



RESEARCH PAPER

Impact of Self-Efficacy and Time Management Skills on Career Readiness of Final Year Students

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ABSTRACT

With of the growing rivalry in the job market, career readiness has become a major concern in higher education. This study examines how time management skills and self-efficacy affect final-year undergraduate students' readiness for the career. While time management skills include organizing, setting priorities, and efficiently using time for academic and professional development activities, self-efficacy represents people's confidence in their capacity to do job-related tasks. A causal-comparative survey design was used. Final-year undergraduate students from both public and private universities made up the group. Using stratified random sampling, a sample of 400 students was selected from the education, science, and social science departments. Standardized questionnaires of efficacy were adopted from (Najwa Husniyatn Nadhiroh, 2025). Career Readiness was adopted from (Sheerad Sahid, 2024), and Time Management Skills is an instrument developed by (Britton & Tesser, 1991) The instrument was validated through expert opinion to establish content validity, and construct validity was confirmed through exploratory factor analysis, while reliability was confirmed using Cronbach's alpha coefficient. The data was analyzed using multiple regression analysis, correlation analysis, and descriptive statistics. The findings revealed that career readiness is significantly positively predicted by self-efficacy and time management skills. In order to improve students' readiness for career transitions, the study emphasizes the significance of cultivating psychological confidence and efficient time management skills. Institutions of higher learning are advised to incorporate career development programs that emphasize time management instruction and the improvement of self-efficacy.

Keywords: Self-Efficacy, Time Management Skills, Career Readiness, Final Year Undergraduate Students

Introduction

Employment of graduates is a major concern of educational institutions all over the world. Although higher education enrollment has grown and the completion rate has improved, there is a growing lack of the competencies and professional skills that employers are looking for when hiring graduates. This disconnect between the educational experience and the expectations of the job market has led to worries about the ability of higher education institutions to adequately prepare students for successful careers. Thus, researchers and policymakers have highlighted the importance of examining factors that impact the career readiness and employability of students (Nurhafifah, Subari, & Isro'iyah, 2025).

The term "career readiness" has become an important one in higher education, as it indicates students' readiness for successful entry into the workplace from higher education. In the context of career readiness, knowledge, skills, attitudes, and behaviors are what individuals need to secure and succeed in a career. Involves the competencies of communication skills, critical thinking, teamwork, professionalism, leadership, problem-

solving skills, adaptability, and career management skills. High career readiness levels among graduates are associated with better employment opportunities, success with workplace demands, and career success (Caballero, Walker, & Fuller-Tyszkiewicz, 2011).

Self-efficacy is one of the many factors that influence career readiness and has been the focus of much attention in educational and psychological research. Bandura (1977) originally developed the mindset for self-efficacy as a key variable of social cognitive theory (SCT). Self-efficacy is a person's belief in his or her ability to coordinate and carry out a series of actions to produce certain results or desired outcomes. Bandura (1997) found that those who have high levels of self-efficacy in their beliefs are likely to engage with tasks with confidence, persist through challenges and persist in their pursuit of goals. In terms of career development, self-efficacy is found to be an important factor in career exploration, career decision making, career adaptability and employability. Career-related self-efficacy is the ability to believe that they are capable of performing activities related to job seeking and interviewing, networking, and career development. Strong beliefs of self-efficacy have been shown to be associated with high levels of career confidence and readiness for the workforce (Sadeghi, Janatolamkn, Rezaeian, Rashi, & Khatony, 2024). Another important factor influencing career readiness is time management skills. Time management is the process of organizing, planning, prioritizing, and using time to achieve goals and responsibilities. Good management of time helps people to be more productive, less stressed, and to meet their academic and career goals more efficiently. Today's students are expected to cope with numerous tasks such as coursework, exams, projects, internships, extracurricular activities, and career preparation. As a result, the ability to manage your time properly is a crucial skill for success in school and in a career (Borg, Scott-Young, & Borg, 2023).

