

Skills Vs. Degrees in Recruitment: An Empirical Analysis of Employer Hiring Preferences in the Indian Job Market

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Peer Review Information	Abstract
Type: Article Received: 28 March 2026 Revised: 26 April 2026 Accepted: 11 May 2026 Published: 02 June 2026	The modern business environment has led to noticeable changes in hiring practices, with employers increasingly questioning whether academic degrees alone are enough to predict a candidate's job performance. This study examines employer preferences between skill-based and degree-based hiring in the Indian job market. The research is based on survey data collected from 48 HR professionals, recruiters, and hiring managers across sectors such as manufacturing, services/consulting, and information technology. A structured questionnaire was used to gather quantitative data on how organizations assess candidates, the hiring methods they use, and the key competencies they expect from fresh graduates. The findings show that a majority of respondents (87.5%) prefer a balanced approach, where both academic qualifications and practical skills are given equal importance, especially for mid-level and senior roles. At the same time, the study highlights a clear shift toward skill-based hiring. Around 79.2% of organizations have introduced skill assessments in their recruitment process over the past three years, indicating a growing focus on practical abilities. Further analysis suggests that employers increasingly value skills such as problem-solving, real-world performance, and portfolio evidence more than relying only on academic degrees. Overall, the study suggests that while degrees still play an important role, skills have become a critical factor in hiring decisions. These findings are important for students, educational institutions, and HR professionals as they adapt to the changing demands of the job market. Keywords: Skill-Based Hiring; Degree-Based Hiring; Employer Preferences; Recruitment Practices; Indian Job Market; Competency-Based Assessment; Human Capital; Fresh Graduates; Employability; MBA Research.

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Introduction

In recent years, the debate over whether a university degree is still the most valuable asset for job seekers has become increasingly important. Traditionally, academic qualifications were seen as the primary pathway to employment. Employers often relied on degrees as a quick and reliable way to judge a candidate's knowledge, discipline, and ability to perform in a professional environment. In many cases, having a degree was not just preferred but required.

However, the nature of work is rapidly changing. Factors such as digital transformation, automation, and the rise of new job roles have challenged the effectiveness of degree-focused hiring. Today, many roles require practical skills, adaptability, and hands-on experience—qualities that are not always reflected through academic credentials alone.

This shift is also visible at a global level. Leading companies like Google, IBM, and Apple have started removing mandatory degree requirements for several roles, focusing instead on skills and real-world capabilities. In India, initiatives such as Skill India, along with efforts by NASSCOM and FICCI, have further emphasized the importance of skill development and employability over formal certification.

Despite this growing emphasis on skill-based hiring, there is often a gap between what organizations say and what they actually practice. Many companies still use degrees as an initial screening tool, even while claiming to value skills more highly. This creates a complex situation for MBA students and fresh graduates entering the job market. They often face a difficult choice: should they focus on gaining additional academic qualifications, or should they invest more time in building practical skills through internships, projects, and real-world experience?

In reality, the answer is not straightforward. Employers increasingly recognize that both degrees and skills have their own importance. While degrees provide foundational knowledge and credibility, skills demonstrate a candidate's ability to apply that knowledge effectively. The balance between these two factors often depends on the industry, job role, and level of experience required.

This research paper is based on primary data collected through a structured survey of 48 HR professionals and recruiters across various sectors in India. It is also supported by insights from previous academic studies, including the work of Mazuki, Mohd Rizal, and Chong (2007), which examined employer expectations for business graduates in Malaysia—offering a useful comparison to the Indian context.

The study aims to address key research objectives, test multiple hypotheses, and provide practical insights for students, educational institutions, and employers. The remaining sections of the paper are organized as follows: the next section presents the objectives and hypotheses; this is followed by a review of existing literature, a detailed explanation of the research methodology, an analysis of results and discussion, and finally, the conclusion with recommendations.

Literature Review

Gary S. Becker's (1962) work on human capital marked a major shift in economic thought by framing education and training as investments rather than mere consumption. He argued that individuals allocate resources to schooling, skills, and health in anticipation of future returns, primarily in the form of higher earnings and productivity. Becker introduced the idea that such decisions are guided by a comparison of costs—such as tuition and forgone income—and expected benefits over time. His distinction between general and firm-specific training further clarified how different types of skills influence labor mobility and wage structures.

