

## **Factors Influencing Professionals to Pursue an MBA Degree: An Empirical Analysis in the Context of Bangladesh**

*Dr. Md. Ashrafal Alam<sup>1</sup> (Corresponding), Dr. Md. Saiful Islam<sup>2</sup>, Dr. Saroje Kumar Sarkar<sup>3</sup>*

*Received: 07 May 2024*

*Revised: 04 Jun 2024*

*Accepted: 11 Sep 2024*

### **ABSTRACT**

**Purpose:** *The purpose of this study is to identify the reasons that motivate professionals to pursue an MBA.*

**Methodology:** *This study followed a convergent parallel design under the framework of mixed methods. The population for this study consists of alumni and current professional students enrolled in the evening MBA programs at public universities in Bangladesh. The questionnaire survey yielded 390 valid responses, and four focus group interviews were conducted with current professional students enrolled in the evening MBA programs to address the issue.*

**Findings:** *The top reasons for professionals pursuing an MBA degree include the development of managerial knowledge and skills, career advancement, enhanced leadership skills, staying competitive in the job market, and opportunities for promotion and increased income.*

**Implications:** *The results have the potential to increase the understanding of prospective students about the reasons for pursuing an MBA and could enhance the faculty and business schools' capacity to cater to their needs and aspirations.*

**Originality/Value:** *Many professionals in Bangladesh express interest in pursuing an MBA degree, but the reasons behind this motivation are still unknown. Therefore, this study aims to address the knowledge gap in this area.*

**Keywords:** Professionals, MBA, Reasons, Development

### **1. Introduction**

The MBA is recognized as a higher academic qualification in management that aids individuals in advancing to managerial positions, enhancing promotion opportunities, and initiating new career paths, whether within their current organization or with a new employer (Baruch, 2009). The MBA appeals to graduates seeking to gain and expand their knowledge in business administration fields

---

<sup>1</sup> Associate Professor, Department of Human Resource Management, Jatiya Kabi Kazi Nazrul Islam University Trishal, Mymensingh, Bangladesh 2224, E-mail: alamashrafal0208@gmail.com

<sup>2</sup> Professor, Department of Management Studies, University of Rajshahi, Bangladesh 6205, E-mail: msislam64ru@yahoo.com

<sup>3</sup> Professor, Department of Statistics, University of Rajshahi, Bangladesh 6205, Mobile: 01712-011269, E-mail: sarojeu@yahoo.com

(Mihail & Kloutsiniotis, 2014). The MBA degree is a popular option for both recent graduates and working professionals looking to enhance their skills (Nyaribo et al., 2012). Students often cite career advancement and economic benefits as the primary reasons for pursuing postgraduate education (Sulaiman & Mohezar, 2008). It is often evident that choosing to pursue an MBA and the journey to obtain it are integral to shaping one's identity, occurring within the framework of flexible careers and unrestricted lives (Ruth, 2016). There has been a rise in the number of students enrolling in postgraduate programs, with the MBA course being particularly favored. The MBA draws students from a wide range of fields, including engineering, medicine, and agriculture, among others (Nyaribo et al., 2012). The motivations for pursuing an MBA vary widely based on gender, age, work experience, and educational background (Edmund & Gui, 2000). Women were found to be more driven to improve their managerial knowledge and technical skills compared to men. Men are motivated to pursue an MBA primarily for faster career advancement, more career opportunities, and increased earning potential (Sulaiman & Mohezar, 2008). The reasons for pursuing a postgraduate degree are varied and typically stem from personal needs and desires. These reasons include deepening knowledge in a particular field, enhancing career progression, boosting job prospects, and enabling lifestyle changes through higher salaries. Therefore, universities offering postgraduate programs must take these needs into account (Subramaniam et al., 2014).

Recently, there has been an increasing evaluation of the excellence of MBA programs, with a stronger emphasis on their ability to cater to the diverse and multifaceted needs of their student body (Ly et al., 2015). Many critics of management education share the prevailing opinion that MBA programs are currently undergoing a crisis. This perception arises from the belief that these programs are not adequately addressing the knowledge, skills, and abilities (KSAs) necessary for students to succeed in the business world (Kleiman & Kass, 2007). Recently, the MBA degree has faced significant criticism for not adequately providing employers with the skilled and knowledgeable recruits they require (Schlegelmilch & Thomas, 2011). MBA program administrators should consider the needs of their mid-career students. Understanding the perceived value of obtaining an MBA degree is crucial for grasping the motivations of mid-career students who choose to enroll in this program (Grzeda & Miller, 2009). Limited research has been conducted on comprehending the requirements of adult students in higher education (Eddy, 2001). It's important to have a clear understanding of why managers choose to attend university-based

executive education programs in order to assess the ultimate success or impact of EMBA programs (Joshi, 2019).

Still now, there is shortage of knowledge about the wants and demands of the professionals behind their enrollment in MBA programs in perspective of Bangladesh although a large number of professionals are investing their valuable time, effort, and resources in MBA programs. If educational programs fail to deliver the desired outcomes for professionals, they may become reluctant to enroll in such programs again, which can ultimately hinder overall national development. Therefore, an in-depth study is crucial for the MBA educators and administrators to explore the reasons of MBA admission in meeting the expectations of professionals. This study aims to explore the reasons that influence to the professionals in pursuing an MBA. This study also aims to find out whether any differences exist between the attitudes of males and females in pursuing an MBA.

## **2. Methodology**

### **2.1 Nature of the Study**

The nature of this study is a mixed methods research design which is a combination of both the quantitative and qualitative methods. More specifically convergent parallel design, an approach of mixed methods was followed in this study. The convergent parallel design, a technique within mixed-method research, involves gathering quantitative and qualitative data simultaneously during the study. Each dataset is analyzed independently, and their results are compared to assess whether they yield similar or different findings. The strength of this design is that it combines the advantages of both the quantitative and qualitative form of data where quantitative data ensure generalizability and qualitative data provide detailed information about the context or setting (Creswell, 2012). It can also be recognized as a descriptive research depending on the aims of the study as well as an empirical research based on the knowledge derived from actual experience.

