Readiness for Agile: An Empirical study of MBA students as Future Managers

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Abstract
In the contemporary global economy, characterized by high levels of volatility, uncertainty, complexity, and ambiguity, organizational agility has transitioned from a specialized software development methodology to a core managerial requirement. This research paper, titled "Readiness for Agile: An Empirical study of MBA students as Future Managers," investigates the degree to which current Master of Business Administration students are prepared to lead in agile environments. Utilizing an empirical approach, the study evaluates students' awareness of agile principles, their possession of agile competencies—such as responsiveness, collaborative exchange, and empowered self-guidance—and their perceived readiness to implement agile frameworks like Scrum and Kanban in non-IT management roles. Preliminary findings suggest that while students recognize the strategic importance of agility, there remains a significant gap between theoretical knowledge and the behavioural mindset required for effective agile leadership. The study concludes that higher education institutions must shift from content-driven syllabuses to process-focused, experiential learning models to bridge the "readiness gap" and produce managers capable of navigating rapid organizational change.

Keywords: Agile Readiness, MBA Students, Management Education, Agile Mindset, Leadership Competencies, VUCA.

1.0 Introduction

The modern business landscape is undergoing a radical transformation driven by digitalization and rapid shifts in consumer demand. To maintain a competitive advantage, organizations are increasingly adopting agile methodologies—a set of principles originally designed for software development that emphasize iterative progress, team collaboration, and flexibility (Daraojimba et al., 2024; Walter, 2020). As these practices move beyond the IT department into general management, the role of the "Agile Manager" has become critical. However, research indicates that leadership agility—the ability to navigate complex, ambiguous situations—is a rare trait; it is estimated that only ten percent of current managers possess the level of agility required for effective leadership in today's unpredictable global economy (Chow & Singh, 2023).

This deficit in leadership agility places a significant responsibility on business schools. MBA programs are traditionally the primary pipeline for future managers, yet they have faced escalating criticism for being "out-of-touch" with real-world requirements (Rubin & Dierdorff, 2009). While traditional management education often emphasizes control-oriented models and hierarchical structures (similar to the waterfall model), agile management requires a fundamental shift toward empowered teams and decentralized decision-making (Nuottila et al., 2022).

The problem addressed by this study is the "Readiness Gap": the disparity between the agile competencies required by the global industry and the current preparation provided to MBA students. Existing literature highlights that management syllabuses often fail to reflect the attributes organizations expect from leaders, such as the ability to initiate action in work situations featuring rapid change (Hall & Rowland, 2016).

This research aims to empirically assess the readiness of MBA students through three primary lenses:

- Cognitive Readiness: Understanding of agile values and frameworks.
- Behavioral Readiness: Possession of core competencies like collaborative exchange and self-leadership.
- Mindset Readiness: The transition from a fixed, control-oriented mindset to a learning-oriented agile mindset.

By examining these dimensions, this study seeks to provide actionable insights for curriculum designers and future managers alike, ensuring that the next generation of leaders is not just literate in agile terminology but ready to lead agile transformations.

2.0 Literature Review

2.1 Defining Organizational and Leadership Agility

Agility in a business context is defined as the intentional and proactive ability to manage changes and challenges, providing organizations with the foresight to anticipate shifts rather than merely reacting to them (Chow & Singh, 2023). Organizational agility comprises four core capabilities: responsiveness, speed, flexibility, and competency (Walter, 2020). While much of the early research focused on specific technical enablers or implementation methodologies, recent academic focus has shifted toward the human element—specifically, the "Agile Mindset" (Eilers et al., 2022).

The Agile Mindset is conceptualized as an attitude encompassing four distinct dimensions: a learning spirit, collaborative exchange, empowered self-guidance, and customer co-creation (Eilers et al., 2022). For future managers (currently MBA students), developing this mindset is crucial because it mediates the relationship between strategic agility and actual organizational performance (Eilers et al., 2022).

