The Interplay of Motivation, Skills, and Promotions: A Bootstrapped Analysis of MBA Graduates through the Lens of Intelligent Career Theory

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ABSTRACT: This tracer study investigates the relationship between the reasons for enrolling in an MBA program (Know-Why), competencies learned during the program (Know-How), and subsequent career promotions (Know-Who) among MBA graduates, guided by the Intelligent Career Theory Framework. The data the respondents furnished is bootstrapped, and the Phi coefficient revealed a statistically significant positive correlation between motivation to enroll and reported acquisition of relevant competencies ($\Phi = 0.620$), supporting the ICTF motion that clear career goals (Knowing-Why) lead to a more strategic approach to learning (Knowing-How) within the MBA program. However, the link between competencies and promotion after graduation ($\Phi = 0.451$) was weaker and not definitively significant. This conveys that while skills gained through the MBA are valuable (Knowing-How), promotions likely depend on a broader range of factors potentially encompassed by the "Knowing-Whom" aspect of ICTF, such as networking and relationships. These findings highlight the importance of motivation and skill development for MBA graduates while acknowledging the complex interplay of factors influencing career advancement. Recommendations are offered to enhance career development outcomes and inform future research.

KEYWORDS: Intelligent Career Theory Framework, Bootstrapping, Phi Coefficient, MBA Graduates

I.   INTRODUCTION

Amongst the graduate courses, the Master of Business Administration (MBA) remains a titan, consistently attracting significant interest from aspiring professionals. Comparable to other graduate programs, an MBA maintains its dynamism. The Graduate Management Admission Council (GMAC) reported in 2022 that 240,000 students globally enrolled in MBA programs, surpassing other master's programs (Hazenbush, 2022). In the US, over 70,000 MBA enrollments in 2021-2022 registered in the Graduate Record Examinations (GRE) (Ethier & Ethier, 2023). In GMAC's 2022 Application Trends Survey, 91% of employers planned to hire MBA graduates, reflecting a continuing strong preference for the degree's versatile skillset (Hazenbush, 2022). A study in 2022 confirmed that MBA graduates earn an average median salary of $119,000, exceeding the median for other master's degrees such as Engineering ($108,000) and Education ($72,000) (Staff, 2024).

Although popularity metrics favor the MBA, a nuanced understanding requires considering its unique characteristics from the MBA curriculum encompassing finance, marketing, operations, and leadership, promoting adaptability across industries and functions, resonating its versatility with career-minded individuals seeking diverse opportunities (Rubin & Dierdorff, 2009). Top MBA programs claim prestigious alumni networks, facilitating connections and professional growth, holding significant value for career-conscious individuals (Hall, 2011). MBAs lead to substantial salary increases despite rising costs of graduate education, potentially justifying the financial investment (Arcidiacono et al., 2008). A report discovered that 94% of graduates reported a positive return on investment (ROI) within five years (Must-Know MBA Statistics, 2023).

The Philippines boasts the third-highest demand for business graduates in the Asia-Pacific region (III. Philippine Competitive Advantage, n.d.), increasing interest in MBAs, which enhance employability and career prospects. MBA graduates in the Philippines command higher salaries, increasing interest in the program. An average 22% salary increase for MBA holders compared to bachelor's degrees in business-related fields (The ROI of an MBA, 2022). In 2020, the Commission on Higher Education (CHED) reported 54,203 graduates in the Philippines with master's degrees in business administration, including an MBA, accounting for 13.5%. There are 6 Philippine universities among Asia's top 100 MBA programs in 2023, highlighting the

program's presence in regional education according to the QS World University Ranking (Universities, n.d.). Similarly, the National University revealed in 2023 that business administration remained the most popular choice for master's degrees, followed by education and information technology (61 Masters' Degrees, 2023).

Master of Business Administration (MBA) graduates are invaluable to many stakeholders exploring the importance of assessment in their career development, focusing on the benefits for individuals, organizations, and the business environment. Following a career path enables graduates to analyze their career journeys, identify strengths and weaknesses, and make informed decisions about future career moves (Houldsworth et al., 2019). This self-concept is essential for navigating a career change, getting promoted, or getting jobs done (Benjamin & O'Reilly, 2011). Alumni tracking initiatives facilitate connections between alumni and successful professionals in their fields. These networks provide valuable advice, career guidance, and business opportunities (Naudé et al., 2010).

