

Data Presentation and Analysis

2.1 Graduation Profile

The table 2.1 presents a gender-wise distribution of graduates across five academic programs: BBS, BBM, MBS, MBS-F, and MBA-BF. A total of 344 students have completed these programs, with 107 males (31.1%) and 237 females (68.9%), indicating a significant female dominance in graduation rates. This suggests a strong presence of women in higher education within the business and management disciplines.

Among the programs, the Master of Business Studies (MBS) has the highest number of graduates at 140, accounting for 40.7% of the total. It is followed by BBS with 80 graduates (23.3%) and BBM with 61 graduates (17.7%). Specialized master's programs such as MBS-Finance (MBS-F) and MBA in Banking and Finance (MBA-BF) have 32 (9.3%) and 31 (9.0%) graduates, respectively.

A closer look at the gender distribution within each program reveals that females outnumber males in every category. For instance, in BBM, only 26.2% of the graduates are male, while 73.8% are female, marking it as the program with the highest female dominance. In MBS, 70% of the graduates are female, which aligns with the overall trend. Even in more specialized postgraduate programs like MBS-F and MBA-BF, females account for approximately two-thirds of the graduates.

Overall, the data highlights a consistent and substantial female representation across all programs, with the highest enrollment and completion observed in the MBS program. This trend could reflect increasing educational opportunities for women or a growing interest among female students in pursuing business and management education.

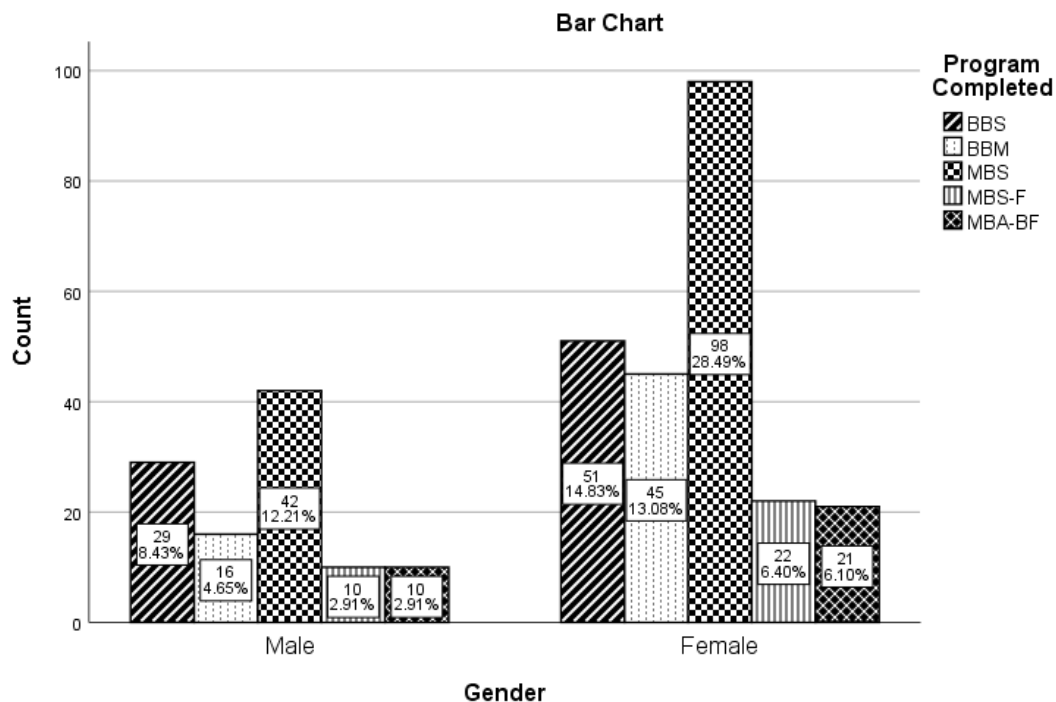
Table 2.1

*Students graduated during the year 2023: Gender * Program Crosstabulation*

		Program Completed					Total
		BBS	BBM	MBS	MBS-F	MBA-BF	
Gender	Male	29	16	42	10	10	107
	Female	51	45	98	22	21	237
Total		80	61	140	32	31	344

Figure 2.1

*Students graduated during the year 2023: Gender * Program Bar Chart*



2.2 Further study status of the graduates

The table 2.2 presents the number of graduates who have pursued further studies after completing their initial academic programs. Among the graduates, those from the BBS program show the highest inclination toward further studies, accounting for 15 out of 24 students (62.5%). Within this group, 12 students have chosen MBS, indicating a strong preference for continuing within the same academic stream. Additionally, 2 BBS graduates have opted for an MBA, and 1 has pursued other types of education.