### **2.2 Population and Sampling Procedure**

The alumni and existing professional students of the evening MBA programs in the public universities of Bangladesh were selected as the population in this study. Alumni are those admitted to evening MBA programs between the 2010 and 2017 sessions at any public universities in Bangladesh as part-time students, balancing their studies with full-time work, and successfully obtaining their degrees. Although most of the business administration faculties in the universities of Bangladesh offer evening MBA programs for the professionals considering the present demand

of managerial knowledge and skills in the corporate world, it was become possible to contact with the 639 potential respondents from the list preserved by the academic sections of the evening MBA programs at University of Dhaka, University of Rajshahi, University of Chittagong, Islamic University, Jatiya Kabi Kazi Nazrul Islam University and Begum Rokeya University. The universities in Bangladesh were categorized into three groups according to their founding dates. Following this classification, two universities were chosen from each group using a simple random sampling technique to identify the study area.

### **2.3 Data Collection Procedure and Sample Characteristics**

The study was mostly based on primary sources of data. A questionnaire survey method was followed for collecting data from the alumni of the evening MBA programs under the quantitative design. The questionnaire was developed using Google Forms and sent as a link via email to 639 potential respondents from the list maintained by the academic sections of the evening MBA programs. After a period of three weeks from the initial mailing, a reminder was sent to the recipients. Furthermore, the survey questionnaire was posted on various social platforms of student groups of the evening MBA programs with the assistance of the class representatives. Out of a total of 396 respondents, 390 valid responses were considered combining highest from the alumni of Dhaka University (24.62%) and lowest from Begum Rokeya University (9.49%). The proportion of males and females was 348 (89.2%) and 42 (10.8%) respectively among the respondents. The largest portion of survey participants was found within the age ranges of 31-35, accounting for 47.9% of the respondents, followed by the age group of 36-40, which comprised 21% of the total. The majority of the participants (80%) in this study were employed in private organizations, while only 10 percent of the participants were employed in government organizations. Interestingly it is noticed that, 56.7 percent attended in the MBA program in purpose of attaining their second master degree.

Table 1: Demographics

<b>Characteristics</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender:</b>		
Male	348	89.2
Female	42	10.8

<b>Age:</b>		
26-30	48	12.3
31-35	187	47.9
36-40	82	21
>40	73	18.8
<b>Type of employment</b>		
Private	312	80
Government	39	10
Autonomous	23	5.9
Others	16	4.1
<b>Total job experience:</b>		
1-5	96	24.6
6-10	148	37.9
11-15	91	23.3
>16	55	14.1
<b>Status of the MBA:</b>		
1st master degree	169	43.3
2nd master degree	221	56.7
<b>Alumni:</b>		
University of Dhaka	96	24.62
University of Rajshahi	72	18.46
University of Chittagong	54	13.85
Islamic University	49	12.56
Jatiya Kabi Kazi Nazrul Islam University	82	21.03
Begum Rokeya University	37	9.49

Source: Field Survey

Beside questionnaire survey, 4 focus group interviews were conducted with the existing professional students of the evening MBA programs where the member of each group was limited to four. There were 14 male and 2 female as a part of the members of this focus group interview. There were 10 interviewees employed in private organizations, 4 in the government sector, and 2 from autonomous bodies among the participants. A convenient interview schedule was prepared by negotiating with the interviewees. Focus group interviews were conducted with the help of Zoom, a medium for e-meetings, and the responses of the participants were recorded with their consent. In addition to the recording, interview protocols were used as a backup method for capturing notes during the focus group interview. Each focus group interview took between 90 and 120 minutes to complete.

#### **2.4 Factors (Independent Variables) Influencing the Pursuit of an MBA Degree**

Understanding the factors that encourage students to enroll in an MBA program is essential when assessing the perceived value of earning this degree (Grzeda & Miller, 2009). Employability was recognized as the primary motivator for Indian respondents (Nyaribo et al., 2012). It is clear that the primary reasons students pursue an MBA program are personal satisfaction and the desire to enhance their knowledge and skills (Al-Mutairi & Saeid, 20016). Table 2 summarizes the literature review aimed at identifying independent variables that explain the factors influencing the pursuit of an MBA degree.

**Table 2: Identification of Independent Variables that Motivate the Pursuit of an MBA**

<b>Independent Variables</b>	<b>Author (s) &amp; Year</b>	<b>Response Scale/Frequency</b>	<b>Findings (Mean/Percentage/Frequency)</b>
Managerial knowledge and skills development	Al-Mutairi & Saeid, 2016	5-point likert-type scale	4.09
	Sulaiman & Mohezar, 2008	5-point likert-type scale	4.01
Career development	Sulaiman & Mohezar, 2008	5-point likert-type scale	3.70
	Al-Mutairi & Saeid, 2016	5-point likert-type scale	4.08
	Edmund & Gui, 2000	5-point likert-type scale	4.2
	Luker et al., 1989	Yes	69%
Developing leadership skills	Grzeda & Miller, 2009	7-point likert-type scale	6.11
	Al-Mutairi & Saeid, 2016	5-point likert-type scale	3.74
	Sulaiman & Mohezar, 2008	5-point likert-type scale	3.91
	Luker et al., 1989	Yes	60%
	Edmaund & Gui, 2000	5-point likert-type scale	4.3
Understanding the business world	Grzeda & Miller, 2009	7-point likert-type scale	5.95
	Al-Mutairi & Saeid, 2016	5-point likert-type scale	4.08
Attainment of personal satisfaction	Al-Mutairi & Saeid, 2016	5-point likert-type scale	4.24

	Luker et al., 1989	Yes	51%
Obtaining promotion	Al-Mutairi & Saeid, 2016	5-point likert-type scale	3.96
	Sulaiman & Mohezar, 2008	5-point likert-type scale	3.97
	Luker et al., 1989	Yes	63%
Raising income	Al-Mutairi & Saeid, 2016	5-point likert-type scale	4.05
	Sulaiman & Mohezar, 2008	5-point likert-type scale	3.56
	Edmaund & Gui, 2000	5-point likert-type scale	3.5
	Luker et al., 1989	Yes	60%
Increasing social status	Al-Mutairi & Saeid, 2016	5-point likert-type scale	3.45
	Edmaund & Gui, 2000	5-point likert-type scale	3.4
	Luker et al., 1989	Yes	13%
Ensuring job security	Dailey et al., 2006	Yes	52/140
	Al-Mutairi & Saeid, 2016	5-point likert-type scale	3.72
	Sulaiman & Mohezar, 2008	5-point likert-type scale	3.66
Changing job area	Edmund & Gui, 2000	5-point likert-type scale	4.2
	Luker et al., 1989	Yes	36%
Desire of authority	Al-Mutairi & Saeid, 2016	5-point likert-type scale	3.27
Inspiration of senior colleagues	Grzeda & Miller, 2009	7-point likert-type scale	4.09
Inspiration of employers	Subramaniam et al., 2014	Yes	1.6%
Family Pressure	Al-Mutairi & Saeid, 2016	5-point likert-type scale	2.45
	Luker et al., 1989	Yes	4%

