



Study the future Manager's Proactive Conduct and Sense of Self-Efficacy affect their Career Management

Priya Tripathi ^{1 *}, Dr. Hemant Kumar Singh ²

1. Research Scholar, Shri Krishna University, Chhatarpur, M.P. India, India

priyatripathi2311@gmail.com ,

2. Associate Professor, Shri Krishna University, Chhatarpur, M.P. India, India

Abstract: This research aims at establishing how best self-efficacy and proactive behavior affect the career management of managerial successors. Self-efficacy, meta-cognition, attribution, and optimism are four of the psychological traits that the research targets in relation to career planning and management. Questionnaires of self-assessed skills were filled in by MBA students, and then the level of their active actions in the sphere of career management was evaluated. Coccodings of the research indicate that self efficacy and proactive behavior are two variables that could substantially predict career management success. The results also suggest that these lessons should be reinforced in education so students can be ready for their future career paths. This research adds value to the literature by offering quantitative data together with self-efficacy and proactive behavior to yield an impact toward career management.

Keywords: Proactive Behaviour, Self-Efficacy, Career Management, MBA, Education

----- X -----

INTRODUCTION

The process of career planning takes up a large amount of the day for students who are pursuing graduate or postgraduate degrees. The practice of actively managing one's own professional career via the use of well-organized planning is referred to as career management. In order to successfully manage one's own career, it is necessary to conduct self-reflective assessments of one's abilities, interests, and goals, and then to take effective measures to accomplish those objectives. [1] It is common known that an individual's assessment of their own capabilities may have an effect on how well they perform. The degree to which individuals believe they are able to regulate their own learning and successfully complete academic activities is a significant factor in determining their academic desire, motivation, and accomplishment. [2] Different patterns of thinking, emotion, and behaviour are shown by those who are self-assured in their abilities, as opposed to those who are uncertain about their capabilities. Those who struggle with self-doubt tend to avoid circumstances that are difficult. [3] They are not quite as committed to the things that they wish to pursue, and their aspirations are not very lofty. They lose all motivation when they are unsuccessful. [4]

They have a tendency to give up quickly when confronted with difficulties, and when they are unsuccessful, it takes them a considerable amount of time to recover from a setback. It is necessary for them to actively seek out resources in order to accomplish their objectives. [5] Being competent does not consist of a set of unchangeable qualities that are determined by one's actions. It is necessary for a person's

social, motivational, and behavioural talents to be organised within this capacity for generation. [6]

After taking all of the preceding into consideration, the purpose of this study is to investigate and evaluate the capabilities of future managers in terms of evaluating their self-efficacy and proactive behaviour in terms of inspiring people who are confronted with a variety of career management hurdles and situations. [7]

Qualities that are inherited, such as a person's race, gender, and physical appearance, may limit or hamper the particular abilities that they possess. Second, the occurrences that are taking place in the natural world. Individuals who have graduated from college would have a difficult time beginning their own professions, which would therefore slow down the rise of the employment market. [8] Therefore, researchers and educators should place an emphasis on students' ability to self-manage their careers before they join businesses, which are often identified as the last link in the supply chain of graduates for the labour market. The American Psychological Association has reaffirmed its stance that undergraduate psychology programmes need to include a greater emphasis on career preparation and planning. [9]

There is a significant contribution that the study makes to the existing body of literature on successful careers. Specifically, it asserts that creative self-efficacy is the result of creativity, and that creativity may assist individuals in more efficiently managing their jobs. When compared to their counterparts who are less confidence in their creative talents, graduate students who are more confident in their creative abilities are more likely to take command of their professional life and achieve success in their professional endeavours. [10]

The availability of job training and possibilities, as well as unanticipated events such as natural catastrophes such as floods and storms, are all included in this category of factors. It is expected that these students would put in a lot of effort in order to complete their homework. In the event that they are unsuccessful, they never cast the blame at any other factors because they are under the impression that the challenges they face on the course are entirely within their control. According to one school of thought, one's work is not just the method by which they express themselves, but it is also the ultimate objective of their life. [11]