Subsequent studies expanded and tested Becker's framework, consistently finding a positive relationship between education and income. Empirical models, particularly those focusing on earnings functions, reinforced the view that both schooling and work experience contribute significantly to wage determination. At the macro level, research has also linked human capital accumulation to economic growth and development, emphasizing its importance in improving national productivity.

The FICCI–EY (2022) report *Reimagining India's Talent Landscape* highlights the urgent need to align workforce skills with rapidly evolving industry demands in India. It emphasizes that technological change, digitalization, and shifting business models are creating significant skill gaps, making continuous reskilling and upskilling essential. The report also underscores the importance of collaboration between industry, government, and educational institutions to build a future-ready workforce. Additionally, it points to the growing relevance of digital, cognitive, and soft skills, while advocating for more flexible learning pathways and policy support to enhance employability and productivity in the Indian labor market.

World Economic Forum (2023) highlights that the future of work is increasingly driven by skills rather than formal qualifications. The report identifies critical skills such as analytical thinking, problem-solving, and technological literacy as essential for employability. It emphasizes that employers are gradually moving toward skills-based hiring to adapt to rapid technological changes. However, it also notes that degrees still hold value as a baseline qualification, reinforcing the idea of a hybrid hiring model.

McKinsey & Company (2021) emphasizes that organizations are shifting toward capability-based talent management, where employees are evaluated based on skills rather than credentials alone. The study suggests that companies adopting skill-based hiring practices experience higher productivity and better workforce alignment. However, it also identifies challenges such as difficulty in assessing skills and resistance to changing traditional hiring methods.

Deloitte (2023) introduces the concept of a “skills-based organization,” where hiring, training, and performance management are structured around competencies rather than job titles or degrees. The report highlights that organizations focusing on skills are more adaptable and competitive. However, it also points out that many companies are still in transition and continue to rely on degrees due to standardization and ease of screening candidates.

The Harvard Business School and Burning Glass Institute (2024) report on skills-based hiring examines the gap between organizational commitments and actual hiring practices. It finds that although many firms have removed formal degree requirements and publicly endorsed skills-based approaches, these changes have not consistently translated into real hiring outcomes. Evidence suggests that only a small proportion of firms have meaningfully increased the hiring of non-degree candidates, while many organizations show minimal or temporary change. The report emphasizes that effective implementation requires deeper structural adjustments in recruitment, evaluation, and talent management processes rather than symbolic policy shifts. Overall, it concludes that while skills-based hiring has clear potential to improve access and workforce outcomes, its adoption remains uneven and challenging in practice.

The *India Skills Report (2024)* by Wheebox, AICTE, and CII provides an overview of employability trends and skill readiness among India’s workforce. It highlights that while there has been a gradual improvement in employability levels, a significant gap persists between industry requirements and the skills possessed by job seekers. The report emphasizes the growing demand for digital, analytical, and communication skills, alongside domain-specific expertise. It also underscores regional and gender disparities in employability and stresses the need for stronger industry–academia collaboration, continuous skill development, and targeted training initiatives to enhance workforce readiness in a rapidly evolving job market.

Mazuki, Mohd Rizal, and Chong (2007) examine employers’ expectations of fresh business graduates in Malaysia, focusing on the skills and attributes valued in recruitment. Their findings indicate that employers prioritize soft skills—such as communication ability, teamwork, problem-solving, and positive work attitude—over purely academic performance. The study also highlights a gap between graduates’ competencies and industry expectations, particularly in practical and interpersonal skills. It emphasizes the need for higher education institutions to better align curricula with market requirements by integrating skill-based training and real-world exposure to enhance graduate employability.

The NASSCOM and Wheebox (2020) *India Skills Report 2020* provides insights into employability trends and workforce preparedness in India, highlighting that only a limited proportion of graduates meet industry expectations. It identifies significant gaps in both technical and soft skills, with employers increasingly valuing communication, problem-solving, and adaptability alongside domain knowledge. The report also notes variations in employability across regions and demographic groups, and stresses the importance of continuous skill development, industry–academia collaboration, and practical training initiatives to bridge the gap between education and employment requirements in a changing economic landscape.

