted that MBA education doesn't just impart business knowledge but also nurtures essential soft skills. Students showed improvements in communication, networking, and critical thinking. The study stressed the importance of integrated learning (academic + practical) for long-term success.

Banerjee, S. (2023), "Evaluating the Effectiveness of MBA Programs on Career Readiness in Indian Business Schools". This study explored how MBA programs contribute to career preparation among students in Indian institutions. Banerjee find that students who participated in case studies, internships, and mock interviews reported greater confidence and clarity in their career choices. The research highlighted the practical aspects of MBA education as crucial drivers of professional development.

Sharma, P. (2022), "The Role of MBA Education in Enhancing Employability Skills". Sharma's study emphasized the increasing importance of MBA programs in building essential employability skills such as decision-making, communication, and leadership. The research found that structured MBA curricula, combined with case-based learning and industry interactions, significantly helped students in applying theoretical concepts to real business situations. This study supports the idea that MBA education bridges the gap between academic knowledge and professional demands.

Prakash, L. (2021), "Impact of MBA Education on Personal Growth and Leadership Development". Prakash studied a sample of MBA students and found that their journey through the program led to enhanced leadership potential, better decision-making, and increased confidence. The study also noted that classroom presentations and leadership roles in clubs significantly shaped students' self-awareness and personal effectiveness.

Association of MBAs & BGA (2020), "International MBA Survey 2020: Mapping MBA Graduate Career Trajectories". Surveying over 2,800 MBA students and alumni, this report revealed that 88 % believed their MBA significantly enhanced their business skills, 81 % reported improved mental resilience, and around 74 % felt they developed most of the competencies they desired. Nearly two-thirds landed their ideal job within six months of graduation, underlining the practical and psychological benefits of MBA education .

Kapoor, V. (2019), "Effectiveness of MBA Curriculum in Enhancing Employability Skills". Kapoor conducted a survey among MBA graduates and found that the curriculum helped build crucial skills like problem-solving, presentation abilities, and strategic thinking. The study highlighted that subjects such as marketing strategy and business analytics had the powerful practical component, enabling students to apply concepts to real-world situations.

Singh, N. & Kulkarni, S. (2018), "Role of MBA Education in Developing Entrepreneurial Mindsets". This study examined how MBA programs influenced students interested in entrepreneurship. It found that exposure to case studies, startup incubators, and business plan competitions inspired innovative thinking and risk-taking. The research concluded that MBA education encourages entrepreneurial development beyond just business management.

Rao, S. (2017), "The Influence of MBA Education on Managerial Competency Development". Rao's research focused on how MBA programs help students develop essential managerial competencies such as analytical thinking, leadership, and strategic planning. The study revealed that project-based learning and case discussions in the MBA curriculum improved students' ability to analyze and solve real-time business problems effectively.

Patil, S. & George, L. (2016), "Professional Preparedness Among MBA Graduates: A Study of Indian B-Schools". This study investigated the readiness of MBA students for the professional world. The researchers concluded that while theoretical knowledge was strong, students significantly benefited from internships, role-play sessions, and industry visits that contributed to their practical understanding and corporate adaptability.

Research Gap:

Over the past years, many studies have looked into how MBA programs affect graduates—focusing mainly on career growth, salary improvement, or the development of specific skills like communication or leadership. These studies often examine personal and professional development separately, rather than exploring how education shapes both together. Also, most research relies heavily on data from employers or alumni, rather than capturing how current MBA students themselves experience growth during their course. With recent shifts in learning methods, including online and hybrid education models, especially after the pandemic, there is a clear need to re-examine how these changes influence students' overall development. This creates a meaningful gap for research that looks at the combined effect of education on both personal and professional growth, especially from the student's point of view in today's evolving academic and workplace landscape.

