



Impact of Lifelong-Learning Mindset on Career Success of Professionals in the Field of Accounting

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The notion that the lifelong-learning concept bolsters career success is one of the popular and debated research areas in the world. Within the Sri Lankan context, there is a lack of evidence to determine this concept and only have the impression that a lifelong-learning mindset positively impacts career success. Therefore, this conceptual query is carried out to warrant scholarly investigation that encapsulates the impact of a lifelong-learning mindset on the career success of accounting professionals in Sri Lanka. By bridging the lacuna in existing research studies and determining the relationship between lifelong mindset and career success in the Sri Lankan context, this study tries to fulfill the empirical gap and contribute new knowledge. The study was conducted in SLIIT Business School, SLIIT, Sri Lanka during the time period between February to October 2021. Adopting an online questionnaire survey strategy and convenience sampling method, primary data was collected from a sample of 384 respondents who are accounting professionals in the Western Province of Sri Lanka. Descriptive statistics, correlation analysis, and multiple linear regression analysis were used to analyze the data and interpret the findings. According to the findings, there is a significant impact on career success from a lifelong-learning mindset, and a positive relationship between lifelong-learning mindset and career success with a Pearson Correlation Coefficient of +.729. The study discovered that increasing the Lifelong-learning mindset attitude by one unit increases the career success of accounting professionals by 77.9

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percent ($P = 0.000$). The research found that out of three factors, namely, learning curiosity, strategic thinking, and resilience; only curiosity and resilience have a statically significant impact on career success in Sri Lanka. A finding this research was able to identify is that strategic thinking does not significantly impact career success within the Sri Lankan context.

Keywords: *Accounting professionals; career success; lifelong-learning mindset; Sri Lanka; resilience; curiosity.*

ABBREVIATIONS

ACCA : *Association of Chartered Certified Accountants*
CA : *Chartered Accountant*
CIMA : *Chartered Institute of Management Accountants*
CGMA : *Global Certified Management Accountant*
IBM : *International Business Machines*
KMO : *Kaiser-Meyer-Olkin Measure*
SPSS : *Statistical Package for the Social Sciences*

1. INTRODUCTION

This paper offers the results of a quantitative research study on the topic of "Impact of a Lifelong-Learning Mindset on Accounting Professionals' Career Success." It focuses on how factors like curiosity, resilience, and strategic thinking affect accounting professionals' job success. The accounting profession is a long-established profession, with most accounting concepts dating back decades. Globalization has made the entire globe act as a single entity. As a result, accounting has grown in popularity in recent years [1]. Accounting is both a practical and intellectual career.

According to Abdel-kader and Luther [2] a person who demonstrates competence is subject to enforcement by a professional accounting organization or other regulatory mechanisms. He or she maintains a high level of professionalism with specialized knowledge of accounting, formal education, and practical experience, in accordance with code of ethics, and maintains a high level of professionalism. A professional accountant has the intelligence and training to measure, identify, process, analyze, and disclose financial and non-financial information, as well as audit and certify financial data, give advisory services, and supply non-financial data as needed.

Common traits connected to the lifelong-learning mindset may be discovered by referring to certain

literature. The curiosity is the first feature. Curiosity is the desire to learn new things. As a result, individuals will be able to learn more. There is a favorable link between curiosity and lifelong-learning [3]. The next characteristic is resiliency. When people are learning new things, they may face obstacles, and resilience refers to the ability to overcome those hurdles [4]. Strategic thinking is the following characteristic. It refers to the ability to look forward and make plans for the future. People who want to study for the rest of their lives must select a goal and plan how to get there.

Accounting professionals' career growth will be an important element of their success, since it connects to their lifetime mindset, and it is critical to understand the aspects that influence career success. When hiring new staff, every business looks for job-related abilities. As a result, career-related skills, as well as lifelong career-related education, are becoming increasingly vital to both companies and employees. Skilled employees can easily traverse the labor market, resulting in a skilled labor market. Employees may get better knowledge of the necessary skills relevant and enhance it to gain a competitive advantage.

The present dynamic world is constantly updating and changing in every aspect. Accounting professionals have to be up to date with adopting new skills and knowledge [5]. Regular self-improvement contributes to a successful personal life and professional life. Many professionals think that shining in their respective career is about the salary they earn. The point is if your basic needs are covered the money earn is questionable. Accounting professionals mostly work in an office-based setup and if the person performs the same job, they start getting bored with it. This will lead to the performance of the employee going down. Therefore, every employee has to learn new things, such as on-the-job learning, informal learning, or take up opportunities for further training or education from the outside world. This can help the employee to develop and attract

more opportunities within the organization and even from outside the organization. But it is very difficult to bring our psychological mindset to succeed in career success while doing the job. This research targeted the people who are eager to achieve career success, and how curiosity, resilience, and strategic thinking impact a lifelong-learning mindset.

The concept of life-long learning will boost career success is one of the debated and popular research areas in the world. There is lack of evidence to figure this out in the Sri Lankan context. The research related to Accounting students in Canadian universities was conducted by David Drewery, Judene Pretti, and Robert Sproule. The current study aims to identify ascertain whether this is applicable to the Sri Lankan context. This study attempts to fill the empirical gap and provide new information by bridging the gap in existing research studies and evaluating the link between life-long learning mindset and career success.

