

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

**THE EFFECT OF CAREER SOCIAL SUPPORT ON
CAREER ADAPTABILITY AND PERCEIVED
EMPLOYABILITY OF MBA STUDENTS**

SU SU HLAING

MBA II-11

24th BATCH

APRIL, 2022

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Academic Year (2018-2022)

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A thesis submitted to the Board of Examiners in partial fulfillment of the requirements for
the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis prepared entitled “**The Effect of Career Social Support on Career Adaptability and Perceived Employability of MBA Students**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

Board of Examiners

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APRIL, 2022

ABSTRACT

The main objectives of this paper are to study the effect of career social support on career adaptability and perceived employability of MBA students, and to analyze the effect of the moderating role of proactive personality on MBA students from Yangon University of Economics. Eighty-four respondents are chosen for the analysis of this study, by using simple random sampling method. Survey is conducted with structured questionnaires. According to the findings, information support and emotional support from career social support have positively significant effect on career adaptability. Concern and control from career adaptability have positively significant effect on perceived employability of MBA students. In analyzing the moderating effect of proactive personality, proactive personality plays as significant moderating role in the relationship between career adaptability and perceived employability of MBA students. Therefore, MBA students should focus on career social support and career adaptability for their employability and leverage proactive personality to increase perceived employability.

ACKNOWLEDGEMENTS

Firstly, I would like to express my deepest gratitude to Professor Dr. Tin Tin Htwe, Rector of Yangon University of Economics, for allowing me to undertake this study as a partial fulfillment for the Master of Business Administration Degree from Yangon University of Economics.

I would also like to describe about my sincere and greatest gratitude to Professor Dr. Nu Nu Lwin, Professor & Head, Department of Management Studies, Yangon University of Economics, for her supervision, direction, support and suggestion, encouragement and guidance to accomplish this paper.

Then, I would like to extend my gratitude, appreciation and gratitude to Professor Dr. Myint Myint Kyi, Professor Dr. Thin Nwe Oo, Professor Dr. Hla Hla Mon and Professor Dr. Than Thuzar from Department of Management Studies for their detailed and constructive guidance, supporting from different perspectives, during the study period, and kind permission to complete this thesis.

Furthermore, I would like to express my sincere gratitude with the bottom of my heart to my supervisor, Dr. Su Hlaing Oo, Associate Professor, Department of Management Studies, for her patience, supervision, guidance and mentoring throughout this study.

I would also like to show my gratitude and respect towards all the professors, associate professors, lectures, visiting lectures and faculty members of Department of Management Studies for providing me with the guidance and administrative support during these academic years. I also would like to express my really and special thanks to respondents of full-time MBA 23rd batch, MBA 24th batch, and MBA 25th batch, which provide for the accomplishment of this paper.

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LIST OF ABBREVIATIONS

CA	Career Adaptability
CAAS	Career Adapt-Ability Scale
CCT	Career Construction Theory
CSS	Career Social Support
CSSI	Career Social Support Inventory
DMA	Diploma in Management and Administration
MBA	Master of Business Administrations
MDevS	Master of Development Studies
MPA	Master of Public Administration
PE	Perceived Employability
PP	Proactive Personality
SPSS	Statistical Package for the Social Sciences
YUE	Yangon University of Economics

CHAPTER 1

INTRODUCTION

Nowadays, building and maintaining relationship with each other contributes more effectively in daily lives. In term of needs and crises, having good social relationship can support to create better focus from different perspectives. With the rapid change and development in the global market, the employees have to gain the skills and competences to adapt to ever changing environment.

Social support indicates as perception which one is valued, cared for and aid another who needs help in the social network. Different to social support, career social support specifies the tasks or issues related to career fields. Supportive communication is aimed for contributions to the other side in the communities and networks. Career social support occurs when individual perceive beneficial interactions with other while relating to career issues. Career social support can be obtained as different forms which can be information support, advice support and emotional support. In the workplace, career social support can help to obtain career related information and help to get employable and more high-pay with referral programs.

Employability is conceptualized as a set of human capital, social capital, personal characteristics, and personal behaviors that makes graduates more likely to gain employment (Clarke, 2018). By the career construction theory, the important personal resources to be success in labor market includes career social support and employability skills (Savickas, 1997). This theory provides how individuals choose and decide for job. Career social support is not the only one to get for a job, moreover, career adaptability, which is one of the social psychological resource, need to cope with related tasks and challenges within their career. Social support is one of the important elements for career adaptability (Savickas, 2002).

Career adaptability and proactive personality are important for employability. Different work structures and competitive work environment needs proactive personalities to cope with changes effectively in the workplace. The graduate students

are thriving to develop their personalities and adaptability skills to be relevant in the unpredictable setting for workplace (Dauwalder et al., 2009). Proactive personality is related to individual trait whose have the skills to recognize the opportunities and initiatives before other, taking action with future-orientation and preserve meaningful changes responsive to current conditions. By preparing for future problems, needs and changes, proactive personality is defined as the one who is unconstrained by situational factors, analyze the current situation and identify opportunities for striving goals.

Labor market is developing more and more due to competition of the skills and abilities of applicants and preparation and competition between applicants are also intense in the labor market. MBA students are now demanding for the requirements of skills and abilities in the working environments. Students that achieved graduate degree of master of business administration, are able to discover with better understanding of business management. Nowadays, students which want to develop their career enhancement are interested in MBA programme. With qualification and possessing of related skills and knowledge, MBA students have wide range of opportunities for their employability and career development. Education and employability become important issues for employment. With the high level of education, students can have the greater opportunities for their employment. In this competitive and uncertainty world, the more difficult to get employability, the more resources and competences are needed. Career social support and career adaptability may function as one of the important skills for employability and needs to consider how proactive personalities can affect the employability.

1.1 Rationale for the Study

With development of education, employers desire to hire more talented employees with strong educational backgrounds and experiences. Increasing talented people, employability becomes difficulty in the market. A person's capability becomes important asset for employment, and lack of skills and abilities can hander the employment. Organizations are competing with their rivals in the market, they require to build the competitive advantages for their survival. Human resources become the essential for their survival. To enhance their productivity, they require

more talented and experienced human resources for their goals. While organizations are hiring more talented and professional employees in one hand, candidates are equipping their performances with stronger educational background in the other side. Development in economics creates more challenges for employability from the perspectives of candidate. There are different types of variables that are influenced for the employability of students. Like the organizations are competing, universities are also competing for their students' employability. Analyzing the influencing factors for employability becomes one of the important stages for students' career. Nowadays, MBA students are developed from varieties of public and private universities. Not only analyzing the effects employability is important, but also the participations of candidates are also important. To be employed rather than other, they need to spot the opportunities faster than the others. To achieve the opportunities, students need to possess hard skills and soft skills. Acquiring social support can be able assist to overcome the challenges of employability. Getting the information faster than other, they can be able to obtain the higher chances of employability. This is important to realize how support of other can contribute to the career life. Highlighting the needs for employability of students, career social support acts as the main roles in transition to complex and challenge labor markets. With less working experiences, students cannot be able to enter into the workplaces easily, they require the important personal resources to adapt into different industry which cannot be the same with learning industry. Determining different types of social support for career becomes one of the important considerations for the employability.

Adaptability becomes important for before and after employment. Without adaptation to the situations, they cannot fulfill their requirements. To be selected among candidates, career adaptation becomes important influencing variable for their employment. Exploring the effect of career adaptability is desired for discovering how they can influence for employability of students. For career adaptability, students need to develop their personality for their adaption of achieving job and their career development. People with more resources have to challenge less difficulties and less suffer from stress and resource loss attack. Self-regulating resources can define as career adaptability and proactive personality can influence the graduates' employability. Interesting effect of these variables on employability, they become the

primary reasons for conducting this study and considers as one of milestones to accomplish for academics.

1.2 Objectives of the Study

This study aims at examining the effect of career social support on career adaptability and employability of full-time MBA students from YUE. The main objectives of this study are:

- To examine the effect of career social support on career adaptability of full-time MBA students
- To analyze the effect of career adaptability on perceived employability of full-time MBA students
- To analyze the effect of moderating role of proactive personality between career adaptability and perceived employability of full-time MBA students.

1.3 Scope and Method of the Study

This paper uses primary descriptive research method to conduct the study according to the collected primary and secondary data. The scope is restricted on full-time MBA students from 23rd , 24th and 25th batch of Yangon University of Economics. For the reason of restriction on the data, this paper aims to get recent updated employable conditions and the current influencing factors on employability for graduate full-time MBA students, and to know the requirements of adaptable skills and personality for employment.

Total population for this study is 274 students which consist of 93 students from MBA 23rd batch, 93 students from MBA 24th batch and 88 students from MBA 25th batch. Based on the population, the study selects 84 respondents for sample size which are conducted as thirty percent from population size due to some difficulties in data collection periods. The primary data is collected by a structured questionnaire conducted to the respondents by using simple random sampling method. The questionnaires mostly consist of five point Likert scale questions and multiple-choice questions. Since the respondents are MBA students from Yangon University of

Economics, the data are collected with online and paper forms. The secondary data is collected from related articles and reports, text books, websites, published notes, local and global news, previous research papers, international papers, online articles and previously done local papers. The collected data are analyzed with SPSS tool in this study. This paper includes restriction in scope and it cannot represent to all MBA students of YUE and it is also excluded other major students and does not include information related from other cities. Data collection period is from 2018-2022 and the period is long due to some conditions of covid 19 pandemics and some unstable conditions of political situations in Myanmar.

1.4 Organization of the Study

This study is arranged by five different chapters. Chapter (1) includes introduction, rationale of the study, followed by objectives of the study, scope, method and limitation of the study and organization of the paper. Chapter (2) describes the theoretical background related to the study. Chapter (3) describes about the background of Yangon University of Economics, background of MBA programme, and profiles of respondents. Chapter (4) provides the statistical analysis of data for the study, including the effect of career social support on career adaptability, the effect of career adaptability on employability and effect of moderating role of proactive personality on employability of full-time MBA students. For the last, Chapter (5) draws the summary and discussion of findings resulted from the previous chapter. From the findings, it includes the suggestions, recommendations and also point out about the parts that need to make further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter comprises theories related with career social support and career adaptability and reviews on literature of perceived employability. There have various empirical studies about the relation between career social support and perceived employability of students. This includes literature review about how the perceived employability is affected by social support and career adaptability.