Literature Review

It is important to discuss the career readiness of undergraduate students. A growing body of evidence shows that the lack of career preparation is associated with a higher likelihood of not finding work, of being less satisfied with one's job, and of experiencing prolonged periods of career transition issues. Moreover, the psychological & behavioral precursors of career readiness are of special policy significance in the context of Pakistan's higher education landscape, which is rapidly evolving, and its associated work market, which is difficult for graduates to navigate & make their way through. The present literature review thus aims to provide a thorough theoretical and empirical foundation for the hypotheses tested in this study.

Self-Efficacy and Academic Performance: Self-efficacy has been studied extensively in relation to academic performance. Self-efficacy beliefs are consistently and strongly related to academic success at various educational levels, in a variety of academic subjects, and in a wide range of cultural backgrounds, as indicated by meta-analytic evidence. More than 30 years of research on self-efficacy and academic performance have been examined, and they found that academic performance is one of the most consistent psychological predictors of academic achievement, accounting for unique variance in academic outcomes beyond the variance accounted for by intelligence and prior academic achievement and demographic factors (González-Suárez, Díaz-Pita, & Martínez, 2026). Studies conducted in more recent years have further confirmed this relationship and brought it to new learning environments. A large-scale longitudinal study involving more than 3,000 university students from five European countries, which revealed that academic self-efficacy at the beginning of university was significantly predictive of academic performance (GPA), course completion rates, and academic engagement three years later. Specifically, for the relationship between self-efficacy and academic performance, motivational and self-regulatory factors such as academic goal setting and time spent on study activities partially mediated this connection, indicating that self-efficacy affects academic outcomes in part via motivational and self-regulatory mechanisms.

Self-Efficacy and Career Readiness: Career decision-making self-efficacy (CDMSE) is a construct that was first introduced and has been developed over decades of empirical research, specifically with regard to people's beliefs that they can successfully complete tasks that are required to make career decisions. These tasks involve the ability to make the correct self-appraisal, collect occupational information, make plans for the future, and problem-solve when career decision-making is difficult. CDMSE has been widely studied in vocational psychology and is associated with career exploration, career decisiveness, and career planning in various groups of people (González-Suárez et al., 2026).

Empirical studies on CDMSE have grown over the past few years to include a range of cultural and national samples other than the "Western, educated, industrialized, rich, and democratic" (WEIRD) samples. In a study of CDMSE among undergraduate students in India, Kumar and Singh (2022) revealed significant relationships between self-efficacy and career exploration behavior and career maturity that were found to be moderated by the parents' career guidance and peers' influence. Importantly, the authors also discovered that self-efficacy beliefs functioned as a mediating mechanism by linking the two constructs proactive career behavior and this influenced the career decision quality by influencing the proactive behavior of students who have firm self-efficacy beliefs in their decision-making. Explored job search the Pakistani context among the final year students of public and private universities in Punjab and reported significant links of career readiness with the following career readiness indicators: career exploration, career planning, and employment preparedness. Importantly, the study revealed that the students attending the private universities indicated significantly higher levels compared to students at public universities due to the different career development services, extracurricular opportunities, and norms about career planning among the students. The results highlight the influence of the institutional context on the self-efficacy beliefs related to the career (Gerçek & Özveren, 2026).

Scales of Self-Efficacy in the Context of Career Readiness: Self-efficacy beliefs can be formed in various ways and can have various consequences on career development, depending on different cultural contexts, particularly collectivist cultures like Pakistan, India, and Bangladesh, in contrast to more individualist cultures (Lee, Tuxbury, & Hinchey, 2026). In Pakistan, the relevance of self-efficacy has been supporting and predicting educational and career outcomes in an increasing number of studies. Self-efficacy was the mediator between exposure to career counseling and career readiness among undergraduate students of Lahore, indicating that career development interventions have an indirect effect on career readiness that works through building students' confidence in their capacity to manage career challenges. Likewise, it studied the self-efficacy of the postgraduate students of Karachi and revealed a significant relationship between academic resilience, career planning, and motivation toward advanced education with self-efficacy in postgraduate university students (İlter, 2026).