By monitoring graduates' employment outcomes, institutions measure their MBA programs' effectiveness in preparing students for the job market. The gathered data inform new courses, faculty development, and marketing strategies to align program offerings with industry needs and graduate expectations (Sinha et al., 2020). Alumni career success stories are powerful tools to attract students and strengthen relationships with potential employers. Highlighting the finished products demonstrates the usefulness of the process and increases its reputation (Houldsworth et al., 2024). Understanding graduates' career satisfaction and contributions to society encourages active alumni engagement and increases support for the organization (Supangco, 2011).

Career pathway assessments reveal the skills and competencies most employers value and suggest workforce development policies and education programs (Ingols & Shapiro, (2014). A graduate tracer study information is helpful to close the skills gap and ensure graduates have the necessary skills to contribute to the economy meaningfully. Alumni tracking identifies graduates who have launched successful businesses, provides valuable insights into the factors contributing to business success, and drives initiatives to support startups and economic growth (Camuffo et al., 2006). Research on the career development of MBA graduates provides valuable insights for individuals, organizations, and society. Understanding their career paths encourages individual growth, improves program delivery, informs talent development strategies, and supports entrepreneurial ecosystems. Conducting MBA tracking programs is critical to maximizing the impact on MBA programs and graduates.

The objectives of this study is to measure the relationship among MBA graduate's motivation for enrolling (Know-Why), the skills they acquired during the program (Knowing-How) and their post-graduation promotion. In examining these correlations, the research aimed to understand how an MBA program equips graduates for career advancement and identify potential areas for improvement within the framework of the Intelligent Career Theory.

II. RELATED LITERATURE

In a rapidly evolving business environment, MBA (Master of Business Administration) degrees have become increasingly common for professionals looking to advance their careers and expand their skills but may need to do more to indicate success, such as pay rates and job titles fully capture the multifaceted nature of career advancement (Parker et al., 2009). The importance of measuring career development using a tracer study approach sheds light on all aspects of career success beyond traditional measures. Intelligent Career Theory includes flexibility, continuous learning, and strategic business management (Arthur et al., 2002). Unlike traditional career success indicators, which primarily focus on tangible outcomes such as salary growth or rank promotion, Intelligent Career level assessments provide a nuanced understanding of individuals' ability to traverse career complexity, anticipate industry trends, and take advantage of emerging opportunities (Hunter, 2016).

The Intelligent Career Framework allows researchers to delve into graduates' experiences, perspectives, and decision-making processes related to their career advancement. The actual pinnacle of characteristics for MBA graduates is to seek strategies for more excellent opportunities and understand the factors affecting graduate Intelligent Career levels (Arthur et al., 2016). Employers gather input from industry professionals, employers, and career consultants interacting with MBA graduates in various capacities, providing valuable external validation of graduates' Intelligent Careers and insights useful regarding skills and attributes valued in the workplace. Parker and Arthur (2004) surveyed professionals from various industries to identify critical determinants of entrepreneurial intelligence and assess their relevance to MBA graduates. Combining employee insights with data that gain insight into the underlying skills, attitudes, and behaviors concluded that they are relevant to employment issues in the real world (Parker & Arthur, 2015).

Individuals face increasing career challenges in an era of change and a dynamic workplace. The Intelligent Career Framework provides a valuable lens through which to understand and manage career dynamics in this complex environment. Developed by

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scholars such as Arthur, Claman and DeFillippi (1995), the framework emphasizes cultivating three critical components of an Intelligent Career: Knowing why, knowing how, and knowing how.

"Knowing why" means understanding one's career goals, motivations, and aspirations. Examining the Intelligent Career level displays explicit career goals and how they align with their actions and decisions. The importance of intrinsic motivation in providing career success and satisfaction among MBA graduates explores their career aspirations and the factors that influence their career choices, demonstrated motivations, and the extent to which they align with their work styles (Sherif et al., 2020). They gain insight into the role of intrinsic motivations in shaping work behaviors. This dimension focuses on an individual's motivations, values, and aspirations, including knowing self, understanding strengths and weaknesses, clearly envisioning the desired career path, aligning personal values with career choices, and finding meaningful work for a larger purpose (Wittmer & Fukami, 2016).