1.1 Research Questions

Employers expect accounting professionals to acquire a different range of skills and attributes. This leads to the accounting professionals getting more professional as well as educational qualifications to succeed in achieving their lifelong goals. Therefore, Accounting professionals have an idea of a lifelong-learning mindset to succeed in their careers. Our research motivation is to examine the accounting professionals and how their mindset is focused toward their future goals, in order to thrive in their professional world. This self-assessment helps the fourth-year undergraduates to understand how they should prepare for future employment, and helps the Sri Lankan Universities to take necessary steps in their undergraduates' education programs. Lastly, this self-assessment will help the fresh graduates and diploma holders to identify the needed skills, training, and

knowledge to be successful in their careers. Researchers examined the following questions:

- How lifelong-learning mindset impacts career success?
- How does the presence of curiosity influence career success?
- What kind of strategic thinking abilities highly impacts career success?
- How resilience impacts Career success?

1.2 Research Objectives

Primary Objective

- To identify how lifelong-learning mindset impacts career success.

Secondary Objectives

- To examine whether learning curiosity has an impact on career success.
- To clarify whether resilience has an impact on career success.
- To know whether strategic thinking ability impacts career success.

2. METHODOLOGY

The philosophy that is related to the study is the positivism research philosophy. The study relies on the existing theories and uses quantitative data in the research process. The research study had adopted the deductive research approach. The study develops the hypotheses referring to the existing theories related to the field of accounting, and uses the strategies to test the hypothesis. An online survey questionnaire was used for the purpose of collecting the required quantitative data for the study. The cross-sectional time horizon was used to collect the required data from the respondents of the study where data was collected at a single time without obtaining responses repetitively from the same respondent.

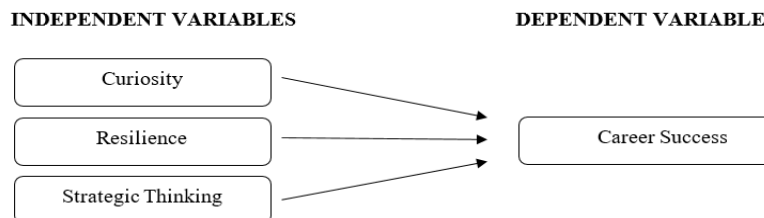


Fig. 1. Conceptual Framework

Source: Developed by own reviewing the literature

This part includes a brief discussion related to the conceptual framework of the study, while the hypothesis is formulated, and the selected variables are implemented. The following conceptual framework has been developed using existing theories. This framework consists of two main variables. Those are independent variables and dependent variables. The main independent variable of the study is the lifelong-learning mindset. This independent variable consists of three latent variables: curiosity, resilience, and strategic thinking. The dependent variable is career success.

The researchers have evaluated how career success is impacted by the lifelong-learning mindset of the accounting professionals. A lifelong-learning mindset can be defined as self-motivated education that would impact people's personal development [6]. There are two main perspectives on considering lifelong learning. The initial perspective is called the system-level perspective and the second perspective is, person-level perspective [7]. Lifelong-learning can be measure by using curiosity, resilience, and strategic thinking [8] The main and only dependent variable of this study is career success. Career success is defined as the positive and emotional rewards of one's work experience. The definition covers the subjective aspect and objective aspects of career success. Career success can be measured by target populations' salaries, incentives, salary growth, promotions, and employment status [9].

Curiosity, resilience, and strategic thinking are latent variables of our study. These dependent and independent variables had been identified by reviewing certain kinds of literature. Curiosity is considered a motivational factor and it boosts people's ability to discover new things and improve their skills in order to achieve career success [8]. People who are curious about learning are active while looking for new information on unknown and unfamiliar subjects [3]. Resilience also includes a lifelong-learning mindset. Resilience helps people to reduce their stress and is considered a key to success, because it changes people's attitudes and the way people respond to difficulties [8]. In our context, strategic thinking means mental or thinking process applied by accounting professionals to achieve their career success. Therefore, the study was conducted to figure out how these independent variables impact career success. It is essential to think about what you

need to learn and how to learn it throughout your life [10].

The primary objective of the research study is to examine whether there is an impact of lifelong-learning mindset of accounting professionals on career success. To achieve this objective, the researchers developed a conceptual framework. This conceptual framework was developed through reviewing the literatures. The main independent variable of this research is lifelong-learning mindset. Curiosity, resilience and strategic thinking are constructed to measure the lifelong-learning mindset.

Hypothesis are developed to check if there is a positive impact from independent variable to dependent variable. Regression analysis was performed to test the following hypothesis,

- H₁: There is a positive influence from lifelong-learning mindset on career success.
- Ha₁: There is a positive influence from learning curiosity on career success.
- Hb₁: There is a positive influence from resilience on career success.
- Hc₁: There is a positive influence from strategic thinking on career success.

2.1 Research Design

The research study that was conducted to examine the impact of lifelong-learning mindset on the career success of accounting professionals is a descriptive survey, which is one of the quantitative research approaches that can be used in the process of data collection, especially for quantitative information for statistical analysis of target population sample [11]. The target population relevant to the study are the accounting professionals in the Western Province, Sri Lanka.