2.1 Career Social Support

The role of social support plays as one of the development ways to enhance the quality of life and provide buffer for the upcoming life events. According to Vietze (2011), social support occurs when individual perceive beneficial interaction with another. While considering social support, it plays as influencing factor in the process of career exploration. Based on available definitions, social support includes some form of effective and good communication and provision of supportive outlooks and attitudes for those who are in need of assistance (Rook & Dooley, 1985). In the difference of social support, career social support is a subsequent type of social support which is related to only career-relevant tasks. Career social support can be regarded as a form of social support where a person receives assistance facilitated by others including family member, friends, colleagues, and teachers (Dimatteo, 2004). It is any aid that comes from people important and close to a person and can take any form within emotional support, information support and lastly behavioral support (Thoits, 2010). Choenarom, et al., (2005) defines social support which indicates the social network's structural characteristics and perceived resource availabilities. According to resource conservation theory, possessing more resources are likely to suffer less from the resource's loss attack. Thus, career social support is a psychological resource and adaptability is self-regulating resource that can affect employability.

Career social support is necessary for employability. Social support is said to have the ability to lead to better employability (Clarke & Patrickson, 2008). It helps individuals in coping with stressful situations when searching for a job and improving career adaptability. With support from close people, individuals' self-esteem and confidence can increase even during difficult times. As a result, individuals will be able to develop career related advancement and plans as well as employability (Brown et al., 2006). Career social support thus has influence on achieving career success (Fawehinm & Yahya, 2018). While considering to career social support and perceived employability, they need to consider under the conceptual framework of Career Construction Theory (CCT). While developing career social support, three dimensions are considered which are divided into information support, advice support, and emotional support.

(a) Information Support

Information support about career can be obtained from the friends, relatives, teachers, and parents. Information support can be referred as types of messages that include about knowledge or facts for career related issues (Cutrona & Suhr, 1992). In order to help cope and solve problems, individuals are given information support which are information and advice and also instructions (House, 1981). Even during academic years, information support is extremely important as the more information is provided, the more successful at academic (Fleury et al., 2009). These types of information support can be obtained from personal contacts, career centers and events, counselor, internet networks and resources, classified ads and moreover, form private employment agencies. Hence, social support becomes one of the possible tools for achieving career information (Scott Seibert, 2001). In labor market and selecting appropriate career choices, information support plays as vital role for perceived employability.

(b) Advice Support

Advice support offers the information that can be useful to the organization, and it is supported for self-evaluation. This can be different forms such as advice, suggestions and options, and it can support for future employment, career development, career challenges and reaching to career goals. Advices are helpful, supportive and honest and can also incur appreciation if initiatively seeking, though

the advice receiver can choose whether to take the advice or make own judgement and decisions (Goldsmith & Fitch, 1997). Information, advice and guidance can assist to make well-informed career choices while changes in labor market occur (Cedefop, 2008). While considering career social support, advice support plays as vital role in career choice and career development.

(c) Emotional Support

When members of an organization have positive social interactions and relationships with others, it is called as emotional support (Wanberg & Banas, 2000). Providing empathy, inspiration and motivation, caring and concern, trustworthiness, understanding and love is considered to be included in emotional support dimension (House, 1981). Emotional support can help adjust the emotion level of the individuals (Ury, 1991). Emotional support is used to support career related anxieties for different candidates in the emotional content of career guidance research. By providing assistance through emotional development and personal development, encouragement of youths is supported in order to enhance their decision-making process and confidence in career development. Diverse aspects of career social support, including emotional support plays to enhance the chance of perceived employability through employee adaptability (Xia et al., 2020).

2.2 Career Adaptability

The career adaptability is defined under the theory of Career Construction Theory, developed by which descended from career maturity in order to make it more suitable to working adults (Savickas et al., 2013). It implies adults become more and more adaptable in various career stages because of psychology and social related conditions (Hirschi, 2009). This theory aims for how individual choose and develop their career, such as occupational choices, work adjustment and their interrogating behavior. The Career Construction Theory (CCT) describes about why, what, and how individuals construct their career life. Career adaptability is defined as the ability of individuals which adapt to changes smoothly and adapt to maintain the balance between career roles and goals. According to founder of CCT theory, career adaptability can be defined as the fundamental psychological resources which deal with career transitions, and tasks in their career roles that can change social

integration (Savickas, 1997). Based on CCT theory, people who are willing to adapt or who have the ability to adapt usually have higher level of adaptability (Savickas & Porfeli, 2012). It is a plan for unpredictable circumstances where people take care of those changes (Rottinghaus et al., 2005).

In order to have successful career, career adaptability is said to be one key component (O'Connell et al., 2008). With career adaptability, people can increase their self-belief and decision-making abilities during difficult times in their careers (Urbanaviciute et al., 2014). Having career adaptability also helps improve job performance and in turn satisfaction. Career adaptability is related with the career social support and employability (Tiansheng et al., 2020). Career adaptability resources include four segments which are concern, control, curiosity, and confidence. The higher the level of adaptability profiles (such as concern, control, curiosity, and confidence), the more adapting skills are shown in career enhancement. In this study, career adaptability is conducted by career adaptabilities scale (CAAS).

Concern aspect deals with perspectives on current as well as the future careers. Concern of career adaptability is one of the foundation psychological resources that individuals needs to consider about future and prepare for what might happen in the career life for both tasks and challenges. Thus, the main purpose is to plan, organize and prepare for future career aspect (Creed et al., 2008). Career concern is defined as the first and most essential dimension while addressing the future compared with present condition. Career control and concern become the strongest predictors for career adaptability, and career related self-efficacy (Chen et al., 2020). Career control is defined for ability of individuals how they control their responsibilities while shaping themselves in their career path and how they prepare to meet the future requirements with their own self-disciplines. Hence, it is related with an individual's decision making in regards to their career prospects even if they receive advice from other parties (Savickas, 2005). It includes the degree of self-discipline, tenacity and the amount of effort exerted in work environment. Curiosity is defined as how individuals recognize themselves in different situations and challenges. In another way, career curiosity can be referred as fits and possibilities between requirements and present. Career curiosity is defined as motivation for exploring careers including future career opportunities, different job positions and working environments (Savickas, 2005). The higher the curiosity, the more effort will be put into research.

Confidence is one of encouragement psychological assets that can prompt the individuals to implement their defined goals and life design despite challenges and is associated with problem solving (Omar & Noordin, 2013).

2.3 Perceived Employability

Employability means when an individual is an attractive job candidate to businesses due to the skills they possess (Bridgstock, 2009). The requirements within the job market translate into those skills and capabilities and as employability becomes more and more important, the topic has even become a necessity to develop within higher education in some countries (Precision Consultancy, 2007).

Employability can be defined as the ability to obtain the initial employment or to maintain employment or to make a transition between jobs if required (Sels, 2003). Employability defines as the ability to manage their own employment opportunities with having set of skills, ability, knowledges and attributes for their career. According to Sheffield Hallam University, Lee Harvey defines the employability as the process of learning to obtain a satisfying job. The lack of skills and abilities of employability is the primary cause for unemployability (Sarah et al., 2007). Employability is also defined as the set of human and social capital and individual capital and behavioral attitudes which can create the employment (Clarke M. , 2018). It is related to capability and thus, makes the probability of getting employed greater for graduates (De Cuyper et al., 2012). Perceived employability is the individual perception of possibilities for making desired career and employment. Employability has related to eight factors which are interpersonal relationships, team cooperation, learning ability, problem solving, social support, network capital, personality and career identification (Yu et al., 2019). According to resource conservation theory developed by (Hobfall, 1989), the more social psychological resources that individual obtain can be able to result the greater opportunities for successful individual employment.

Under the Resource Conservation Theory, the individuals are using various skills, abilities and resources to accomplish their job duties and responsibilities. They can also replenish their required resources while seeking job or maintaining job. This conservation of resource theory has covered with two basic principles for protecting

the resources. The first principle, primary of resource loss, become more harmful to the lost resources rather than the gaining resources. The second principle is related to resource investment, to prevent resource loss, they aim to invest more resources for recovering their loss. According to Rothwell et al (2008), perceived employability scale is developed through four components, which are based on (a) university reputation, (b) field of study, (c) labor market and (d) self-belief (Rothwell et al., 2008). To conclude, some argue employability depends largely on the amount of training that are in accordance with job market needs higher education institutions can provide, the higher the chance of an individual to have high employability and consequently, successful careers (Yorke, 2006). The other side however argues that perceived employability depends more on characteristics of each individual like personality, job market knowledge, skills and experiences and the amount of networking availability (Berntson & Marklund, 2007). Perceived employability strengthens the relationship of self-evaluations and job searching habits (Onyishi et al., 2015). It also has effect on psychological functioning, job searching habits and job satisfaction.

2.4 Proactive Personality

People with proactive personality tend to display a set of behaviors like preparing beforehand, being persistent until change is realized, and being self-initiative (Fuller & Marler, 2009). Proactive person is the one who possess the proactive personality traits which looks ahead of future activities, and strive for specific goals. Proactive personality is important because it is the essential abilities to achieve the desired goals and objectives for individuals. Everyone has different skills and abilities which can benefit from their own personality. Proactive personality is the one with the proactive skills which can recognize opportunities, and respond to changes according to their specific goals.

Compared to those who choose to adapt and not be initiative, people with proactive personality visualize a different future and thus lead to positive change (Parker et al., 2010). In doing so, they gather necessary information in order to uncover opportunities and challenges and set clear change related goals in a sequence in accordance with their values (Gong et al., 2012; Karniol & Ross, 1996). And then,

they develop comprehensive plans by including all possible circumstances and gather additional information again to develop alternative strategies and plans (Taylor et al., 1998; Grant & Ashford, 2008). Finally, they pour their time and energy to realize those goals despite obstacles (Bindl et al., 2012).