The motivation to enroll in an MBA program is aligned with the Know-Why component of ICTF, which focuses on understanding the underlying reasons and motivations driving individuals' career decisions. In pursuing an MBA, individuals are motivated to gain specialized knowledge and skills, advance their careers, increase earning potential, or pivot into a new industry or role (Yan et al., 2016). Based on the Know-Why aspect of an individual's career aspirations, gain clarity on their motivations, values, and long-term goals, make informed decisions, and pursue paths that align with their personal and professional goals (Ray & Maheshwari, 2022). Thus, the motivation to enroll in an MBA program reflects a person's proactive approach to career management as they seek to acquire the knowledge and skills necessary to achieve their career objectives and meet their professional potential within the framework of the ICTF (Aytekin et al., 2016).

"Knowing how" includes practical skills, competencies, and capabilities needed to meet business challenges and achieve success. Through quantitative measures such as performance appraisal, competency appraisal, self-assessment, etc., investigate acquiring and implementing knowledge solutions and strategic thinking (Wnuk, 2001). The framework determines how completed skills align with the job's requirements by linking different levels to objective performance outcomes such as career advancement and leadership roles. Furthermore, case studies, focus groups, and other qualitative real-world methods provide insights into graduates' experiences applying acquired knowledge to business challenges (Baruch, 2004). This aspect identifies knowledge and skills that are necessary for success in a variety of roles and situations. This includes technical skills, problem-solving skills, and ongoing learning to adapt to changing business requirements. Acquiring and adapting to diverse skill sets prepares individuals to navigate unexpected career changes and find new opportunities (Maher, 2015).

In the context of an MBA, students develop diverse competencies, including analytical thinking, strategic planning, problem-solving, leadership, communication, and project management skills, among others (Nash et al., 2018). These competencies are acquired through rigorous coursework, experiential learning opportunities, case studies, and group projects, enabling students to apply theoretical concepts to real-world business challenges. These practical skills and competencies improve the student's professional expertise and readiness to take on complex business environments, adapt to changing industry trends, and drive innovation and growth within their organizations (Inamdar & Roldan, 2013). Thus, the competencies learned in the MBA program reflect individuals' ability to effectively apply their knowledge and skills to attain success in their career, aligning with Know-How dimensions.

"Knowing who" refers to building and using professional relationships, networks, and social capital to advance one's career. The tracer study examines the impact of social capital on graduates' career trajectories by examining their networking behaviors, mentoring experiences, and business relationships (Spurk et al., 2015). The role of mentoring relationships with emphasis on career development and ease of achievement among MBA graduates typically use mixed methods to examine graduate students' communication styles, the quality of their professional relationships, and the impact of mentoring on career outcomes (Casciaro et al., 2016), through measures such as communication size and diversity with insights attitudes towards the networking experiences of graduates. This dimension emphasizes the importance of relationships and connections to gain a fuller understanding of the role of social capital in managing entrepreneurial behavior. Building strong relationships with mentors, colleagues, and industry professionals provides valuable guidance, opportunities, and support throughout their careers—active corporate engagement, developing strategic relationships, and using networks open doors for growth and cooperation (Turner et al., 2018).

Promotion after the MBA graduation closely aligns with the Know-Who component of ICTF, signifying the importance of building and leveraging professional networks and relationships to advance careers (Sherif et al., 2020). After completing the MBA program, attaining promotion displays a strong understanding of their professional networking, including mentors, colleagues, alumni, and industry contracts. It leverages these connections to access new opportunities, gain visibility, and showcase their skills and accomplishments (Wichert, 2011). With meaningful cultivated relationships and expanding networks,

individuals enhance their visibility within their organizations and industries, positioning them for career growth and leadership opportunities (Parker et al., 2009).

The Intelligent Career Framework emphasizes the interplay between these three dimensions by guiding skill development to achieve personal goals. Knowing Why informs Knowing How. Similarly, Knowing Who complements Knowing Why by providing individuals with different perspectives and Knowing How by providing learning opportunities and resources (Arthur et al., 2002). This strategy also emphasizes the dynamic nature of career development. As individuals develop, they acquire motivations, skills, and connections, requiring constant adjustment and reinvestment in every aspect (Aytekin et al., 2016).

The Intelligent Career Framework works at different stages of a person's career journey. It guides career exploration, helping individuals discover and match their passions with possible career paths. Skill development focuses on acquiring relevant skills and knowledge based on individual aspirations and career development (Hunter, 2016). Networking encourages relationship building and provides opportunities to support career growth. In the case of business change, existing skills and networks are used to manage changes in projects, processes, or organizations (Parker & Arthur, 2015). By exposing MBA graduates to the interconnections and dynamics of these concepts, the Intelligent Career Framework empowers them to take ownership of their professional growth and manage today's environment with purpose, flexibility, and resilience (Ray & Maheshwari, 2022).