2.2 Research Approach

Research philosophy is one of the procedures that is improving and helps to identify the nature of knowledge. This research was laid on existing theories and used quantitative data to analyze the objectives. According to Saunders et al. [12] research approach theory may or maybe explain the design of the study. The research approach describes the findings and conclusion of the research study, and the research approach used to test the hypothesis. This research was contacted to test the hypothesis. So this research adopts a deductive approach.

The type of research is explanatory research. This study is aimed at finding the impact of life-long learning mindset in career success, to find out the effect this type has taken. Furthermore, when considering the time horizon, the cross-sectional time horizon was used in this research. Data was used a single time to examine the impact of the lifelong-learning mindset and career success of the accounting professionals at a given time. The research strategy of this study was a survey. Therefore, an online survey questionnaire was used to collect the primary data. Annual reports and financial documents were used for secondary data

2.3 Sample Design

When selecting the proper sampling technique and planning a research study, sample selection is a very important thing [13]. Two types of sampling techniques can be identified and named, they are probability and non-probability sampling. As per the above mentioned information related to the population, this research study was conducted by using non-probability sampling techniques. Because the researchers know their sample. Therefore, based on the researchers' subjective judgment, the selection of the samples was performed rather than using random selection. Therefore, Non-probability sampling techniques have been used for this research.

Under the non- probability sampling method, a purposive sampling method was selected to identify the target population. The researchers were unintentional in selecting the research subjects as random. Purposive sampling aims to select participants deliberately, ensuring those chosen are relevant to the research topics at hand. Selected sample should represent the accounting professionals in the whole Western Province. The responses were unable to be collect from the whole population. Therefore, this study used the purposive sampling method to figure out the sample. Furthermore, each member of the sample should be qualified in the field of Accounting even with a diploma, bachelors, masters or completed some professional courses such as CIMA, Chartered, and ACCA. This study was conducted by collecting data from professionals who are in the Western Province. Because the Western Province is the centralized point of all major companies and major education intuitions.

This research's target population was accounting professionals in Sri Lanka who are currently

working in any organization or self-employed. It was identified that there are more than 750,000 accounting professionals in Sri Lanka by referencing University Grant Commission of Sri Lanka reports and Professional Institution database. According to the 'Morgan Table' the sample size of this research study was 384 respondents with a 95 percent confidence level.

2.4 Data Collection Procedure

Quantitative data were used to identify the impact of lifelong-learning mindset on career success in this research study. This study used an online survey questionnaire as the primary source of information. Secondary data was collected through research articles, authorized websites, official reports, and books to develop a literature review of the study.

2.5 Research Instruments

This research's main instrument was a survey questionnaire. The online survey questionnaire was developed by considering the independent variables and the dependent variable of the research. Those independent variables of the study included curiosity for learning, resilience and strategic thinking. The dependent variable was career success. So, to figure out the impact of these independent variables, the five-point Likert scale was used and through that, a crystal-clear idea about the impact of these independent variables on career success was obtained. A Google form was distributed among accounting professionals via email and social media in this research project (LinkedIn, WhatsApp, Facebook). Questionnaires were sent to accounting professionals in different organizations in Western Province, Sri Lanka. To examine the data, the researchers utilized IBM SPSS Statistics and Microsoft Office Excel. IBM SPSS Statistics insights were used for the un-bearing quality research, connection examination, and relapse investigation on study data. The data was reconstructed using Microsoft Office Excel. The table below illustrates how the primary and secondary objectives were measured in this study using a particular instrument.

This part of the research was used to ensure the reliability of the gathered data, which means this part indicates the validity of the research findings. The Cronbach's alpha reliability is used to test the reliability of the questionnaire in this study. As the minimum Cronbach's alpha

Table 1. Data analysis method of each objective

Category	Objective	Level of Measurement
Primary Objective	To identify how the Lifelong-learning Mindset impact on Career Success	Multiple Linear Regression
	To examine whether there is an impact of learning curiosity on career success.	Multiple Linear Regression
Secondary Objectives	To clarify whether there is an impact of resilience on career success.	Multiple Linear Regression
	To know the impact of strategic thinking ability on career success.	Multiple Linear Regression

Source: Constructed by Authors

reliability was measured as 0.857. All the Cronbach's alpha reliability values were more than 0.8. Therefore, this study questionnaire has a high level of reliability.

The validity of the questionnaire had to be up to the acceptable level where the consistency of the responses can be measured, and these measures will validate the questionnaire. To validate the study, the validity test was performed through IBM SPSS. The factor analysis was performed by measuring the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy. The result of it is 0.970, which is closer to 1. This signifies that the factor analysis was useful, and the adequate results were obtained to confirm the validity of the questionnaire.

2.5.4 Ethics in Research

The research activities were carried out in an ethical manner in order to keep the researchers' study activities transparent. This study's researchers worked with the goal of providing fair information while keeping these ethical facts in mind. Especially when collecting information from accounting professionals, the researchers maintained a professional relationship with them and obtained permission from them prior to collecting the information. They were independent in rejecting or accepting the request, and their ideas were always respected.