Graduates from the BBM program account for 7 students (29.2%) pursuing further studies. Interestingly, a slightly higher number from this group, 4 students have chosen an MBA program, suggesting that BBM graduates may be more inclined toward professionally oriented postgraduate degrees. Two BBM graduates continued to MBS, and one pursued other options.

Only 2 graduates from the MBS program have pursued further studies, both categorized under “Others,” which might imply specialization, certification, or education in a different discipline. Moreover, none of the graduates from MBS-F and MBA-BF are pursuing further studies. This low number (8.3%) in MBS and none from MBS-F and MBA-BF is expected, as they are already a postgraduate degree and often considered a terminal qualification for many students.

In summary, the data reveals that BBS graduates are the most likely to continue their education, mainly progressing into MBS programs. BBM graduates tend to favor MBA programs, likely due to their managerial orientation. MBS, MBS-F and MBA-BF graduates rarely pursue further studies, which is consistent with the academic structure. Overall, the trend suggests that students from undergraduate programs (BBS and BBM) have a stronger tendency to pursue further education compared to those who have already completed a postgraduate degree.

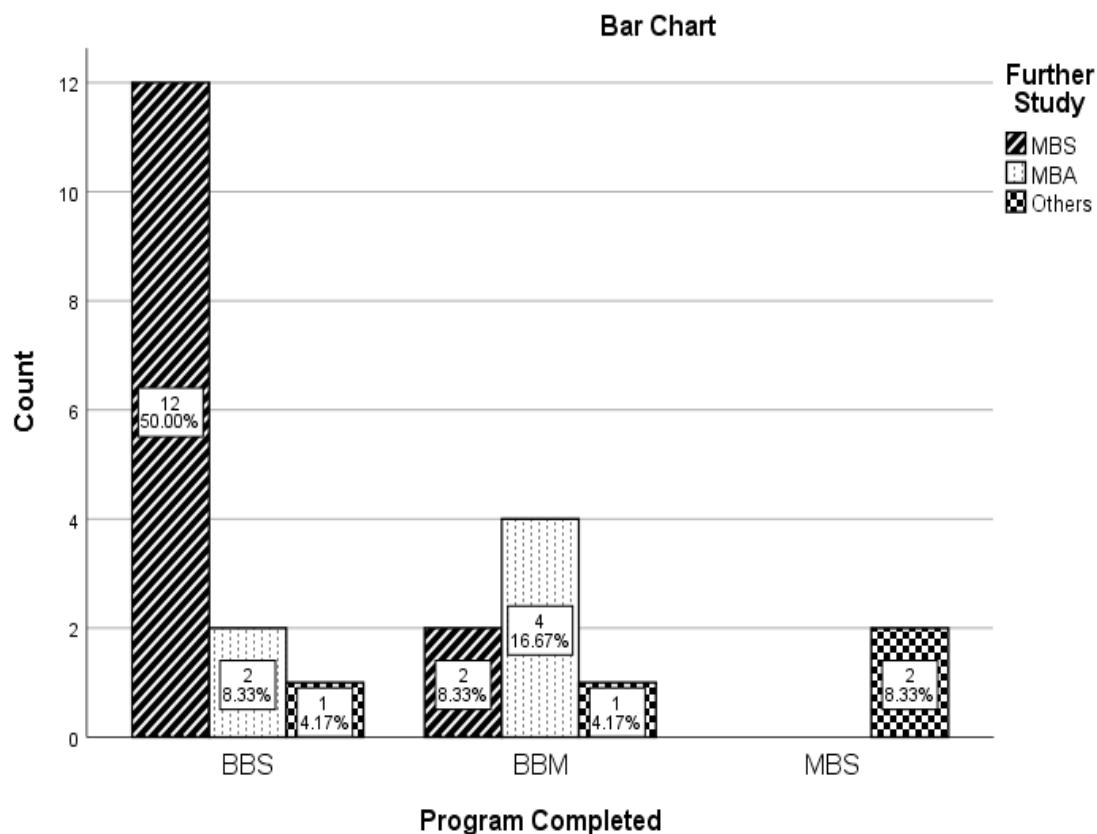
Table 2.2

Graduates further study status

		Further Study			Total
		MBS	MBA	Others	
Program Completed	BBS	12	2	1	15
	BBM	2	4	1	7
	MBS	0	0	2	2
Total		14	6	4	24

Figure 2.2

Graduates further study status



2.3 Employment status of the graduates

The table presents the current employment status of 344 graduates from five academic programs: BBS, BBM, MBS, MBS-F, and MBA-BF. Employment status is categorized into “Service in an Organization,” “Self-Employed,” and “Unemployed.”