According to resource conservation theory, the proactive personality has adverse effect of resource scarcity and favorable effect on resource sufficient. The one who possess greater initial resources are less likely suffer from losing resources and more capable with high proactivity and able to develop career related resources. According to Bateman & Crant (1993) developed the proactive components and they also defined the "proactive personality" as the one who cannot be constrained by different situational forces and effects by environmental change. Proactive personality also related for entrepreneurial alertness and abilities and proactive for career success. The characteristics of proactive characteristics includes desire for control, setting challenge goals, taking charge at work, above-average cognitive skills, and being early riser.

2.5 Previous Studies

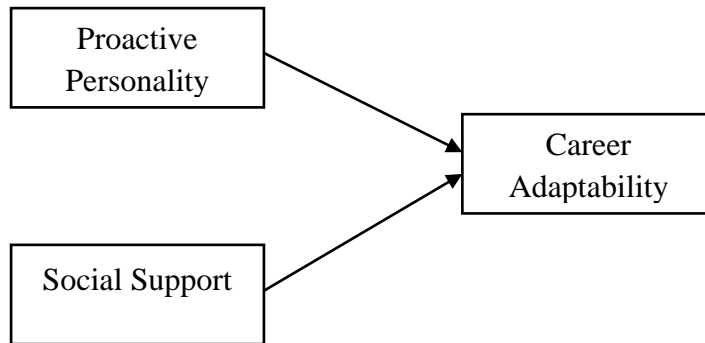
For conceptual framework of the study, previously done papers are studied and analyzed. First, the effect of social career support on career adaptabilities presents. Then, the effect of career adaptabilities on perceived employability explains. The moderating effect of proactive personality on the relationship between career adaptability and perceived employability are discussed.

2.5.1 The Effect of Career Social Support on Career Adaptabilities

While constructing conceptual framework for this study, previously studies and frameworks are analyzed. In this section, the linkage between social support and career adaptabilities, the career adaptability as predictors of employability and the relationship between career social support and employability of college students describe.

The study about the linkage between proactive personality and social support on career adaptability is conducted by (Fawehinmi & Yahya, 2018). They conducted for the purpose of how undergraduate students use their proactive personality and social support for the career adaptability in northern region of Malaysia. The developed conceptual framework is as follow:

Figure (2.1): Conceptual Framework of Fawehinmi and Yahya



Source: Fawehinmi & Yahya (2018)

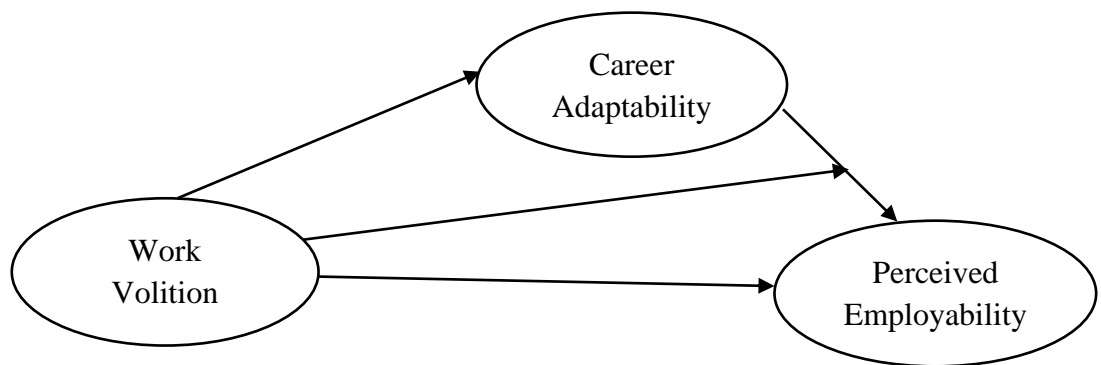
This study conducted 188 respondents for their analysis and regression analysis is used to explore about the linkage between them. To evaluate the effect between three variables, the self-administered questionnaires are conducted to students of Malaysia. The questionnaires are composed for measuring career adaptability, proactive personality scales and social support items. Proactive personality results as highest influence on career adaptability and social support also has some influence on adaptability for career.

2.5.2 The Effect of Career Adaptabilities on Perceived Employability

While analyzing the study related with career adaptability for employability, the article developed by Jung Eon Kwon aimed for analyzing the process of preparing for employment of university students. In 2019, Jung Eon Kwon investigated two dimensions on employability which are work volition and career adaptability. The study conducts work volition from psychology of working theoretical framework, and career adaptability originated from career construction theory. To test the effect of dimensions on employability, 16 questions of perceived employability scale by Rothwell and Arnold and career adapt-abilities scales (CAAS) which is composed of

concern, control, curiosity, and confidences are used. With self-reported questionnaires, the study collected 251 respondents which included above 84% of respondents are senior students, and the rest, around 15% are junior students. The obtained results about the study was that the direct effect of work volition and indirect effect through career adaptability on employability were significant. This research model is constructed the theoretical framework as follow:

Figure (2.2): Conceptual Framework of Jung



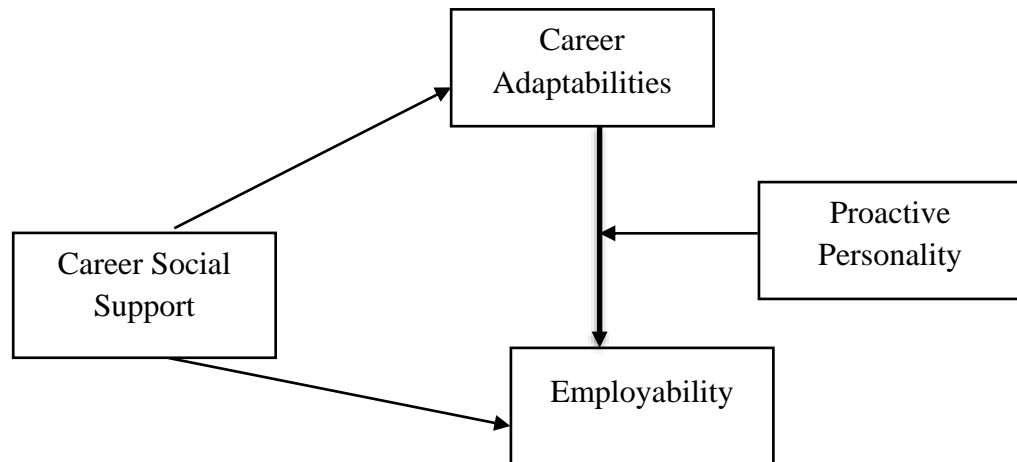
Source: Jung (2019)

2.5.3 The Moderating Effect of Proactive Personality

Another study which references mainly for this study is the one conducted by Tiansheng et., 2020. They explore about the relationship between career social support and employability with mediating role of career adaptability and moderating role of proactive personality on university students. Resulting in positive effect of career social support on career adaptability and employability and proactive personality plays as moderating role on employability. They measure with career social support inventory (CSSI) by Hou et al, career adapt-ability scale (CAAS) by (Savickas, 1997), employability scale and proactive personality scale by (Bateman & Crant, 1993). With the convenience sampling method and after collecting 392 college students in China, they interpret these variables are important for employability with their mediating and moderating role on them. Social support from family, friends, and teachers are providing employability of students and moreover, growing awareness and developing career adaptability skills are also important for employability. Summarizing the result on this paper, good social support can promote the career

adaptability of college students and which also facilitates the employability of these students. The career adaptability can be more beneficial on employability by the role of proactive personality skills of students.

Figure (2.3): Conceptual Framework of Xia, Gu, Huang, Zhu and Cheng

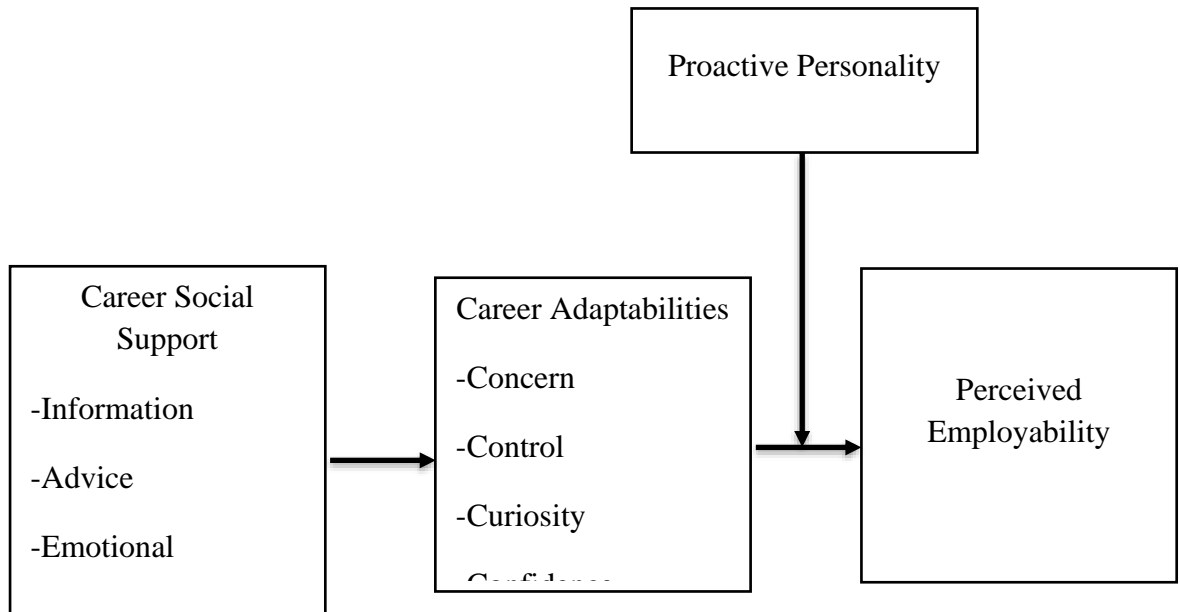


Source: Xia, Gu, Huang, Zhu & Cheng (2021)

2.6 Conceptual Framework of the Study

This paper aims to study about the effect of career social support on career adaptability and perceived employability of MBA students, with the moderating role of proactive personality skills. Independent variable is the career social support of MBA students and the dependent variables are career adaptability and employability of MBA students. Proactive personality plays as the moderator role between career adaptability and perceived employability of MBA students. The first variable is career social support which has three components, information support, advice support, and emotional support. The second variable, career adaptability has four components to measure which are concern, control, curiosity and confidence. The conceptual framework for this study is as follow:

Figure (2.4): Conceptual Framework of the Study



Source: Own Complication (2022)

Career social support defines as one of the beneficial interactions and support for requirements while relating to career. Career social support variable is measured with the four dimensions of support which are information support, advice support, emotional support and material support. According to previous studies of career adaptability, this paper uses the career adapt-abilities scales (CAAS) with the four components, such as concern, control, curiosity, and confidence. Perceived employability scale and proactive personality scale are used in this study for exploring the relationship between these variables.