2.2 The Gap in Management Education

A recurring theme in the literature is the misalignment between academic curricula and the managerial competencies prized by incumbent managers. Empirical studies involving over 8,000 managers across 52 occupations revealed that the behavioural competencies most critical to real-world management are often the least represented in required MBA curricula (Rubin & Dierdorff, 2009).

In the specific context of agile methodologies, researchers have found that while academics may believe their programs are aligned with market needs, practitioners often view the output as unsatisfactory (Dallegrave et al., 2021). The primary challenge is that traditional education systems are often content-driven, whereas agile leadership is process-focused and requires a high degree of adaptability (Hall & Rowland, 2016). This "readiness gap" is further exacerbated when students are trained in control-oriented project management methods, which can make it difficult for them to later adopt agile principles that prioritize team autonomy over top-down control (Nuottila et al., 2022).

2.3 Challenges to Agile Adoption and Readiness:

Agile adoption is not a simple technical transition; it involves overcoming significant organizational and psychological barriers. Literature identifies at least 25 common impediments to agile adoption, including issues related to organizational culture, previous rigid experiences, and a lack of proper education and training (Daraojimba et al., 2024; Nuottila et al., 2022).

For future managers, one of the greatest challenges is redefining old roles. Agile frameworks often require managers to step back from traditional "command and control" positions to become "servant leaders" or facilitators. This shift can be perceived as a downgrade by those accustomed to hierarchical structures (Brühl, 2022). Furthermore, communication and collaboration remain the biggest hurdles in large-scale agile implementation, specifically regarding the management of autonomous and distributed teams (Daraojimba et al., 2024).

2.4 Cultivating Readiness through Experiential Learning:

To address these challenges, recent studies have explored the integration of agile practices directly into the higher education curriculum. For instance, incorporating Scrum practices into client-sponsored projects has been shown to improve the quality of student work and enhance professional readiness (Dong, 2023). Frameworks like Vocational Software Development Education demonstrate that iterative adoption of agile practices can significantly increase student ownership and competency scores over time (Sa'adah et al., 2025).

Moreover, higher education institutions that implement agile management practices themselves—using tools like Jira and Confluence in the classroom—show a greater ability to meet changing student needs and labour market shifts (Kwasek et al., 2024; Timinger & Schidek, 2025). Recent research also highlights that "readiness" is distinct from "literacy"; for example, having knowledge of a technology (like AI or Agile) is insufficient for career adaptability unless the student perceives themselves as "ready" to apply that knowledge in a professional context (Testa et al., 2026).

2.5 Synthesis and Research Need:

While there is substantial research on agile methodologies in software engineering, there is a shortage of empirical studies focusing specifically on the managerial readiness of business students in the non-IT sector (Ronda & Aragonés-Jericó, 2022). Most studies focus on professionals already in the field, leaving a gap in our understanding of how the next generation of leaders perceives and prepares for these demands. This study addresses this gap by empirically investigating the current state of agile readiness among MBA students, providing a foundation for future curriculum enhancements.

3.0 Research Methodology

The research methodology provides the structural framework for the investigation, detailing the specific procedures used to identify, select,

process, and analyze information related to the topic. This study adopts a quantitative research paradigm to examine the perceptions of MBA students. Quantitative methods are chosen because they allow for the objective measurement of data and the use of statistical procedures to identify trends and summarize respondent characteristics (Ahmed et al., 2017; Ghanad, 2023).

3.1 Research Design

The study utilizes a descriptive research design. Descriptive research is suitable for this project as it focuses on systematically describing the state of a phenomenon, such as student attitudes or behaviours, as they exist without the researcher's intervention (Ghanad, 2023; Mufidah et al., 2024). This design is particularly effective for gathering statistically inferable data through structured instruments, providing a clear "snapshot" of the target population at a specific point in time (Mufidah et al., 2024; Westerlund, 2020).