A striking observation is that 275 graduates (79.9%) are currently unemployed, indicating a high rate of joblessness among the sample group. Only 68 graduates (19.8%) are employed in organizations, and just one graduate (0.3%) is self-employed. This paints a concerning picture of post-graduation employment outcomes.

Looking program-wise:

- BBS and BBM graduates show the highest unemployment levels. Of the 80 BBS graduates, only 7 are employed and none are self-employed, meaning 91.3% are unemployed. Similarly, for BBM, just 3 out of 61 graduates are employed, with a 95.1% unemployment rate.
- MBS graduates, who have completed a postgraduate degree, show relatively better employment outcomes. Out of 140 graduates, 49 are employed (35%) and 1 is self-employed. Still, 64.3% remain unemployed, which is quite high for postgraduates.
- MBS-F and MBA-BF, both specialized master’s programs, also show concerning trends. MBS-F has only 6 out of 32 employed (18.8%), and MBA-BF has just 3 out of 31 employed (9.7%). In both cases, over 80% are unemployed, despite the specialized nature of their qualifications.

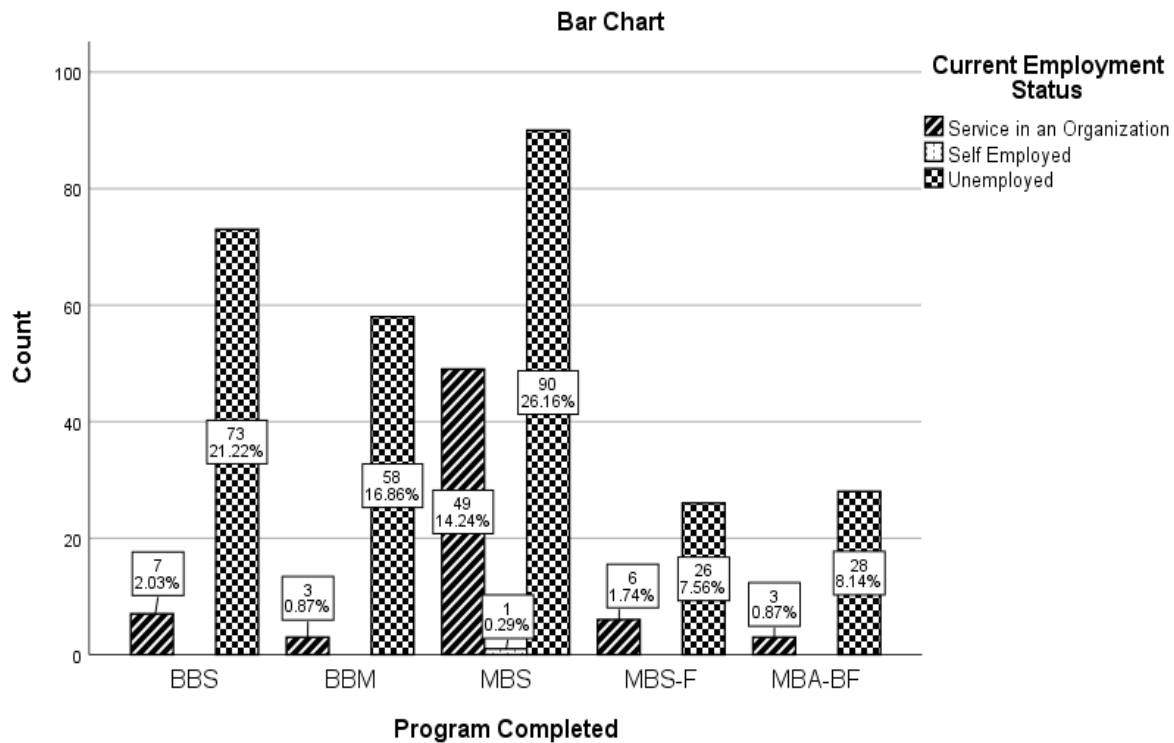
Table 2.3

Current Employment Status

		Current Employment Status			Total
		Service in an Organization	Self Employed	Unemployed	
Program Completed	BBS	7	0	73	80
	BBM	3	0	58	61
	MBS	49	1	90	140
	MBS-F	6	0	26	32
	MBA-BF	3	0	28	31
Total		68	1	275	344