CHAPTER 3

BACKGROUND AND MASTER PROGRAMMES OF YANGON UNIVERSITY OF ECONOMICS

This chapter presents about the background of Yangon University of Economics and background of MBA programme in the first part. The second part of this chapter describes about the profile of respondents and explores about the demographic analysis of respondents.

3.1 Background of Yangon University of Economics

With the development of educational industry in Myanmar, various public and private academic schools and institutes are founded across the country. Among many others, Yangon University of Economics is actively participating in developing capacity of human resources for Myanmar. The Yangon University of Economics is one of the State Universities which are under the Department of Higher Education of Yangon Region in Myanmar.

Yangon University of Economics was established in 1924, and founded as the Section of Economics of Yangon University. In 1964, it became an independent university of higher learning. Yangon University of Economics offers undergraduate, graduate degrees and diplomas, mostly related to commerce, economics and statistics. It also performs as one of the largest public university in the country. The university has total of three campuses, which are Kamayut campus, Hlaing campus and Ywa Tha Gyi campus. The university confers three types of degrees which are bachelor degree, master degree and doctoral degree. Yangon University of Economics provides a wide range of academics, facilities, services, including library, to students. The motto of Yangon University of Economic is "Stamina, Genius; Loyalty, Oath."

Yangon University of Economics aims to become a locally leading university as well as an internationally recognized public university. The missions are to produce graduates which are highly qualified while fulfilling the requirements of stakeholders,

and to enhance the capability of students through their learning, and to upgrade the performance of university based on university-industry collaboration. Yangon University of Economics is operating with rector, pro-rectors, and heads of departments. It originated as Department of Economics, which is formed with the sections of accounting, business administration, commerce, development studies, economics, population studies, public administration and statistics. Under Yangon University of Economics, Department of Management Studies added full-time MBA programme in 1995, full-time MPA programme in 2000, MDevS programme in 2004, executive MBA programme in 2002, and online MBA programme in 2007. And, Yangon University of Economics also started offering Master of Marketing Management and Master of Hospitality and Tourism Management in 2020. Through developing and offering various programmes, it aims to cultivate talents and professionals who excel in their respective careers and industries.

3.2 Background of MBA Programme

With the launch in 1995, MBA programme has nurtured more than 2500 MBA graduates and a lot of them have secured or are on the road to achieve prominent roles in their careers at the moment. MBA programme is designed to meet the requirements of MBA students with support of skills, abilities, and capacities that can help to create the career paths they desire. MBA programme provides the students with standards and experiences that are on par with international programmes.

Master of Business Administration (MBA programme) is under the Department of Management Studies which is located at Hlaing Campus of Yangon. The mission of MBA programme in YUE is to develop socially responsible and competent business leaders who possess integrated skills, management knowledge and experience with global vision and local commitment. The students of MBA programme are to establish professional developments and become authentic leaders, to possess integrative skills and knowledge within social environment. MBA programme provides four types of graduate sections, which are Full-time MBA, Executive MBA, Online MBA and DMA sections.

The Full-time MBA programme started in 1995 by Dr. Daw Yi Yi Myint and has been applying student-center-teaching methods by theories to practical environment. Under Yangon University of Economics, Full-time MBA students attend the programme for two years to fulfill the requirement for the qualification of the degree. Through the MBA programme, professors and teachers aim to nurture the students to become competent and responsible leaders in the future.

This programme is divided into two academic years for MBA students, and each year has been divided into four quarters. The programme is designed to include learning various management subjects, internship period, and submission of dissertation paper. The programme trains MBA students to be able to conquer challenges in managing modern working environments in globalization context. As for international collaboration, MBA programme participates in student exchange and faculty exchange programmes. Compared to other private MBA programmes, another crucial advantage for MBA students that join the programme from Yangon University of Economics is the presence of a strong network of MBA graduates and alumni because of the programme's longstanding history and reputation. Through this invaluable network, students are able to expand their professional reach and create mutually beneficial relationships with one another.

In this programme, MBA students have to learn a wide range management subjects and they are divided into main courses and elective courses. All these management subjects provide and fulfill skill competency and knowledge of an MBA student. Through learning of these management subjects, MBA students will be able to take the leading roles in their working environments once they graduate. After completing mandatory courses over two academic years, each student has to submit respective dissertation paper within another three years to ultimately achieve the MBA degree. With constant and rapid changed in business environments, the requirements for working environments are also changing alongside. Not only students need to possess adequate skills and capabilities, they also need to develop and build their social networks in order to increase their employability.

3.2 Profiles of Respondents

To study about the career social support and career adaptability of Full-time MBA students in YUE, the first analysis presents about the demographic characteristics of respondents. The questionnaires are designed to ask about career social support and career adaptability which are related to perceived employability of MBA students in YUE. The demographic questionnaires include about gender, age, education, monthly income, specialized bachelor, and occupation of respondents. There are 84 full-time MBA students which are participated as respondents in YUE.

Table (3.1) Demographic Profile of Respondents

Description		Frequency	Percentage (%)
Total		84	100.0
Gender	Male	5	6.0
	Female	79	94.0
Age Group	21-25 years	16	19.0
	26-30 years	57	67.9
	31-35 years	10	11.9
	36-40 years	1	1.2
Specialized Degree	Economic Students	49	58.3
	Medicine Student	1	1.2
	Pharmacy Student	16	19.0
	Foreign Language Student	17	20.2
	Marine Student	1	1.2
Monthly Income	Less than Ks 100,000	3	3.6
	Ks 100,000 to Ks 399,999	18	21.4
	Ks 400,000 to Ks 699,999	23	27.4
	Ks 700,000 to Ks 999,999	36	42.9
	Ks 1,000,000 and above	4	4.8
Employed State	Employed	79	94.0
	Unemployed	5	6.0

Occupation	Student	6	7.1
	Private Sector Employee	55	65.5
	Public Sector Employee	5	6.0
	Self Employed	18	21.4

Source: Survey Data (2022)

As for the study, the employability of students is required to analyze and there is no need for gender basis for selecting the respondents of this study. Based on the data collection, most of the respondents are female respondents and 79 female respondents are occupied (94.0%) of total respondents. The rest are 5 male respondents and present as (6%) of the study. With the use of simple random sampling method on respondents, female respondents are more time higher than male respondents. As for the age group analysis, 21-25 years group has 16 respondents which is (19%) percent of respondents, the most respondents for age group, 26-30 years is 57 respondents, (around 68%), and 31-35-year group is conducted for 10 respondents (11.9%) and 36-40 year is only 1 respondent participated for the study.

According to principles of full-time MBA students, most respondents can be found around the age group of 26-30 years. The study also aims for the employability of MBA students so these respondents are suitable for this study. For exploring the factors of career adaptability, specialized degree of educations is conducted to discover about their adaptability and employability of MBA students. For the section of specialized degree for education, 49 respondents are economic students (58.3%), 1 respondent is specialized for medicine student (1.2%), pharmacy students are included as 16 respondents (19.0%), foreign language student is about 17 respondents (20.2%).

The next questionnaire section about demographic section is about the monthly income which is divided into five groups. The majority group is Ks 700,000 to Ks 999,999, with 36 respondents. The second largest group of monthly income is Ks 400,000 to Ks 699,999 with 23 number of respondents. For the monthly income level of Ks 100,000 to Ks 399,999 is about 18 respondents (214%), and for the Ks 1,0000,000 and above income level is found 4 respondents (4.8%) for the study.

For the employment state in demographic section, employed respondents are 79 respondents which occupied (94%) of this study, and the respondents offers the general information of which factors are importantly influencing for their employed

conditions. The occupation information of respondents is collected for the analysis of employability conditions. Most of the respondents are from private sector employees which are above (65%) of respondents and 5 respondents (6%) are occupied as public sector employees. The participants of the study include 18 number of respondents which plays as self-employed respondents. With the difference of occupation types of employability, general analysis on career social support, career adaptability and perceived employability is developed based on the collected data and information.

CHAPTER (4)

ANALYSIS ON CAREER SOCIAL SUPPORT, CAREER ADAPTABILITY AND PERCEIVED EMPLOYABILITY OF MBA STUDENTS

This chapter presents about the mean value analysis of variables that are used in the study and the second section of this chapter analyzes about the effect of career social support on career adaptability and career adaptability on perceived employability of MBA students. The last section of this chapter presents about the moderating effect of proactive personality on the relationship between career adaptability and perceived employability of MBA students.

4.1 Analysis on the Effect of Career Social Support on the Career Adaptability of MBA Students

This section applies the descriptive analysis to understand the effect of career social support on career adaptability and the questionnaire items are measured with 5-point Likert scale. Based on the analysis, mean and standard deviations of each variables are discussed.

4.1.1 Career Social Support for MBA Students

For this section, the analysis of career social support is conducted based on the factors related to information support, advice support and emotional support. These factors are conducted through inquiring total number of 84 respondents under some conditions of data collection. For descriptive analysis, mean values and standard deviation values for each variable are explored. The questionnaire items for career social support are included with 6 questions for information support, 5 questions for advice support and 5 questions for emotional support.

(a) Information Support

In analyzing about information support which is related factors on career social support, total of six questionnaires are designed to understand the effect of career adaptability and employability of MBA students. The table below presents about the mean value, standard deviation value and overall mean value.