Some individuals, on the other hand, are of the opinion that a person's life and his job are totally distinct from one another. The management of your job is crucial since it has an impact on every facet of your life, regardless of how you look at it that way. [12] An research of the self-efficacy hypothesis was carried out with regard to the role that self-control and intrinsic drive play in educational settings. It was shown by him that when self-efficacy is included in statistical models with other, more general markers of self-beliefs, the results are interesting. People whose immediate family members are the first in their family to go to college are likely to have poorer levels of self-efficacy and academic achievement when compared to students who come from families that have already attended college. Regardless of one's race, this is always the case. Students who took part in intervention programmes, such as new student orientation, tutoring, and mentoring, had significant improvements in both their academic performance and their self-confidence. [13]

Therefore, career management and proactive behaviour are directly related to self-efficacy. This is due to the fact that self-efficacy may improve an individual's ability to obtain relevant information, establish and

execute appropriate operational strategies, and make correct judgements, among other things. [14] The use of theories of self-efficacy may be helpful in gaining a better understanding of the process of selecting a job or making a decision on employment opportunities. A person's feeling of self-efficacy is closely tied to the success of their professional pursuits as well as the success of their personal endeavours. The idea of self-efficacy, which refers to the conviction that one is capable of accomplishing a certain goal on their own, cannot be seen on a global scale. [15]

RESEARCH METHODOLOGY

Collecting empirical data, such as primary data, is one of several methods used to do correlational research. Since no researcher or person is involved in doing correlational research, it is often categorised as an observational sort of study. The degree to which the unemployed participants in this career management research had poor self-efficacy was not manipulated. Prospective managers' levels of self-efficacy and their proactivity were the only variables studied. The researcher had no say over anything. To get a good cross-section of the population, researchers used a stratified sampling strategy. This method involves dividing the population into many distinct groups that do not overlap in any way. Items are chosen at random from each stratum.

- **Hypothesis**

H1: The relationship between self-efficacy and proactive behaviour is not significant. There is no difference between the two.

To answer the question, "Is there a connection between self-efficacy and proactive behaviour of prospective managers?" this hypothesis seeks to answer the topic.

In the event that this is the case, how substantial is the correlation between self-efficacy and the behaviour of future managers?

In the event that this is not the case, consider the extent to which self-efficacy is not associated with the behaviour of potential managers.

- **Analysis Technique**

The term "research method" may refer to any and all procedures or approaches employed in the course of a study (Kothari, C.R., 2004). Both quantitative and qualitative approaches may be used to conduct empirical research (Yin, 1989). Studies with well-defined research issues and hypotheses often use quantitative methods. However, often it presents the issue from the board's point of view. Both the research topic and the independent and dependent variables were specified with precision in this study. On the same page as the theory, in the same chapter. Because it bridges the gap between direct observation in the field and the abstract mathematical representation of quantitative connections, measurement is crucial to quantitative research. The numerical representation of quantitative data, including correlation, regression, percentages, and so on.

- **Selection of a University**

Every single university in the state of Madhya Pradesh is included in the boundaries of this study. This study covers a wide range of educational institutions, including public, private, and partly sponsored universities. Participants in this study are from public institutions in the state of Madhya Pradesh in India, and they include both teaching staff and students.

Time and resources are the two primary constraints that limit the activities that may be included in the majority of research initiatives. In spite of these limitations, the sample was chosen with the expectation that it would be representative of the whole population or population group. Those who participated in the survey on behalf of Madhya Pradesh were students attending universities in the state.

A total of seven educational institutions have been selected from the state of Madhya Pradesh. A comprehensive analysis of all schools was conducted based on their Management courses. Because of this, the respondents that were supposed to be included were 344 people who lived in the Madhya Pradesh Region. Despite the fact that we sent 400 questionnaires and collected 486 of them, this is not sufficient to make any conclusions that are useful.