MBA degrees have become increasingly common in a competitive business environment as professionals seek to enhance their career prospects and develop leadership skills. However, in an effective MBA program, there is an increasing interest in determining successful and satisfied graduates (Gupta & Bennett, 2014). This study aims to investigate the importance of measuring the interplay of the components in the intelligent careers of MBA graduates through a comprehensive tracer study analysis.

MBA programs typically outline specific educational objectives aimed at equipping students with the knowledge, skills, and competencies needed to succeed in the world of work. These objectives typically include developing critical thinking and leadership qualities, enhancement of research skills, and enhancement of ethical decision-making (D'Alessio et al., 2019). However, the extent to which these objectives align with the evolving requirements and dynamics of business requires investigation.

Intelligent Career Theory (ICT) provides a conceptual framework for understanding career development in the modern context. It emphasizes the importance of flexibility, agility, and ongoing learning in navigating career paths (Arthur et al., 2016). According to the Intelligent Career Framework, highly intelligent individuals are better equipped to manage career change, take advantage of opportunities, and achieve long-term success.

Tracking the career path of MBA graduates over a specific period and assessing the outcomes of their education and training, collecting data on working conditions, job roles, pay levels, job satisfaction, and career progression, the Tracer survey provides valuable insights into the impact of educational programs on graduates' employability.

III. METHOD

Tracer research tracks the career trajectories of program graduates over time and assesses the outcomes of their education and training (Patterson et al., 2017). By collecting data on employment conditions, job roles, career transitions, skill acquisition, and professional development, the Tracer study provides valuable insight into the long-term impact of MBA programs on graduates' career development by including measures of intelligent career status in Tracer study provides a comprehensive assessment of graduates' ability to succeed in unpredictable job markets (Reitman & Schneer, 2003).

Incorporating Intelligent Career-level measures in tracer studies enables researchers to conduct detailed analyses of MBA program outcomes (Arthur et al., 2016). Quantitative indicators such as salary increases or promotions and qualitative factors such as flexibility, career attitudes, and commitment to lifelong learning are examined, and researchers gain a deeper understanding of graduates' overall career readiness and resilience (Jo et al., 2023).

Findings from measuring MBA graduates' occupational status inform strategic planning strategies to increase the curriculum's effectiveness and efficacy. Program administrators can tailor educational interventions, experiential learning opportunities, and career development resources to better align with industry requirements and emerging trends by identifying areas where graduates excel or struggle with smart work habits.

3.1 Study Population

This study examined the relationship between the components of the Intelligent Career Framework Theory Framework (ICTF), Motivation to enroll in an MBA (Know-Why), Competencies Learned in MBA (Know-How), and Promotion after

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graduation (Know-Who). This study's target population comprises all MBA graduates over the past five years (2019-2023), with whom a university's Alumni Affairs Office furnished the contact information.

3.2 Sampling Techniques

In this correlational study among the MBA graduates (n = 11), the purposive sampling process, which involved identifying and recruiting participants who met the predetermined characteristics such as having MBA program completion in the past 5-years, with years of professional experience during and after graduating, working in a major industry sector and willing to furnish information on their career progression (Barratt et al., 2015). By intentionally selecting respondents with diverse backgrounds and career trajectories, the purposive sampling techniques facilitated the exploration of the correlation between the three components of the ICTF (Tongco, 2007). The purposive sampling allowed the researchers to gather pertinent data that provided insights into the association and patterns among the three components within the MBA graduate population, thus strengthening the study's validity and applicability to the target population (Singh, & Masuku, 2014).

3.3 Data Collection Tool and Analytical Techniques

The university's official Tracer study questionnaire was utilized to assess the profile and components of the ICTF among MBA graduates—the questionnaire comprised items designed to capture demographic information, career growth, and perception of career development. Administered through social media platforms from February 4, 2024, to March 8, 2024, the survey garnered responses from 11 MBA graduates. Upon completion of the data collection, responses were tallied, tabulated, and analyzed using descriptive statistics to summarize the profile of MBA graduates and their career paths. Correlational techniques were also employed to explore the association between the different components of the ICTF. This methodological approach comprehensively examined the factors influencing career development among MBA graduates.

