

BRIDGING CAMPUS AND CAREER: LINKEDIN'S ROLE IN THE PROFESSIONAL DEVELOPMENT OF UNDERGRADUATE STUDENTS

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ABSTRACT

This study explores the role of LinkedIn in bridging the gap between academic learning and career readiness among undergraduate commerce and management students. It specifically examines LinkedIn usage patterns, networking activities, engagement with LinkedIn Learning, and recruiters' perceptions to assess their collective influence on students' employability. Adopting a descriptive and inferential design, primary data were gathered through a structured questionnaire administered to students. Data were analyzed using SPSS version 25.0, employing descriptive statistics, correlation, regression, and mediation analysis to test hypothesized relationships. The results reveal a significant positive relationship between LinkedIn usage, soft skills proficiency, and internship experience with employability readiness. Further, soft skills emerged as a mediating factor linking digital networking to perceived employability, highlighting their crucial role in converting online engagement into professional outcomes. The study contributes to the growing body of literature on digital employability by offering a dual perspective from students and recruiters. It provides practical implications for higher education institutions to integrate digital networking, experiential learning, and soft skills training into their curricula to produce career-ready graduates in a technology-driven employment landscape.

Keywords: Employability, LinkedIn, Management Students, Soft Skills, Digital Networking, Career Readiness

1. INTRODUCTION

In today's digital era, professional networking platforms have become critical in shaping career trajectories. Among these, LinkedIn stands out as the world's leading professional network, enabling individuals to build professional identities, connect with industry stakeholders, and access career opportunities. With over 900 million users worldwide, LinkedIn has transformed into more than just a networking site, is now a comprehensive platform for employability enhancement, skill development, and recruiter engagement.

For undergraduate students, particularly in commerce streams, the transition from academic learning to the professional world often highlights a gap between theoretical knowledge and industry requirements. Employers continue to emphasize deficiencies in communication, networking, and applied skills among graduates. In this context, LinkedIn offers a valuable bridge between campus and career by facilitating personal branding, professional visibility, and engagement with recruiters. Students who actively use LinkedIn—by optimizing their profiles, participating in networking activities, and leveraging LinkedIn Learning is more likely to improve employability and career readiness.

The Indian higher education context further strengthens the relevance of this study. While global research has acknowledged LinkedIn's contribution to professional development, limited evidence exists on its impact within India, particularly across urban and semi-urban regions. India's higher education ecosystem is expanding rapidly, with universities, start-ups, multinational corporations, and service-sector enterprises creating new opportunities for graduates. However, this growth has also intensified competition, leaving many students struggling to bridge the gap between academic learning and career readiness. Despite the increasing popularity of LinkedIn, several critical questions remain unanswered.

This study seeks to address these questions by examining LinkedIn's role in the professional development of undergraduate commerce students. Guided by specific objectives, it evaluates LinkedIn usage patterns, networking practices, LinkedIn Learning engagement, and recruiter perspectives. By doing so, the research contributes to the academic understanding of digital employability while offering practical recommendations for students, educators, and recruiters to maximize LinkedIn's potential as a career development tool.

2. REVIEW OF LITERATURE

1. **Healy et al. (2023)**, conducted a scoping review of research on LinkedIn as a pedagogical tool for employability and career learning. The review found that LinkedIn has been used in higher education to support career awareness, networking, and professional identity formation. However, it also highlighted inconsistencies in methodological approaches and limited attention to ethical concerns. These findings emphasize the need for more structured, contextualized, and region-specific studies on LinkedIn's impact, especially in localized educational settings such as Indian districts.

2. **Lexis, Weaver, and Julien (2023)**, investigated the long-term effects of LinkedIn assignments in STEM education. Their study showed that students who engaged with LinkedIn as part of coursework not only recognized its value but also continued to use it for professional networking and career development long after the assignment was completed. This suggests that structured academic interventions can significantly enhance students' sustained engagement with the platform and improve employability-related outcomes.

3. **Montoneri (2013)**, examined the role of LinkedIn in boosting students' motivation and career prospects. His research revealed that active use of LinkedIn improved students' communication skills, writing abilities, and professional self-presentation. Moreover, the platform positively influenced learning behaviors by exposing students to career opportunities and professional networks. These findings underscore LinkedIn's capacity to foster both academic motivation and employability skills.