The rationale for this was due to the fact that it was probable that some respondents would choose not to answer or would not supply all of the information that was required. Through the use of a stratified sample strategy, questionnaires were sent to both male and female students attending the management schools that were selected.

- **Analysing the Data**

The data has to be in the right format for analysis. Data analysis involves looking at, classifying, tabulating, or recombining the acquired data, according to some researchers. With the chosen hypothesis in mind, the research examines, cleans, transforms/computes, and models empirical data in an effort to uncover meaningful information, provide conclusions, and help decision-making. They brought attention to the fact that descriptions of qualitative data are primarily concerned with textual data, and that processing these words is a part of the analytic process.

RESULTS

From the list of all the universities of the designated districts, the number of potential administrators of each institution was proportionally picked from the indicated locations of Madhya Pradesh. In order to maintain the privacy of the data, the research does not reveal the identities of the chosen potential managers.

The researcher used SPSS and the following instructions to create a frequency table:

Analysis >Descriptive statistics >Frequencies

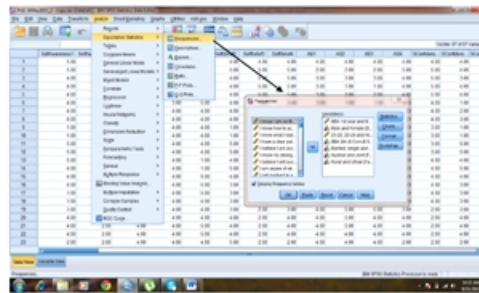


Figure 1: Distribution of Frequencies

Table 1: Different Sexes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	190	55.2	55.2	55.2
	Female	154	44.8	44.8	100.0
	Total	344	100.0	100.0	

There were a total of 344 responders; 190 (55.2%) were male students and 154 (40.8%) were female. Table thus displays the total number of research units chosen for sampling. According to the data in the table, the management course was almost equally popular among men and women.

Table 2: The first and last semesters of an MBA programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA Previous Semester	157	45.6	45.6	45.6
	MBA Final Semester	187	54.4	54.4	100.0
	Total	344	100.0	100.0	

Researchers attempted to gather data from MBA students in both the first and last semesters equally; out of 344 respondents, 157 (45.6%) were students in the first semester and 187 (54.4%) were students in the last semester.

Table 3: Age brackets: 20–22, 22–24, and 25 and above

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-22	88	25.6	25.6	25.6
	22-24	240	69.8	69.8	95.3
	Above 24	16	4.7	4.7	100.0
	Total	344	100.0	100.0	

Respondent ages are shown in the table. Within the sample of 344 people surveyed, 240 (or 69.8%) were between the ages of 22 and 24, 88 (or 25.6%) were between the ages of 20 and 22, and only 16 (or 4.7% of the total) were younger than 24.

The respondents' educational and occupational backgrounds are shown in the table above. From the 344 responders, 185 (53.8%) had a Bachelor of Business Administration degree, 15 (4.4%) a Master of Arts

degree, 131 (38.1%) a Bachelor of Commerce degree, 12 (3.5%) a Bachelor of Science degree, and 1 (0.3%) a Bachelor of Technology degree.

Table 4: (B.Com, B.SC, B.Tech, BBA, BA, and Others)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	185	53.8	53.8	53.8
	BA	15	4.4	4.4	58.1
	B.Com	131	38.1	38.1	96.2
	B.Sc	12	3.5	3.5	99.7
	B.Tech	1	.3	.3	100.0
	Total	344	100.0	100.0	

Table 5: Engaged, Single, and Ending a Marriage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	9	2.6	2.6	2.6
	Single	335	97.4	97.4	100.0
	Total	344	100.0	100.0	

The respondents' marital status is shown in table above. Only 9 (2.6% of the total) respondents were married, while 335 (97.4% of the total) were unmarried.