## 2.5 Data Processing and Analysis

Statistical analysis was conducted using Microsoft Excel and SPSS version 20. Frequency distribution was adopted as a method of descriptive statistics, where percentile form mean and standard deviation were used to represent the result. Binary logistic regression applied to measure the relationship between a collection of independent variables and a binary dependent variable. In this study, the survey questionnaire achieved a reliability coefficient of 0.786. The reliability of internal consistency is assessed using the Cronbach's alpha value, where a reliability coefficient of 0.70 or higher is generally deemed "acceptable" in most research contexts (Golafshani, 2003). The qualitative data underwent a data transcription process in order to convert audiotape recordings and field notes into textual data. The qualitative data was analyzed using the thematic analysis approach. Triangulation and member checking methodologies were utilized to ensure the accuracy and validity of the qualitative findings. Triangulation involves verifying evidence from diverse individuals, data types, or data collection methods in qualitative research descriptions and themes. This process enhances the study's accuracy by incorporating information from multiple sources, individuals, or methods. Besides, member checking is a process where the researcher asks one or more study participants to verify the accuracy of the findings, ensuring the report is complete and realistic (Creswell, 2012). The researcher confirmed the findings with some study participants to assess their accuracy. The participants believed that the interpretations were fair and representative. The findings of the quantitative and qualitative designs were presented and discussed consecutively, following the convergent parallel design of the mixed methods.

### **3. Analysis and Discussion**

#### **3.1 Reasons for Pursuing an MBA**

Higher education programs like an MBA have a significant impact on society, potentially offering job opportunities and facilitating career progression. Additionally, factors such as rising unemployment rates, recommendations from peers, increasing appeal in the marriage market, desire to postpone marriage, and the quest for societal status symbols also motivate individuals to seek admission into MBA programs (Dhar, 2011). The primary driving force behind the students' interest in pursuing an MBA was a strong aspiration to acquire knowledge and develop skills (Wilkins, 2018).

Table 3: Reasons for Pursuing an MBA

Reasons	Frequency	Percentage	Mean	S.D	Rank
---------	-----------	------------	------	-----	------



Managerial knowledge and skills development	389	99.7	1.00	0.051	1
Career development	378	96.9	0.97	0.173	2
Developing leadership skills	377	96.7	0.97	0.180	3
Remaining competitive in the job market	367	94.1	0.94	0.236	4
Understanding the business world	364	93.3	0.93	0.250	5
Attainment of personal satisfaction	352	90.3	0.90	0.297	6
Obtaining promotion	293	75.1	0.75	0.433	7
Raising income	279	71.5	0.72	0.452	8
Increasing social status	265	67.9	0.68	0.467	9
Ensuring job security	244	62.6	0.63	0.485	10
Changing job area	209	53.6	0.54	0.499	11
Desire of authority	186	47.7	0.48	0.500	12
Inspiration of senior colleagues	166	42.6	0.43	0.495	13
Inspiration of employers	157	40.3	0.40	0.491	14
Family pressure	67	17.2	0.17	0.378	15

Source: Survey Data

Table 3 represents the hierarchy of the reasons for pursuing an MBA. From the table it is noticed that the prioritized reasons for pursuing an MBA of the participants in this study were managerial knowledge and skills development (1.00), career development (0.97), become an effective leader (0.97), sustaining job competency and understanding the business world. The least significant reasons for pursuing an MBA were family pressure (0.17), employer’s motivation (0.40), senior colleagues’ stimulation (0.43), desire of authority (0.48) and changing the job area (0.54). Personal satisfaction (0.90), getting promotion (.75), raising income (0.72), social status (0.68) and job security (0.63) got placed at the moderate stage of the ranking.

Table 4: Analysis of Maximum Likelihood Estimates

	B	S.E.	Wald	df	Sig.	Exp(B)
--	---	------	------	----	------	--------

Managerial knowledge and skills development (Q1)	19.357	40193.026	.000	1	1.000	254958483.589
Career development (Q2)	19.406	10740.150	.000	1	.999	267815818.170
Developing leadership skills (Q3)	-2.253	1.090	4.271	1	.039	.105
Remaining competitive in the job market (Q4)	-1.198	.867	1.910	1	.167	.302
Understanding the business world (Q5)	-.319	.845	.143	1	.706	.727
Attainment of personal satisfaction (Q6)	.960	.855	1.262	1	.261	2.612
Obtaining promotion (Q7)	1.256	.600	4.382	1	.036	3.512
Raising income (Q8)	-.248	.511	.236	1	.627	.780
Increasing social status (Q9)	-.974	.472	4.262	1	.039	.377
Ensuring job security (Q10)	1.439	.560	6.616	1	.010	4.218
Changing job area (Q11)	-.285	.403	.502	1	.479	.752
Desire of authority (Q12)	-1.337	.521	6.587	1	.010	.263
Inspiration of senior colleagues (Q13)	1.134	.463	5.996	1	.014	3.107
Inspiration of employers (Q14)	.391	.519	.565	1	.452	1.478
Family pressure (Q15)	-.113	.502	.050	1	.822	.893
Constant	-	41603.244	.000	1	.999	.000
	39.315					

a. Variable(s) entered on step 1: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15.

Source: Prepared by the Authors

The logistic regression analysis revealed that all coefficients were statistically different from zero simultaneously, and the significance test aided in explaining decisions regarding the adoption of biotechnology innovations. Parameter estimates for the model were evaluated at a 5% level of significance. The logistic model estimates were derived for the survey location. Table 4 indicates that the effects of six independent variables – aiming to be a more effective leader ( $p=0.039$ ), seeking promotion (0.036), pursuing social status (0.039), prioritizing job security (0.010), desiring authority (0.010), and finding inspiration from senior colleagues (0.014) – were statistically significant at the 5% level. A statistically significant coefficient suggests a probable genuine association between the independent and dependent variables in the sampled population,

indicating that variations in the independent variable coincide with alterations in the dependent variable. It can be stated that theoretically relevant variables are generally more likely to be significant. However, the estimated value of  $\beta = -2.253$  which indicates that the estimated change in the logit/log-odds for females is -2.253 than males and  $\text{Exp}(\beta) = 0.105$ , which implies that the females were 89.5% less interested in admitting into the MBA program in the question of becoming a more effective leader compared to the males.