Figure 2.3

Current Employment Status



2.4 Nature of Organization in which graduates are employed

The table 2.4 outlines the distribution of 68 employed graduates based on the type of organization they are currently working in. The data reveals that the private sector is the dominant employer, accounting for 44 out of 68 employed graduates (64.7%). The government sector follows with 13 graduates (19.1%), while 10 graduates (14.7%) are employed in the public sector (such as state-owned enterprises). Employment in NGO/INGO organizations is minimal, with just 1 graduate (1.5%) working in this sector. This distribution suggests that most graduates are finding opportunities in the private sector, with relatively fewer positions available in government, public, or non-profit organizations.

Among the programs, MBS graduates have the broadest employment spread, with 30 in the private sector, 9 in public organizations, 9 in government, and 1 in an NGO/INGO. This indicates that the MBS program equips students with skills that are versatile and applicable across a variety of sectors. BBS graduates, although fewer in number, show a similar pattern with most working in private companies and a small number in public and government roles. BBM graduates are employed exclusively in the private sector, suggesting a more limited employment scope for these students. Graduates from specialized postgraduate programs, such as MBS-F and

MBA-BF, also show a concentration in the private sector, with MBS-F having some presence in the government sector as well. However, none of these specialized program graduates are employed in NGOs or public enterprises.

In conclusion, the data underscores a strong reliance on the private sector as the main employment destination for business and management graduates. While MBS graduates demonstrate greater versatility across sectors, graduates from other programs, especially BBM and the specialized master's programs, have more restricted employment outcomes.

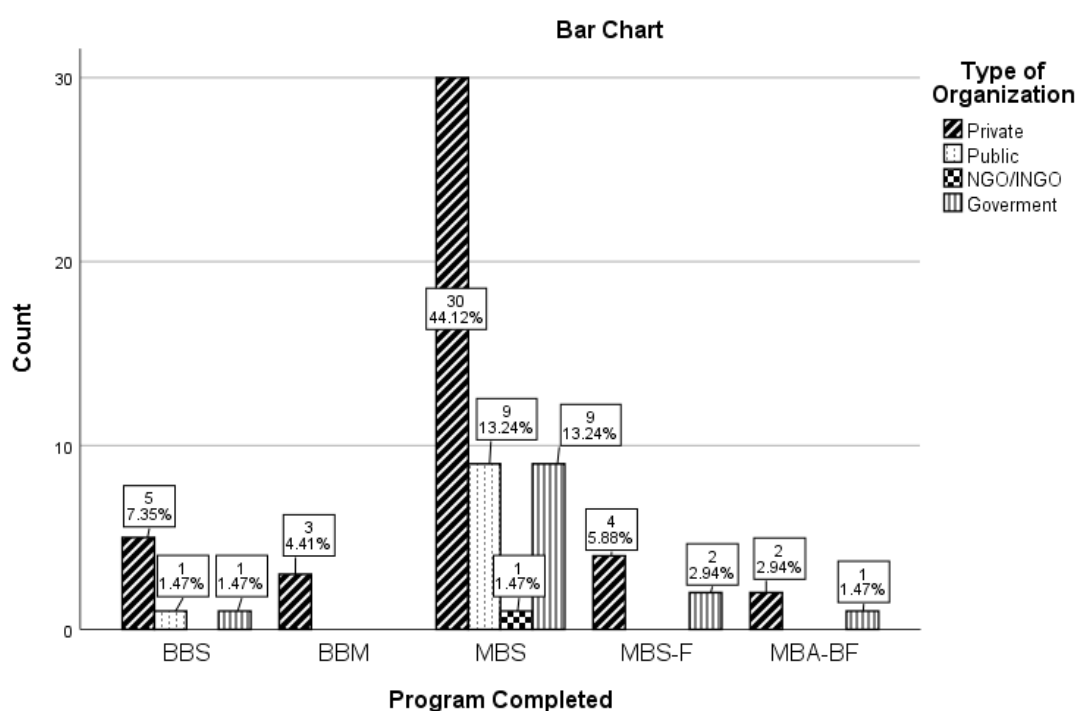
Table 2.4

Nature of Organization where graduates are employed

		Type of Organization				Total
		Private	Public	NGO/INGO	Government	
Program Completed	BBS	5	1	0	1	7
	BBM	3	0	0	0	3
	MBS	30	9	1	9	49
	MBS-F	4	0	0	2	6
	MBA-BF	2	0	0	1	3
Total		44	10	1	13	68