3.2 Target Population

The target population for this research consists of MMS (MBA flagship course is termed as MMS - Master of Management Studies in Mumbai University) students at Mumbai University. This specific group was selected due to their unique position as management graduates who can offer insights into current research. Focusing on business students allows for specialized findings that are relevant to the management education landscape (Ahmed et al., 2017).

3.3 Sampling Strategy

3.3.1 Random Sampling Method

To ensure that the results can be generalized to the broader student population at the university, a random sampling method will be employed (Ahmed, 2024; Orok et al., 2023). Random sampling is a probability-based technique where every member of the population has an equal and nonzero chance of being selected for the study (Mulisa, 2022; Taherdoost, 2016). This approach is vital for maintaining the integrity of the research, as it minimizes selection bias and ensures the sample is representative of the diverse MBA student body (Firmansyah & Dede, 2022; Mulisa, 2022).

3.3.2 Sample Size

The sample for this study will consist of 76 MBA students. While large-scale studies often target higher numbers, a sample size of 76 is considered adequate for basic descriptive and quantitative analysis in student-led research (Memon et al., 2020). Specifically, academic guidelines suggest that basic statistical procedures can be performed with as few as 50 observations (Memon et al., 2020). Given the constraints of time and resources, 76 participants provide a sufficient data set to yield meaningful descriptive insights without compromising the quality of the analysis (Morgan, 2017; Santos et al., 2011).

3.4 Data Collection Method

3.4.1 Primary Data Collection

This research relies on primary data collected directly from the participants to ensure the information is current and specific to the research objectives (Orok et al., 2023).

3.4.2 Online Survey Questionnaire

The primary instrument for data collection is an online survey questionnaire. Online surveys are a preferred method for reaching university students due to their cost-effectiveness and the speed at which they can be administered (Holmes, 2023; Rowley, 2014). The digital format is particularly suitable for management students who are often adept at using online platforms for their academic work (Rukadikar & Khandelwal, 2025).

The questionnaire will be structured to include:

- Structured Questions: To ensure consistent responses across all 76 participants (Regmi et al., 2017).
- Likert Scales: Utilizing 5-point scales (e.g., from "Strongly Disagree" to "Strongly Agree") to measure the intensity of student attitudes or perceptions (Konstantinidou & Nisiforou, 2022).

To maintain data quality, the questionnaire layout will be optimized for clarity and user-friendliness, reducing the risk of "survey fatigue" which can lead to incomplete or rushed responses (Regmi et al., 2017; Reid et al., 2018).

3.5. Research Hypotheses

The increasing adoption of Agile methodologies across industries has created a demand for managers who possess Agile mindsets and competencies. MBA students, as future managers, are expected to demonstrate awareness of Agile concepts and exhibit characteristics that support Agile ways of working. Based on the objectives of the study, the following hypotheses were formulated:

Awareness of Agile Concepts

H1: MBA students are aware of Agile concepts.

This hypothesis aims to assess the extent to which MBA students are familiar with Agile principles and understand the importance of responding effectively to change in organizational settings.

H2: Agile Readiness Characteristics

Agile readiness is reflected through several behavioural and attitudinal characteristics that enable individuals to work effectively in dynamic and collaborative environments. To evaluate these characteristics, the following sub-hypotheses were formulated:

H2.1: MBA students possess the characteristic of Adaptability associated with Agile readiness.
H2.2: MBA students possess the characteristic of Team Work associated with Agile readiness.
H2.3: MBA students possess the characteristic of Learning Orientation associated with Agile readiness.
H2.4: MBA students possess the characteristic of Flexibility associated with Agile readiness.
These hypotheses examine whether MBA students demonstrate the key traits required to succeed in Agile environments, including the ability to adapt to change, collaborate effectively with others, continuously learn and improve, and adopt flexible approaches to problem-solving.