Bootstrapping was used as a resampling method to overcome the limitations of the small sampling size (Choi, 2016). The primary purpose was to provide a robust and reliable estimation of sampling distributions, standard errors, confidence intervals, and hypothesis testing when traditional methods are not applicable due to limited data (Grunkemeier & Wu, 2004). In this case, where the sample size was small, bootstrapping offers a practical solution by leveraging the existing data to create multiple simulated samples through resampling with replacement (Egbert & Plonsky, 2021). There were 1,000 bootstrap samples generated from the original dataset, allowing for estimating the variability and distribution of sample statistics without requiring stringent distributional assumptions (Carpenter & Bithell, 2000).

The critical advantage of bootstrapping in small sample size is its ability to furnish a more accurate and robust estimation of parameters and statistical measures. Repeatedly resampling the available data, bootstrapping creates large simulated samples that capture the inherent variability in the data set (Erceg-Hurn et al., 2013). This allows the researchers to construct confidence intervals, perform hypothesis testing, and derive statistical inferences with greater precision and reliability, even with a limited sample size.

Due to the relatively small sample size (n = 11) of MBA graduates, traditional parametric correlation coefficients like Pearson's r are not ideal. Bootstrapping was employed to address this limitation and obtain a more robust estimate of association. The original data was resampled 1000 times, creating new datasets of the same size. For each resampled dataset, the Phi Coefficient (Φ), a non-parametric correlation coefficient, was calculated, which is suitable for nominal variables such as "Motivation to enroll in an MBA" categorized as Promotion, Competency skills enhancement, Meeting friends, Increased salary, and Encouragement from relatives.

Following the bootstrapping procedure, the following methods were used to analyze the association among the variables. The mean of the bootstrapped correlation coefficients provided an estimate of the MBA graduates correlation for each variable pair, Motivation to enroll in an MBA, Competencies Learned in the MBA, and Promotion after Graduation. The Confidence Intervals depicted as the 2.5th and 97.5th percentile of the bootstrapped distribution were used to construct 95% confidence intervals for each correlation coefficient, providing a range within which the true population correlation was likely to fall, accounting for the sampling variability inherent in a small sample size.

IV. RESULTS AND DISCUSSION

The result of this tracer study among MBA graduates within the framework of ICT serves as a vital instrument for understanding the complex dimensions of career development and progressions. The study reveals the underlying drivers behind MBA graduates' career decisions by identifying the reasons for enrolling in the MBA program, such as career aspirations and personal motivation. Further, the study sheds light on the skills and knowledge imparted through MBA education. It furnishes insights into how well the program aligns with the demands of the job market and evolving industry needs. Also,

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monitoring graduates' career advancements post-graduation presents valuable information on the program's effectiveness in facilitating professional growth and mobility, thus suggesting future curriculum enhancements and career development initiatives.

4.1 Profiles of the MBA Graduates

Depicted in Table 1 is the profile of the MBA graduates. Most respondents are married (73%), while the remaining are single (27%). The age distribution shows a relatively balanced representation across different age groups, with the highest percentage of graduates in the 51 and above category (45%). A significant portion of graduates completed their MBA program in 2016 or earlier (45%), followed by 2017 (18%), 2019 (18%), and fewer graduates in 2022 and 2023 (9% each). The primary motivations for enrolling in the Professional Schools were career promotion (45%) and competency/skill enhancement (36%), with a smaller percentage citing other reasons (18%). Most graduates are presently employed (82%), with a smaller percentage being self-employed (18%). The majority of the graduates hold managerial or ownership positions (45%), followed by supervisors (36%), and a smaller percentage are rank-and-file employees (18%). All graduates indicated that their current job is related to their completed MBA program. Almost all graduates work within the Davao Region (91%), while a small percentage work outside the Davao Region (9%). Most graduates work in the private sector (91%), with a small percentage working in the public sector (9%).