3. RESULTS AND DISCUSSION

3.1 Demographic Factor Analysis

The primary goal of this demographic factor analysis is to provide a clear picture of the characteristics of the respondents chosen for the study sample. Researchers are interested in the gender, age, level of higher education, work

experience, and number of promotions they have received so far in their careers to provide such insights. Through a demographic analysis, the following frequency table will provide a clear understanding of the respondents' nature.

3.2 Gender

Table 2 shows that there are 218 male respondents out of a total of 384 respondents. It accounted for 56.8 percent of all respondents. With 166 responses, the remaining 43.2 percent of respondents were female. This indicates that our responses have a higher proportion of male respondents than female respondents.

3.3 Age

According to Table 3, it was discovered that the majority of the respondents to this study were between the ages of 21 and 25. It accounted for 41.1 percent of all respondents. The 26-30 age group had the second highest number of respondents, with 129, or 33.6 percent of those polled. The respondents between the ages of 21 and 30 were highest, compared to the low number of respondents reported from the under-20 age group.

3.4 Working Experience

To explain the nature of the respondents in this study, the researchers used each respondent's work experience as a demographic factor. According to Table 4, the majority of respondents have 3-5 years of experience that is 30.2 percent of all respondents. Furthermore, 29.7 percent of those polled have one to two years of work experience. This means that the majority of respondents have 1 to 5 years of work experience.

Table 2. Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	218	56.8	56.8	56.8
	Female	166	43.2	43.2	100.0
	Total	384	100.0	100.0	

Source: SPSS Output Data, 2021

Table 3. Age distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below-20	5	1.3	1.3	1.3
	21-25 years	158	41.1	41.1	42.4
	26-30 years	129	33.6	33.6	76.0
	31-35 years	65	16.9	16.9	93.0
	Above 36	27	7.0	7.0	100.0
	Total	384	100.0	100.0	

Source: SPSS Output Data, 2021

Table 4. Working experience of the respondents

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Below 1 year	79	20.6	20.6	20.6
	1-2 years	114	29.7	29.7	50.3
	3-5 years	116	30.2	30.2	80.5
	6-10 years	43	11.2	11.2	91.7
	Above 11 years	32	8.3	8.3	100.0
	Total	384	100.0	100.0	

Source: SPSS Output Data, 2021

Table 5. Educational qualifications of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	58	15.1	15.1	15.1
	Bachelor	197	51.3	51.3	66.4
	Masters	62	16.1	16.1	82.6
	Professional qualification (such as CIMA, ACCA, CA)	67	17.4	17.4	100.0
	Total	384	100.0	100.0	

Source: SPSS Output Data, 2021

3.5 Educational Qualification

To explain the nature of the respondent's profile in terms of the total respondents' educational qualifications, our statistical analysis revealed that the majority of the respondents were graduates. Out of the total, 197 responses, i.e. 51.3 percent of respondents have a Bachelor's degree. Furthermore, 16.1 percent have a Master's degree, and 17.4 percent have professional qualifications such as CIMA, ACCA, or CA. The remaining respondents all have at least a high school diploma. As a result, the

selected respondents are inherently well educated.

3.6 Promotions

As the dependent variable of the study was career success, the researchers decided to look for a number of promotions. According to Table 6: 32.6 percent of respondents received at least one promotion during their career. 24 percent of them received at least two promotions. However, fewer respondents received three, four, or more

promotions. 31.5 percent of respondents have not yet received a promotion.

3.7 Descriptive Statistics

According to Table 7; all three independent variable les Mean value in between 3 and 4, meaning that the responders were somewhere between neutral and agreeable. Curiosity has a mean value of 3.3038 and a standard deviation of 1.15552. This demonstrates that for curiosity questions, respondents' responses range from neutral to agreed level, indicating a lifelong-learning mindset. The mean value of resilience is 3.1046 and the standard deviation is 1.01816. Furthermore, the mean value of strategic thinking is between 3 and 4, with a mean value of 3.2906 and a standard deviation of .96536. As a result, the descriptive statistics for three independent variables show that respondents' responses were between neutral and agreed level for questions in the study.

Table 8 shows the descriptive statistics for career success. The mean value of career success is 3.1406 with a standard deviation of 1.04353, and that shows mean value of the dependent variable is also between 3 and 4.

This indicates that respondents' responses to career success questions in this study are between neutral and agreed level, as are the other three independent variables.

3.8 Correlation Analysis

Table 9 interprets the correlation between the lifelong-learning mindset and career success. According to this table, The Pearson correlation value is .729, with a P value of 0.000. This indicates there is a strong positive correlation between the lifelong-learning mindset and career success, and these two variables are moving in the same direction. Furthermore, the P value is less than 0.05, indicating that there is a statistically significant positive correlation between lifelong-learning mindset and career success. Finally, the main idea of this correlation analysis result-01 is that if the lifelong-learning mindset grows, there is a chance that career success will grow as well.