H3: MBA students are ready to work in an Agile environment as future managers.
This hypothesis evaluates the overall preparedness of MBA students to function effectively in Agile organizations and assume future managerial responsibilities in dynamic business environments.
Hypothesis Validation Criteria
The study uses mean score analysis based on a five-point Likert scale, where:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

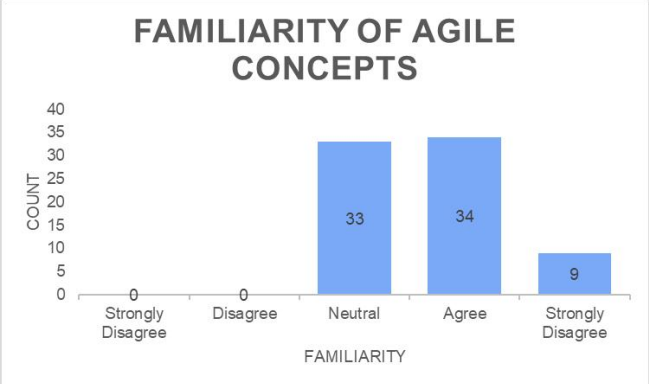
A mean score greater than 3.67 is considered indicative of a high level of agreement and is used as the threshold for accepting the respective hypothesis. Mean scores below 3.67 indicate a moderate or low level of the characteristic and result in the rejection of the corresponding hypothesis**.**

3.5 Data Analysis Method: Descriptive Analysis
The collected data will be analysed using descriptive analysis techniques. This method is used to organize, summarize, and present the data in a way that is easy to interpret (Ermin & Emir, 2023). The analysis will focus on:

- Frequency and Percentage Analysis: To determine how often specific responses occur within the sample of 76 students (Ermin & Emir, 2023; Mufidah et al., 2024).
- Measures of Central Tendency: Calculating averages (means) to identify the most common or typical response for each survey item (Hamzah, 2021; Santos et al., 2011).
- Visual Representation: Findings will be illustrated using frequency plots, tables, and charts (Ermin & Emir, 2023; Santos et al., 2011). These graphical visualizations are essential for clarifying complex data and highlighting major trends among Mumbai University MBA students (Mufidah et al., 2024).

3.6 Ethical Considerations
The research will be conducted following established ethical protocols for studies involving human subjects (Cordeiro et al., 2025).
Informed Consent: Every participant will be provided with information about the study's objectives and will be required to give their consent before starting the survey (Cordeiro et al., 2025; Wawak & Zakrzewska, 2025).
Anonymity: No personally identifiable data, such as names or student ID numbers, will be collected to ensure the complete anonymity of the respondents (Siipi & Uusitalo, 2024; Wawak & Zakrzewska, 2025).
Voluntary Participation: Students are under no obligation to participate and are free to withdraw from the survey at any time without negative consequences (Tavakol & Sandars, 2014; Wawak & Zakrzewska, 2025).
Integrity: The study avoids the fabrication of data and ensures that the results are reported accurately and transparently based on the actual responses received (Cordeiro et al., 2025; Wawak & Zakrzewska, 2025).

4.0 Data Analysis:
4.1 Agile Awareness among MBA Students:
To determine Agile awareness among MBA students, researchers deployed following hypothesis for testing**:**
H_1 : MBA Students are aware of Agile concepts
Graph 1 showcase count of familiarity of agile concepts among the respondents.



Graph 1: Familiarity of MBA students with Agile concepts

Using the Likert coding:
Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5
Mean = $[(0\times1)+(0\times2)+(33\times3)+(34\times4)+(9\times5)]/76 = 280/76 = 3.68$
The findings indicate that MBA students possess a relatively high level of familiarity with Agile concepts. A total of 56.6% of respondents either

agreed or strongly agreed that they were familiar with Agile concepts, while 43.4% remained neutral. No respondents disagreed with the statement. The calculated mean score was 3.68, which falls within the high-awareness category. Therefore, H_1 is supported, suggesting that MBA students exhibit a satisfactory level of awareness regarding Agile concepts.