Time Management Conceptualizations: Time management, in general, can be described as a conscious effort to plan, organize, and manage time for activities to improve effectiveness, efficiency, and productivity, has been studied extensively in both the organizational and educational contexts. In the higher education sector, time management is more and more acknowledged as a crucial academic ability that can help students succeed compared to those that are at risk for academic failure and professional growth. Several models of time management have been proposed and the conceptual space of time management can be described by the model of Macan and colleagues (1990), which consisted of three parts.

Time Management and Academic Achievement: In the Pakistan context study, gender-related differences in time management behaviors have also been documented. However, the findings are consistent as female students demonstrate a higher level of engagement with time management than male students, which has been attributed to the

greater demands on female students' daily schedules, such as household and family responsibilities that are present in addition to academic demands, as well as differences in conscientiousness and organizational preferences in the socialization of female students. The results indicate that gender could be regarded as a moderating factor in this context when studying the effects of time management on academic and career outcomes.

Time Management and Career Development: The concept of time management skills and career development results is an important concept that is not sufficiently explored in the literature. Theoretically, time management is supposed to affect career readiness in several ways. First, career development activities, such as career exploration, informational interviewing, internship involvement and job-seeking, must be intentional activities that take place outside the classroom. Students who have greater time management skills might be better suited to undertake these activities while maintaining their academic focus. Second, students' time management skills are seen by employers as a general graduate competency, and this could make students more desirable to employers if they are able to develop good time management skills (Hidayat, Rismawati, Ikromi, Kodir, & Surya, 2026).

Dimensions of Career Readiness: The outcome construct of central interest in this study, career readiness, has received significant theoretical development and empirical research in the last 30 years. The construct was first developed within the vocational psychology tradition and was believed to include all of the attitudinal and cognitive resources that would support a person in accomplishing career development tasks commensurate with his or her developmental level. It is a concept that has been expanded in contemporary definitions to include multidimensional skillsets - attitudes and behaviours, that help build a platform for successful career transitions and career management throughout the employment journey (Salam & Pratiwi, 2026). One of the most commonly used frameworks today is that of Savickas and Porfeli (2012) who defined career readiness as manifested in the Career Adapt-Abilities Scale (CAAS). The CAAS frames career readiness as four adaptive dimensions: (1) having a high level of career concern (orientation toward career future and understanding the value of preparation for their career), (2) having a high level of career control (personal responsibility and agency in shaping career future), (3) having a high level of career curiosity (engaging in exploratory thinking and behaviour about self and career environments), and (4) having a high level of career confidence (self-efficacy in solving career problems and making career decisions). This four-dimensional model has been validated in more than 30 countries and has shown good psychometric properties in various cultural contexts (Sugiharto, Sunawan, & Mugarso, 2026).

Other definitions of career readiness have focused on other aspects. Suggested a three-part model which included affective readiness (emotional preparedness and career motivation), cognitive readiness (career knowledge and career decision-making skills), and behavioral readiness (career exploration, career preparation). This tripartite model focuses more on the behavioral aspect of career readiness than the CAAS and is more relevant to the concept of time management in relation to career preparation readiness, in that behavioral readiness involves intentional allocation of time in career preparation activities (Priddis et al., 2026). In Pakistan, researchers have suggested the dimensions of career readiness to include other dimensions that are specific to the cultural and economic background of the Pakistani graduates. In addition to academic preparation, have claimed that preparing students for the labor market would require them to be aware of and prepared for the realities of the labor market, such as understanding the formal and informal channels by which employment is secured, and preparedness for the financial and social obstacles that face them when entering the workforce. This contextually driven conceptualization underscores the need to think through career readiness in specific sociocultural and

economic contexts instead of through solely universalized frameworks that were developed in Western contexts.