Table 6: The Joint and Nuclear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nuclear	274	79.7	79.7	79.7
	Joint	70	20.3	20.3	100.0
	Total	344	100.0	100.0	

Family types are shown in the table. Only 70(20.3%) of the 344 respondents belonged to combined families, whereas 274(79.7%) were nuclear families. The table displays the family tree. Among the 344 respondents, 295 (or 85.8% of the total) were from urban families, while 49 (14.2%) were from rural ones.

Table 7: Urban and Rural

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	49	14.2	14.2	14.2
	Urban	295	85.8	85.8	100.0
	Total	344	100.0	100.0	

For the purpose of researching how future managers' sense of self-efficacy and their level of initiative affect their professional development.

H2: Managing one's career effectively requires more than just believing in one's abilities and taking initiative.

This Hypothesis addresses the question: Does the combination of self-efficacy and proactive behavior considerable impact on one's career management?

Answer of above mentioned question depends on **self-efficacy significantly co-relation to behavior of**

prospective managers;

If yes; how significantly combination of self-efficacy and proactive behavior impact to one's career management?

If not; how significantly combination of self-efficacy and proactive behavior not impact to one's career management?

Analysis of Regression for Hypothesis 2

An equation describing the statistical association between the predictor variables (self-efficacy and proactive behaviour) and the response variable (career management) is generated in this research using regression analysis 198.

For the purpose of making predictions about the value of a dependent variable based on independent factors, it entails building a statistical model. Dependent variables are those whose values are subject to influence or prediction. Independent variables are those that have an effect on the value or are used for making predictions.

Regarding regression analysis, four assumptions were made:

1. There are no non-numeric or non-metric independent variables. Some of the variables could be nominal, ordinal, or qualitative in character.
2. You'll need to use the 0 or 1 coding for dummy variables if your variables are qualitative in character.
3. Build a scatter plot between career management and both self-efficacy and proactive behaviour as independent variables. The plot should be linear.
4. Regression standard residuals and regression deleted residuals should be linearly related.



Figure 2: Regression Deleted (Press) Residual

Assumption for regression analysis is satisfied by the linearity between regression standard residual and regression deleted residual, as seen in a scatter plot of the dependent variable (career management).

We used multiple linear regression to see whether there was any overlap between the causes of career self-efficacy and the variation in actual career self-efficacy. Ten sources of self-efficacy and proactive

behaviour served as the predictor variables. The variable utilised for regression analysis is shown in Table.

Table 8: Variables entered/Removed

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Proactive Behaviour, Self-Efficacy ^b	.	Enter

a. Dependent Variable: Career Management
b. All requested variables entered.

This little table simply provides a list of variables used in the calculation. The entry, removal and method columns apply to certain model fitting procedures.

Interpretation

The list of variables utilised for computation is defined in the above table. This research used self-efficacy and proactive behaviour as independent variables. Employment status served as the dependent variable.

Table 9: The Fit of the Regression Equation and Its Quality:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.964 ^a	.929	.929	3.86727

R square is a statistical measure of how close the data are to the fitted regression line

Interpretation

A 92.9% R-squared rating, as seen in the table above, is rather encouraging. Statistically speaking, it's a way to see how near the data are to the regression line that was fitted. For multiple regression, it is sometimes called the coefficient of determination or the coefficient of multiple determination. It shows that the regression model is effective in explaining the data. The high level of self-efficacy and proactive behaviour explains 92.9% of the variance in career management, according to the R-squared value of .929.

Table 10: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	66733.852	2	33366.926	2231.643	.000 ^b
Residual	5099.912	341	14.956		
Total	71833.765	343			

a. Dependent Variable: Career Management

Interpretation

It is not the same as the statistical technique Anova. Regression output this is. A "Significance test, which is another way of saying statistical hypothesis test" is what the acronym "sig" in SPSS stands for. To

rephrase, the outcomes of a hypothesis test are given by the numbers in the columns marked "sig" which are p-values. A test of the whole model, including all sets of independent variables, is what the p-values here indicate. To put it simply, this hypothesis test looks like this:

Consistent with null hypothesis (H0), self-efficacy and proactive behaviour do not significantly predict career management.