Table 1: Profile of the Respondents

Civil Status	f	Percentage
Single	3	27%
Married	8	73%
Total	11	100%
Age		
31-40	2	18%
41--50	4	36%
51 & above	5	45%
Total	11	100%
Year Graduates		
2016 & earlier	5	45%
2017	2	18%
2019	2	18%
2022	1	9%
2023	1	9%
Total	11	100%
Motivation to enroll in the Professional Schools		
Career promotion	5	45%
Competency/ skill enhancement	4	36%
Others	2	18%
Total	11	100%
Presently employed		
Yes	9	82%
No	2	18%
Total	11	100%
Employment status		
Regular	9	82%
Self-employed	2	18%
Total	11	100%
Present Job Title		
Rank & File	2	18%
Supervisor	4	36%
Manager & Owners	5	45%

Total	11	100%
Present job related to the program (MBA)		
Yes	11	100%
Place of present work		
Davao Region	10	91%
Outside Davao region	1	9%
Total	11	100%
Industry or sector of present employment		
Private	10	91%
Public	1	9%
Total	11	100%

The MBA program in Professional Schools attracts diverse groups of individuals, including both and single graduates. There is a wide age range among graduates, signifying that the program appeals to individuals at different stages of their careers. Most graduates completed their MBA program several years ago, suggesting they have had time to apply their knowledge and skills in the workforce. Career advancement and skills enhancement are the primary motivators for enrolling in the MBA program, highlighting the importance of professional development and advancement in the graduates' career paths. Presently, most graduates are employed with a significant portion holding managerial or ownership positions, conveying that the MBA program prepared them for leadership roles in their respective industries. Most graduates work within the Davao Region and in the private sector, reflecting local employment trends and opportunities.

4.2 Career Profile of MBA Graduates

In Table 2, the common reasons for staying on the job among MBA graduates include career advancement opportunities (28%), lucrative compensation (17%), and proximity to residence (17%). Other factors such as meaningful work, peer and family influence, and relatedness to the course program also play a role, although to a lesser extent. The competencies learned in the MBA program that are considered most valuable in the job include leadership skills (25%), life-long learning skills (17%), multi-tasking skills (17%), and human relation skills (17%). These competencies reflect the importance of soft skills and leadership abilities in the workplace. A significant majority of MBA graduates (82%) reported being promoted after graduation, reflecting that the MBA program positively impacts career advancement opportunities. The primary motivation for enrolling in the MBA program is competency/skills enhancement (33%). A significant majority of MBA graduates (82%) reported being promoted after graduation, indicating that the MBA program positively impacts career advancement opportunities. A majority of graduates (55%) were promoted to a higher rank or position within one year of graduation, indicating the immediate effect of the MBA degree on career advancement. The distribution of graduates' rank or position before enrolling in the program shows a relatively balanced representation, with 45% being in rank-and-file positions and 45% being in manager/ownership positions.

Table 2: Profile of the Present Career

Reasons for staying on the job	f	Percentage
Lucrative compensation	3	17%
Peer influence	2	11%
Proximity to residence	3	17%
Career Advancement opportunities	5	28%
Meaningful work	2	11%
Family influence	1	6%
Salaries and Benefits	1	6%
Related to course program	1	6%
Total	18	100%
Competencies learned in the MBA most useful in job		
Self-motivated	1	8%
Professionalism	1	8%
Life-long learning skills	2	17%
Leadership skills	3	25%

Multi-tasking skills	2	17%
Human Relations skills	2	17%
Problem-solving skills	1	8%
Total	12	100%
Promoted after MBA graduation		
Yes	9	82%
No	2	18%
Total	11	100%
Motivation to enroll in the MBA		
Promotion	5	28%
Competency skills enhancement	6	33%
Meeting friends	2	11%
Increase salary	2	11%
Encouragement from relatives	3	17%
Total	18	100%
Years after finishing MBA PROGRAM, were promoted to a higher rank/position.		
within 1 year of graduation	6	55%
within 2 years of graduation	2	18%
within 3 years of graduation	2	18%
within 4 years or more from graduation	1	9%
Total	11	100%
Rank/position before enrolling in MBA		
Rank & File	5	45%
Supervisor	1	9%
Manager/Owner	5	45%
Total	11	100%

The data implies that MBA graduates value career advancement opportunities and are motivated to stay in their current jobs if they see opportunities for growth and development. Leadership skills are perceived as the most valuable competencies in the MBA program, highlighting the importance of leadership development in career advancement. Correspondingly, most MBA graduates experience promotion after completing the program, confirming the effectiveness of the MBA in preparing them for higher-level roles. Most graduates were promoted within a relatively short time frame after finishing the MBA program, revealing the immediate result of the program on career progression. By the same token, the distribution of rank/position before enrolling in the MBA program suggests that individuals from various career levels and backgrounds pursue MBA education to enhance their skills and advance their careers.