Table (4.1) Information Support

No.	Information Support	Mean	Standard Deviation
1.	Receiving information about handling some situation	4 .06	.98 6
2.	Receiving helpful information support for career	4 .20	.87 5
3.	Receiving information about changes in careers happening to current conditions	4 .19	.82 8
4.	Receiving information sharing for coping situations	4 .11	.94 4
5.	Receiving information not good for career	4 .01	.96 3
6.	Receiving of providing information about college life advance	4 .07	.99 1
	Overall Mean	4 .11	

Source: Survey Data (2022)

Mean cutoff point is 3 and the overall mean value of information support is 4.11 and respondents agree for receiving information support which are related to career. The highest mean value score is 4.20 which respondents receive helpful information support, meaning that consideration of these helpful information are advantages for employability of respondents. The respondents are receiving information not only from their sources such as family, friends, relatives and teachers but also from strong alumina and programme of university. With the mean value 4.19, second largest mean value of information support, respondents agree that changes in careers related to current working conditions are important to realize and understand. The support of information for changes in conditions is helpful for employment

conditions. With changes in career conditions, respondents agree that information support with the aim of coping to conditions are required and acceptance of this kind of information support is important for career adaptability and employability of respondents. For the lowest mean value, 4.01, respondents are less receiving the information which is not suitable for career, most of the career related information are supporting to respondents but negative information are not always supported due to uncertainty, and impact of sharing can have difficulties for the receivers. Supporting of some information are needed to consider how the receiver will obtain the impact of negative information to their career and needed to determine the effect of receiving information to respondents. Respondents meet the different challenges for their career based on their skills and abilities, acceptance of information for handling different situation can be different for respondents, so the mean value 4.06 is obtained as the second lowest mean value for the analysis.

(b) Advice Support

Advice support is conducted through five questionnaires to understand the career social support section and their effect on other variables. The following table describes the values of all five item's mean, standard deviation and overall mean value of advice support.

Table (4.2) Advice Support

No.	Advice Support	Mean	Standard Deviation
1.	Providing advice for future employment and development	3.90	.705
2.	Supporting advices about strong points for career	3.99	.591
3.	Supporting advices in difficult conditions	4.35	.703
4.	Providing advices for challenging role model	4.19	.911
5.	Supporting in setting realistic career goals	3.90	.705
	Overall Mean	4.06	

Source: Survey Data (2022)

The overall mean value is 4.06 which is over the cutoff point of 3, showing that respondents accept the statements related to advice support. For the highest mean value, 4.35, the respondents are likely to receive the support of advices for some difficult conditions. The respondents are communicating with communities and networks from university, they can be able to receive the advices, especially from professors, teachers, seniors and juniors. Sharing the advices how to correlate the situations from their perspectives are the most influencing factor on advice support for career adaptability of respondents. Challenges can occur while transferring from learning period to practical working period. Respondents have different aims and objectives for their career and dream to become like their role models. Respondents receive the advices of challenging for role model and the study obtains the mean value of 4.19, as second largest mean value in advice support. The lowest mean value is 3.90, the same for two statement. Providing advice for future employment and development and setting realistic career goals are not much accepted by respondents. Defining realistic career goals is important and advice support for this condition can be different due to requirements and differences of personality and characteristics of respondents. Providing these advices cannot be able to construct preferred career paths at all, and one of the important roles to achieve career goal is related to respondents for developing their employment conditions and future development. Respondents likely to receive about advice support which is related to strong points for their career, and analyzing the strong points of respondents can be able to determine strengths and weakness of their skills and abilities and how to respond with their strengths and take advantages for career of respondents. Based on the strengths of respondents, they can be able to develop their adaptable skills for their career. For the statement, the mean value is obtained for 3.99 which is described on the mean value table of advice support.

(c) Emotional Support

For analyzing emotional support, total five number of questionnaires are conducted to determine the effect of career social support on other variables. Table

(4.3) describes about the mean values, standard deviation values and overall mean values for emotional support.

Table (4.3) Emotional Support

No.	Emotional Support	Mean	Standard Deviation
1.	Caring about feelings related to career	4. 20	.833
2.	Support of encouragement in the time of feeling down and blue	3. 27	.910
3.	Encouragement for career challenge about reality	3. 89	.994
4.	Providing assurance for happenings (such as fears and anxieties) in the work	4. 07	.991
5.	Encouragement for respect and value for happening in career	4. 07	.929
	Overall Mean	3. 9	

Source: Survey Data (2022)

The mean cutoff point is 3 and overall mean value of emotional support is 3.9, meaning that respondents agree the above statements related to emotional support. The highest mean value is 4.20 for the statement of caring about feelings related to career. Supporting caring becomes advantages for perceived employability of respondents and this support can be the most common emotional support for most respondents in their environment. Feeling about career is important for constructing the desired career paths of respondents, and most participants receive caring for their feelings while relating to career difficulties. The lowest mean value is obtained as 3.27 and respondents are not preferring encouragement while they are feeling down and blue. The mean value for this section is low because of not receiving effective encouragement which can be enhancement of taking challenges in that time. This can also be low due to the requirements of advices rather than emotional encouragement for their difficult times and conditions. The mean value 4.07 is resulted as the same for two statements, providence for assurances of happenings and encouragement of respect and value for career. Respondents agree that acquiring emotional support on

their career happening and respects for career related decisions bring confidence in their career environment and move ahead with their engagement for the next step of their employability.

4.1.2 Career Adaptability for MBA Students

Career adaptability is one of the important variables to summarize the effect of relationship between career social support and employability of MBA students. According to Career Adapt-Ability Scale (CAAS), career adaptability is measured with the four components which are concern, control, curiosity, and confidence. Total of twenty-four questionnaires for career adaptability is developed. Each component is collected data through six questions for the analysis.

(a) Concern

In the following table, concern is conducted with structured six questionnaires, and it provides about the mean, standard deviation and overall mean value for the concern.

Table (4.4) Concern

No.	Statement	Mean	Standard Deviation
1.	Thinking about satisfied future compared to ambitions	4. 11	.46 6
2.	Realizing today's choices for future career	4. 24	.70 5
3.	Preparing concern for future career	4. 29	.66 9
4.	Becoming aware of the educational and career choices	3. 98	.49 0
5.	Planning for achievement of career goals	4. 43	.58 7
6.	Concern about required skills and abilities for adaptability	4. 20	.67 3
	Overall Mean	4. 21	

Source: Survey Data (2022)

The overall mean value of concern is 4.21 which is above the mean cutoff point. The largest mean value is 4.43, obtained in the statement of planning for achievement of career goals. Respondents set their concern as one of the most important requirements for their achievement of career goals. Plans and procedures for the career of respondents are required to achieve desired career goals. Setting concern for career adaptability becomes advantages of perceived employability of respondents. The preparation for future career is required and respondents agree in the study with the mean value of 4.29. Respondents agree that current choices on their career have impact on future development rather than becoming aware for educational and career choices. Because most respondents want to decide correctly for their career choices while comparing to the situation of educational and career choices. Most of them are not desired to invest in additional educational choices. Becoming aware of educational and career choice is obtained as the lowest mean value, 3.98.

(b) Control

As the second components of career adaptability, total of six questionnaires are designed and Table (4.5) describes about the control's mean value, standard deviation and overall mean value.

Table (4.5) Control

No.	Statement	Mean	Standard Deviation
1.	Control of keeping upbeat in the career life	3.94	1.077
2.	Making decisions for career changes	3.79	1.076
3.	Taking responsibilities for actions in career life	3.76	1.082
4.	Sticking up to beliefs at some situations	3.50	1.045
5.	Control for career ambitions	3.74	.843
6.	Taking right actions for career	3.89	1.076
	Overall Mean	3.77	

Source: Survey Data (2022)

The overall mean value for control is 3.77 which is over the mean cutoff point 3 and the respondents mostly agree with the statements of control for career adaptability of respondents. Controlling for keeping upbeat in the career life becomes the most common agreement for career adaptability. For keeping development of career, respondents agree that control is important for career adaptability and the result is obtained as the highest mean value 3.94. While comparing to highest mean value, sticking up to beliefs at some situations obtains the lowest mean value 3.50. Respondents agree that sticking to beliefs can be barriers for career challenges and future development. To be adaptable for requirements, sticking up to beliefs cannot be able to make contributions for respondents. Respondents agree for controlling of career ambitions with mean value 3.74, controlling is required for taking actions that are right for career with mean value of 3.89 and while making decisions for career changes, respondents agree that control is required to compare their requirements and fulfillments between these changes.

(c) Curiosity

Data for curiosity is collected with the total of six questionnaires and Table (4.6) describes about mean values and standard deviation for curiosity.

Table (4.6) Curiosity

No.	Statement	Mean	Standard Deviation
1.	Exploring in surroundings for career	3.79	1.076
2.	Looking opportunities for achievement of career success	3.64	1.305
3.	Investigating options for career adaptability	3.49	1.047
4.	Observing different ways of new experiences	3.74	1.077
5.	Probing deeply for related questions	3.39	1.030
6.	Curiosity about new opportunities for	3.76	1.082

	career development		
	Overall Mean	3.64	

Source: Survey Data (2022)

Overall mean value for curiosity is 3.64 while mean cutoff point is 3. As for the highest mean value in curiosity, the mean value is 3.79, resulted in the statement of exploring surroundings for career adaptability. Exploring surroundings near respondents obtain the knowledge and experiences how others solve their situations. Based on the exploration of surroundings, respondents believe that they obtain useful information for their career adaptability. Respondents are looking for opportunities related to the achievement of career success with the mean value of 3.64. Respondents obtains career success with the combination of adaptability skills and knowledge. Respondents agree that they need to look for opportunities for the contribution of career success. Probing deeply for related questions can be advantages but the respondents think probing deeply into one thing can be barriers and wasteful of time and resources. The lowest mean value 3.39 is achieved for this statement in curiosity.

(d) Confidence

Confidence is the last component of career adapt-ability scale and it is collected with six questions for the analysis. Table (4.7) describes about the mean value, standard deviation and overall mean value.