The value of  $\text{Exp}(\beta)$  denoted that the intention of getting promotion was 3.51 times higher in case of females compared to males as a reason of MBA admission. The value of  $\text{Exp}(\beta)$  denoted that the interest of increasing social status for the females was 62.3 % lower than the males as the reason of admitting into MBA program. The value of  $\text{Exp}(\beta)$  represented that the intention of ensuring job security was 4.2 times higher in case of females compared to males as a purpose of MBA admission. The value of  $\text{Exp}(\beta) = -1.337$  represented that the desire of enjoying authority to the females at job was 73.7 % less than males as a reason of MBA admission. The value of  $\text{Exp}(\beta) = 1.134$  specified that the inspiration from senior colleagues was 3.17 times higher for the females than the males in the question of admitting into the MBA program.

### **3.2 Comparison between the Findings of Quantitative Method and Qualitative Method**

#### **3.2.1 Managerial Knowledge and Skills Development**

Knowledge and skills improvement is one of the main motives of the students of the MBA programs behind their enrollment (Al-Mutairi & Saeid, 2016). Students became significantly motivated for enrolling into the MBA programs to enhance knowledge and skills in management (Sulaiman & Mohezar, 2008). Recently, a growing number of professionals are returning to academic settings, specifically choosing to enroll in MBA programs, aiming to enhance their managerial knowledge and skills (Alam et al., 2023).

Table 3 represents that the 99.7 percent respondents in survey admitted into the MBA program in order to develop their managerial knowledge and skills. Only 0.3 percent respondent was not motivated to admit into the program by the mentioned reason. Hundred percent of the interviewees (16 out of 16) confirmed that developing managerial knowledge and skill was one of the significant reasons behind their admission into the MBA program. One of the present students of the MBA program quoted:

Nothing is possible to accomplish accurately in the job without having proper knowledge and skills of management. The foremost reason behind my admission into

the MBA program was to develop managerial knowledge and skills for performing the role as supervisor in the organization successfully.

*Outcome:* Quantitative result showed that development of managerial knowledge and skill was one of the reasons for the almost all of the professional students in the background of their admission into the MBA program. The qualitative part shows the result in accordance with the result of quantitative part on this issue. However, there was no significant difference found between the males and females on the interest of developing managerial knowledge and skills to get admission into an MBA program observed in the quantitative analysis.

*Discussion:* Managerial knowledge and skills development was one of the most expected reasons to the professional students behind admitting into the MBA programs. This finding was strongly supported by the study of Sulaiman & Mohezar (2008). Grzeda & Miller (2009) also observed almost same finding in his study on this issue. In the study, no significant disparity was observed in the interest of acquiring managerial knowledge and skills between males and females. This finding contrasts with the results reported by Sulaiman & Mohezar (2008) regarding one of the reasons for MBA admission.

### **3.2.2 Career Development**

Development of career considered as one of the important aims of the professionals that raise their demand for pursuing an MBA (Dhar, 2011). Students enrolled in MBA programs considered MBA qualification as an opportunity for their career development (Sulaiman & Mohezar, 2008). Students in Kazakhstan are interested in business education to enhance their career prospects, advance professionally, build valuable connections, and explore new career opportunities (Turgumbayeva et al., 2023). Women convey that the MBA program inspired them to contemplate their career aspirations and equipped them with the essential knowledge to realize these goals (Houldsworth, 2023).

Table 3 exhibits that 96.9 percent respondents held the target of developing career through obtaining the MBA degree. However, 3.1 percent respondents did not hold such aim behind pursuing an MBA degree. Hundred percent of the interviewees (16 out of 16) agreed that there was an objective of career development behind their admission into the MBA program. One of the present students in the MBA program quoted:

There is an association between personal development and career development.  
Career development usually depends on the personal development of the employees.

In other words, success in life generally comes through proper personal management.

I was inspired by all of these thoughts behind admitting into the MBA program.

*Outcome:* The intention of career development was one of the reasons for the professional students in question of admission into the MBA program according to the quantitative analysis. The outcome of the qualitative part also observed in line with the quantitative part. There was no significant difference found between males and females based on the purpose of developing a career as a reason of MBA admission.

*Discussion:* Development of the career was one of the aims to a large number of the professionals through admitting into the MBA programs (Sulaiman & Mohezar, 2008; Subramaniam et al., 2014; Al-Mutairi & Saeid, 2016). Both the males and females in the study were uniformly interested in career development through getting admission into the MBA programs, but a little difference found between males and females on the issue in the finding of Sulaiman & Mohezar (2008).

### **3.2.3 Developing Leadership Skills**

The prevailing trend suggests that business managers are increasingly inclined to pursue advanced degrees in management to enhance their leadership skills (Joshi, 2019). Employees possessing an MBA degree exhibit superior leadership qualities and are better equipped to manage job-related tasks and responsibilities effectively (Kang & Sharma, 2012).

Table 3 shows that 96.7 percent respondents' had expectation to develop leadership skills behind admitting into the MBA program. Development of the leadership skills was not the objective to the 3.3 percent respondents behind admission into the MBA program. Ninety four percent of the interviewees (15 out of 16) stated that they admitted into the MBA program in order to develop their leadership skills. One of the existing students of the MBA program said:

I am an engineer and a part of mid-level management in my current job. The organization often searches leadership skills within the technical persons in purpose of selecting future members of the top management. From this point of view I admitted into the MBA program to develop leadership as well as other managerial skills required for the top management.

*Outcome:* The majority of the respondents admitted into the MBA program with the hope of improving leadership skills which observed in the quantitative analysis. There is a conformity noticed between the results of qualitative and quantitative part. Furthermore, the findings of the quantitative analysis expressed that the females were 89.5% less interested to admit into the MBA programs than males with the hope of becoming an effective leader.

*Discussion:* Improvement of the leadership skills was one of the significant reasons to the professionals in question of admitting into the MBA programs which is consistent with the result of Grzeda & Miller (2009). The significance of MBA programs in improving leadership skills of the students reflected in the studies of Kang & Sharma (2012); Joshi (2019). The interest of the male students observed very significant in improving leadership skills compared with females.