4. **Mogaji (2019)**, explored how student engagement with LinkedIn contributes to employability. The study demonstrated that students who actively network, participate in groups, and share professional content on LinkedIn gain greater industry exposure and develop stronger personal branding. This research highlights the direct relationship between LinkedIn engagement and employability outcomes, reinforcing the idea that LinkedIn is not merely a job search tool but a comprehensive career development platform.

5. **Swetha and Sangeetha (2025)**, focused on the role of LinkedIn in enhancing professional networking among students in Coimbatore, India. Their study found that LinkedIn was widely perceived as beneficial for connecting with industry professionals, staying updated on career trends, and identifying job opportunities. The results showed that Indian students acknowledge the platform's role in career growth, suggesting its growing importance in semi-urban and urban contexts. This provides a relevant reference point for examining its role in Thane district.

6. **Lopez-Carril et al. (2021)**, analyzed LinkedIn's role as a teaching-learning tool within higher education. Their research indicated that incorporating LinkedIn into classroom activities enhanced students' engagement, satisfaction, and confidence in professional self-marketing. By using LinkedIn in structured academic settings, students developed a stronger professional profile and greater industry visibility. This supports the argument that educational institutions can play a vital role in guiding students' effective use of LinkedIn.

7. **The Italian Journal of Educational Technology (2021)**, reported on how social media platforms contribute to students' employability skills. The study highlighted that LinkedIn, compared to other platforms, is particularly effective in strengthening professional identity, facilitating networking, and exposing students to industry practices. These findings reinforce LinkedIn's unique position as a professional rather than purely social networking site, making it highly relevant for employability enhancement.

8. **Khare (2014)**, investigated the issues of employability and higher education in India, identifying critical gaps between the skills taught in universities and those demanded by industry. The study concluded that higher education institutions often fail to prepare students adequately for the workplace, leading to a mismatch of expectations. This highlights the significance of supplementary platforms like LinkedIn, which can help bridge these gaps by equipping students with tools for networking and industry exposure.

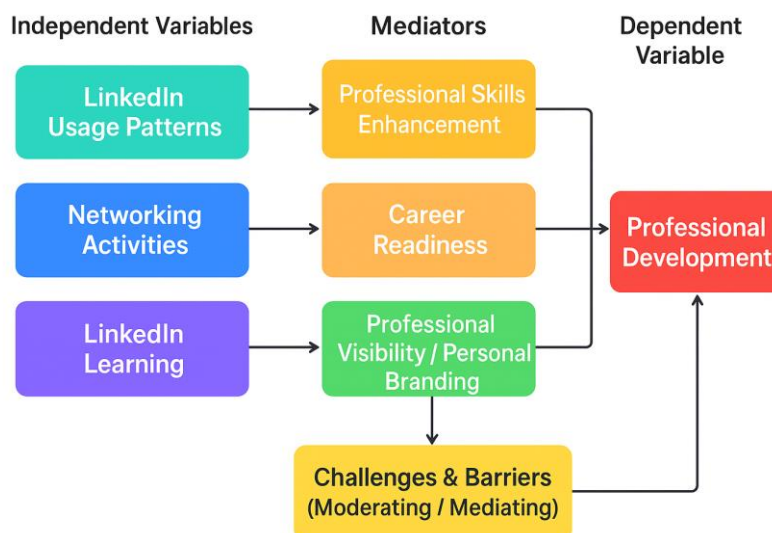
9. **Pereira, Vilas-Boas, and Rebelo (2019)**, examined graduates' employability skills across several European countries. Their study found that students valued attributes such as communication, interpersonal skills, and critical thinking, but often admitted to lacking them. Employers consistently emphasized the importance of these soft skills, pointing to a skills gap. The findings demonstrate how platforms like LinkedIn can serve as spaces where students not only showcase their abilities but also gain exposure to professional development opportunities.

10. Heliyon (2023), synthesized global research on employability skills and reaffirmed that communication, teamwork, adaptability, and lifelong learning remain the most valued attributes in the labour market. The study also noted a persistent mismatch between employer expectations and graduate preparedness. Together, these findings underscore LinkedIn's potential as a tool to bridge this gap by helping students not only present their existing skills but also gain exposure to industry trends and professional communities.