According to Table 10, Pearson Correlation values of all three independent variables is curiosity. Pearson correlation value is .716 and P value is equal to 0.000, resilience is .709 and P value is equal to 0.000 and last independent

Table 6. Number of Promotions get by Respondents

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	0	121	31.5	31.5	31.5
	1	125	32.6	32.6	64.1
	2	92	24.0	24.0	88.0
	3	35	9.1	9.1	97.1
	4 or more	11	2.9	2.9	100.0
Total		384	100.0	100.0	

Source: SPSS Output Data, 2021

Table 7. Descriptive statistics for independent variables

	N	Minimum	Maximum	Mean	Std. Deviation
Curiosity	384	1.00	5.00	3.3038	1.15552
Resilience	384	1.00	5.00	3.1046	1.01846
Strategic Thinking	384	1.40	5.00	3.2906	.96536
Valid N (list wise)	384				

Source: SPSS Output Data, 2021

Table 8. Descriptive statistics for dependent variable

	N	Minimum	Maximum	Mean	Std. Deviation
Career Success	384	1.00	5.00	3.1406	1.04353
Valid N (list wise)	384				

Source: SPSS Output Data, 2021

Table 9. Correlation Result – 01

		Career Success
Lifelong-learning Mindset	Pearson Correlation	.729**
	Sig. (2-tailed)	.000
	N	384

Source: SPSS Output Data, 2021

Table 10. Correlation Result – 02

		Career Success
Curiosity	Pearson Correlation	.716**
	Sig. (2-tailed)	.000
	N	384
Resilience	Pearson Correlation	.709**
	Sig. (2-tailed)	.000
	N	384
Strategic Thinking	Pearson Correlation	.604**
	Sig. (2-tailed)	.000
	N	384

Source: SPSS Output Data, 2021

Table 11. Model Summary - Model 01

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 ^a	.531	.530	.71552

Table 12. Regression Coefficient Values - Model 01

Model		Unstandardized coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	.621	.127		4.904	.000
	Lifelong-learning Mindset	.779	.037	.729	20.800	.000

Dependent Variable: Career Success

Source: SPSS Output Data, 2021

viable strategic thinking Pearson correlation value is .604 and p value is equal to 0.000. According to this Pearson correlation values curiosity resilience strategic thinking has a strong positive correlation with career success and all three variables have p values less than 0.05 significance level that shows these three variables have statistically significant strong positive correlation with career success.

3.9 Regression Analysis

The relationship between the lifelong-learning mindset and career success was examined using multiple linear regression analysis. As a result of this, the researchers created two regression models. According to the model summary articulated in Table 11, it shows that the Adjusted R square value of the test is 0.531. Its emphasis

that lifelong-learning mindset explains 53 percent of variation of career success. The model may thus be viewed as a useful model for testing the effect of the lifelong-learning mindset on Career Success.

According to Table 12, the independent variable has a coefficient value of 0.779, while the constant value is 0.621. the coefficient value is statistically significant ($P = 0.000$). Furthermore, the coefficient value of 0.779 for lifelong-learning mindset indicates that one unit change in that variable can have a 0.779 impact on accounting professionals' career success. Therefore, the first assumption made for this study is supported by analysis, which has a positive impact on lifelong-learning mindset on career success among accounting professionals.

Table 13. Model Summary - Model 02

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.738 ^a	.544	.541	.70737

a. Predictors: (Constant), Strategic Thinking, Curiosity, Resilience

b. Dependent Variable: Career Success

Source: SPSS Output Data, 2021

Table 14. Regression Coefficient Values - Model 02

Model	Unstandardized coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.739	.130		5.666	.000
Curiosity	.350	.066	.388	5.317	.000
Resilience	.333	.078	.325	4.268	.000
Strategic Thinking	.064	.061	.059	1.035	.302

Source: SPSS Output Data, 2021

According to the model summary articulated in Table 13, it shows that the adjusted R square value of the test is 0.541. It emphasizes that curiosity, resilience, and strategic thinking explains 54.1 percent of variation of career success. The model may thus be viewed as a useful model for testing the effect of curiosity, resilience, and strategic thinking on career success.

Table 14 shows that the constant value, curiosity values, and resilience value, is statistically significant (P = 0.000), whereas the strategic thinking variable is not statistically significant since its P values is 0.302. The constant value is 0.739. Curiosity has a coefficient of 0.350, resilience 0.333 and strategic thinking 0.064. Furthermore, the coefficient value of 0.350 for curiosity indicates that one unit change in that variable can have a 0.350 impact on accounting professionals' career success and one unit change in resilience variable also can have a 0.333 influence on the career success among accounting professional. Strategic thinking, on the other hand, cannot have such an impact. Despite having a positive coefficient value of 0.064, it has a statistically insignificant impact. According to the coefficient beta value, curiosity has higher impact on career success.

Finally, the developed model number 02 can be rewritten as follows by including the coefficient values obtained from the simple linear regression analysis. The strategic thinking variable was left out of this formula because it had a statistically insignificant effect.

3.10 Discussion

Through this research study, the researchers mainly aimed to identify how the lifelong-learning mindset impacted Career Success. To attain that objective, the researchers had taken the systematic and organized efforts to collect data from 384 respondents by using a survey questionnaire. Before conducting an investigation about the research study, the researchers tested the reliability and validity of collected data by using the reliability test, KMO, and Bartlett's Test based on a pilot survey. According to the results of those tests, the researchers were able to affirm that the collected data set was reliable and valid enough to continue the further analysis methods to achieve the research objectives.