Figure 2.4

Nature of Organization where graduates are employed



2.5 Nature of Employment of Graduates

The table 2.5 illustrates the employment type of 68 graduates who are currently employed across five academic programs. The data shows a clear dominance of full-time employment, with 66 out of 68 graduates (97.1%) working in full-time positions. Only 2 graduates (2.9%) are engaged in part-time work, indicating that when graduates do secure employment, it is overwhelmingly in a full-time capacity.

Program-wise, MBS graduates account for the highest number of employed individuals, with 48 working full-time and 1 working part-time. This suggests that MBS not only leads in employment numbers but also in providing stable, full-time opportunities. BBS and BBM graduates, although fewer in number, are all employed full-time, 7 and 3 respectively, showing a consistent pattern of full-time work across these undergraduate programs.

Similarly, all MBS-F graduates (6) are employed in full-time roles, reflecting the professional nature of this specialized master's program. The only deviation from this trend is seen in the MBA-BF program, where out of 3 employed graduates, 2 are in full-time positions and 1 is working part-time. This makes MBA-BF the only program with more than one type of employment status represented, although with a small sample size.

In conclusion, the data highlights that full-time employment is the standard outcome for graduates who find jobs, regardless of the program. The minimal presence of part-time employment suggests that graduates entering the workforce are typically doing so in stable, long-term roles, which may indicate a positive employment quality despite the broader concerns of limited job placement revealed in earlier analyses.

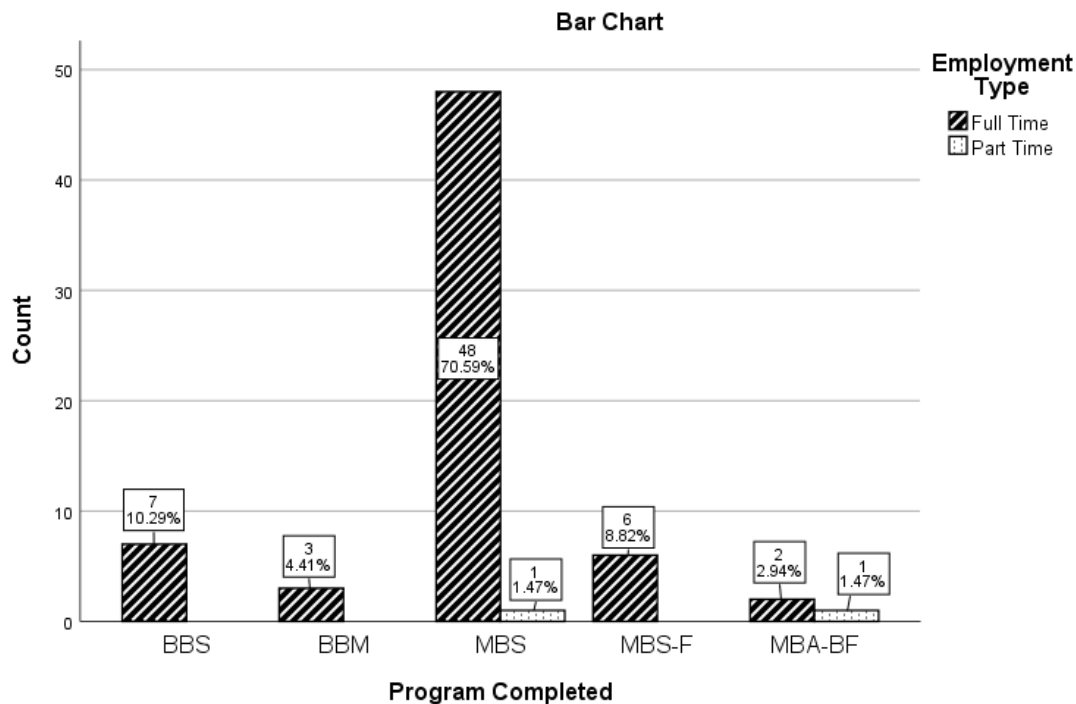
Table 2.5

Nature of Employment of Graduates

		Employment Type		Total
		Full Time	Part Time	
Program Completed	BBS	7	0	7
	BBM	3	0	3
	MBS	48	1	49
	MBS-F	6	0	6
	MBA-BF	2	1	3
Total		66	2	68