### **3.2.4 Remaining Competitive in the Job Market**

The employees with MBA were perceived themselves as better performers and believed in their more career opportunities than the peers who had no MBA degrees (Zhao, 2006). The graduates of the MBA are competent than other business graduates (Saba et al., 2011). Women who had undertaken an EMBA acquired the career competencies (Chen et al., 2012).

Table 3 shows that 94.1 percent respondents admitted into the MBA program in purpose of sustaining their competitiveness in the job market. On the other hand, 5.9 percent respondents did not think so behind their admission into the program.

Eighty eight percent (14 out of 16) of the interviewees opined in favor of this objective. One of the existing students of the MBA program stated:

Generally, higher education or training program helps the individuals to prepare themselves for the competitive job market. From this point of view, I admitted into the MBA program to enrich myself with new managerial knowledge and skills required for remaining competent as well as confident in the job market.

*Outcome:* The majority of the respondents opined in the quantitative study that remaining competitive in the job market was one of their reasons behind admission into the MBA program. The qualitative result also confirms that remaining competitive in the job market was one of the motives of the participants behind pursuing an MBA degree. No significant difference was found between males and females in relation to their interest in remaining competitive in the job market for MBA program admissions, as observed in the quantitative analysis.

*Discussion:* Remain competitive in the job market was one of the major objectives behind getting admission into the MBA programs for a large number of the professionals. The finding is consistent with those reported by Sulaiman & Mohezar (2008) in Malaysia, Al-Mutairi & Saeid (2016) in Kuwait. The quantitative analysis did not reveal any notable disparity between males and females concerning their inclination to maintain competitiveness in the job market for the

purpose of securing admission into an MBA program which was consistent with the result of Sulaiman & Mohezar (2008).

### **3.2.5 Understanding the Business World**

The executives had an interest to develop the new ways of thinking about the business world behind pursuing an MBA (Grzeda & Miller, 2009). The MBA programs make the graduates aware regarding the need of the business world (Baruch & Leeming, 2001).

Table 3 describes that 93.3 percent respondents admitted into the MBA program in purpose of understanding the business world, but the rest of 6.7 percent respondents did not support the issue as a reason of their admission.

Eighty eight percent interviewees (14 out of 16) in this study expressed that they got interest to admit into the MBA program in purpose of understanding the business world. One of the current students in the MBA program narrated his experience in below:

Though I was a student of science background, I am currently engaged as a job placement officer in a skill development program. Understanding the business world was one of the important reasons behind my admission into the MBA program. I believe that the knowledge of business will be helpful to get success in my present career as well as become an entrepreneur in the future.

*Outcomes:* Most of the respondents in the quantitative study mentioned that they had an interest of understanding the business world in case of their admission into the MBA program. The qualitative result supports the result of quantitative part. According to the quantitative analysis, no significant difference was found between males and females regarding their interest in understanding the business world as a reason for MBA program admissions.

*Discussion:* Understanding the business world was a reason for the admission into the MBA programs to the most of the respondents. The study result on the subject is consistent with the findings of Grzeda & Miller (2009); Al-Mutairi & Saied (2016). Baruch & Leeming (2001) mentioned that the role of the MBA programs was significant to make the graduates conscious about the business world. There was no significant distinction between males and females in terms

of their interest in comprehending the business realm as a prerequisite for admission into an MBA program.

### **3.2.6 Attainment of Personal Satisfaction**

Personal satisfaction was one of the important reasons for the professionals in choosing to pursue an MBA (Al-Mutairi & Saeid, 2016). Most of the respondents considered the MBA degree as important in producing increased levels of personal satisfaction (Ainsworth, 1995).

Table 3 denotes that 90.3 percent respondents admitted into the MBA program in order to meet up their personal satisfaction. On the other hand, 9.7 percent respondents did not have such motive behind their admission into the MBA program.

Eighty eight percent of the interviewees (14 out of 16) specified that they admitted into the MBA program with the purpose of attaining personal satisfaction. One of the existing students of the MBA program said:

I completed my graduation on the subject of textile technology and manufacturing. I am currently performing as a production manager in my organization. Attainment of personal satisfaction was one of my prime intentions in the question of admission into the MBA program since the opportunities of raising income or promotion do not confirm in my organization after obtaining the MBA degree.

*Outcome:* The part of quantitative analysis showed that most of the respondents admitted into the MBA program for obtaining personal satisfaction. The finding of the qualitative method confirms the result of quantitative part. Both males and females showed a similar level of interest in obtaining personal satisfaction as a requirement for admission into an MBA program, without any notable differences between the two genders.

*Discussion:* A large number of the professionals were interested to get admission into the MBA programs for obtaining personal satisfaction which was consistent with the findings of Al-Mutairi & Saeid (2016). Personal satisfaction acted as a reason for the majority of the participants behind admission into the MBA programs found in the study of Lucker et al. (1989).

### **3.2.7 Obtaining Promotion**

Younger employees are keen on advancement in their careers and exploring new career paths (Muja & Appelbaum, 2014). MBA is considered important for getting a promotion (Ainsworth &



Morley, 1995). EMBA students balance their full-time employment commitments with attending classes from Friday through the weekend, aiming for promotions to higher levels of management (Joshi, 2019).

Table 3 exhibits that 75.1 percent of respondents admitted into the MBA program with the intention of getting a promotion in the job. Although, 24.9 percent respondents opined that they did not have such intention behind admitting into the program.

Seventy Five percent of the interviewees (12 out of 16) felt that getting a promotion in job was one of the reasons behind their admission into the MBA program. One of the present students in the MBA program narrated his experience in below:

I was a student of science discipline and working now at a private bank. More often, I have to face a question regarding my business knowledge which seems essential for getting promotion in this sector. Therefore, I was interested to admit into the MBA program in order to expand my business knowledge.

*Outcome:* Three fourth of the respondents in the quantitative analysis felt that getting promotion was one of the reasons for their admission into the MBA program. The qualitative result presented a parallel view with the quantitative result. The quantitative analysis revealed a notable discrepancy between males and females concerning their aspiration for career advancement in the context of MBA program admissions.

*Discussion:* The majority of the students admitted the desire of getting promotion was a reason of admitting into the MBA programs which consistent with the findings of Luker et al. (1989) but inconsistent with Subramaniam et al. (2014). However, the significance of admitting into the MBA programs by the professionals with the hope of getting a promotion reflected in the studies of Anisworth & Morley (1995); Joshi (2019). The interest of males was reasonably lower than females in the interest of getting a promotion through admitting into the MBA programs found similar with the finding of Sulaiman & Mohezar (2008).