Career management is a dependent variable that is significantly predicted by at least one independent variable, such as self-efficacy or proactive behaviour.

Accept the null hypothesis that no independent variable predicts the dependent variable if the p-value is larger than .05. If the p-value is smaller than .05, as shown in table 4.5, then the null hypothesis may be retained even if the model is bust.

Table 11 : Data on Remaining Substances

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	17.2488	81.1659	48.5262	13.94845	344
Residual	-11.74514	13.02847	.00000	3.85598	344
Std. Predicted Value	-2.242	2.340	.000	1.000	344
Std. Residual	-3.037	3.369	.000	.997	344

a. Dependent Variable: Career Management

Table 12

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std. Error			
(Constant)	-2.403	.807		-2.978	.003
Self-Efficacy	.129	.021	.259	6.125	.000
Proactive Behaviour	1.088	.064	.716	16.899	.000

a. Dependent Variable: Career Management

This indicates significant correlation of career management with self-efficacy and proactive behavior

a. Dependent Variable: Career Management

This indicates significant correlation of career management with self-efficacy and proactive behavior

Interpretation

Table 1 shows the p-values for the independent variables, with a "sig" value of .000 for self-efficacy and a "sig" value of .000 for proactive behaviour. In contrast to the group-wide significance test covered in the earlier interpretation, these numbers are specific to the independent variable in question. Each hypothesis test typically takes the following form:

The null hypothesis states that self-efficacy or proactive behaviour, as independent variables, do not significantly influence career management, the dependent variable.

HA: Self-efficacy or proactive behaviour, as an independent variable, significantly predicts career management, the dependent variable.

Same decision-making process. To infer that the independent variable significantly predicts the dependent variable, reject the null hypothesis if $p < .05$. Based on the results in Table. we may reject the null hypothesis and accept the alternative hypothesis since the p-value is less than .05. It is projected that the

dependent variable (career management) would grow by .129 levels for every level increase in the independent variable (self-efficacy), according to the results. Additionally, it is anticipated that the dependent variable (career management) would grow by 1.088 levels for every level increase in the independent variable (proactive behaviour).

Multiple regression equation

$$\text{line: } Y = b_0 + b_1 x_1 + b_2 x_2 + e$$

Y = Dependent variable b_0 = Constant value

b_1 = Slope of self-efficacy regression line

x_1 = Independent Variable (Self-Efficacy)

b_2 = Slope of proactive behaviour regression line

x_2 = Independent variable (proactive behaviour)

e = Standard error

The formula for career management is three.86 plus (-2.403) plus (.129* self-efficacy) plus (1.088* proactive behaviour). When self-efficacy is zero, the value of career management is shown by the constant value of -2.403. What this indicates is that potential managers' career management is expected to fall by 2.403 levels when self-efficacy and proactive behaviour levels are low. There would be a .129 level increase in career management and a 1.088 level gain in proactiveness if prospective managers' self-efficacy were to rise by only one level. This is where all of the clearly specified sub-variables (such as self-awareness, self-belief, self-achievement conduct, etc.) contribute to the overall degree of self-efficacy. Similarly, all clearly defined subvariables, such as work self-efforts, work self-behavior, etc., contribute to the overall degree of career management.

CONCLUSION

In view of what has been discussed and analyzed in this research, it can be concluded that self-efficacy and proactive behavior are the key factors explaining career management in future managers. Self efficacy is positively linked to perceived career control; thus, individuals with high levels of self efficacy are likely to have greater confidence in controlling their career paths. Proactivity on the other hand is positively associated with career problem solving; this implies that the ability to handle problems relating to careers is improved by high levels of proactivity. The following are policy implications that operationalize the results of this study: These findings underlined the importance of cultivating these traits in educational programs to prepare students properly for career management. Therefore, this study also provides an overview of the theoretical framework for career management, as well as the guidelines for educators and policymakers on how to enhance the students' preparation for careers. They hold that if self-efficacy and proactive behavior training are included in college and university programmes, then the career management skills of individuals will be boosted which will ultimately assist with the career success of individuals in the long run. While positively relating to career management these personality traits have relevance in academic and practical environments and should be encouraged as parts of the student development programs.