Table (4.7) Confidence

No.	Statement	Mean	Standard Deviation
1.	Performing tasks efficiently in job	3.94	1.045
2.	Taking care of doing things well in job	3.50	.843
3.	Having opportunities for new skills in career experiences	3.89	1.076
4.	Working conveniently with career ability	3.64	1.305
5.	Overcoming obstacles for career adaptability	3.39	1.030
6.	Possessing skills and competences for job related	3.49	1.047

	problem-solving		
	Overall Mean	3.64	

Source: Survey Data (2022)

The overall mean value for confidence is 3.64, and it is over the value of mean cutoff point 3. Confidence is required to perform task efficiently in job, and without confidence, respondents cannot be able to improve their performances. Confidence becomes the most basic requirement and accepted by respondents as one of the adaptability skills for working conveniently in their related jobs. The highest mean value for performing tasks efficiently in job obtains the value of 3.94, and statement of working conveniently with career ability results as the value of 3.64. Respondents require to overcome obstacles not only with their confidence but also with adaptable skills and abilities. Only having confidences without skills and knowledge cannot increase the adaptability skills for career. According to collected data, possessing confidence to overcome obstacles for career adaptability result as the lowest mean with the value of 3.39.

4.1.3 The Effect of Career Social Support on Career Adaptability of MBA Students

The analyses of mean values for two variables, which are career social support and career adaptability of MBA students are discussed and effect between these two variables is analyzed for determining of how career social support is related to career adaptability from the results of MBA students in YUE. Linear Regression model is applied for analyzing the effect of career social support on career adaptability and Table (4.8) determines which types of social support has the relationship on career adaptability of MBA students from YUE. R value explains about the variance of related variables and the standardized beta value show the positive or negative relationship between variables. This is the analysis on the effect between dependent variable, career adaptability and independent variable, career social support. The career social support has three types of components, which are information support, advice support and emotional support on MBA students of YUE. These factors are presented with the significant value to analyze the relationship on career adaptability.

Table (4.8) The Effect of Career Social Support on Career Adaptability of MBA Students

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	.339	.412		.823	.413
Information Support	.563***	.106	.577	5.309	.000
Advice Support	-.011	.140	-.008	-.081	.935
Emotional Support	.309**	.108	.270	2.866	.005
R Value	.769				
R Square	.591				
Adjusted R Square	.575				
F Value	38.504***				
Durbin-Watson	1.585				

Source: Survey Data (2022)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

From the analysis, R value is 0.769 and R square value is 0.591, the model is found that this value is used to explain about the variance of career adaptability of MBA students from YUE. Since the value of adjusted R square is 0.575, and the model explains that 57.5% of variance can be occurred between dependent variable and independent variable. Based on the F value, the result is concluded that the model is highly significant at 1% level, and the model is valid.

The significant value of information support is 0.000 with the 1% significant level and the significant value of emotional support is 0.005, with the 5% significant level. For the analysis on Standardized Coefficient (Beta) values, the result shows that information and emotional support obtain positive beta values, showing that both information and emotional support positively significant effect on career adaptability

which is the dependent variable. Career adaptability is mostly contributed by information support and emotional support. For the respondents, obtaining support of information can be advantages for career adaptability if the respondents use effectively this information. Information related to career can be advantages for developing their abilities and application of helpful information benefits to respondents. Without information related to career, respondents can be less adaptable to career issues.

Emotional support plays as contributing factor for career adaptability, and obtaining more emotional support can be able to perform more adaptably for careers. Receiving emotional support and encouragement enhances the performance of respondents while relating to career adaptability. The positive relation between them are described above and information support and emotional support play as key contributors for career adaptability. Advice support does not result as the significant effect on career adaptability. While providing advices to respondents, the situation can be different from one perspective, and respondents need to make career decision from obtaining related information. To develop career in the future, advice support requires to consider from the perspectives of respondents.

4.2 Analysis on the Effect of Career Adaptability on Perceived Employability of MBA Students

While analyzing the effect of career adaptability on perceived employability, descriptive analysis applies for measuring the mean value and standardized deviation value of dependent variable, perceived employability.

4.2.1 Perceived Employability

Perceived employability is measured by using total of eleven structured questionnaires for the analysis of MBA students and the questionnaires are measured by using five-point Likert scale for the analysis. It is measured by perceived employability scale and Table (4.9) provides mean value, standard deviation and overall mean value.

Table (4.9) Perceived Employability

No.	Statement	Mean	Standard Deviation
1.	Achieving high grades in related studies for career	3.83	1.024
2.	Possessing required skills and abilities	3.77	1.004
3.	Confidence of success in job interviews and selection events	4.14	.894
4.	Reputation of university as one of significant asset for employability	4.11	.892
5.	Ranking specialized academics highly in term of social status	4.14	.907
6.	Perceiving highly desirable degree for specific career	3.75	1.150
7.	Strong demand for MBA graduates at the current time	4.14	.809
8.	Eager for employment of MBA graduates from university	4.00	1.041
9.	Finding opportunities between chosen academic and career	3.96	1.046
10.	Regarding academic work as top priority	3.77	1.112
11.	Getting any job with sufficient skills and experiences	3.52	1.294
	Overall Mean	3.92	

Source: Survey Data (2022)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

The overall mean value for perceived employability is 3.92 which resulted from the above of the mean cutoff point 3. The highest mean value is 4.14, which are the same for three statements. Strong demand for MBA graduate are occurred in the current time, and respondents agree that MBA candidates are able to be employed rather than other graduated candidates. Specialized academic ranks as in term of social status is important for employability of respondents. Respondents are able to obtain more employability while they are utilizing their specialized academics as their

asset. To perceive employability, respondents agree that the requirement is confidence which can be main role of success in job interviews and selection events. Respondents with confidence can be able to overcome the challenges of employment. Confidence comes from different support which can be able to increase for psychological power. Mostly respondents agree for these three statements for perceived employability. Respondents agree that eager for employment of MBA graduates is occurred by employers and they respond their agreement that MBA graduates from YUE possess more chances to obtain employability due to the strong communities and major contributions of YUE to their MBA graduates. This statement obtains the second largest mean value 4.00 among the statements of perceived employability. For the lowest mean value, the respondents do not agree that by obtaining sufficient skills and experiences can be able to obtain any job. This can be confusion to respondents because sufficient skills and experiences can be suitable for specialized career, and this cannot be possible for any job. This statement gets the lowest mean value 3.52 from the analysis of perceived employability.

4.2.2 Analysis on the Effect of Career Adaptability on Perceived Employability of MBA Students from YUE

In this section of analysis, the effect of career adaptability on perceived employability of MBA students is conducted by the use of Linear Regression model. Table (4.10) gathers the result from analyzing the effect of career adaptability on perceived employability of MBA students from YUE. While analyzing the effect of career adaptability on perceived employability of MBA students, career adaptability become independent variable and perceived employability become dependent variable for the analysis.

Table (4.10) Effects of Segments of Career Adaptability on Perceived Employability of MBA Students

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	.216	.525		.410	.683
Concern	.338**	.166	.186	2.037	.045
Control	.841***	.229	.979	3.676	.000
Curiosity	-.369	.238	-.443	-1.548	.126
Confidence	.125	.171	.149	.730	.468
R Value	.840				
R Square	.705				
Adjusted R Square	.690				
F Value	47.209***				

Source: Survey Data (2022)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

Table (4.10) is analyzed to explore the effect of segments of career adaptability on perceived employability. From the analysis, R value is 0.840, and R square value is 0.705. According to the value of adjusted R square 0.69, 69% of the variation in the segments of career adaptability can occur. Among four segments of career adaptability, concern and control have the largest beta value and they can be concluded as concern has positively significant effect on perceived employability of MBA students from YUE, and concern results as 5% significant level with the significant value of 0.045. With the positive beta value, control has positively significant effect on perceived employability of MBA students. With the significant value of 0.000, control is significant at 1% level. Based on the F value, the results can be concluded that the model is significant at 5% level, and concluded that the model is valid.

According to results, concern and control plays as key contributors to perceived employability. Concerning about adaptabilities for career bring benefits for

employment. Concern about which changes in working conditions, how to adapt to these changes and how to respond them for employment are important and preparing with concern bring more knowledge and experiences which lead to increase the chances of employability for respondents. According to the relationship between them, more concern in career adaptability contributed for more chances of perceived employability. Control plays as second contributor for career adaptability on perceived employability. Controlling the upbeat for career development, control for career ambitions, and taking actions which are right for career are the most influencing factors on career adaptability. With the right control on the career adaptability, the respondents can be able to obtain more benefits for their career. With the more effective control in career adaptability, respondents can possess more opportunities in perceived employability.

For the last components, curiosity and confidence do not result significant effect on perceived employability. Curiosity becomes one of the fulfillments of interest to career and possessing skills of curiosity cannot become advantages for perceived employability. Performing with realistic actions becomes fundamental for the achievement of desired ones. Obtaining confidence cannot be able to accept employability for MBA students. Enough skills, abilities and competences are required for employability and adding confidences on them can be advantages for respondents.

4.3 Analysis on the Moderating Effect of Proactive Personality on Relationship between Career Adaptability and Perceived Employability of MBA Students from YUE

This section analyzes the moderating effect of proactive personality of respondents and how this effect has impact on the relationship between career adaptability and perceived employability. With five-point Likert Scale, total of ten structured questions for proactive personality scale are conducted on the total number of 84 respondents. The following table provides about the mean value, standard deviation, and overall mean value, and linear regression model is applied for the analysis of moderating effect on the relationship between career adaptability and employability of MBA students in YUE.

4.3.1 Proactive Personality

The proactive personality is measured with the proactive personality scale which is composed with ten structured questions. Table (4.11) provides for the mean value and standard deviation of proactive personality.

Table (4.11) Proactive Personality

No.	Statement	Mean	Standard Deviation
1.	Lookout for new ways of career improvement	3.78	1.076
2.	Relating with power force for constructive change	3.76	1.082
3.	Excitement of turning ideas into reality	3.94	1.045
4.	Fixing the unlike one for career	3.50	.843
5.	Making something reality against all odds	3.89	1.076
6.	Being a champion for ideas against other's opposition	3.64	1.305
7.	Exceling at identifying opportunities	3.74	1.077
8.	Looking for better ways of doing things	3.49	1.047
9.	Believing in every idea reality against all obstacles	3.39	1.030
10.	Spotting a good opportunity long before others	3.79	1.076
	Overall Mean	3.7	

Source: Survey Data (2022)

The overall mean value of proactive personality is 3.7 which is above the mean cutoff point 3. The highest mean value 3.94 shows that respondents are excited for turning ideas into reality and respondents are realistic performer and this can be one of the contributors for proactive personality of respondents. Looking for new

ways of career improvement results the mean value of 3.78, showing that this becomes characteristics of proactive personality for respondents. Proactive personality is used for spotting of activities before others doing and respondents agree that achieving the ones before other contributes for their career. Respondents agree that exceling opportunities bring their employed conditions and the mean value for this statement is 3.74. Respondents are confusing for making happening from idea, no matter of how many obstacles are occurred. Respondents do not accept that they own the sufficient skills and abilities for making reality of every idea, against all obstacles. Overconfidence can bring the situations more difficult. The lowest mean value is related to this statement and resulted with the value of 3.39.