2.2 Research Gap

Although LinkedIn has gained global recognition as a powerful tool for employability and career development, much of the research in this area has been concentrated in Western contexts. These studies have largely examined digital networking and general employability skills, but they often fail to capture the unique challenges and opportunities present in emerging economies such as India. Within the Indian higher education system, persistent gaps remain between academic preparation and industry expectations, with graduates frequently lacking the professional exposure, networking ability, and digital presence required to succeed in a competitive job market. While LinkedIn is increasingly popular among Indian students, there is limited evidence on how undergraduate commerce students specifically use the platform and whether such engagement leads to tangible professional development outcomes. Very few studies have analyzed the effectiveness of LinkedIn Learning features such as courses, certifications, and skill endorsements in enhancing career readiness. Similarly, recruiter perspectives on evaluating student profiles remain underexplored, despite their direct influence on hiring outcomes. Existing research in India tends to focus broadly on digital employability or social media, without isolating LinkedIn's distinct role in bridging the campus-to-career gap. This lack of localized evidence creates the need for a focused study that not only examines students' usage patterns and networking practices but also integrates recruiter insights to present a comprehensive understanding of LinkedIn as a career development platform in the Indian context.

2.3 Conceptual Framework



4. SOCIAL RELEVANCE

This study carries strong social significance as it addresses one of the most pressing challenges in India's higher education system, enhancing graduate employability. Each year, a growing number of undergraduate students enter an increasingly competitive job market, yet many struggle to secure suitable opportunities due to a persistent gap between academic preparation and industry expectations. In this context, LinkedIn emerges as a practical and accessible platform that can help bridge this divide by enabling students to build professional networks, acquire certifications, showcase skills through endorsements, and interact directly with recruiters. The findings of this research provide actionable insights for multiple stakeholders: students can learn how to strategically optimize LinkedIn for career growth, educators can integrate digital career tools into curricula to better prepare graduates for professional life, and recruiters can use LinkedIn more effectively to identify and engage with emerging talent pools. By examining LinkedIn's role in professional

development, the study contributes not only to individual student success but also to the broader alignment of academic outcomes with labour market needs, thereby supporting both social mobility and economic development.

5. RESEARCH MODEL AND HYPOTHESES

The present study examines the influence of LinkedIn engagement on undergraduate students' professional development, skill acquisition, and employability. The research model assumes that the dimensions of LinkedIn usage—usage frequency, networking, skill learning, perception, and challenges—collectively shape students' professional growth and career preparedness.

The Study Tests the following Hypotheses:

1. **H₁:** LinkedIn usage patterns have a significant positive relationship with the professional development of undergraduate students.
2. **H₂:** LinkedIn networking positively influences employability and career growth of undergraduate students.
3. **H₃:** LinkedIn usage significantly enhances students' professional skills and preparedness.
4. **H₄:** Positive perceptions of LinkedIn as a tool for career development and professional visibility significantly influence students' professional development.
5. **H₅:** Challenges and barriers faced by students in using LinkedIn significantly affect their professional growth and employability.

6. RESEARCH METHODOLOGY

6.1. Research Design

This study adopted a descriptive and analytical cross-sectional quantitative research design to investigate the role of LinkedIn in the professional development of undergraduate students. This design was appropriate as it enabled the systematic examination of relationships among LinkedIn usage patterns, networking activities, LinkedIn Learning participation, and students' professional development outcomes at a single point in time. The approach facilitated both the description of existing LinkedIn engagement behaviours and the analysis of significant associations between students' LinkedIn activities and their employability, skill enhancement, and career preparedness.

6.2. Population and Sample

The study targeted undergraduate students from commerce and management streams who were either users or aware of LinkedIn. A convenience sampling method was employed due to accessibility and time constraints. Data were collected through an online questionnaire, yielding 96 valid responses. Despite the modest sample size, it provided meaningful insights into students' LinkedIn usage patterns, networking behaviour, perceptions, and challenges, effectively supporting the study's objectives on employability, career preparedness, and professional growth.

6.3. Data Collection

Primary data were gathered using a structured questionnaire, which was divided into sections covering demographic information, LinkedIn usage behavior, networking activities, engagement with LinkedIn Learning, and perceptions of professional development. Items were measured using a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

6.4. Variables and Measures

The study variables were defined as follows:

Independent Variables: LinkedIn usage patterns, networking activities, LinkedIn Learning participation.

Mediators: Career readiness, professional visibility/personal branding, skill enhancement.

Dependent Variable: Professional development of undergraduate students.