Spencer and Spencer (1993), in *Competence at Work*, develop a comprehensive framework for understanding competencies as underlying characteristics that drive effective job performance. They categorize competencies into knowledge, skills, self-concept, traits, and motives, emphasizing that high performance is shaped not only by technical expertise but also by behavioral and psychological attributes. The work introduces competency modeling as a tool for recruitment, training, and performance management, and highlights the importance of aligning individual capabilities with organizational roles. Overall, the study underscores that identifying and developing core competencies is essential for improving employee effectiveness and organizational success.

The Skill India Mission (2015–2024) annual progress reports by the Ministry of Skill Development and Entrepreneurship provide a comprehensive overview of India’s efforts to enhance workforce skills and employability. The reports highlight large-scale initiatives aimed at vocational training, certification, and entrepreneurship development, with a focus on improving access to skill development across diverse regions and populations. They emphasize the importance of industry partnerships, standardized training frameworks, and outcome-based learning to address skill gaps. Overall, the reports indicate steady progress in expanding training infrastructure while underscoring the need for quality enhancement, better alignment with industry demands, and continuous upskilling to meet evolving economic needs.

Summary Literature Review

The review of existing literature indicates a clear transition in recruitment practices from a traditional degree-centric approach toward a more skill-based and competency-driven model. Theoretical frameworks such as Human Capital Theory and Signaling Theory justify the

continued relevance of academic qualifications, while Competency-Based Theory emphasizes the growing importance of practical skills and job performance.

Empirical studies across global and Indian contexts consistently highlight that employers increasingly value technical skills, problem-solving ability, and communication competencies. At the same time, degrees continue to act as an initial screening mechanism, especially in structured sectors. The literature also reveals a persistent gap between employer expectations and the actual capabilities of graduates, particularly in terms of practical exposure and workplace readiness.

Overall, the literature suggests that modern hiring practices are evolving toward a hybrid model, where both degrees and skills are considered essential, but with a rising emphasis on demonstrable competencies.

Research Gaps

Despite extensive research on hiring practices, several important gaps remain, which this study aims to address:

- Lack of India-specific empirical data: Many existing studies are based on global or Western contexts, with limited focused research on employer preferences within the Indian job market.
- Gap between theory and actual hiring behavior: While literature suggests a shift toward skill-based hiring, there is insufficient empirical evidence on whether organizations are truly implementing these practices or still relying on degrees.
- Limited focus on employer decision-making: Most studies focus on graduate employability rather than directly analyzing employer perspectives, especially HR professionals involved in hiring.
- Insufficient analysis of balanced hiring approach: There is limited research examining whether employers prefer skills over degrees or a combination of both, particularly across different job levels.
- Lack of recent data post digital transformation: Rapid changes due to technology, automation, and
- evolving job roles require updated insights into current hiring trends.

This study attempts to fill these gaps by providing primary data-based insights from HR professionals in India, focusing on real hiring practices and evolving employer expectations.

Objectives And Hypotheses

Research Objectives

This study is guided by five primary research objectives:

- To examine whether employers place greater importance on practical skills or formal academic degrees during the recruitment process.
- To identify the specific competencies—technical skills, soft skills, and cognitive abilities—that employers consider most important in today's job market.
- To analyze the influence of educational qualifications on hiring decisions across different industry sectors.
- To compare employer preferences for skill-based hiring versus degree-based hiring approaches.

Research Hypotheses

The following hypotheses were formulated based on the research objectives and reviewed literature:

Hypothesis 1

- H_0 (Null Hypothesis): Employers do not give more importance to skills than academic degrees in the hiring process.
- H_1 (Alternative Hypothesis): Employers give more importance to skills than academic degrees in the hiring process.

Hypothesis 2

- H_0 (Null Hypothesis): Employers do not value both skills and degrees equally in hiring decisions.
- H_1 (Alternative Hypothesis): Employers value both skills and degrees equally in hiring decisions.

Methodology

Research Design

This study adopts a descriptive and quantitative research design using a cross-sectional survey method. The objective is to analyze current employer hiring preferences at a specific point in time by collecting structured responses from professionals actively involved in recruitment decisions.

A cross-sectional approach was selected due to its effectiveness in capturing diverse perspectives across industries without requiring long-term observation. This design is particularly suitable for understanding present trends in hiring practices related to skills and academic qualifications.

Population and Sampling

The target population for this study includes HR managers, hiring managers, and recruiters working in organizations across India. Since the research requires respondents with direct hiring experience, purposive sampling was used to identify relevant participants.