4.3 Association Among ICTF Components

Depicted in Table 3 is the Bootstrapping for Confidence Intervals of the small sample, which helps address the limitation by estimating the sampling distribution of the correlation coefficient. The confidence interval based on percentile provides a more nuanced understanding of the association between the variables. Motivation and competencies ($\Phi = 0.620$) convey a moderately strong positive correlation, suggesting that individuals motivated to enroll in an MBA tend to report learning relevant competencies during the program. The case of Motivation and promotion ($\Phi = 0.451$) shows a weaker positive correlation, a possible but less clear association between motivation for enrolling and achieving a promotion after graduation. For Competencies & Promotion ($\Phi = 0.451$), a similar weak positive correlation infers a similar weak positive correlation possible but uncertain link between acquiring competencies and achieving promotion.

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Table 3: Bootstrapping and Correlational Results Among the Components of ICTF

Indicators		Phi Coefficient	25th Percentile	75th percentile	Bootstrapped Mean	Bootstrapped Std. Dev.
Motivation to enroll in MBA (know-Why)	Competencies Learned in MBA (Know-How)	0.620	0.106	0.783	0.620	0.134
	Promotion after graduation (Know-Who)	0.451	.0003	0.670	0.454	0.158
Competencies learned in MBA (Know-How)		0.424	-0.145	0.736	0.427	0.192

The Intelligent Career Theory Framework (ICTF) posits that career development is shaped by a dynamic interplay of three factors: Knowing-Why (individual motivations and values), Knowing –How (skills and knowledge), and Knowing-Whom (networking and relationships) (Arthur et al., 2016). This study Investigates the relationship between motivation to enroll in an MBA program (Knowing-Why) and the acquisition of competencies (Knowing-How) during the program and its potential link to post-graduation promotions.

This significant relationship established between reasons for enrolling in an MBA program (Know-why), competencies learned in the program (Know-How), and promotion after graduation (Know-Who) implies that individual motivations for undertaking an MBA program are strongly associated with the acquisition of specific skills and subsequent career advancement opportunities. Thus, the availability of enrollment in an MBA program with explicit goals for career advancement provides the right skills and knowledge needed to succeed in their chosen fields. The study conveys that graduates who make the most of their acquired skills and professional networks tend to advance postgraduate and their careers. This connection between Know-What, Know-How, and Know-Who dimensions highlights the importance of aligning educational aspirations with skill development and communication strategies to regularly create and drive meaningful career outcomes in today's competitive environment.

V. CONCLUSION AND RECOMMENDATION

This study examined the relationship between motivation to enroll in an MBA program, skills learned in the program, and the postgraduate promotion after graduating using the Intelligent Career Theory Framework (ICTF) as a guide. The findings strongly support the ICTF theory that Know-Why (motivation) influences Know-How (skill development). A statistically positive correlation was found between enrollment motivation and reported acquisition of appropriate skills. This indicates that individuals with clear career goals entering an MBA program can suitably access the program, maximizing their learning opportunities and acquiring desired skills.

However, the association between Know-How (skills) and job performance as measured by promotion after graduation presented a more nuanced picture, although a positive correlation was found and it is undoubtedly not significant, conveying that although the skills acquired through an MBA program are valuable, promotion is likely to depend on different factors beyond the degree. These factors include the Know-Who aspect of the ICTF, which includes aspects of performance improvement.

Finally, the result highlights the importance of Know-Why (motivation) and Know-How (skill development) in MBA learning. Students with explicit motivation are better equipped to use program resources and develop appropriate skills. However, it is vital to consider a broader context beyond the acquired degree for career advancement.

This study examined the interplay between motivation, competence, and promotion among MBA graduates through the lens of ICTF. Based on these insights, it is recommended for the MBA program to include career counseling services in class through the measurement of students' motivation (Know-Why); counselors can help MBA students translate program offerings into personalized plans to acquire skills (Know-How) that align with their career aspirations. Include opportunities for students to build professional networks and interact with mentors (Knowing-Whom), which include guest lecturers, alumni mentoring programs, or seminars on networking strategies. Regularly review program outcomes and course content to ensure graduates possess the skills most valued by their current employer (Know-How).

For MBA students, the need to articulate their motivation and reasons for pursuing an MBA (Knowing-Why), define their short-term career goals and use those goals to guide their learning through the process (Know-How). They must go beyond the

curriculum by seeking new learning opportunities and professional development materials to address their career aspirations (Know-How). Networking and relationship building are needed by attending industry events, connecting with alumni, and engaging with faculty and mentors (Knowing-Whom).

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