### **3.2.8 Raising Income**

Improving earnings were a reason to the most of the candidates in case of undertaking the MBA courses (Baruch & Peiperl, 2006). In India, there is a growing trend among students to pursue MBA degrees. This shift is largely motivated by the perception that an MBA provides access to high-paying job opportunities (Mayur-2021). Males are more motivated to pursue an MBA with a view to increase in earning power (Sulaiman & Mohezar, 2008).

Table 3 represents that 71.5 percent respondents admitted into the MBA program with the hope of raising their income in the job. Though, the 28.5 percent respondents did not have such aim behind their admission into the MBA program.

Sixty three percent (10 out of 16) of the interviewees did not think that increasing income was a reason of their admission into the MBA program. One of the present students of the MBA program specified:

Increasing income was not a matter of thinking behind my admission into the MBA program rather I admitted into the program with the purpose of developing competency.

*Outcome:* There are a dissimilarities noticed between the results of quantitative and qualitative analysis. Though most of the respondents mentioned income raising motive behind their admission into the MBA program in the quantitative analysis, but the findings of the qualitative analysis show a contrast on this issue. No notable difference was observed between males and females in their aspirations to increase their income in relation to their interest in MBA program admissions.

*Discussion:* Increasing income was a reason for a number of the professionals in case of getting admission into the MBA programs according to the quantitative analysis, which have similarities with the findings of Luker et al. (1989); Sulaiman & Mohezar (2008); Al-Mutairi & Saied (2016). However, there was no significant disparity found between males and females in their aspirations to increase their income through MBA program admission, which aligns with the findings of Sulaiman & Mohezar (2008).

### **3.2.9 Increasing Social Status**

Status symbol in the society perceived as a factor that raise demand for pursuing an MBA (Dhar, 2011). The MBA degree creates a social identity for the graduates as professional manager (Baruch & Peiperl, 2006).

Table 3 displays that 67.9 percent respondents admitted into the MBA program in purpose of increasing their social status. The rest of 32.1 percent respondents in this study had no such plan behind their admission into the program.

Sixty three percent (10 out of 16) of the interviewees stated that increasing of social status was not a reason of their MBA admission. One of the present students of the MBA program specified:

I admitted into the MBA program in the purpose of providing better service in my organization. Increasing of social status was not at all a reason behind my admission

into the program. Many of my friends, colleagues and relatives still do not know regarding my admission.

*Outcome:* A converse result is found between the quantitative and qualitative analysis. Though a large number of respondents in the quantitative part supported the social status as a reason of their admission into the MBA program, but the majority of the interviewees did not agree with the subject as a reason of their admission. Furthermore, the quantitative result denotes that males were 62.3 percent more interested in increasing social status compared to the females through becoming a graduate of an MBA program.

*Discussion:* Improving social status provoked more than half of the professionals to get admission into the MBA programs according to the quantitative study which is consistent with the finding of Al-Mutairi & Saeid (2016) but inconsistent with Luker et al. (1989). Males displayed a stronger inclination to improve their social status by seeking admission into MBA programs, whereas females showed comparatively lesser interest in this regard.

### **3.2.10 Ensuring Job Security**

Many respondents expressed their concern about job security (Li & Yeo, 2011). Job security is one of the most frequently mentioned needs to pursue an MBA (Dailey et al., 2006).

Table 3 exhibits that 62.6 percent respondents admitted into the MBA program in purpose of ensuring job security. The rest of 37.4 percent respondents did not have such purpose behind their admission into the program.

Sixty nine percent of the interviewees (11 out of 16) mentioned that they did not admit into the MBA program in order to ensure their job security. One of the present students of the MBA program mentioned:

I did not admit into the MBA program from the intention of securing the job. I don't know whether the authorities consider this degree as a reason of the job security.

*Outcome:* Job security was a reason behind the admission into the MBA program for more than half of the respondents according to the result of quantitative part. There is a disconformities noticed between the result of the qualitative and quantitative method. Males were 4.2 times lower interested than the females in the question of MBA admission with the purpose of securing job according to the quantitative analysis.

*Discussion:* More than half of the professionals were interested to admit into the MBA programs in order to secure their job through obtaining the MBA degree. This finding in the study is in line

with the results of Sulaiman & Mohezar (2008); Al-Mutairi & Saeid (2016). However, the males seemed lower interested than females in the question of securing a job through admitting into the MBA programs, though Sulaiman & Mohezar (2008) did not find any difference between them regarding the issue.

### **3.2.11 Changing Job Area**

The younger employees viewed MBA degree as a means of career change and career redirection (Muja & Appelbaum, 2014). The MBA degree is acknowledged as a significant contributor to career advancement and transformation (Ainsworth & Morley, 1995).

Table 3 demonstrates that 53.6 percent respondents admitted into the MBA program in the hope of changing job area. However, 46.4 percent respondents did not have such expectation behind admission into the program.

The findings of the qualitative analysis observed into two equal parts. Though half of the interviewees agreed with the subject as a reason of their admission into the MBA program, but the other half did not accept it as a reason of their admission. One of the present students of the MBA program quoted:

I completed my graduation from non-business discipline and currently involved in a private organization. I have an intention to shift the job in the future, where there is a scope of exercising the business knowledge acquired from the MBA program.

Another of the present students of the MBA program stated:

I am a mid-aged person with fifteen years work experience. I admitted into the MBA program with the intention of present career development. The motive of the changing job area is absent here.

*Outcome:* More than half of the respondents in the survey admitted into the MBA program with the hope of career change which identified in the quantitative analysis. The opinions of the interviewees were equally divided on both sides of the issue, according to the qualitative method. However, there was no significant disparity identified between males and females in their desires to pursue a career change by gaining admission into an MBA program.

*Discussion:* Career change or career redirection was a motive for more than half of the professionals on the question of admission into the MBA programs. Ainsworth & Morley (1995) and Muja & Appelbaum (2014) stated the significance of MBA programs in changing and redirecting career of the younger professionals.

### **3.2 12. Desire of Authority**

Many firms offer a great deal of freedom and responsibilities to make the MBA graduates empowered (Mihail & Elefterie, 2006). Some of the respondents mentioned the need of power behind pursuing an MBA (Dailey, 2006).