Time Management and Career Readiness Relationship: Time management skills and career readiness are a theoretical but under-researched link in the Career Development literature. Theoretically, this relationship is thought to happen via a number of mechanisms. First, career development activities (career exploration, networking, internship searching, and job application preparation) need the intentional allocation of time and attention beyond academic work. Students who successfully manage their time are more likely to set aside and safeguard time for career advancement and not risk their academic success. Second, there is a need for students to have strong time management skills in order to signal to the employer that they have a desirable attribute one that makes them more confident in their abilities when it comes to employability (Ingusci, De Carlo, Catalano, Semeraro, & Signore, 2026).

Material and Methods

The study used a quantitative correlational research design to indicate the relationship between SE, TMS, and CR among final-year undergraduate students. Correlational quantitative research is a type of research used to identify the direction and strength of a relationship between two variables, done through statistical analysis. Self-efficacy and time management skills are independent variables, and career readiness is a dependent variable in this study (Sarun, 2026). The study population consists of all final-year undergraduate students studying in the universities of Lahore, Pakistan, public and private. To represent the diversity of institutional settings, four universities were chosen, two from the public sector and two from the private sector. The study involved a random sampling of 400 final-year undergraduate students. A total of 200 students were taken from public universities, and 200 students were taken from private universities in Lahore. This is an equal distribution that provides balanced representation of both types of institutions and comparison of public and private university students. 400 is a reasonable sample size to use for statistical analysis. A stratified random sampling method was used in the study. In this approach, the population can be randomly divided into various sub-populations or strata, and individuals are later randomly sampled from each of these strata.

For the present study strata were created based on:

- Type of university (public and private)
- Gender (male and female students)

The questionnaire was conducted physically and online (Google Forms), depending on the accessibility and convenience to the respondents. The instrument of Self-Efficacy was adapted from the instrument created by (Nadhiroh & Kurniawan, 2025). Before the questionnaire was adopted, the author was contacted by email and informed that formal consent was given to use the questionnaire. Students' perceived ability to achieve their career goal, to know their own strengths and to work through challenges is measured using the Self-Efficacy (Items 1-13). Career Readiness (Items 30-50) adapted from (Rachmawati, Sahid, & Mahmud, 2024). Was used to assess students' readiness for the job market. Time Management Skills (Items 14 - 29) is a tool that has been constructed by (Bhattacharya, Tipu, Sarker, & Durud, 2022) to quantify students' abilities to organize, rank, and utilize their time with academic and career-related activities.

Table 1
Sample Universities

Scale	Positive statement	Negative statement
Strongly Disagree	1	5

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

There was a tendency for respondents to agree with statements regardless of what is being said, and to do so, the items in the questionnaire were phrased in a negative manner. The use of negatively worded items will also provide more time to the respondents to read the items presented, and this will increase the validity and reliability of the information that can be gained from the respondents. For analysis these items will be reverse-coded so that a higher total score will always mean the person has a higher self-efficacy or better time management skills, etc., or is more likely to be career ready. The analysis of the data was made with SPSS software. The objectives of this study were accomplished by several statistical techniques. The descriptive statistics used were the mean, standard deviation, frequency and percentage, which summarize and describe the basic features of the data set and to provide an overall understanding of characteristics and distribution of the variables of respondents. The Pearson correlation analysis was used to explore the direction and magnitude of the relationship between self-efficacy, time management skills, and career readiness.

Results and Discussion

Descriptive statistics were used to describe the basic features of the data in this study. These statistics refer to the properties of the data set and provide a summary description of the data. Descriptive statistics were employed to make preliminary inferences, while formal inferences were made discretely (Alabi & Bukola, 2023).