4.3.2 The Moderating Effect of Proactive Personality on Relation between Career Adaptability and Perceived Employability of MBA Students from YUE

The moderating effect of proactive personality on the relationship between career adaptability and perceived employability of MBA students are analyzed with Linear Regression model. Career adaptability plays as independent variable and perceived employability plays as dependent variable while proactive personality plays as moderating role between dependent variable and independent variable. This section is mainly to analyze the interaction of proactive personality on career adaptability and perceived employability of MBA students. In Table (4.12), the analysis indicates about the moderating effect of proactive personality on the relation between career adaptability and perceived employability of MBA students from YUE.

Table (4.12) The Moderating Effect of Proactive Personality on the Relationship Between Career Adaptabilities and Perceived Employability of MBA Students

Source	Model-1				Model-2			
	B	SE	t	Sig	B	SE	t	Sig
(Constant)	.296	.500	.593	.555	2.671	1.184	2.256	.027
Career Adaptability (CA)	1.463**	.609	2.404	.018	.599	.712	.841	.403
Proactive Personality (PP)	-5.29	.508	-1.014	.301	-.957	.533	-1.794	.077
CA*PP					.169**	.077	2.201	.031
R Square	.669				.688			
R Square Change					0.019			
Adjusted R Square	.660				.676			
F Value	81.718**				58.681**			

Source: Survey Data (2022)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

Based on the result of Table (4.12), there has moderating effect of proactive personality on the relationship between career adaptability and perceived employability of MBA respondents from YUE. In model 2, R square value is 0.688 while adjusted R square value is 0.676, meaning this specific model can explain 67.6% of the variance of moderating effect of proactive personality (moderator) on the relationship between career adaptability (independent variable) and perceived employability (dependent variable) of MBA students. Based on the F-value, the overall model is significant at 5% significant level. Delta R square value of 0.019 describes 1.9% variation of moderating effect in the relationship. According to R square value of model 2, the model can explain 68.8% about the moderation effect

between the relationship. Based on the F value, the overall model is significant at 5% significant level.

Due to multiple regression result in model 2, proactive personality has positively significant moderating effect on the relationship between career adaptability and perceived employability of MBA students from YUE. The interaction of proactive personality and career adaptability shows that complete moderation has occurred in this model. With more effect of proactive personality of MBA respondents, the more career adaptability occurs and lead to increase their employability.

The study with the moderating effect indicates that respondents with high level of proactive personality are more likely to increase career adaptability. Moderating role of proactive personality strengthens the effect of career adaptability on perceived employability of MBA students. Students with high proactive personality take the advantages of opportunities for employment information and their characteristics striving for initiative movement for career development. Combining proactive personality to career adaptability create to strengthen the salutary effect of employability of MBA students. According to self-regulation theory, the theory aims for personal management which involves the process of guiding experiences, knowledge, feelings and behaviors to achieve goals. Adaptability for each performance is not easy to obtain, especially for career without experiences. Based on the combination of proactive personality, the preparation, planning and looking for development can be able to increase the adaptability of respondents for career. Based on the proactive personality, enhancement of career adaptability of respondents drives to achieve perceived employability more. Students who based on the outcomes of their career must effectively utilize their scales which can advantage for their employability. According to the model 2, it can be concluded that beneficial role of career adaptability is strengthened by high levels of proactive personality and enhances the employability of MBA students.

CHAPTER (5)

CONCLUSION

This chapter is organized with three main sections, starting from findings and discussions, the second section is organized for suggestions and recommendations, and the last section is developed about the needs for further research.

5.1 Findings and Discussions

This is the study of the effect of career social support on career adaptability and perceived employability of MBA students; total of 84 respondents, both male and female currently and recently studying at the MBA programme of Yangon University of Economics in the conducted survey for the study. The survey questionnaire is structured and an online survey is conducted by distributing questionnaire in Google form towards the respondents. The findings on demographic factors of the respondents are discussed. Based on the results, female students account for bigger percentage compared to male students and the common age group is understandable since full time MBA is mostly chosen for limitation on ages. Economics and foreign language degree holders are the majority of the respondents since a significant portion of the students come directly after finishing their degrees in economics. Majority of the respondents are employed and they generate a sizeable income in the study. Among the employed respondents, the biggest percentage is in private sectors with self-employed number following second.

There are three objectives for this study: to examine the effect of career social support on career adaptability of MBA students, to analyze the effect of career adaptability on perceived employability of MBA students and to examine the effect of moderating role of proactive personality on the relationship between career adaptability and perceived employability of MBA students. For informational support, advice support and emotional support, most of them receive related career information from family, friends, teachers and relatives. Based on the results, and analysis,

information support and emotional support, among three variables of career social support, have significant effect on career adaptability.

For information support, most of them are likely to receive current career related information and support of information how to keep up with those changes. For emotional support, people put emphasis on the respondents' opinions and feelings in relation to the careers in providing support and provide emotional encourage whenever respondents are feeling discouraged about their careers. They also emphasis that respondents are not alone in having to deal with negative aspects in workplace and reduce them by making those negative aspects and feelings as normal. They provide emotional support to encourage respondents in taking career related challenges.

With the support received, respondents plan according in regards to their future career as they are concerned about the future aspect and believe that decisions made at the moment can impact the future. With the help of the various supports, respondents are aware of educational, skills and ability wise choices to take to order to become adaptable at their current or future careers. For taking control of the career adaptability, they take the concern into account and then plan and make decisions themselves by identifying the right course to take. While doing so, they are also responsible for their actions by controlling their ambitions and keeping themselves motivated. Most of them are open and explore opportunities for their career. After that, if they are tasked with necessary skills and experiences, they become more confident and trusting towards performing well in their jobs and careers.

As for second objective, it is found that concern and control, which are two components of career adaptability has significant effect on perceived employability of MBA students. With increased career adaptability, the chance of the respondent's right fit towards the respective job also becomes higher. Since employers are focused on finding the right person for the right position, it is favorable for MBA students to be adaptable towards those positions. Employee's career adaptability has become important as skills and ability requirements have been constantly changing as various factors changes.

The proactive personality plays as significant moderating effect on the relationship between career adaptability and employability of MBA students. With the

combination of proactive personality to their career adaptability, the effect has occurred more strongly related with perceived employability of MBA students from Yangon University of Economics. Proactive personality advocates for constructive changes and that is suitable for the initiative in career adaptability.

5.2 Suggestions and Recommendations

The results on the analysis of career social support can be analyzed and according to their results, career social support is the main influential on the career adaptability and recommendations. Information supports for career life, employability and development are analyzed as importance and this kind of support needs to be assisted to format desired career paths. The information support can be obtained from friends, family, relatives and teachers. Obtaining not only information support but also emotional support can contribute the development of career adaptabilities and employability of MBA students. Among the four types of support, emotional support is as precious as the information support, and following accurately as the others' advice is not required but this type of support should be used as one of the suggestions for the decision making of career life.

With the combination of information and emotional support, MBA students can acquire the knowledges and experiences collected from others. Emotional support can provide the encouragement for the students and receiving this emotional support can be helpful for the employability. With the support, students need to implement their ideas and goals into effective implementation. Students should not expect the career adaptability without adopting the components of career adaptability. Concern, control, curiosity and confidence are required to acquire career adaptability. Exploring around the situations of career, and reacting on them with accepted support are important for their employability.

MBA students in Myanmar are aimed for their specialization in management studies with the objectives of career development and advancement in employability. With increasing career adaptabilities, they require to increase the employability. Acquiring not only career social support but also career adaptability can bring positive contributions for the employability. Proactive personality plays as one of the essential

skills to acquire the employability of students. Possessing more skills and abilities can be advantages for employability. In order to increase the employability, the role of career social support, career adaptability and proactive personality are central for their employability.

5.3 Needs for Further Research

The study is based on only 84 respondents studying in MBA programme of Yangon University of Economics. The results of the study may not be relevant to students from other public and private schools and universities' MBA programme. For future research, studies can be conducted with respondents from other MBA programme and with respondents from other geographical locations aside from Yangon. Larger sample size can also be utilized in conducting future researches. This study uses career social support in measuring career adaptability of MBA students. There can be other factors that influence and affect on career adaptability of MBA students and those factors are not considered in the study. Those factors can be employed for future researches. And as for moderator, only proactive personality is applied in this study. For future research, the other possible moderating factors can also be applied. Since Myanmar is attracting foreign corporations as well as foreign investment, the need for employees with degrees in business administration continues to rise. For that reason, the need for further research needs to continue to exist.

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APPENDIX A

QUESTIONNAIRE SURVEY

“The Effect of Career Social Support on Career Adaptability and Perceived Employability of MBA Students”

The survey is a partial fulfillment of the requirements of Masters of Business Administration Degree. It aims to investigate the effect of career social support on career adaptability and perceived employability of MBA students. All the information collected will be used for academic purposes only and is in no relation to any business

paper. Confidentiality and anonymity are guaranteed. Your response is highly appreciated. Thank you for your precious time and participation.

Section A: Demographic Information

1. What is your gender?
 - Male
 - Female

2. What is your age group?
 - 21-25 years
 - 26-30 years
 - 31-35 years
 - 36-40 years
 - Above 40 years

3. Which bachelor is specialized for your career?
 - Economics Student
 - Medicine Student
 - Pharmacy Student
 - Foreign Language Student
 - Marine Student
 - Technical Student
 - Other.....