Additionally, snowball sampling was applied, where initial respondents shared the survey with other professionals in their network. A total of 48 valid responses were collected, which is appropriate for an MBA-level empirical study.

The sample distribution is as follows:

Table 1: Employer Preferences for sample distribution

Role in the Organization	Percentage	Count
HR Managers	35.4%	17
Hiring Managers	27.1%	13
Recruiters	27.1%	13
Other HR Professionals	10.4%	5

Data Collection Instrument

Primary data was collected using a structured questionnaire consisting of 18 questions, administered through Google Forms.

The questionnaire was designed to capture four key areas:

1. Demographic and organizational profile
2. Employer preferences regarding skills versus degrees
3. Hiring practices and use of skills assessments
4. Emerging skill requirements and hiring trends

Different question formats were used, including multiple-choice, Likert scale, and frequency-based questions.

The questionnaire was reviewed before distribution to ensure clarity and relevance. It was shared through email, WhatsApp, and professional networks. Participation was voluntary, and responses were collected anonymously to reduce bias.

Industry and Organizational Profile

Table 2: This distribution ensures representation across different organizational structures and experience levels.

The respondents represented a diverse range of industries:	In terms of organization size:	Regarding hiring experience:
Manufacturing: 45.8% -(22 respondents)	201–500 employees: 52.1% - (25 respondents)	4–7 years: 45.8% (22 respondents)
Services/Consulting: 33.3%-(16 respondents)	500+ employees: 16.7% - (8 respondents)	1–3 years: 25% - (12 respondents)
IT/Software: 18.8% - (9 respondents)	51–200 employees: 27.1% - (13 respondents)	More than 7 years: 16.7% - (8 respondents)
Others: 2.1% - (1 Respondent)	1–50 employees: 4.2% - (2 respondents)	Less than 1 year: 8.3% - (4 respondents)

Data Analysis Techniques

The collected data was analyzed using descriptive statistical methods, including:

- Frequency distribution
- Percentage analysis
- Cross-tabulation

Hypotheses were tested using descriptive interpretation and basic comparative analysis. Where applicable, conceptual Chi-square analysis was used to examine differences in employer preferences.

All data was processed and visualized using Microsoft Excel and Google Sheets.

Limitations of the Study

This study has certain limitations that should be considered while interpreting the results:

- The sample size of 48 respondents limits the generalizability of the findings.
- The data is based on self-reported responses, which may introduce response bias.
- The study does not fully capture regional variations across India.
- Time and resource constraints restricted deeper statistical analysis.

Despite these limitations, the study provides meaningful insights into current hiring trends.

Results And Discussion

Employer Preferences for Mid-Level and Senior Roles

One of the most compelling findings from this research is the near-unanimous preference for a balanced hiring approach. When asked what they consider most important for mid-level roles, 87.5% of respondents selected 'Both equally' — indicating that degrees and skills are viewed as complementary rather than competing selection criteria. An almost identical distribution (87.5%) was observed for senior and highly specialized positions.

Table 3: Employer Preferences for Mid-Level Role Hiring

Criteria (Mid-Level Roles)	Count	Percentage
Both equally	42	87.50%
Degree only	3	6.30%
Skills only	2	4.20%
Depends on the role	1	2.10%

This finding strongly supports Hypothesis H2, which posited that employers equally value both dimensions for mid and senior roles. It also aligns with the theoretical proposition of Competency-Based Theory, which holds that effective job performance requires the integration of both foundational knowledge (often signaled through credentials) and applied behavioral competency (demonstrated through practical skills). The persistence of a 'balanced approach' even among employers otherwise embracing skills-first hiring suggests that academic qualifications have not been displaced — they have been repositioned as a necessary but not sufficient condition for hiring.

Mazuki et al. (2007) found a comparable result in their Malaysian study, where employers consistently valued both technical knowledge (associated with formal degrees) and soft skills in fresh business graduates. Importantly, their analysis revealed significant preference-assessment gaps — while employers rated skills highly in theory, graduates frequently fell short in actual demonstration. The Indian context appears to mirror this dynamic, with respondents emphasizing the importance of both credentials and competency while simultaneously expressing dissatisfaction with the practical orientation of many graduates.

The Rise of Skills Assessments in Hiring

A pivotal behavioral indicator of the broader shift toward skills-first hiring is the dramatic increase in the use of skills assessments during recruitment. The study found that 79.2% of organizations have added skills assessments to their hiring processes within the past three years

alone — a remarkable policy shift that underscores the growing organizational conviction that practical evaluation outperforms credential-based screening in predicting job performance.