According to Drewery *et al.* [8] research findings, lifelong-learning mindset causes enhance career success, and students who have characteristics like resilience, curiosity, and strategic thinking have a highly evolved life learning mindset. Drewery *et al.* [8] conducted a study based on students who were specializing in finance and accounting at a Canadian university. Researchers of this study tried to explore whether this theory is relevant to the Sri Lankan context. Also, CGMA Competency Framework emphasizes the importance of those skills to the career success of local University accounting and finance graduates [14]. Existing literature provides evidence to prove that there is a significant impact and positive relationship between lifelong-learning mindset and career success [15, [16, 17, 10]. However, through this research study, researchers try to encapsulate an empirical exploration regarding this.

Therefore, researchers have used appropriate statistics to examine the data relationships and provides the following competing explanations based on those analyzed results.

Through demographic factor analysis, researchers were able to provide insight into an overview of the respondents in this study. In there, the main important fact that researchers were able to identify were working experience, educational qualifications, and promotions accounting and finance professionals got so far in their career journey. According to the analyzed results, in the Sri Lankan accounting and finance field, 51.3 percent professionals have a bachelor's degree, 16.1 percent have master's degree and 17.4 percent of respondents has any of professional qualifications such as CIMA, ACCA, CA. Also, the remaining respondents of the study had at least a diploma. When considering the promotions, 68.6 percent of professionals who participated in this study have at least one promotion on their career ladder. This provides prime and significant understanding or an idea that educational qualifications significantly have contributed to career success. However, the main objective of the study is to identify how the lifelong-learning mindset impacts career success. To assess this certainly, the researchers have developed three sub-hypotheses. According to the analyzed results they have determined its impact as follows.

Ha₁: There is a positive influence from learning curiosity on career success.

According to the correlation analysis, the correlation between the learning curiosity and career success was statistical significance at the 0.01 and level with a Pearson correlation coefficient of + .716. It signifies that there is a positive strong relationship between learning curiosity and career success. Also, according to the regression analysis when learning curiosity increase from one unit, the career success of accounting & finance professionals will increase from 35 percent (P = 0.000). This research finding proves the fact that Litman [3] was emphasized which is epistemic curiosity arouses peoples' desire to gain new knowledge and it will cause to enhance intellectual development and career success. According to the research findings of Drewery *et al.*, [8] learning curiosity work is a major factor that significantly impacts on accounting & finance professionals' job satisfaction, job-related self-efficacy, and the

greater number of job promotions. Through this study, researchers have been able to find out even within the Sri Lankan context learning curiosity has a major impact on the career success of accounting and finance professionals. Curiosity about learning leads to proactive behaviour, which is at the core of lifelong-learning [18, & 19]. The above-mentioned findings regarding epistemic curiosity which is founded through extant literature are in line with the present study findings.

Hb₁: There is a positive influence from resilience on career success.

The correlation analysis of this study provides statistical evidence of the correlation between resilience and career success was statistical significance at 0.01 and level with a Pearson correlation coefficient of +.709. It shows that there is a positive strong relationship between learning curiosity and career success. According to the regression analysis, when resilience increase from one unit, the career success of accounting & finance professionals will increase from 33.3 percent (P = 0.000). Hersh *et al.* [20] had stated that resilience impacts the students' academic success and eventually it will impact the career success of these students. Also, this will help employees to sustain themselves in the presence of the impact of the new challenges which occur in their work environment [21]. Moreover, professionals who have the more resilient character have been able to preserve themselves through difficulties in learning new things and achieve high career success, compared to who do not preserve [8]. These past literary findings and this research's findings certify that there is a significant impact on accounting and finance professionals' career success through resilience.

Hc₁: There is a positive influence from strategic thinking on career success.

People who can improve from situations with less knowledge have an ability called strategic thinking [22, 23]. Generally, this strategic thinking ability allows employees to develop different types of mindsets and help figure out innovative ways to succeed in their careers [24]. When considering the correlation analysis of this study, the correlation between strategic thinking and career success was statistical significance at the 0.01 and level with a Pearson correlation coefficient of + .604. This shows that there is a positive strong relationship between strategic

thinking and career success. Even though strategic thinking has a 6.4 percent influence on career success, it is not a statistically powerful influence since its' P-value is equal to 0.302. Therefore, according to the research findings, strategic thinking doesn't have a statistically significant impact on career success within the Sri Lankan context. This research finding is contradictory with extant literature findings. The researchers noted the fact that what Manodara et al. [25] emphasized is behind this. This is, within the Sri Lankan context, University undergraduates are always facing a significant level of career decision-making difficulties. The career decision-making process has been difficult due to the lack of strategic thinking and readiness regarding selected career paths [25]. International Labour Organization [26] has identified a significant number of employees in Sri Lanka are lacking strategic thinking and they are more emotional when they are planning their career plans. Therefore, the researchers have identified that there is no positive influence from strategic thinking on career success in the Sri Lankan context.

After achieving the sub-objectives, the researchers focused on their main objective, which is, 'to identify how the lifelong-learning mindset impacted career success. To do that, the researchers have developed the following hypothesis.