Table 2. Analysis of Descriptive Variables

Variables	N	Mini	Maxi	Mean	Std. Deviation
SE	400	38	64	54.48	5.89
TMS	400	39	80	68.86	6.55
CR	400	63	105	91.01	8.45

The descriptive statistics for variables in the study (Self-efficacy, Time management skills, Career willingness) obtained from 400 were presented in Table X. Minimums and maximums, means, and standard deviations are given. For self-efficacy, scores ranged from 38 to 64, with a mean score of 54.48 ($SD - 5.897$). This suggests that the respondents tended to have high levels of self-efficacy. A relatively small standard deviation indicates less interindividual variability in the participants, which is consistent with how participants perceive themselves in terms of self-efficacy. In terms of time management skills, the scores ranged between 39 and 80 with a mean score of 68.87 ($SD - 6.554$). The mean score was high, indicating a high level of perceived time management skills among the respondents. An average variability in the responses of the participants is suggested by the standard deviation. For career readiness, scores ranged from 63 to 105, with a mean score of 91.02 ($SD - 8.456$). The overall picture indicated that the respondents had a high level of preparedness for future work. The standard deviation of career readiness was greater than the other study variables, indicating greater variability.

**Table 3
Regression Analysis**

Model of Summary					
Model	R	R Square	Adjusted R Square	St. Error of the Estimate	
.74		.55	.55	5.67	

Predictor: Constant, TMS, SE.

The values of R and R² for the model are given in this table. The correlation is high with R = 0.743, which is a strong relationship between time management skills and self-efficacy with career readiness. The R² is 0.553, which means that the independent variables account for 55.3% of the variance in the dependent variable. As a result, the variance in the students' career readiness is accounted for by 55.3% of the variance in time management skills and self-efficacy, and other factors not included in this model accounted for the remaining 44.7% of the variance.

Table 4
Overall Model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15763.335	2	7881.667	245.115	.000 ^b
Residual	12765.543	397	32.155		
Total	28528.878	399			

Dependent Variable: CR Predictors: Constant, SE, TMS

Table 4. shows the overall significance of the regression classical predicting career willingness based on time management skills or self-efficacy. The ANOVA table gives an F statistic of 245.11; this is used to determine if the regression model fits better than the model that contains no predictors (Montgomery et al., 2013). The results show that the model was statistically significant, $F(2, 397) = 245.115$, $p < .001$, indicating that the model fit the data well and at least one of the predictors significantly accounted for variance in career readiness.

Table 5
Multiple Regression Analysis
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	22.06	3.15		7.00	.00
SE	.58	.06	.40	9.46	.00
TMS	.54	.05	.49	9.75	.00

Dependent Variable: CR

The results of the regression are shown in Table 5. The unstandardized coefficient (B) for time management skills is 0.540, which means for every one unit increase in time management skills, there is a 0.540-unit increase in career readiness, while the other independent variables remain constant. Similarly, the self-efficacy unstandardized coefficient is 0.582, indicating that if you increase the self-efficacy by 1, you increase the career readiness by 0.582, while controlling for the other variables. The standardized beta coefficients for time management skills ($\beta = 0.419$) and self-efficacy ($\beta = 0.406$) demonstrated moderate positive relationships with career readiness. Both predictors are significant at $p < .001$. Although self-efficacy has a slightly larger unstandardized coefficient ($B = 0.582$ vs. $B = 0.540$), time management skills has a slightly larger standardized coefficient ($\beta = 0.419$ vs. $\beta = 0.406$). Standardized coefficients adjust for differences in the scales of the predictors, so the higher beta value for time management skills reflects the fact that, when both variables are combined, time management skills has a relatively stronger effect on career readiness.

Pearson Correlation

The Pearson product-moment correlation coefficient is a value that indicates the degree and direction of the correlation between two variables measured on a continuous scale. Pearson correlation analysis is used to determine whether changes in one variable are associated with changes in another variable. To demonstrate how closely data points fit

along the line of best fit and to show the strength of the linear relationship between variables, a correlation coefficient (r) is used (Temurtaş, 2025).

Table 6
Correlation of all variables. Significant values

		SE	TMS	CR
TMS	Pearson Correlation	.623**	1	.672**
	Sig. (2-tailed)	.000		.000
	N	400	400	400
SE	Pearson Correlation	1	.623**	.667**
	Sig. (2-tailed)		.000	.000
	N	400	400	400
CR	Pearson Correlation	.667**	.672**	1
	Sig. (2-tailed)	.000	.000	
	N	400	400	400

Significant Correlation is 0.01 level (2-tailed).