4. How much is your monthly income?
 - Less than Ks 100,000
 - Ks 100,000 to Ks 399,999
 - Ks 400,000 to Ks 699,999
 - Ks 700,000 to Ks 999,999
 - Ks 1,000,000 and above

5. What is your employed state?

- Employed
- Unemployed

6. What is your occupation?

- Student
- Private Sector Employee
- Public Sector Employee
- Self-employed

Section B: Career Social Support Inventory

Instruction: Based on the scale below, please tick (✓) the number of your choice to indicate the extent you agree or disagree with the statement.

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Information Support						
No.	Statement	1	2	3	4	5
1.	I receive information about how others handled career situation similar to the one I am experiencing.					
2.	I receive information support about career that might be helpful to you.					
3.	I receive information about careers changes happening in current conditions.					
4.	I receive information sharing in which ways I can cope with situation for my career.					
5.	I receive information about something is not in good conditions for my career.					
6.	I receive providing information about college life advance.					

Advice Support						
No.	Statement	1	2	3	4	5
1.	They provide me with some advice about future employment and development.					
2.	They support providence which are comfortable and willing to talk about my strong points for my career.					

3.	They support advices whiles I have in difficult conditions.					
4.	They provide advices to follow how my role model challenges.					
5.	They support in setting realistic career goals for me.					

Emotional Support						
No.	Statement	1	2	3	4	5
1.	They care about how I feel while relating to my career.					
2.	They support encouragement how my feelings about careers while I am feeling down and blue.					
3.	They encourage me to take career challenge about reality, no matter how difficult.					
4.	They provide assurance that happenings (such as fears and anxieties) in the work, are normal for me.					
5.	They support encouragement that I am respected and valued, no matter what is happening in my career.					

Section C: Career Adaptability Scale

Instruction: Based on the scale below, please tick (✓) the number of your choice to indicate the extent you agree or disagree with the statement.

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Career Adaptability Scale

Concern						
No.	Statement	1	2	3	4	5
1.	Thinking about what my future will be like satisfied while comparing to my ambitions.					

2.	I accept that realizing today's choices shape my future.					
3.	I concern to prepare for the future career.					
4.	I become aware of the educational and career choices that I must make.					
5.	I plan how to achieve my career goals.					
6.	I concern about adaptability for my career, meaning my skills and abilities are adaptable for requirements.					

Control						
No.	Statement	1	2	3	4	5
1.	I can control for keeping upbeat in the career life.					
2.	I can make decisions by myself for the career changes.					
3.	I can take responsibilities for my actions in the career life.					
4.	I stick up for my beliefs at some situations.					
5.	I control on myself for my career ambitions.					
6.	I accept to take actions which is right for me in my career.					

Curiosity						
No.	Statement	1	2	3	4	5
1.	I like to explore my surroundings while relating to career.					
2.	I look for the opportunities to grow as a person which achieve career success.					
3.	I like to investigate options before making a choice for my career adaptability.					
4.	I love to observe different ways of doing things that can obtain new experiences, such as changes in career to accomplish career goals.					
5.	I probe deeply into questions I have.					

6.	I become curious about new opportunities for my career development.					
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Confidence						
No.	Statement	1	2	3	4	5
1.	I can perform tasks efficiently in my job.					
2.	I can take care to do things well in my job.					
3.	I have the opportunities to learn new skills in my career experiences.					
4.	I am able to work conveniently according to my career ability.					
5.	I am able to overcome obstacles for my career adaptability.					
6.	I have skills and competences to solve the problems in my job.					

Section D: Perceived Employability Scale

Instruction: Based on the scale below, please tick (✓) the number of your choice to indicate the extent you agree or disagree with the statement.

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Perceived Employability Scale

No.	Statement	1	2	3	4	5
1.	I achieve high grades in my related studies for career.					
2.	The skills and abilities that I possess are what					

	employers are looking for.					
3.	I am generally confident of success in job interviews and selection events.					
4.	The reputation of my university is significant asset to me for employability.					
5.	My specialized academics rank highly in term of social status.					
6.	My degree is seen as leading to specific career that is generally perceived as highly desirable.					
7.	There is generally strong demand for our graduates at the current time.					
8.	Employers are eager to employ graduates from my university.					
9.	I can clearly find out opportunities between chosen academic and career.					
10.	I regard my academic work as top priority.					
11.	I feel I could get any job so long as my skills and experiences are reasonably relevant / seem sufficient.					

Section E: Proactive Personality Scale

Instruction: Based on the scale below, please tick (✓) the number of your choice to indicate the extent you agree or disagree with the statement.

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Proactive Personality Scale

No.	Statement	1	2	3	4	5
1.	I am consistently on the lookout for new ways to improve my life.					

2.	Wherever I have been, I have been a powerful force for constructive change.					
3.	Nothing is more exciting than seeing my ideas turn into reality.					
4.	If I see something I don't like, I fix it.					
5.	No matter what the odds, if I believe in something I will make it happen.					
6.	I love being a champion for my ideas, even against other's opposition					
7.	I excel at identifying opportunities.					
8.	I am always looking for better ways of doing things.					
9.	If I believe in an idea, no obstacle will prevent me from making it happen.					
10.	I can spot a good opportunity long before others can.					

Thank You.

Appendix B

Statistical Output

The Effect of Career Social Support on Career Adaptability of MBA Students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 ^a	.591	.575	.49779

a. Predictors: (Constant), EMOTIONAL, ADVICE, INFORMATION

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.623	3	9.541	38.504	.000 ^b
	Residual	19.823	80	.248		
	Total	48.446	83			

a. Dependent Variable: CA

b. Predictors: (Constant), EMOTIONAL, ADVICE, INFORMATION

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.339	.412		.823	.413
	INFORMATI ON	.563	.106	.577	5.309	.000
	ADVICE	-.011	.140	-.008	-.081	.935
	EMOTIONA L	.309	.108	.270	2.866	.005

a. Dependent Variable: CA

The Effect of Career Adaptability on Perceived Employability of MBA Students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	.730	.727	.39934

a. Predictors: (Constant), CSS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.369	1	35.369	221.782	.000 ^b
	Residual	13.077	82	.159		
	Total	48.446	83			

a. Dependent Variable: CA

b. Predictors: (Constant), CSS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.545	.158		9.748	.000
	CSS	.603	.040	.854	14.892	.000

a. Dependent Variable: CA

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.840 _a	.705	.690	.43493	.705	47.209	4	79	.000	1.667

a. Predictors: (Constant), CONFIDENCE, CONCERN, CONTROL, CURIOSITY

b. Dependent Variable: PE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.721	4	8.930	47.209	.000 ^b
	Residual	14.944	79	.189		
	Total	50.665	83			

a. Dependent Variable: PE

b. Predictors: (Constant), CONFIDENCE, CONCERN, CONTROL, CURIOSITY

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.216	.525		.410	.683			
	CONCERN	.338	.166	.186	2.037	.045	.688	.223	.124
	CONTROL	.841	.229	.979	3.676	.000	.825	.382	.225
	CURIOSITY	-.369	.238	-.443	-1.548	.126	.778	-.172	-.095
	CONFIDENCE	.125	.171	.149	.730	.468	.763	.082	.045

a. Dependent Variable: PE

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.815 ^a	.664	.660	.45550	.664	162.189	1	82	.000

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.651	1	33.651	162.189	.000 ^b
	Residual	17.014	82	.207		
	Total	50.665	83			

a. Dependent Variable: PE

b. Predictors: (Constant), CA

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.744	.254		2.923	.004			
	CA	.833	.065	.815	12.735	.000	.815	.815	.815

a. Dependent Variable: PE

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5844	4.9111	3.9222	.63674	84
Residual	-1.39835	1.05198	.00000	.45275	84
Std. Predicted Value	-2.101	1.553	.000	1.000	84
Std. Residual	-3.070	2.309	.000	.994	84

a. Dependent Variable: PE

Descriptive Statistics

	Mean	Std. Deviation	N
PE	3.9222	.78130	84
CA	3.8135	.76399	84
PROACT	3.6929	.91464	84
CAPROAC	14.7691	6.23718	84
T			

Correlations

		PE	CA	PROACT	CAPROAC T
Pearson Correlation	PE	1.000	.815	.803	.821
	CA	.815	1.000	.994	.994
	PROACT	.803	.994	1.000	.993
	CAPROAC	.821	.994	.993	1.000
	T				
Sig. (1-tailed)	PE	.	.000	.000	.000
	CA	.000	.	.000	.000
	PROACT	.000	.000	.	.000
	CAPROAC	.000	.000	.000	.
	T				
N	PE	84	84	84	84
	CA	84	84	84	84
	PROACT	84	84	84	84
	CAPROAC	84	84	84	84
	T				

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.818 ^a	.669	.660	.45527	.669	81.718	2	81	.000	
2	.829 ^b	.688	.676	.44483	.019	4.846	1	80	.031	1.580

a. Predictors: (Constant), PROACT, CA

b. Predictors: (Constant), PROACT, CA, CAPROACT

c. Dependent Variable: PE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.876	2	16.938	81.718	.000 ^b
	Residual	16.789	81	.207		
	Total	50.665	83			
2	Regression	34.835	3	11.612	58.681	.000 ^c
	Residual	15.830	80	.198		
	Total	50.665	83			

a. Dependent Variable: PE

b. Predictors: (Constant), PROACT, CA

c. Predictors: (Constant), PROACT, CA, CAPROACT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.296	.500		.593	.555
	CA	1.463	.609	1.431	2.404	.018
	PROACT	-.529	.508	-.619	-1.041	.301
2	(Constant)	2.671	1.184		2.256	.027
	CA	.599	.712	.586	.841	.403
	PROACT	-.957	.533	-1.120	-1.794	.077
	CAPROAC T	.169	.077	1.351	2.201	.031

a. Dependent Variable: PE

Complete moderation (last slide)a

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	CAPROAC T	1.351 ^b	2.201	.031	.239	.010

a. Dependent Variable: PE

b. Predictors in the Model: (Constant), PROACT, CA

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.9251	5.1135	3.9222	.64784	84
Residual	-1.38627	.63879	.00000	.43672	84
Std. Predicted Value	-1.539	1.839	.000	1.000	84
Std. Residual	-3.116	1.436	.000	.982	84

a. Dependent Variable: PE