Table 4: Hiring Policy Changes in Past 3 Years

Hiring Policy Change	Count	Percentage
Skills assessments added	38	79.20%
Degree requirements removed	4	8.30%
Other changes	3	6.30%
No changes	3	6.30%

The data further reveals that 50% of respondents always require candidates to pass a skills test or practical assignment during recruitment, with an additional 22.9% doing so often. Only 6.3% never use such assessments. This practical evidence provides strong support for H1, confirming that organizations are meaningfully increasing their focus on skills-based evaluation — even while retaining degree requirements as a parallel filter in many cases.

Interestingly, despite this growing commitment to skills assessment, 47.9% of respondents still always include a degree requirement in their job postings. This apparent paradox — maintaining degree filters while simultaneously adding skills tests — reflects the transitional nature of current hiring practices. Organizations appear to be layering new evaluation methods atop existing frameworks rather than replacing them wholesale. This echoes the Harvard Business School finding that many companies have added skills-first language to their recruitment policies but are slow to structurally overhaul their hiring architectures.

Barriers to Wider Adoption of Skills Testing

While the intent to conduct skills-based evaluation is clearly present, organizations face tangible structural barriers. The most significant obstacle cited was the cost of designing assessments (37.5%), closely followed by the logistical challenge of administering tests to a large volume of applicants (35.4%). Time constraints were noted by 18.8% of respondents, and 6.3% reported a lack of internal expertise to develop effective evaluation instruments.

These findings are practically significant for HR strategy. They suggest that the transition to comprehensive skills-based hiring is not primarily a philosophical or policy challenge — it is an operational one. Organizations that invest in scalable, technology-enabled assessment platforms are likely to accelerate this transition more effectively than those relying on manual test design. The emergence of AI-powered talent evaluation tools, referenced in the NASSCOM Future Skills Report (2023), may ultimately resolve many of these structural barriers.

Skill Priorities: What Employers Actually Want

When asked to identify the single most important skill category for their organization's roles, technical/job-specific skills emerged as the clear frontrunner (37.5%), followed by problem-solving and critical thinking (31.3%), communication and teamwork (25.0%), and adaptability and digital literacy (4.2%). This ranking supports H3, confirming that technical expertise retains its primacy as a hiring criterion even as soft skills grow in importance.

Table 5: Most Important Skill Category for Organizational Roles

Skill Category	Count	Percentage
Technical / job-specific skills	18	37.50%
Problem-solving & critical thinking	15	31.30%
Communication and teamwork	12	25.00%
Adaptability and digital literacy	2	4.20%

However, the picture becomes considerably more nuanced when respondents were asked what skills they would recommend fresh graduates develop for better employability. In this multi-select question, communication and teamwork emerged as the most universally valued attribute, appearing in approximately 68.8% of all responses. Technical expertise followed at 60.4%, problem-solving at 54.2%, and digital literacy at 27.1%. The divergence between 'what we hire for today' (technical skills) and 'what we want graduates to develop' (communication + technical + problem-solving) reflects an aspirational vision of holistic employability.

This finding resonates strongly with Mazuki et al. (2007), who found that Malaysian employers placed the highest preference on writing skills and IT skills, but assessed graduates as falling short on both dimensions. The authors identified a consistent expectation-reality gap in communication skills, problem-solving, and decision-making — precisely the competencies that Indian employers in this study also identified as critical development priorities for fresh graduates.

Why Organizations Value Practical Skills

When asked to identify the primary reason their organization values practical skills even in candidates lacking a degree, the most cited driver was faster productivity upon hire (44.7%), followed by better cultural or role fit (38.3%). Lower training costs (10.6%) and greater innovation potential (6.4%) were less prominent but nonetheless present.

Table 6: Primary Reasons Organizations Value Practical Skills

Reason for Valuing Practical Skills	Count	Percentage
Faster productivity upon hire	21	44.70%
Better cultural or role fit	18	38.30%
Lower training cost	5	10.60%
More innovation and flexibility	3	6.40%

The dominance of 'faster productivity' as a rationale is particularly revealing. It confirms that employer interest in skills-based hiring is fundamentally driven by operational efficiency rather than idealistic notions of inclusivity or diversity. Organizations want candidates who can contribute from day one with minimal ramp-up time — a demand that degrees alone, however prestigious, cannot guarantee to satisfy.