The Pearson correlation matrix was employed in exploring the nature and strength of the relationship between Self-Efficacy (SE), team management skills (TMS) and Career readiness (CR). The Pearson correlation analysis determines how close two variables are to being linearly related, and the Pearson correlation is given a value between -1 and +1. The closer to +1, the stronger the positive relationship and the closer to 0, the weaker the positive relationship. The analysis was done with a sample of 400 respondents, which is a good source of statistical interpretation. All correlations were statistically significant at the .01 level and the p value of .000 ($p < .001$).

The findings show that there is a strong positive relationship between Team Management Skills (TMS) and Self-Efficacy (SE) with Pearson correlation coefficient ($r = .623$). This means that those who are more self-efficacy also have more team management skills. On a practical level, people who can coordinate teams, communicate with those involved in the team and deal with team related tasks are more likely to show confidence in their own capabilities and decision making. The coefficient of determination ($r^2 = .388$) also indicates that about 39% of the variance in self-efficacy is due to the difference in team management skills. The highest correlation value in the matrix was between Team Management Skills (TMS) and Conflict Resolution (CR) with $r = .672$. This positive correlation was strong, showing that people with higher scores on the team management scale are also more likely to be competent in conflict resolution. Good team management can require a range of skills, such as communication, negotiation, leadership, emotional intelligence, and problem-solving, all of which can contribute to good conflict management. These are moderately associated with each other, sharing about 45% of the variance. This discovery suggests that those who are efficient at organizing and managing teams are likely to also be able to maintain harmony in the relationship, minimize misunderstandings, and present conflict situations constructively. The results of the correlation analysis as a whole, show that all the three variables: Self-Efficacy, Team Management Skills, and Conflict Resolution have a strong link. All of the correlations are positive, meaning that as one value goes up, so do the others. These results indicate team management skill development can improve both self-confidence and conflict resolution skills at the same time. Likewise, people who possess confidence in their ability might be better managers of teams and problem solvers. Although strong relationships were identified, it is important to note that there is no causal link between two variables that are correlated.

Demographics Differences

T-Test: The t -test is an arithmetical test for comparing the means of the two groups to determine a statistically significant difference (Sarker, Sarker, Rani Shaha, Saha, & Sarker, 2024).

Gender of Group Differences: The independent t-test is an inferential statistical test that can be used to statistically test the difference between the means of two unrelated groups. This test can only be performed if there are two levels or groups in the independent variable and a continuous dependent variable. This study is based on two groups of male and female college students. In this situation, the independent variable is gender, and we will compare the two groups. The dependent variables that are compared between groups are Self-Efficacy and Time Management Skills, which may vary among students, and students' readiness to pursue their studies and careers in this field.

Table 7
Independent sample T-test

Gender	N	M	S. D	T	P - value
male	130	91.13	8.7	.186	.000
female	270	90.96	8.3	.183	

Table 7 shows that there is a statistically significant difference in students' mean scores according to gender. The results indicate that the mean score for male students ($M = 91.13$, $SD = 8.7$) was slightly higher than the mean score for female students ($M = 90.96$, $SD = 8.3$). The t-value and associated p-value ($p < .05$) indicate that the difference between the two groups is statistically significant. Based on these results, it can be concluded that male students completed moderately better compared to female students on the measure variable.

Table 8
Independent sample T-test

Semester Difference	Semester 7 (n = 112)		Semester 8 (n = 284)		T	P
	M	SD	M	SD		
	90.9	7.6	91.0	8.7	-.13	1.91

Table 8 below shows the comparison between Semester 7 and Semester 8 students in relation to the study variable. The sample consisted of 112 Semester 7 students and 284 Semester 8 students. The mean and standard deviation for Semester 07 students were 90.90 and 7.60, respectively, and for Semester 8 students were 91.0 and 8.70, respectively. The difference in the average scores for the two groups of students in the two semesters was very small, indicating that the students in the two semesters have very similar levels of the measured variable. An independent-samples t-test was used to determine if this small difference was statistically significant. The results indicated that the difference was not statistically significant. The resulting t-value of 0.13 is very close to zero, suggesting little difference between the group means compared to the intra-group differences. This p - value was $> .05$ ($p > .05$), supporting that the difference observed is not greater than would be expected from sampling variation. Thus, the null hypothesis cannot be rejected, and it is concluded that there is no significant difference between the two groups of semesters (1st and 2nd) on the measured variable.