Figure 2.5

Nature of Employment of Graduates



2.6 Relevance of the program

The table 2.6 presents graduate responses on the relevance of their academic program to their professional (job) requirements, measured on a 6-point Likert scale ranging from 0 (very weak) to 5 (excellent). The overall mean score across all programs is 3.46, which corresponds to a rating slightly above “good,” indicating that most graduates perceive their program as moderately relevant to their professional needs.

Among the five programs, MBA-BF graduates expressed the highest satisfaction, with a mean of 4.06, falling between “very good” and “excellent.” This suggests that the MBA-BF curriculum is highly aligned with practical job demands, and this perception is consistent among respondents, as shown by a relatively low standard deviation of 0.929.

BBM and MBS graduates also rated the relevance of their programs positively, with mean scores of 3.56 and 3.46, respectively—both slightly above “good.” These scores imply that these programs generally meet the expectations of the job market, although there is moderate variability in responses, with standard deviations around 1.2 to 1.3.

Graduates of BBS and MBS-F programs rated their programs slightly lower, at 3.19 and 3.25, respectively. These ratings still fall within the "good" category but suggest that these programs may be less aligned with professional requirements compared to the others. Moreover, higher standard deviations for BBS (1.386) and MBS-F (1.459) indicate greater variation in how graduates perceive the value of these programs, possibly reflecting differences in individual experiences or job sectors.

Table 2.6
Quality and Relevance of the program

Statement	Program Completed	Mean	N	Std. Deviation
Relevance of the program to your professional (job) requirement	BBS	3.19	80	1.386
	BBM	3.56	61	1.298
	MBS	3.46	140	1.236
	MBS-F	3.25	32	1.459
	MBA-BF	4.06	31	.929
	Total	3.46	344	1.294

2.7 Programs' contribution to graduates' professional and personal development (gender Wise)

The table 2.7 presents a comparative analysis of male and female graduates' perceptions regarding three key areas: extra-curricular activities, problem-solving ability, work placement/internship, and the overall contribution of their academic program in their professional and personal development. The responses were analyzed using independent samples *t*-tests to determine whether gender-based differences in mean scores are statistically significant.

In all four areas, female graduates reported slightly higher mean scores than their male counterparts. For extra-curricular activities, females had a mean score of 3.78 compared to males at 3.65. Similarly, in problem-solving ability, females rated themselves or their programs at 3.91, while males rated it at 3.80. For work placement/internship, females scored 3.47, and males 3.24. Finally, in terms of overall contribution of the program, female respondents gave a mean of 3.72 versus 3.56 for males. However, these observed differences are not statistically significant as none of the *p*-values are below the standard significance threshold of 0.05. The responses across genders are relatively consistent, suggesting gender-neutral experiences and perceptions in these areas of the academic journey.

Moreover, it can be concluded that there is a high contribution of the academic programs in the graduates' professional and personal development as the mean score of the responses of graduates are near to 4 (leveled very good in the measurement scale).

Table 2.7

Programs' Contribution (Gender Wise)

	Gender	Mean	Std. Deviation	T-Value	P-Value
Extra-Curricular Activities	Male	3.65	1.164	0.927	0.355
	Female	3.78	1.112		
Problem Solving Ability	Male	3.80	.918	0.998	0.319
	Female	3.91	1.003		
Work Placement / Attachment / Internship	Male	3.24	1.555	1.321	0.188
	Female	3.47	1.422		
Overall contribution	Male	3.56	.944	1.389	0.166
	Female	3.72	.952		

2.8 Programs' Contribution to graduates' professional and personal development (Program Wise)

The table 2.8 presents the results of a one-way ANOVA analysis comparing students' perceptions across five academic programs on four indicators: Extra-Curricular Activities, Problem Solving Ability, Work Placement/Internship, and Overall Contribution. In terms of Extra Curricular Activities, the mean scores ranged from 3.61 (MBS-F) to 4.03 (BBM). However, the differences among the programs were not statistically significant ($F = 1.692$, $p = 0.152$), indicating that any variation in scores is likely due to chance.