H1: There is a positive influence from lifelong-learning mindset on career success.

The researchers developed a model that is appropriate to achieve the main objective of the study by testing this hypothesis. According to this model, a lifelong-learning mindset has 53.1 percent of the ability to predict the change in career success. The researchers found that the correlation analysis of this study provides statistical evidence of the correlation between lifelong-learning mindset and career success was statistical significance at the 0.01 and level with a Pearson correlation coefficient of +.729. It shows that there is a positive strong relationship between learning curiosity and career success. Through regression analysis, the researchers found out that when the lifelong-learning mindset increase from one unit, the career success of accounting & finance professionals will increase from 77.9 percent ($P = 0.000$). This emphasizes that through developing a lifelong-learning

mindset, accounting and finance professionals are able to achieve career success.

As Dandara [17] stated, lifelong education and a lifelong-learning mindset helps fulfil gaps of both necessity of general knowledge and experience of social integration, nevertheless a lifelong mindset especially enhances professional career success and professional integration competence. As well as lifelong-learning mindset provides an opportunity for individuals to acquire all skills and abilities that helps to grow their creativity, circumstances, environment, and confidence [27]. Most of the previous scholars have highlighted the importance of lifelong-learning mindset in career success [8, 3, 10]. The researchers of this study also prove that even within the Sri Lankan context, accounting, and finance professionals can achieve career success through developing their lifelong-learning mindset.

4. CONCLUSION

Identify the impact of a lifelong-learning mindset on career success is the primary objective of this study. The researchers provide a conclusion under the below-mentioned topics to achieve the objectives of the study.

4.1 To Identify How the Lifelong-learning Mindset Impacts Career Success

The primary objective of the study is to identify how the lifelong-learning mindset impacts the career success of the accounting professionals in Sri Lanka. Therefore, after referring to certain kinds of literature, researchers were able to find some factors that affect the career success of accounting professionals. They are curiosity, resilience, and strategic thinking. Furthermore, researchers identified that some factors which impact career success in other countries, did not impact in the Sri Lankan context. Continuous learning processes help professionals to gather new knowledge and shape their knowledge [28]... And also, the Drewery et al. [8], describes the relationship between a lifelong-learning mindset and career success as well as identified the positive relationship between those two. Therefore, researchers of the current study tried to apply this theory to the Sri Lankan context and identify its applicable or not to the Sri Lankan context. According to Creswell and Creswell [29] when researchers apply one theory to another context, the empirical gap will be fulfilled. The researchers of this study developed a hypothesis

Hypotheses	Regression analysis and Justification	Status	Results
H1a There is a positive influence from learning curiosity on career success.	coefficient value = 0.350 Significance of p= .000	Accepted	The relationship between learning curiosity and career success of accounting and finance professionals is positive and moderately significant
H1b There is a positive influence from resilience on career success.	coefficient value = 0.333 Significance of p= .000	Accepted	The relationship between resilience and career success of accounting and finance professionals is positive and moderately significant
H1c There is a positive influence from strategic thinking on career success.	coefficient value = 0.064 Significance of p= .302	Rejected	The relationship between strategic thinking and career success of accounting and finance professionals is positive but statistically insignificant

to achieve the primary objective of the research and based on the results from the analysis, researchers identified the positive impact of the lifelong-learning mindset on the career success of the accounting professionals in Sri Lanka.

4.2 There is a Positive Influence from Learning Curiosity on Career Success

Researchers of this study carried out the multiple linear regression analysis to identify the impact of learning curiosity on career success. The independent variable of the study was divided into three main indicators by researchers to understand the concept of this research study. According to Horstmeyer [30] learning curiosity has a connection with people's behaviors with growth-oriented and career success. Furthermore, students can achieve proactive behavior for learning curiosity [19]. According to the findings of this study, learning curiosity has an impact on the career success of the accounting professionals in Sri Lanka. Therefore, Researchers were able to achieve their first secondary objective of the study

4.3 There is a Positive Influence from Resilience on Career Success

Researchers of this study developed a hypothesis to identify the impact of resilience on the career success of the accounting professionals in Sri Lanka. And multiple linear regression analysis and correlation analysis were carried out by researchers to examine this. According to Martin and Marsh [31] resilient

characteristics are applicable for every individual because people can face difficulties better by being resilient. Resilient thinking ability helps professionals to overcome the difficulties, which occur when they start learning something new [32]. The logical explanations about the relationship between dependent and independent variables were provided by the researchers of this study by using resilience. Furthermore, researchers identified the positive impact of resilience on career success after analyzing the collected data. According to that, professionals can achieve career success by being resilient characters.

4.4 There is a Positive Influence from Strategic Thinking on Career Success

According to the findings of this research, there is no statistically powerful impact of strategic thinking on the career success of the accounting professionals in Sri Lanka. The researchers developed strategic thinking as an indicator of the independent variable. The above hypothesis was developed by the researchers to identify the impact of strategic thinking on career success. Certain findings were collected by using multiple linear regression analysis and correlation analysis.