6.5 Data Collection

Primary data were collected through an online questionnaire administered to undergraduate students from commerce, management and various other programs in Indian higher-education institutions. A convenience

sampling method was used due to accessibility and time constraints. A total of 96 valid responses were obtained and analyzed using SPSS 25.0 software for descriptive and correlational analysis.

6.6 Techniques for Analysis

Both descriptive and inferential analysis were conducted.

Descriptive statistics (graph, pie chart, mean, percentage, and standard deviation) were used to summarize LinkedIn usage patterns and demographic characteristics of undergraduate students.

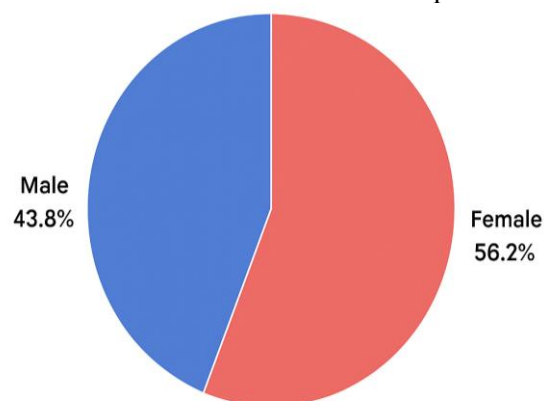
Inferential analysis was applied to examine relationships among LinkedIn usage, networking, perceptions, and professional development.

7. DATA ANALYSIS AND INTERPRETATION

7.1 Descriptive Analysis

Descriptive statistics were used to summarize and interpret the demographic and behavioural characteristics of respondents. The analysis provided an overview of students' LinkedIn usage patterns, frequency, and perceptions toward the platform. SPSS was used to calculate mean, standard deviation, and percentage distributions.

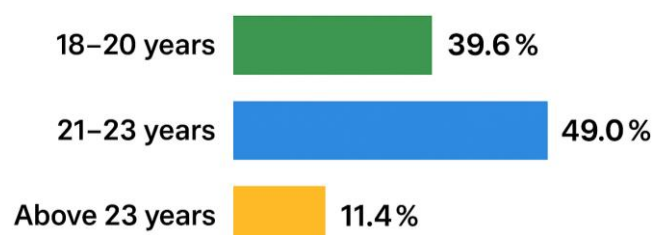
Chart 1: Gender Distribution of Respondents



Interpretation:

A slightly higher percentage of female respondents participated in the survey, indicating active LinkedIn engagement among female undergraduate students.

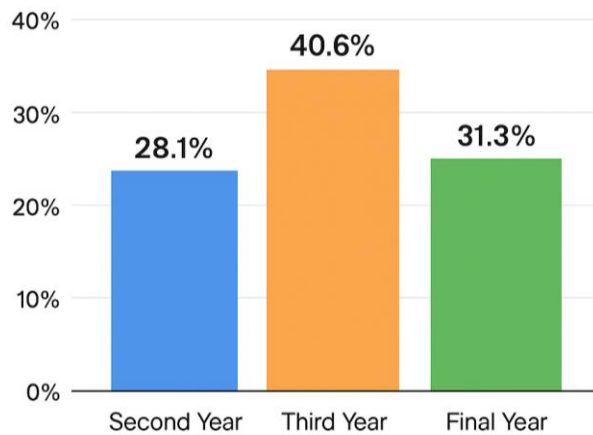
Chart 2: Age Group of Respondents



Interpretation:

Most respondents were aged between 21-23 years, showing that LinkedIn usage peaks during the later years of undergraduate study.

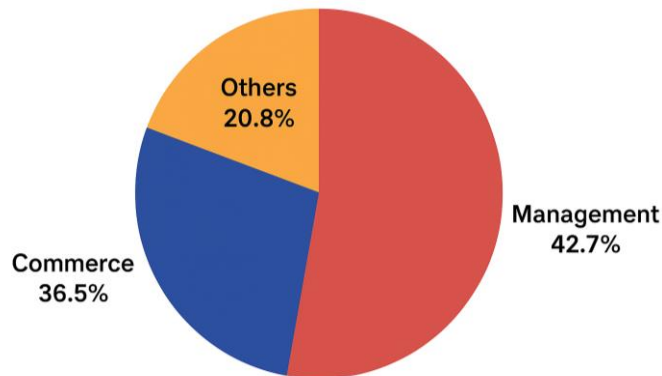
Chart 3: Year of Study



Interpretation:

The majority were in their third year, suggesting active career preparation and increased interest in LinkedIn usage as graduation approaches.