Objective:

- To understand how classroom learning helps MBA students improve their job-related skills.
- To determine how education can help students grow personally by building their confidence and self-awareness.
- To analyze the effect of both academic and extracurricular activities on the overall development of MBA students.
- To know what MBA students analyze about how well their education is preparing them for future careers.

Hypotheses:

Hypothesis 1

H₀₁ (Null Hypothesis): Education has no significant impact on the personal development of MBA students.

H₁₁ (Alternative Hypothesis): Education has a significant contribution on the personal development of MBA students

Hypothesis 2

H₀₂: Education does not significantly impact to the professional development of MBA students.

H₁₂: Education significantly impact to the professional development of MBA students.

Hypothesis 3

H₀₃: There is no relationship between educational methods (e.g., case studies, internships, group projects) and the holistic development of MBA students.

H₁₃: There is a relationship between educational methods (e.g., case studies, internships, group projects) and the holistic development of MBA students.

Research Methodology:

Research Design: This study follows a descriptive research design, as it aims to understand and explain how education influences both the personal and professional development of MBA students at Dr. AIT College. It focuses on collecting facts, opinions, and perceptions directly from the students.

Population and Sample: The target population for the study includes MBA students currently studying at Dr. AIT College. A sample of students was selected to represent the population and to gather reliable and meaningful data.

Sampling Method: Convenience sampling technique was used to select participants. The method was chosen because it allows easy access to students who have willing to respond within a limited time frame.

Sample Size: A total of 50 MBA students were included in the sample to ensure diverse opinions and responses.

Data Collection Method: The data were collected through a questionnaire, which included both closed-ended questions (using Likert scale) and a few open-ended questions to get detailed views.

Data Analysis Tools: The collected data were analyzed using descriptive statistics (mean, SD) and inferential statistics such as correlation analysis and Chi-square test, to test the proposed hypotheses.

Type of Data: This study used primary data collected directly from students and, where needed, supported by secondary data through academic journals, reports, and websites.

Scope of the Study: The study is limited to MBA students of Dr. AIT College, and findings may not be generalizable to students of other institutions.

Limitation of Study:

- The study is limited to MBA students of Dr. AIT College, so the findings may not reflect the views of students from other colleges or universities.
- The sample sizes were relatively small, which may affect the generalizability of the results.
- Responses were based on self-reported data, which include personal bias or inaccuracies.
- The study focus only on the current academic year, and may not capture long-term educational impacts.
- Time constraints restricted the depth of analysis and the inclusion of more diverse data sources.

Data Analysis and Interpretation:

Table 1: Descriptive Statistics

Sl/No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std Dev
1.	The MBA program has improved my understanding of business concepts.	18	12	10	6	4	3.64	1.26
2.	I have developed better analytical and problem-solving skills.	15	14	8	7	6	3.54	1.31
3.	Classroom activities have helped me build my professional confidence.	17	11	9	8	5	3.62	1.29
4.	I feel better prepared to enter the corporate world after completing my MBA.	14	10	11	9	6	3.42	1.31
5.	My communication skills have improved during the MBA course.	16	13	9	7	5	3.60	1.28

6.	I have become more confident in expressing my ideas.	15	12	10	7	6	3.52	1.30
7.	My ability to manage time and responsibilities has improved.	17	11	8	9	5	3.62	1.29
8.	Education has helped me to develop positive attitude toward personal challenges.	14	13	10	8	5	3.50	1.28
9.	Participation in events and workshops has enhanced my leadership skills.	13	14	10	9	4	3.42	1.27
10.	Group projects and team activities helped improve my teamwork abilities.	18	13	9	6	4	3.66	1.25
11.	I gained new perspectives through interaction with peers during academic activities.	14	12	11	8	5	3.46	1.29
12.	The college provides enough opportunities for skill development beyond academics.	12	14	10	9	5	3.38	1.28
13.	The MBA program aligns with current industry requirements.	13	12	11	8	6	3.36	1.30
14.	Faculty members are supportive and guide us in both academics and career planning.	12	13	10	9	6	3.34	1.31
15.	I am satisfied with the overall learning experience provided by Dr. AIT College.	14	12	9	9	6	3.40	1.29
16.	The education I received has contributed positively to my personal and career goals.	15	13	10	7	5	3.54	1.27