On the other hand, for Problem Solving Ability, significant differences were found across the programs ($F = 2.754$, $p = 0.028$). BBM students reported the highest mean score (4.21), suggesting that this program may be more effective in developing problem-solving skills compared to others. The analysis also revealed significant differences in Work Placement/Internship opportunities ($F = 3.519$, $p = 0.008$), where MBA-BF (3.81) and BBM (3.77) received higher ratings, while MBS-F lagged behind with the lowest score (2.78). This suggests disparities in practical exposure and industry linkage across the programs.

Finally, for Overall Contribution, the ANOVA showed a statistically significant difference among the programs ($F = 3.804$, $p = 0.005$). BBM again received the highest rating (4.01),

whereas MBS-F had the lowest (3.30), reflecting differing perceptions of program effectiveness. In summary, BBM consistently emerged as the most positively rated program in several areas, particularly in problem-solving and overall contribution, while MBS-F appeared to be the least favorably perceived. These findings highlight meaningful differences in the quality and outcomes of the programs, except in the area of extra-curricular activities, where no significant variation was found.

Table 2.8

Programs' Contribution (Program Wise)

	Programs	Mean	Std. Deviation	F-Value	P-Value
Extra-Curricular Activities	BBS	3.69	1.246	1.692	.152
	BBM	4.03	1.048		
	MBS	3.70	1.100		
	MBS-F	3.61	1.294		
	MBA-BF	3.74	.855		
Problem Solving Ability	BBS	3.70	1.095	2.754	.028
	BBM	4.21	.710		
	MBS	3.87	1.033		
	MBS-F	3.69	.896		
	MBA-BF	3.84	.860		
Work Placement / Attachment / Internship	BBS	3.17	1.541	3.519	.008
	BBM	3.77	1.322		
	MBS	3.40	1.492		
	MBS-F	2.78	1.539		
	MBA-BF	3.81	1.108		
Overall Contribution	BBS	3.5190	1.01460	3.804	.005
	BBM	4.0055	.75643		
	MBS	3.6565	.98183		
	MBS-F	3.3021	1.00308		
	MBA-BF	3.7957	.77305		

2.9 Teaching/Learning, teacher-student relationship and educational delivery efficiency

The table 2.9 presents descriptive statistics for three aspects of the academic experience as reported by a sample of 325 respondents. These aspects include the Teaching/Learning Environment, Quality of Education Delivered, and Teacher-Student Relationship.

The Teaching/Learning Environment received a mean score of 4.19 with a standard deviation of 0.967, indicating that students generally had a positive perception of the environment, though

there is some variability in responses. The Quality of Education Delivered had a slightly higher mean of 4.26 and a smaller standard deviation of 0.892, suggesting both a strong positive perception and slightly more consistency in how students rated this aspect. The highest mean score was observed for the Teacher-Student Relationship, which scored 4.33 with a standard deviation of 0.899, indicating that students highly value and positively view their interactions with faculty members.

In summary, all three aspects were rated positively, with the Teacher-Student Relationship being the most favorably perceived. The relatively low standard deviations across all three indicators suggest that students' opinions were generally consistent.

Table 2.9

Teaching/Learning, Teacher-Student Relationship and Educational Delivery Efficiency

	N	Mean	Std. Deviation
Teaching / Learning Environment	344	4.19	.967
Quality of Education Devlivered	344	4.26	.892
Teacher Student Relationship	344	4.33	.899

2.10 Facilities of Library, Laboratory, Canteen, Sports and Urinals

The table 2.10 summarizes students' perceptions of various physical and support facilities based on responses from 325 participants. Among the facilities evaluated, the Library Facility received the highest mean score of 4.36 with a standard deviation of 0.951, indicating a strong and relatively consistent positive perception among students. In contrast, the Lab Facility received the lowest mean score of 3.70 and had the highest standard deviation (1.248), suggesting more mixed opinions and a greater variation in how students experienced lab-related resources. Sports Facility was rated moderately with a mean of 3.78 and a standard deviation of 1.174, reflecting a generally favorable but varied perception. Similarly, Canteen/Urinals and related facilities received a mean score of 3.71 with a standard deviation of 1.107, also showing moderate satisfaction with noticeable variation in responses.

In summary, while the library stands out as the most positively rated facility, the lab, sports, and canteen-related amenities are also satisfactory as all the mean score are near to 4 (leveled very good in measurement scale). However, in lab, sports and canteen-related amenities, there might be some room for improvement, particularly given the wider spread in students' responses, which reflects inconsistency in availability of these services.