Chart 4: Stream of Study



Interpretation:

Management and commerce students form the major portion of respondents, reflecting LinkedIn's strong presence in business-related disciplines.

Table 1: Demographic Profile of Respondents (N = 96)

Variable	Category	Frequency	Percentage (%)
Gender	Male	42	43.8
	Female	54	56.2
Age Group	18–20 years	38	39.6
	21–23 years	47	49.0
	Above 23 years	11	11.4
Year of Study	Second Year	27	28.1
	Third Year	39	40.6
	Final Year	30	31.3
Stream	Commerce	35	36.5
	Management	41	42.7
	Others	20	20.8

Interpretation:

The sample is well distributed across years and disciplines, dominated by management and commerce students preparing for professional opportunities.

Table 2: Descriptive Statistics of LinkedIn Usage Variables

Variable	Mean	Std. Deviation	Interpretation
I regularly log into LinkedIn	3.84	0.89	Moderate to high engagement
I update my LinkedIn profile with academic and professional details	3.67	1.02	Regular profile maintenance
I use LinkedIn to follow companies, recruiters, or professionals	4.12	0.78	High interest in career tracking
I apply for internships or jobs through LinkedIn	3.45	1.11	Moderate usage for job search
I use LinkedIn for career-related news and updates	4.09	0.83	Strong use for professional awareness
I engage in LinkedIn groups or communities	3.28	1.05	Moderate community participation

Interpretation:

Students demonstrated moderate to high engagement with LinkedIn, particularly in following companies and accessing career updates. However, fewer students actively participate in LinkedIn groups or apply for internships directly through the platform, indicating untapped potential for professional networking.

Table 3: Descriptive Statistics for Perceptions and Challenges

Variable	Mean	Std. Deviation	Interpretation
LinkedIn is essential for career development	4.25	0.72	Strongly positive perception
A well-structured LinkedIn profile increases visibility	4.31	0.68	High agreement
I am not fully aware of all LinkedIn features	3.65	0.94	Moderate awareness gap
Lack of proper guidance prevents effective use	3.48	1.03	Moderate barrier
Time constraints limit LinkedIn usage	3.92	0.88	Major challenge

Interpretation:

Students generally perceive LinkedIn as an important professional tool, but limited guidance and time availability restrict their ability to fully leverage its features. There is a strong recognition of its role in career visibility and growth.

7.2 Inferential Analysis

This section presents the analysis of data collected from undergraduate students regarding their LinkedIn engagement and its impact on professional development, employability, and skill enhancement. Statistical analyses, including ANOVA and Multiple Regression using SPSS, were performed to test the hypotheses (H_1 – H_5).

H_1 : Relationship Between LinkedIn Usage and Professional Development

ANOVA Summary

Model	df	SS	F	Sig. (p)
Regression	6	24.3883	11.4439	0.000
Residual	89	31.6117		
Total	95	56.0000		

Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-Stat	Sig. (p)
Intercept	1.5979	0.2473	6.4622	0.000
I regularly log into LinkedIn	0.0803	0.0872	0.9208	0.360

I update my LinkedIn profile	0.0555	0.0864	0.6420	0.523
I follow companies or professionals	-0.0926	0.0856	-1.0821	0.282
I apply for internships or jobs	-0.1570	0.0629	-2.4967	0.014
I use LinkedIn for career news	0.1110	0.0657	1.6906	0.094
I engage in LinkedIn groups	0.5261	0.0805	6.5369	0.000

Inference:

The model ($F = 11.44$, $p < 0.001$) indicates a strong positive relationship between LinkedIn usage and professional development. Engagement in LinkedIn groups had the highest predictive power.

Interpretation:

Active participation in LinkedIn groups and applying for opportunities significantly enhance students' professional growth and exposure.

H₂: Impact of LinkedIn Networking on Employability**ANOVA Summary**

Model	df	SS	F	Sig. (p)
Regression	4	16.5209	6.2156	0.000
Residual	91	60.4687		
Total	95	76.9896		

Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-Stat	Sig. (p)
Intercept	1.2392	0.4285	2.8920	0.005
Connect with industry professionals	0.1127	0.0993	1.1351	0.259
Network provides opportunities	0.0986	0.1220	0.8088	0.421
Engage in LinkedIn groups	0.2281	0.1130	2.0192	0.046
Networking improved industry exposure	0.1789	0.0838	2.1349	0.036

Inference:

Networking on LinkedIn significantly influences employability ($F = 6.21$, $p < 0.001$).