Interpretation: The analysis of the responses clearly shows that students feel the MBA program at Dr. AIT has made a positive impact on their personal and professional development. Most students agreed that the course helped improve their understanding of business concepts, communication, leadership, and problem-solving skills. The average mean for each statement are above 3.4, which means students generally agreed with the positive impact of the program. Also, the standard deviation values are relatively low, suggests that the opinions among students were quite consistent. Overall, the data indicates the MBA education provided at Dr. AIT is effectively contributing to students' growth and career preparation.

Table 2: Pearson Correlation between Education and Personal development

Variables	Education	Personal Development
Education	1.000	0.742
Personal Development	0.742	1.000

N=50

Note: The Correlation is significant at the 0.01 level(2-tailed)

Interpretation: Since $r = 0.742$ and $p < 0.01$, we reject H_0 . Education significantly impacts personal development.

Table 3: Correlation between Education and Professional development

Variables	Education	Professional Development
Education	1.000	0.701
Professional Development	0.701	1.000

N=50

Note: The Correlation significant at the 0.01 level(2-tailed)

Interpretation: With $r = 0.701$ and $p < 0.01$, H_0 is rejected. There is a positive relationship between education and professional development.

Table 3: Chi-Square Test Between Educational Methods and Holistic Development

Test	Value	df	Asymp. Sig..(2-sided)
Pearson Chi-square	24.876	6	0.001
Likelihood Ratio	25.113	6	0.001
Linear-by-Linear Association	7.892	1	0.005
No. of Valid Cases	50		

Interpretation: Since the p-value = 0.001 (< 0.05), we reject H_0 . Educational methods are significantly related to holistic development of MBA students.

Table 4: Summary of Hypothesis Testing:

Hypothesis	Test Used	Result
H1	Pearson Correlation	$r=0.742, p<0.01$
H2	Pearson Correlation	$r=0.701, p<0.01$
H3	Chi-Square	$\chi^2 = 24.876, p<0.01$

The hypothesis testing clearly show the MBA program at Dr. AIT plays a vital role in the personal and professional growth of students. There is strong positive connection between education and both personal ($r = 0.742$) and professional development ($r = 0.701$), both results being statistically significant at the 0.01 level. That means students who are more engaged in their education tend to develop better skills, confidence, and career readiness. Additionally, the Chi-square test ($\chi^2 = 24.876$, $p < 0.01$) shows a meaningful link between learning methods like case studies, internships, and group projects with students' overall development. Since all the results are highly significant, we can confidently say that the MBA education at Dr. AIT positively influences students' overall growth and future preparedness.

Findings:

- Students felt that the MBA program helped them understand and apply business concepts effectively.
- Many students reported improved communication, confidence, and problem-solving skills.
- Professional skills such as leadership, teamwork, and decision-making showed noticeable improvement.
- Internships, group projects, and case studies were seen as very helpful for overall development.
- Statistical results confirmed a positive link between education and student growth in both personal and professional areas.

Suggestions:

- Organize more industry visits, expert talks, and live projects for real-world exposure.
- Conduct regular soft skills sessions on topics like public speaking, time management, and emotional intelligence.
- Offer stronger career support through mock interviews, resume-building sessions, and mentoring by alumni.
- Collect and use regular student feedback to improve teaching methods and course content.

Conclusion

The study clearly indicates that the MBA program at Dr. AIT contributes meaningfully to students' growth, both personally and professionally. Students shared that they improved stronger communication, leadership, confidence, and decision-making skills during their course. Hands-on learning through internships, case studies, and group work played a significant role in enhancing their abilities. The statistical analysis supported these insights, showing a clear connection between educational experience and overall development.

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