4.2 Characteristics required for Agile Readiness:

Based on the survey feedback received from 76 participants, following observations were observed:

Table 1: Agile Readiness Characteristics : Responses received from Survey

Characteristics	Questions from Survey	Count of Responses*						Characteristics Mean
		1	2	3	4	5	Mean	
Adaptability	I can easily adapt when plans or priorities change	1	3	29	32	11	3.64	**3.63**
	I am comfortable working in situations with uncertainty	3	3	24	36	10	3.62	
Team Work	I enjoy working in teams to achieve common goals	1	3	13	26	33	4.14	**4.17**
	I actively share ideas and information with team members	1	1	13	34	27	4.12	
	I value feedback from others and use it to improve my work	1	1	12	25	37	4.26	
Learning Orientation	I am willing to learn new skills when required	1	1	7	22	45	4.43	**4.4**
	I regularly seek opportunities to improve my knowledge and abilities	2	0	6	28	40	4.37	
Flexibility	I prefer flexible approaches over rigid procedures	1	2	24	35	14	3.78	**3.98**
	I regularly seek opportunities to improve my knowledge and abilities	1	1	12	31	31	4.18	

*Using the Likert coding:
Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

Table 2: Agile Readiness Characteristics : Hypothesis Validation

Characteristics	Hypothesis	Mean	Is Mean > 3.67	Result
Adaptability	$H_{2.1}$: MBA students possess characteristic of Adaptability associated with Agile readiness	**3.63**	**NO**	Reject the Hypothesis. MBA students showcase moderate level of Adaptability.
Team Work	$H_{2.2}$: MBA students possess characteristic of Team Work associated with Agile readiness	**4.17**	**YES**	Accept the Hypothesis. MBA students possess high level of characteristics of Team work associated with Agile readiness.
Learning Orientation	$H_{2.3}$: MBA students possess characteristic of Learning Orientation associated with Agile readiness	**4.4**	**YES**	Accept the Hypothesis. MBA students possess high level of characteristics of Learning Orientation associated with Agile readiness.
Flexibility	$H_{2.4}$: MBA students possess characteristic of Flexibility associated with Agile readiness	**3.98**	**YES**	Accept the Hypothesis. MBA students possess high level of characteristics of Flexibility associated with Agile readiness.

To evaluate Hypothesis H2, which states that *MBA students possess characteristics associated with Agile readiness*, four key dimensions were examined: Adaptability, Team Work, Learning Orientation, and Flexibility. Responses were collected from 76 MBA students using a five-point Likert scale, where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree." A mean score greater than 3.67 was considered indicative of a high level of the respective Agile readiness characteristic.

Adaptability

Adaptability was assessed through respondents' ability to adjust to changing plans and their comfort with uncertainty. The mean scores for the two items were 3.64 and 3.62 respectively, resulting in a characteristic mean of 3.63. Since the mean score falls below the threshold value of 3.67, the hypothesis relating to Adaptability was not supported.

The findings suggest that MBA students demonstrate only a moderate level of adaptability. While respondents generally expressed a positive inclination towards adapting to change, a considerable proportion remained neutral regarding their ability to operate effectively in uncertain situations. This indicates that although students may be receptive to change, they may require additional exposure to dynamic and ambiguous business environments to strengthen their adaptability skills, which are essential in Agile workplaces.

Team Work

Team Work was evaluated through respondents' willingness to collaborate, share information, and accept feedback from others. The individual item means ranged from 4.12 to 4.26, producing an overall characteristic mean of 4.17.

Since the mean score exceeds the threshold value, the hypothesis related to Team Work was supported. The results indicate that MBA students possess a strong collaborative orientation and demonstrate positive attitudes towards teamwork. Respondents reported actively sharing ideas, valuing feedback, and enjoying working with others to achieve common goals. These findings are consistent with Agile principles, which emphasize cross-functional collaboration, communication, and collective problem-solving.