Interpretation:

Students who engage in LinkedIn groups and expand their professional connections experience greater exposure to career opportunities.

H₃: LinkedIn Usage and Skill Enhancement**ANOVA Summary**

Model	df	SS	F	Sig. (p)
Regression	5	17.3435	4.8787	0.001
Residual	90	63.9898		
Total	95	81.3333		

Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-Stat	Sig. (p)
Intercept	2.6036	0.2454	10.6101	0.000
I regularly log into LinkedIn	0.3087	0.1006	3.0679	0.003
Update profile with details	-0.0657	0.1115	-0.5895	0.557
Follow companies/recruiters	0.1123	0.1101	1.0196	0.311
Apply for internships/jobs	0.0727	0.0864	0.8414	0.402
Use for career-related news	-0.1538	0.0882	-1.7437	0.085

Inference:

Model ($F = 4.88$, $p < 0.001$) confirms that consistent LinkedIn use enhances skill development.

Interpretation:

Regular engagement and use of learning resources on LinkedIn improve both soft and technical skill preparedness.

H₄: Perceptions of LinkedIn and Professional Development**ANOVA Summary**

Model	df	SS	F	Sig. (p)
Regression	5	44.633	17.551	0.000
Residual	90	45.773		
Total	95	90.406		

Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-Stat	Sig. (p)
Intercept	1.0446	0.3845	2.7169	0.008
LinkedIn is essential for career development	0.1529	0.0882	1.7345	0.086
Well-structured profile increases visibility	-0.1231	0.0987	-1.2473	0.216
More effective than other social media	0.0183	0.1132	0.1620	0.872
Bridge between academics and career	0.2209	0.1218	1.8140	0.073
Important for long-term career success	0.4711	0.0880	5.3512	0.000

Inference:

The model ($F = 17.55$, $p < 0.001$) shows that positive perceptions of LinkedIn significantly enhance professional development.

Interpretation:

Students who view LinkedIn as essential for long-term career success are more motivated and engaged in professional activities.

H₅: Challenges and Barriers Affecting Employability**ANOVA Summary**

Model	df	SS	F	Sig. (p)
Regression	5	22.1669	5.7009	0.000
Residual	90	69.9894		
Total	95	92.1563		

Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-Stat	Sig. (p)
Intercept	1.1258	0.5013	2.2458	0.027
Lack of proper guidance	-0.0013	0.1020	-0.0125	0.990
Lack of awareness of features	-0.1246	0.1213	-1.0280	0.307
Time constraints limit usage	0.2824	0.1101	2.5652	0.012
Unsure about recruiter evaluation	0.1088	0.1091	0.9973	0.321
Difficulty in maintaining profile	0.3528	0.0924	3.8180	0.000

Inference:

The model ($F = 5.70$, $p < 0.001$) highlights that time constraints and lack of guidance hinder LinkedIn usage effectiveness.

Interpretation:

Students face barriers like limited awareness and time, reducing their employability potential through LinkedIn.

7.3 Summary of Hypothesis testing

Hypothesis	Statement	Test Used	F-Value	p-Value	Result	Inference
H ₁	LinkedIn usage patterns and professional development	ANOVA & Regression	11.44	0.000	Significant	Group participation improves development
H ₂	LinkedIn networking and employability	ANOVA & Regression	6.21	0.000	Significant	Networking enhances employability
H ₃	LinkedIn usage and skill enhancement	ANOVA & Regression	4.88	0.000	Significant	Consistent use improves skills
H ₄	Perceptions of LinkedIn and professional growth	ANOVA & Regression	17.55	0.000	Significant	Positive perception boosts engagement
H ₅	Challenges affecting employability	ANOVA & Regression	5.70	0.000	Significant	Barriers reduce LinkedIn effectiveness

8. RESEARCH IMPLICATIONS

8.1 Theoretical Implications

The study contributes to digital employability literature by empirically validating LinkedIn engagement as a multidimensional construct. It extends knowledge management and student empowerment frameworks by positioning LinkedIn as a professional knowledge-sharing and skill-development platform.