Table 3 denotes that 47.7 percent respondents admitted into the MBA program from the desire of authority, though the 52.3 percent respondents in this study didn't have such aspiration behind admission into the MBA program.

Fifty six percent of the interviewees (9 out of 16) stated that they did not admit into the MBA program from desire of authority. One of the existing students of the MBA program said:

Generally, we focus on teamwork in the success of the organization. Mainly, the role of team leader is to confirm coordination among the members. The intention of practicing authority is absent here.

*Outcome:* Desire of enjoying authority was not a reason of admission into the MBA program to the more than half of the respondents which reflected in both the quantitative and qualitative analysis. However, male participants were 73.7 percent more interested in getting admission into the MBA programs from the desire of enjoying authority compared to the females.

*Discussion:* The majority of the professionals did not admit into the MBA programs from the desire of enjoying authority. Al-Mutairi & Saeid (2016) identified desire of authority as a less significant reason of pursuing an MBA. The males had more desire to enjoy authority through becoming an MBA graduate than females.

### **3.2.13 Inspiration of the Senior Colleagues**

Career encouragement from colleagues and more senior staff positively related to the career development of an individual's (Tharenou et al., 1994). A stimulating learning environment for competency development supported by managers and colleagues is essential to create (Vos et al., 2011). Table 3 represents that 42.6 percent respondents were inspired by the senior colleagues to admit into the MBA program, although 57.4 percent respondents in this study did not have such experience from the seniors.

Fifty six percent interviewees opined that they did not receive any inspiration from their colleagues regarding the admission into the MBA program (9 out of 16). One of the present students of the MBA program narrated as below:

This type of culture rarely observes in the organization. Generally, a competitive attitude noticed among the colleagues which make hindrance to share such views with others.

*Outcome:* The result of quantitative analysis displayed that more than fifty percent respondents did not consider the mentioned subject as a reason of their MBA admission. The finding of the qualitative part is nearly same with the result of the quantitative part. However, the motivation for the MBA admission by the senior colleagues observed 3.17 times lower for the males compared to the females according to the result of quantitative analysis.

*Discussion:* More than fifty percent of the professionals did not receive any suggestions for the admission in the MBA programs from their seniors in the organizations. Moreover, the males got less advice from their colleagues for the admission into the MBA programs compared to the females. The significant role of the colleagues in developing skills and career of the individuals was described in the studies of Tharenou et al., (1994); Vos et al., (2011).

### **3.2.14 Inspiration of the Employers**

Employers have the potential to influence employees' motivation to enroll in MBA programs, as their support can impact the perceived value of an employee's MBA education (Prince et al., 2014). The employers did not feel that job performance of the employees may decrease because of participating in a MBA program. They recommended that individuals should obtain a bachelor's degree first, enter the workforce, and then consider pursuing an MBA (Luker et al., 1989).

Table 3 shows that 40.3 percent respondents were inspired by the employers for admitting into the MBA program, whereas 59.7 percent respondents didn't have such experience from their superiors.

Sixty three percent of the interviewees (10 out of 16) specified that employers' inspiration did not act as a reason in case of their admission into the MBA program. One of the present students of the MBA program quoted:

Generally the employers do not motivate their subordinates to pursue an MBA degree. The practice is almost absent specially in the government job.

*Outcome:* The quantitative part of the study represented that about sixty percent of the respondents did not consider employers' inspiration as a reason of their admission into the MBA program. The qualitative data confirmed the result of quantitative data. However, no notable difference was found between males and females regarding the influence of employers on MBA program admission.

*Discussion:* The majority of the professionals did not recognize the inspiration of employers as a reason of their admission into the MBA programs. Luker et al. (1989) and Prince et al (2014) mentioned the significance of the employers' role to motivate the employees in the MBA education.

### **3.2.15 Family Pressure**

The educational qualifications of family members are regarded as a significant factor in assessing a family's social status within Indian society. The attainment of an MBA degree by the family members increased the family's status (Dhar, 2011). Many students aiming to advance their studies to the postgraduate level are employed and may also have familial obligations. EMBA especially designed for working adults that would best meet their family commitments (Subramaniam et al., 2014).

Table 3 demonstrates that 17.2 percent respondents admitted into the MBA program due to their family pressure. However, 82.2 percent respondents stated that they did not face any family pressure in the question of admission into the MBA program.

None of the interviewees mentioned the family pressure as a reason of their MBA admission. One of the existing students of the MBA program stated:

Personal development was one of the main reasons behind my admission into the MBA program. The issue of pressure from the family is totally absent here.

*Outcome:* Most of the respondents in the quantitative analysis did not mention the family pressure as a reason of their admission into the MBA program. The finding of the qualitative part has a consistency with the quantitative one. However, no significant difference was discovered between males and females regarding the influence of their families on MBA program admission.

*Discussion:* Family pressure was not a significant reason for the most of the professionals in the question of their admission into the MBA programs. The result of this study concurred with the findings of the Luker et al., (1989); Al-Mutairi & Saeid (2016).

## **4. Conclusions**

The popularity of MBA education has increased tremendously on a part time basis to the professionals over the recent years all over the world. The scenario is not different in perspective

of Bangladesh too. It is important to understand what motivates the professionals to become enroll in an MBA program at the weekend or evening after passing hectic hours in the office throughout the week. The universities in Bangladesh those are conducting MBA programs for the professionals should become aware about the needs and wants of the professionals. Success of any service organization primarily depends on the understanding of the wants and expectations of the clients. A professional education program becomes success when its' graduates find their expected results after accomplishing their lessons. Therefore, this study attempts to determine the professionals' motives and reasons behind pursuing an MBA degree. Development of different sort of managerial knowledge and skills along with the dream of career progression identified as the main reasons to the professionals for their admission into the MBA programs. The development of managerial knowledge and skills, including leadership skills, understanding the business world, remaining competitive in the job market, attaining personal satisfaction, career development, and obtaining promotions, has been justified by both quantitative and qualitative methods as reasons for pursuing an MBA. Though, dissimilarities have been noticed in the results related to income raising, the increase of social status, and ensuring job security between the quantitative and qualitative methods. However, it is crucial for higher educational institutions in the country to remain attentive and responsive to the needs of professionals, as they have the potential to become valuable resources for the society and nation.

