

REVIEWER'S REPORT

Manuscript No.: IJAR-56546

Title: The Competency Quest: Exploring Skill Expectations for Management Graduates in Bangalore

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity		✓		
Significance		✓		

Reviewer's ID: JPR- 002

Detailed Reviewer's Report

The manuscript titled “The Competency Quest: Exploring Skill Expectations for Management Graduates in Bangalore” examines the competency expectations of employers toward management graduates, focusing on both technical and soft skills. The study attempts to identify the impact of these competencies on job readiness among graduates using a descriptive research design and statistical analysis. The topic is timely and relevant as employability skills and industry readiness among management graduates remain critical concerns in higher education and corporate sectors. The study highlights the increasing demand for soft skills such as teamwork, communication, and time management in addition to technical competencies, which aligns with contemporary employability research.

The introduction provides a comprehensive overview of the evolving expectations from management graduates and emphasizes the importance of balancing technical knowledge with interpersonal and leadership competencies. It effectively discusses the role of globalization, technological advancements, and emerging business trends in shaping competency requirements. The authors have attempted to connect industry expectations with academic preparation, which strengthens the contextual relevance of the research. However, the introduction could be improved by presenting clearer research gaps and explicitly stating how this study contributes to existing literature.

The review of literature covers several studies related to employability skills, competency frameworks, and management education. The authors have cited relevant sources discussing skill gaps between academic training and industry expectations. While the literature review is informative, it tends

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to be descriptive rather than analytical. A stronger synthesis of prior studies and clearer identification of research gaps would enhance the scholarly contribution of the manuscript. Additionally, organizing the literature thematically (technical competencies, soft skills, and employability outcomes) would improve clarity and readability.

The research methodology is clearly explained, including the research design, sampling technique, sample size, and statistical tools used for analysis. The use of purposive sampling and a sample size of 145 management graduates provides a reasonable basis for exploratory analysis. The application of statistical techniques such as descriptive statistics, ANOVA, correlation, and multiple regression analysis is appropriate for examining relationships between competencies and job readiness. However, the methodology section would benefit from additional details regarding the reliability and validity of the questionnaire, as well as the measurement scale used for assessing competencies.

The data analysis and interpretation sections are well-structured and supported by tables presenting demographic profiles, competency measures, and hypothesis testing results. The findings indicate that soft skills such as teamwork, communication, and time management have a stronger influence on job readiness compared to technical competencies. The statistical results, particularly the regression analysis showing that soft skills significantly predict job readiness, provide meaningful insights into the employability of management graduates. The interpretations of the statistical results are generally accurate; however, some sections could provide deeper analytical discussion rather than simply restating table values.

The findings section effectively summarizes the major results of the study and highlights the importance of integrating soft skills development within management education. The suggestions offered by the authors are practical and emphasize curriculum reforms, industry collaboration, internships, and experiential learning. These recommendations are relevant and can contribute to bridging the gap between academic learning and industry expectations. Nevertheless, the manuscript could further strengthen its implications by discussing policy recommendations for higher education institutions and corporate training frameworks.

The conclusion appropriately summarizes the major insights of the study and reiterates the importance of balancing technical and soft skills in management education. It emphasizes the need for closer collaboration between academic institutions and industry to enhance graduate employability. While the conclusion effectively captures the overall contribution of the research, it could be improved

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by acknowledging the limitations of the study, such as geographic restriction to Bangalore and the use of purposive sampling.

Overall, the manuscript addresses an important issue in management education and contributes to the ongoing discussion about employability skills and competency development among graduates. The study provides useful empirical insights; however, certain improvements are needed to enhance its academic rigor. Specifically, the literature review requires stronger synthesis, the methodology section should include reliability and validity details, and the discussion should provide deeper analytical interpretation of results. With these revisions, the paper has the potential to make a meaningful contribution to research on graduate employability and competency development.