Learning Orientation

Learning Orientation was measured through respondents' willingness to acquire new skills and continuously improve their knowledge and abilities. The two survey items recorded mean scores of 4.43 and 4.37 respectively, resulting in the highest characteristic mean among all dimensions (4.40).

The hypothesis related to Learning Orientation was therefore supported. The findings reveal that MBA students exhibit a strong commitment to continuous learning and self-development. Such a mindset aligns closely with Agile philosophy, which promotes continuous improvement, experimentation, and ongoing skill enhancement. The high scores suggest that respondents are well-positioned to embrace new methodologies and adapt to evolving organizational requirements.

Flexibility

Flexibility was assessed through respondents' preference for flexible approaches over rigid procedures and their openness to improving existing ways of working. The characteristic mean was calculated as 3.98, which is above the threshold value.

Accordingly, the hypothesis relating to Flexibility was supported. The findings indicate that MBA students generally favor flexible and adaptive approaches to problem-solving rather than strict adherence to predefined processes. This preference reflects an Agile mindset, where responsiveness, innovation, and iterative improvement are valued over rigid structures and extensive planning.

Overall Interpretation

The results indicate that MBA students possess three of the four key characteristics associated with Agile readiness, namely Team Work, Learning Orientation, and Flexibility. Among these dimensions, Learning Orientation emerged as the strongest characteristic, highlighting students' willingness to continuously acquire new knowledge and skills. Team Work also received strong support, suggesting that respondents are comfortable working collaboratively in group settings.

In contrast, Adaptability achieved only a moderate score and did not meet the predefined threshold for hypothesis acceptance. This finding suggests that while students are generally positive towards change, they may experience challenges when dealing with uncertainty and rapidly changing circumstances. Educational institutions may therefore consider incorporating experiential learning activities, simulations, and project-based assignments that expose students to uncertain and dynamic business environments to enhance adaptability.

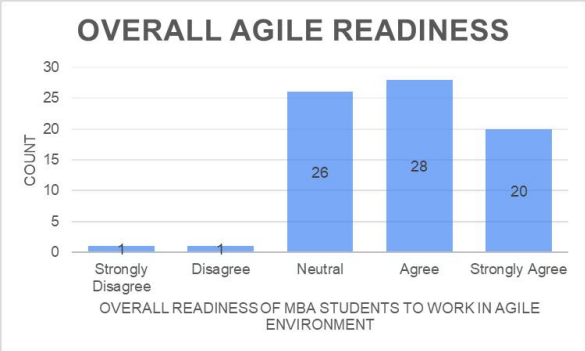
Overall, the findings provide substantial support for Hypothesis H2 and suggest that MBA students exhibit a considerable degree of readiness for Agile work environments. However, targeted interventions aimed at strengthening adaptability

could further improve their preparedness for future managerial roles in Agile organizations.

4.3 Overall Agile Readiness:

To determine overall Agile Readiness, Researchers deployed flowing hypothesis to test:

H_3 : MBA students are ready to work in an Agile environment as future managers Graph 2 showcase count of familiarity of agile concepts among the respondents



Graph 2: Overall Readiness of MBA Students to work in Agile Environment

Graph 2 indicates, A total of 48 respondents (63.1%) either agreed or strongly agreed that they were prepared to work in an Agile environment, while only 2 respondents (2.6%) expressed disagreement. Approximately one-third of the respondents (34.2%) remained neutral.

Using the Likert coding:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

Mean =

$[(1\times1)+(1\times2)+(26\times3)+(28\times4)+(20\times5)]/76$

$= 293/76 \quad = 3.86$

Since the calculated mean score (3.86) exceeds the predetermined threshold value of 3.67, the hypothesis H_3 is accepted.

The findings indicate that MBA students exhibit a high level of overall Agile readiness. The majority of respondents expressed confidence in their ability to work effectively in Agile environments, suggesting that they possess the foundational attitudes and competencies required for Agile-oriented managerial roles. The strong positive responses may be attributed to the student's demonstrated strengths in teamwork, learning orientation, and flexibility, as identified in the earlier analysis of Agile readiness characteristics.