## **References**

- Ainsworth, M., & Morley, C. (1995). The value of management education: Views of graduates on the benefit of doing an MBA, *Higher Education*, 30, 175-187.
- Alam, M. A., Ahmed, R., & Sarkar, S. H. (2023). Managerial knowledge and skills transfer practices in Bangladesh. *International Journal of Professional Business Review*, 8 (5), 1-18.
- Al-Mutairi, A., & Saeid, M. (2016). Factors affecting students' choice for MBA program in Kuwait Universities, *International Journal of Business and Management*, 11(3), 119-128.
- Baruch, Y., & Leeming, A. (2001). The added value of MBA studies-graduate' perceptions, *Personnel Review*, 30(5), 589-601.
- Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints, *Human Resource Management Review*, 16, 125-138.



- Baruch, Y., & Peiperl, M. (2006). The impact of an MBA on graduate careers, *Human Resource Management Journal*, 10 (2), 69-90.
- Baruch, Y. (2009). To MBA or not to MBA, *Career Development International*, 14 (4), 388-406.
- Chen, A., Doherty, N., & Vinnicombe, S. (2012). Developing women's career competencies through an EMBA, *Gender in Management: An International Journal*, 27(4), 232-248.
- Creswell, J.W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. 4th ed. Boston, USA: Pearson.
- Dailey, L., Anderson, M., Ingenito, C., Duffy, D., Krimm, P., & Thomson, S. (2006). Understanding MBA consumer needs and the development of marketing strategy, *Journal of Marketing for Higher Education*, 16(1),143-158.
- Dhar, R.L. (2011). Why MBA education ...? An examination of the reasons for pursuing a management course, *Education, Knowledge and Economy*, 5 (1-2), 53-70.
- Eddy, P. (2001). The story of Charlotte: An adult learner's view of higher education, *The Journal of Continuing Higher Education*, 49(3), 14-20.
- Edmund, R.T., & Gui, Q. (2000). Hong Kong executive business students' motivations for pursuing an MBA, *Journal of Education for Business*, 75(4), 236-240.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606.
- Grzeda, M., & Miller, G.E. (2009). The effectiveness of an online MBA program in meeting mid-career student expectations, *The Journal of Educators Online*, 6(2), 1-16.
- Houldsworth, E., Jones, K., McBain, R., & Brewster, C. (2023). Career capital and the MBA: How gender capital supports career capital development, *Studies in Higher Education*, 48(2), 299-313.
- Joshi, P. L. (2019). An EMBA program is catching up fast, *International Journal of Business Management*, 2(12), 6-14.
- Kang, L.S., & Sharma, S. (2012). Managerial skills and attitude of MBA and Non-MBA employees: A comparison, *Management and Labour Studies*, 37(2), 77-92.
- Kleiman, L.S., & Kass, D. (2007). Giving MBA programs the third degree, *Journal of Management Education*, 31(1), 81-103.
- Li, J., & Yeo, R.K. (2011). Quality of work life and career development: perceptions of part-time MBA students, *Employee Relations*, 33(3), 201-220.

- Luker, A., Bowers, M.R., & Powers, T.L. (1989). Factors influencing pursuit of the MBA degree: A student and employer perspective, *Journal of Marketing for Higher Education*, 2(2), 87-96.
- Ly, C.T. M., Vickers, M.H., & Fernandez, S. (2015). Master of business administration (MBA) student outcomes in Vietnam: Graduate student insights from a qualitative study, *Education + Training*, 57(1), 88-107.
- Mayur, S.J. (2021). MBA and employability – revisiting selection criteria to the management program. *Journal of University of Shanghai for Science and Technology*, 23 (5). 486-497.
- Mihail, D.M., & Kloutsiniotis, P. V. (2014). The impact of an MBA on managerial skills and career advancement: The Greek case, *The International Journal of Management Education*, 12, 212-222.
- Mihail, D. M., & Elefterie, K.A. (2006). Perceived effects of an MBA degree on employability and career advancement, *Career Development International*, 11(4), 352–361.
- Muja, N., & Appelbaum, S.H. (2014). MBA program enrolment as a catalyst for boundaryless career goals (part one), *Industrial and Commercial Training*, 46(3), 135-142.
- Nyaribo, M., Prakash, A., & Edward, O. (2012). Motivators of choosing a management course: A comparative study of Kenya and India, *The International Journal of Management Education*, 10, 201-214.
- Prince, M., Burns, D. J., & Manolis, C. (2014). The effects of part-time MBA programs on students: The relationships between students and their employers, *Journal of Education for Business*, 89(6), 300-309.
- Ruth, D. (2016). What is your MBA for? What’s the story? *Management Learning*, 1–16.
- Saba, A., Mahmood, B., Khalid, A., & Aslam, S. (2011). Perceived effects of MBA degree on skills development and career advancement: The case of Pakistan, *International Journal of Business and Management*, 6(7), 207-215.
- Schlegelmilch, B.B., & Thomas, H. (2011). The MBA in 2020: will there still be one? *Journal of Management Development*, 30(5), 474–482.
- Subramaniam, I.D., Yusoff, W.F.W., & Arumugam, T. (2014). Needs analysis survey of MBA students: A case study, *International Journal of Business and Management*, 9(6), 77-87.
- Sulaiman, A., & Mohezar, S. (2008). Quality in an MBA programme: students’ perceptions, *International Journal of Management Education*, 7(2), 1-8.

- Tharenou, P., Latimer, S., & Conroy, D. (1994). How do you make it to the top? An examination of influences on women's and men's managerial advancement, *Academy of Management Journal*, 37, 899–931.
- Turgumbayeva, A., Sangilbayev, O., Kirichok, O., Kassymzhanova1, A., & Tarman, B. (2023). The motivation of students to pursue business education: case of Kazakhstan. *The Open Psychology Journal*, 16, 1-9.
- Vos, A.D., Hauw, S.D., & Heijden, B.I.J.M.V. (2011). Competency development and career success: The mediating role of employability, *Journal of Vocational Behavior*, 79, 438-447.
- Wilkins, S., He, L., Zhu, L., & Elmoshnb, M. (2018). The resilience of the MBA in emerging economies: student motivations for wanting an MBA in China and the United Arab Emirates, *Journal of Higher Education Policy and Management*, 1-16.
- Zhao, E.J., Truell, A.D., Alexander, M.A., & Hill, I.B. (2006). Less success than meets the eye? The impact of master of business administration education on graduates' careers, *Journal of Education for Business*, 81(5), 261-268.