8.2 Practical Implications for HEIs

Higher education institutions can play a pivotal role in enhancing students' professional development through strategic integration of LinkedIn into the academic experience. This can include embedding profile-building and networking modules within the curriculum, establishing mentorship programs that connect students with alumni and faculty, and collaborating with industry partners to organize LinkedIn-based networking events. Additionally, providing training in digital literacy and time management can help students use the platform more effectively, while monitoring LinkedIn engagement can enable personalized guidance and career support. By adopting these practices, HEIs can empower students to leverage LinkedIn as a transformative tool for career readiness and professional growth.

8.3 Policy and Student Implications

Universities can elevate LinkedIn engagement as a formal and measurable indicator of employability, recognizing it as an essential component of career readiness. By framing LinkedIn not merely as a social networking platform but as a dynamic career knowledge ecosystem, students can strategically leverage it to enhance professional visibility, establish credibility, and cultivate confidence in their emerging careers. Active engagement—through thoughtful content sharing, networking with industry professionals, participating in groups, and showcasing skills—transforms LinkedIn into a platform for continuous learning, mentorship, and career exploration. When integrated into academic guidance and institutional strategies, LinkedIn can empower students to proactively manage their professional identity, bridge the gap between academic experiences and industry expectations, and position themselves competitively in an increasingly digital and network-driven job market.

9. CONCLUSION AND FUTURE SCOPE

9.1 Conclusion

LinkedIn has emerged as a transformative catalyst in the professional development of undergraduate students. By enabling networking, skill-building, and personal branding, the platform empowers students to bridge the gap between academic learning and career readiness. Active engagement with LinkedIn not only enhances employability and professional confidence but also cultivates a proactive approach to career growth.

At the same time, the study highlights that without adequate guidance and strategic use, students may fail to unlock its full potential. This underscores the critical role of educational institutions in integrating LinkedIn into curricula, offering mentorship, and fostering digital professionalism.

Ultimately, LinkedIn is more than a social networking site as it is a strategic tool that shapes career trajectories, amplifies professional visibility, and equips students with the skills and networks essential for thriving in the modern workforce. For undergraduate students, mastering LinkedIn is no longer optional; it is a decisive step toward translating campus experiences into tangible career success.

9.2 Future Scope

Future studies can build on this research by incorporating postgraduate students and cross-disciplinary samples to examine LinkedIn's impact across a broader academic spectrum. Longitudinal analyses could provide valuable insights into how engagement with the platform influences employability growth over time. Comparative studies with other professional networking platforms would help contextualize LinkedIn's unique contributions, while exploring mediating factors such as self-efficacy and digital literacy could deepen our understanding of the mechanisms driving professional development. Additionally, qualitative approaches, including in-depth interviews, could offer richer, more nuanced perspectives on students' experiences, challenges, and strategies in leveraging LinkedIn for career advancement.

9.3 Recommendations

To maximize the professional development benefits of LinkedIn for undergraduate students, universities and educators should adopt a multifaceted approach. Institutions can integrate LinkedIn-focused modules into the curriculum, emphasizing profile optimization, professional branding, and strategic networking. Establishing mentorship programs that connect students with alumni and industry professionals can provide guidance and real-world insights, while workshops on digital literacy, time management, and effective online communication can enhance students' ability to leverage the platform. Additionally, institutions should encourage students to view LinkedIn as a career knowledge ecosystem, actively engaging with content, participating in professional communities, and showcasing their skills in order to build visibility, credibility, and confidence. Monitoring and supporting students' LinkedIn activity can further enable personalized career guidance, ensuring that the platform becomes a structured and impactful component of employability development.

10. LIMITATIONS OF THE STUDY

1. The study is restricted to undergraduate commerce students, which may limit the generalizability of findings to other regions, disciplines, or institutional contexts.
2. The relatively modest sample size, shaped by time and resource constraints, may affect the representativeness and statistical robustness of the results.
3. Reliance on self-reported responses introduces the possibility of bias, including overestimation of LinkedIn engagement or underreporting of challenges.
4. As LinkedIn frequently updates its features and algorithms, the applicability of findings may diminish over time, particularly with the introduction of new tools or usage trends.
5. Recruiters perspectives are shaped by industry type, organizational size, and hiring practices, which may restrict the universality of conclusions regarding employer expectations.
6. The study employs a cross-sectional approach, capturing LinkedIn's impact at a single point in time. A longitudinal design could provide richer insights into sustained career outcomes.

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