However, the relatively large proportion of neutral responses indicates that some students may still be uncertain about their preparedness for Agile workplaces. This observation aligns with the moderate score obtained for adaptability, suggesting that exposure to real-world Agile practices, project-based learning, and experiential training could further strengthen students' confidence and readiness.

5.0 Conclusion, Limitation and Future scope:

5.1 Conclusion:

This study examined the readiness of MBA students to work in Agile environments as future managers by assessing their awareness of Agile concepts, Agile readiness characteristics, and overall preparedness for Agile work settings. The findings revealed that MBA students possess a satisfactory level of awareness regarding Agile concepts, with the majority of respondents demonstrating familiarity with Agile principles and practices.

The analysis of Agile readiness characteristics showed that MBA students exhibit strong capabilities in Team Work, Learning Orientation, and Flexibility. Learning Orientation emerged as the strongest characteristic, indicating a high willingness among students to acquire new skills and continuously improve their knowledge and abilities. Team Work also recorded a high mean score, reflecting students' collaborative mindset and openness to sharing ideas and feedback. Similarly, Flexibility scored positively, suggesting that students generally prefer adaptive and flexible approaches over rigid procedures.

However, Adaptability was found to be moderate and did not meet the threshold established for hypothesis acceptance. This indicates that while students are receptive to change, they may require additional experience in handling uncertainty and rapidly changing situations, which are common in Agile environments.

The overall Agile readiness score demonstrated that MBA students are generally prepared to work in Agile organizations. More than sixty percent of respondents agreed or strongly agreed that they were ready to function in Agile work environments, resulting in the acceptance of the overall readiness hypothesis. The study therefore concludes that MBA students possess a substantial foundation for Agile management roles, although further development of adaptability skills would enhance their preparedness for future managerial responsibilities.

5.2 Limitations of the Study

Despite providing useful insights, the study has certain limitations.

1. The study was conducted using a relatively small sample of 76 MBA students, which may limit the generalizability of the findings to a broader population of management students.
2. Data were collected from MBA students only and did not include students from other disciplines or working professionals. Therefore, the findings may not represent the Agile readiness of future managers from diverse educational backgrounds.

3. The study relied on self-reported responses collected through a questionnaire. As a result, responses may be influenced by personal perceptions, social desirability bias, or respondents' understanding of Agile concepts.
4. The research adopted a cross-sectional design, capturing respondents' perceptions at a single point in time. Changes in Agile readiness over time were not examined.
5. The study focused on selected dimensions of Agile readiness, namely Adaptability, Team Work, Learning Orientation, and Flexibility. Other relevant factors such as leadership, communication skills, organizational culture, and digital competencies were not included in the analysis.

5.3 Future Scope of the Study

The findings of this study provide several opportunities for future research.
1. Future studies may involve larger and more diverse samples across multiple universities and geographical regions to improve the generalizability of the findings.
2. Comparative studies can be conducted between MBA students, engineering students, and working professionals to understand differences in Agile readiness among various groups.
3. Researchers may examine additional dimensions of Agile readiness, such as leadership capabilities, communication skills, innovation orientation, emotional intelligence, and digital transformation competencies.
4. Longitudinal studies can be undertaken to assess how Agile readiness evolves throughout the MBA program and after students enter professional careers.
5. Future research may investigate the impact of Agile-focused training programs, industry projects, internships, and experiential learning activities on improving students' adaptability and overall Agile readiness.
6. Advanced statistical techniques such as factor analysis, regression analysis, and structural equation modelling can be employed to identify the key determinants of Agile readiness and their relationships with future managerial effectiveness.
Overall, future research can build upon the present study to develop a more comprehensive understanding of Agile readiness and its role in preparing management graduates for dynamic and rapidly changing business environments.

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