Table 2.10*Facilities of Library, Laboratory, Canteen, Sports and Urinals*

	N	Mean	Std. Deviation
Library Facility	344	4.36	0.951
Lab Facility	344	3.70	1.248
Sports Facility	344	3.78	1.174
Canteen/Urinals etc	344	3.71	1.107

Major Findings

The analysis of 325 graduates' responses on different aspects of the campus has led to the following major findings.

- The data reveals a significant female dominance in graduation rates, with women comprising 68.9% of the total graduates across all programs. This trend is consistent across each academic stream, including BBS, BBM, MBS, MBS-F, and MBA-BF, with the highest female representation seen in BBM (73.8%) and MBS (70%). The MBS program also recorded the highest overall number of graduates (140). These findings suggest not only a growing female presence in higher education but also an increasing interest among women in business and management fields, possibly driven by enhanced access to education and shifting societal attitudes toward women's professional advancement.
- Out of 344 graduates, only 24 pursued further studies, mainly from bachelor's programs. BBS graduates led with 15 continuing education, primarily transitioning into MBS. BBM graduates also pursued further studies, favoring MBA programs. In contrast, very few MBS, MBS-F and MBA-BF graduates continued studying, indicating a shift toward employment after post-graduation.
- The data reveals a high unemployment rate of 79.9% among 344 graduates. BBS and BBM graduates face the highest unemployment, with over 90% jobless. MBS graduates have better employment outcomes, with 35% employed, but still experience 64.3% unemployment. Specialized programs MBS-F and MBA-BF show similarly high unemployment rates, exceeding 80%, despite their advanced qualifications. Overall, post-graduation employment remains a significant challenge.
- The data shows that 64.7% of employed graduates work in the private sector, making it the dominant employer. The government and public sectors employ 19.1% and 14.7% respectively, while NGO/INGO employment is minimal (1.5%). MBS graduates have the most diverse employment across sectors, whereas BBM and specialized postgraduate graduates primarily work in the private sector. Overall, business and management graduates rely heavily on private sector jobs, with limited opportunities in government, public, and non-profit organizations.
- The data shows that 97.1% of employed graduates work full-time, indicating stable employment is the norm across all programs. MBS graduates lead in both employment numbers and full-time roles. BBS, BBM, MBS-F, MBA-BF graduates are all employed

full-time. Only two part-time workers are reported, one from MBS and one from MBA-BF, suggesting part-time roles are rare and may reflect personal choices rather than academic program limitations. Overall, graduates who secure jobs typically find full-time, long-term positions, suggesting positive job quality despite the broader issue of limited employment opportunities.

- Graduates rated the overall relevance of their academic programs to job requirements at 3.46, slightly above “good.” MBA-BF received the highest rating (4.06), indicating strong job alignment. BBM and MBS also scored positively, while BBS and MBS-F were rated lower, though still within the “good” range. Higher variability in BBS and MBS-F responses suggests inconsistent perceptions, possibly due to differing job experiences or sectors.
- Female graduates reported slightly higher mean scores than males in extracurricular activities, problem-solving, internships, and overall program contribution. However, the differences were not statistically significant, indicating similar perceptions across genders. Overall, graduates from both groups rated the academic programs highly, with mean scores close to 4, suggesting strong perceived contributions to their professional and personal development.
- The findings show significant differences among academic programs in problem-solving ability, work placement, and overall contribution, with BBM rated highest and MBS-F lowest. BBM students reported strong outcomes in problem-solving (4.21) and overall contribution (4.01), while MBS-F had the lowest ratings, especially in work placement (2.78). However, no significant differences were found in extra-curricular activities. Overall, BBM emerged as the most positively perceived program, highlighting disparities in program effectiveness across key areas.
- Students rated all three academic aspects positively, with Teacher-Student Relationship scoring highest (4.33), followed by Quality of Education (4.26) and Teaching/Learning Environment (4.19). Low standard deviations indicate consistent responses, reflecting strong and broadly shared satisfaction with the academic experience.
- Students rated the Library Facility most positively (mean = 4.36), showing strong and consistent satisfaction. Lab, Sports, and Canteen/Urinals received moderate scores (around 3.7), indicating general satisfaction but with greater variation in responses. This suggests room for improvement, particularly in lab and support facilities.