References

1. Lankard Brown, B. (2022). Self-Efficacy Beliefs and Career Development. Clearinghouse on Adult, Career, and Vocational Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED429187.pdf>
2. Li, H., Ngo, H. Y., & Cheung, F. (2019). Linking Protean Career Orientation and Career Decidedness: The Mediating Role of Career Decision Self-Efficacy. *Journal of Vocational Behavior*, 115, 103322. <https://doi.org/10.1016/j.jvb.2019.103322>
3. Li, X., Zhang, A., & Guo, Y. (2021). Are Proactive Employees More Creative? The Roles of Multisource Information Exchange and Social Exchange-Based Employee–Organization Relationships. *Personality and Individual Differences*, 170(15), 110484. <https://doi.org/10.1016/j.paid.2020.110484>
4. Li, L., & Mao, S. (2019). Moderating Effects of Proactive Personality on Factors Influencing Work Engagement Based on the Job Demands-Resources Model. *Social Behavior and Personality*, 42(1), 7–16. <https://doi.org/10.2224/sbp.2014.42.1.7>
5. Marcionetti, J., & Rossier, J. (2021). A Longitudinal Study of Relations Among Adolescents' Self-Esteem, General Self-Efficacy, Career Adaptability, and Life Satisfaction. *Journal of Career Development*, 48(4), 475–490. <https://doi.org/10.1177/0894845319861691>
6. Marcoulides, G., & Schumacher, R. (2021). *New Developments and Techniques in Structural Equation Modeling*. Lawrence Erlbaum Associates.
7. McCormick, B. W., Guay, R. P., Colbert, A. E., & Stewart, G. L. (2019). Proactive Personality and Proactive Behavior: Perspectives on Person–Situation Interactions. *Journal of Occupational and Organizational Psychology*, 92(1), 30–51. <https://doi.org/10.1111/joop.12234>
8. Mensmann, M., & Frese, M. (2019). Who Stays Proactive After Entrepreneurship Training? Need for Cognition, Personal Initiative Maintenance, and Well-Being. *Journal of Organizational Behavior*, 40(1), 20–37. <https://doi.org/10.1002/job.2333>
9. Ng, T. W. H., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2015). Predictors of Objective and Subjective Career Success: A Meta-Analysis. *Personnel Psychology*, 58(2), 367–408. <https://doi.org/10.1111/j.1744-6570.2005.00515.x>
10. Nodira, T., & Nodir, M. (2022). Labor Force, Its Employment and Unemployment. *Web of Scientist: International Scientific Research Journal*, 3(11), 1191–1205. <https://doi.org/10.17605/OSF.IO/WUNM3>
11. Nunnally, J. C., & Bernstein, I. H. (2021). *Psychometric Theory*. McGraw-Hill.
12. Parker, S. K., Bindl, U. K., & Strauss, K. (2020). Making Things Happen: A Model of Proactive Motivation. *Journal of Management*, 36(4), 827–856. <https://doi.org/10.1177/0149206310363732>
13. Parker, S. K., & Collins, C. G. (2020). Taking Stock: Integrating and Differentiating Multiple Proactive Behaviors. *Journal of Management*, 36(3), 633–662. <https://doi.org/10.1177/0149206308321554>

14. Peker, T. (2018). The Mediating Role of Proactive Personality Between Self-Efficacy and Life Satisfaction. (Master's thesis, Ordu University).
15. Peng, P., Song, Y., & Yu, G. (2021). Cultivating Proactive Career Behavior: The Role of Career Adaptability and Job Embeddedness. *Hypothesis and Theory*, 12, 1–16.
<https://doi.org/10.3389/fpsyg.2021.603890>