Table 9
Differences of Faculty (ANOVA)

Faculty	Sum Squares	D.f	Mean	F	Sig.
Between Groups	26.13	39	.67	.96	.52
	1.27	1	1.27	1.84	.17
Within Groups	248.85	38	.65	.94	.56
Total	248.86	360	.69		
	275.00	399			

One-way ANOVA was used to determine if there was any difference in scores on the study variable between students' faculty affiliation. The results indicated a between-groups sum of squares of 26.132 (df - 39), and a within-groups sum of squares of 248.868 (df - 360). The analysis resulted in an F value of 0.969 and a significance value of p - .526. The p-value was higher than the standard significance level of .05, which meant that the outcome was not statistically significant and the null hypothesis was accepted. The results of these

findings suggest that there were no significant differences between the students' measured constructs in the respective faculties. Moreover, the relatively small F-values imply that the differences between faculty means were not very large compared with the differences among the scores in each faculty. Thus, there doesn't seem to be a significant difference in the study variable according to faculty affiliation.

Conclusion

The current study aimed to reflect that self-efficacy and time management can be factors that contribute to the career readiness of final year undergraduate students. Consequently, students, teachers, and policymakers must collaborate to establish a conducive learning environment that fosters confidence, discipline, productivity, and career development to ready the graduates for the needs of the contemporary working world. Self-efficacy is also discussed as a key psychological asset that supports students when facing challenges in career settings, including the ability to take action, persevere, and be motivated. Likewise, time management teaches students to plan and develop self-discipline, and also helps in improving their career planning ability. Combined, these factors are important in helping to transition from university to work smoothly. The results support previous theory and empirical studies and highlight the role of personal capabilities in career development. Based on the results, it is recommended that self-efficacy and time management skills of students in higher education institutions be developed through academic support programs, career development training programs, mentoring programs, and work experience. The study findings reveal that self-efficacy and time management are important factors predicting University students' career readiness. Improving these skills can significantly boost students' self-esteem, job readiness, and readiness to meet job requirements. Educational institutions, policymakers, and students should therefore be given more attention to building these capacities to help them develop successful careers and build their professional lives.

Recommendation

- Universities should ensure the availability of academic and co-curricular programs that strengthen students' confidence in their abilities. Opportunities such as internships, project-based learning, workshops, and leadership activities can significantly enhance students' self-efficacy and better prepare them for future career challenges.
- Educational institutions should organize structured training programs and seminars focused on time management. Equipping students with skills to set tasks, set to achievable goals, and structural their time effectively can improve both academic performance and career readiness.
- Universities should expand career counseling and guidance services to support students in making informed career decisions. Professional counseling can help students identify their strengths, interests, and long-term career goals more effectively.
- Greater collaboration between educational institutions and industry should be promoted. Internships, industrial visits, guest lectures, and work placements can provide students with practical exposure to workplace expectations and enhance their employability.
- Universities should embed career development courses and employability skills training within academic programs. Such initiatives are essential for developing communication, teamwork, problem-solving, and other professional skills required in the job market.
- Educational institutions should implement structured mentorship programs by pairing students with faculty members, alumni, or industry professionals. These mentorship opportunities can provide guidance, motivation, and practical insights into career development.

- Future studies should explore additional variables related to career readiness, such as emotional intelligence, personality traits, social support, and work experience. Longitudinal research designs are also recommended to better understand the long-term effects of self-efficacy and time management on career outcomes.

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