Openness to Non-Degree Talent

One of the more striking behavioral indicators in this dataset is the frequency with which organizations hire high-performing candidates who lack a bachelor's degree. A substantial 41.7% of respondents reported doing so 'often,' and 22.9% 'very often' — together representing nearly two-thirds of the sample. Only 6.3% said they 'rarely or never' hire such candidates. This finding provides powerful empirical support for and reinforces the conclusion that practical performance has become a more reliable hiring signal than formal credentials in many organizational contexts.

Organizations also demonstrate strong commitment to supporting new hires through capability development: 52.2% provide mentoring or peer-based training, 28.3% offer formal training programs, and 19.6% provide training on a situational basis. The prevalence of such support structures suggests that employers are increasingly comfortable hiring for potential and building skills internally, rather than waiting for fully-formed, credential-certified talent.

Hypothesis Testing Summary

The following table summarizes the results of all eight hypothesis tests conducted in this study.

Table 7: Summary of Hypothesis Testing Results

Hypothesis	Test Used	Key Findings (From Study)	Decision	Interpretation / Relation to Study
H1: Employers give more importance to skills than academic degrees	Descriptive & Percentage Analysis	38 out of 48 organizations introduced skill assessments; 35 out of 48 frequently use skill tests; 31 out of 48 employers often hire	Reject H ₀	Employers are increasingly prioritizing skills over degrees, confirming a shift toward skill-based hiring

		candidates without degrees based on skills		practices in the Indian job market
H2: Employers value both skills and degrees equally	Frequency & Percentage Analysis	42 out of 48 respondents selected “Both equally” for mid-level and senior roles	Reject H ₀	Employers prefer a balanced approach, where skills and degrees are equally important, supporting the concept of hybrid hiring model

The results indicate that while employers are shifting toward skill-based hiring, they still maintain a balanced approach by valuing both skills and academic qualifications, aligning with the study’s objective of analyzing evolving recruitment trends.

Findings:

- Employers are increasingly prioritizing practical skills, as seen through the growing use of skill-based assessments and hiring based on performance.
- A majority of employers (87.5%) prefer a balanced approach, valuing both skills and academic degrees equally.
- Technical skills, problem-solving ability, and communication skills are the most important competencies expected from candidates.
- Academic degrees still act as a screening tool, but their importance is gradually reducing compared to practical capabilities.
- Hiring decisions are mainly driven by factors like immediate productivity, role fit, and real-world performance rather than qualifications alone.

Conclusion

This study was conducted to examine a key question in modern recruitment practices: whether skills or academic degrees carry greater importance in employer hiring decisions. The findings clearly show that the answer is not absolute. Instead, most employers today prefer a balanced approach, where both academic qualifications and practical skills are considered together. This preference was reflected in 87.5% of responses, indicating that degrees and skills are seen as complementary rather than competing factors.

However, a deeper analysis of employer behavior reveals a noticeable shift toward skills-based hiring practices. A large proportion of organizations (79.2%) have introduced skills assessments in the last three years, and many employers reported hiring candidates without formal degrees when they demonstrate strong performance capabilities. This suggests that while degrees are still valued, they are no longer the sole or primary deciding factor in recruitment.

The study also highlights that employers prioritize certain key competencies, particularly communication and teamwork, technical or job-specific skills, and problem-solving ability. These skills are considered essential for success in today’s workplace and often differentiate candidates in competitive hiring environments. Although digital literacy is not always ranked as the top priority, it is increasingly embedded within broader skill expectations across roles.

For fresh MBA graduates and job seekers, the findings provide a clear implication: academic qualifications alone are not sufficient to secure employment in today’s competitive job market. Employers now expect candidates to demonstrate practical abilities, adaptability, and real-world problem-solving skills alongside formal education.

These findings are also consistent with international research, including the study by Mazuki, Mohd Rizal, and Chong (2007), which highlighted a similar gap between employer expectations and graduate competencies. This consistency across different contexts suggests that the mismatch between academic learning and workplace requirements is a broader structural issue that requires attention from both educational institutions and employers.

Overall, the study concludes that the modern recruitment landscape is evolving toward a hybrid hiring model, where skills are becoming increasingly important, but degrees still retain their relevance as a foundational credential.

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