According to Drewery *et al.* [8], there is a positive impact of strategic thinking on career success, core activities of strategic thinking are, discover new knowledge and innovating new ideas [23]. Strategic thinking ability is one of the key characteristics of a lifelong learner. And also it shows the correct way to future career paths

[33]. But based on these research findings researchers identify that there is no significant impact of strategic thinking on the career success of the accounting professionals in Sri Lanka. Therefore, the new theoretical perspective, which is the impact of strategic thinking on the career success of the accounting professionals was provided by the researchers.

4.5 Limitations of the Study

The researchers of the current study faced some difficulties when conducting this study. The target population of this research was not a large number of respondents. The researchers of the current study determined that another important limitation of the study was that it mostly focused on accounting professionals in Sri Lanka's Western Province. As a result, the outcome may be suggestive rather than definitive. Furthermore, the research findings were based on the responses from accounting professionals. The five-point Likert scale questions were used when collecting data. But the accuracy of the collected responses may be low. In addition, the researchers had to face another difficult issue, when referring to the past literature. Researchers identified that a smaller number of research study related to the Sri Lankan context had been conducted so far. Furthermore, if the country had not been affected by the Covid-19 pandemic, researchers would have been able to use other data collection methods such as interviews. Through interview sessions, more accurate data could have been collected. Furthermore, to measure the independent variable of the study, researchers used only three dimensions. That was another limitation of the study.

4.6 Recommendations

According to the research findings, experiences, and knowledge the researchers gain from this study, they provide recommendations for future researchers as well as the organizations in different aspects. Those theoretical, practical implications and future research recommendations are shown separately as follows.

4.6.1 Recommendations for Future Researchers

Through this research study, the researchers were able to determine the impact of a lifelong learning mindset on the career success of accounting and financial professionals in the Sri

Lankan context. In there, they discovered that strategic thinking doesn't have a significant impact on career success when it comes to the Sri Lankan context. Therefore, the researchers of this study recommend the future researchers conduct further research investigations on why strategic thinking does not have a significant impact on career success within the Sri Lankan context. Furthermore, future researchers could explore the impact of a lifelong learning mindset on the career success of professionals who are in other areas such as marketing, operations management, business administration, and human resource management. The present research study's population has been limited to one province in Sri Lanka, therefore conducting a more in-depth exploration based on the whole country will provide a strong theoretical foundation to this theory. Also, the researchers of this study used a 5-point Likert scale in their questionnaire and if it could be done through a 7-point Likert scale, accuracy and quality of research findings will enhance. This study is based only on three selected factors to measure lifelong learning mindset; therefore, future researchers should look for more dimensions that can be used to divide the notion of a lifelong learning mindset. Also, it will be interesting to find out whether there are moderating variables and intervening variables that impact on career success and assessing those variables' that influence on career success. It is recommended to conduct researches on the same research problem by using longitudinal time horizon as well through conducting interviewing because it will enhance the quality of research findings and provide more theoretical contribution.

4.6.2 Managerial implications

4.6.2.1 Business organizations and professionals

Relevant to this research area, numerous studies have emphasized that organizations that have to learn supportive environments and cultures cause increase productivity, greater innovation, an improved & satisfied mindset in professionals, and enhanced ability in their professionals to achieve career success [34, 35]. Also, according to the research findings of Sproule et al., (2019) lifelong learning mindset of employees in an organization is considered as a part of the business development process in an organization. Therefore, the research findings of this study can be used to enhance accounting and finance professionals' productivity and efficiency of the business operation while helping

them to achieve their career success. Also, employees could use these research findings to determine what kind of skills and attitudes set they need to enhance their lifelong learning mindset to accomplish success in their career ladder. Organizations that provide opportunities for curiosity and exploration seem to have more enthusiastic professionals who have a general orientation towards lifelong learning, than other organizations [36]. Therefore, the organization's administration should develop such an environment that seems to be critical for supporting and motivating those who already have a willingness and desire for learning and who want to perform well. It can be done based on findings that the researchers are emphasizing through this study.

Especially when it comes to the organizations related to the accounting and finance field, they should always possess dynamic capabilities due to the dynamic nature of the accounting and finance field [37]. Therefore, organizations have to keep their employees up to date. To do that, organizations have to increase lifelong learning and career success programs among their professionals/employees who need to improve their skills to be successful in their careers. As well as developing a process to understand how lifelong learning mindset can impact on employees' career success will be a novel and important area in organizations' talent development strategies.

4.6.2.2 Universities/ Higher educational institutions

Through using the findings of this research, academic institutions can create awareness among their students about the significance of a lifelong learning mindset for their future career success, by going beyond the ordinary educational programs. To do that, Universities can organize training and motivational programs to enhance the lifelong learning mindset of students. Those kinds of programs will help students to accomplish success in their future careers. Also, there is an opportunity for the administration of educational institutions to realign their pedagogical approach. This will enlighten future generations' career success because this renovation mainly focuses on improving students' lifelong learning mindset. Nurturing learning curiosity and developing resilience skills of students or professionals may be an important part of this realignment. The process of integrating academic with learning

curiosity and resilience skills are seen as a critical pathway to the development of lifelong learners [8]. Executing this synergetic integration, future professionals will become more curious about learning new areas or curious to explore new knowledge because they know it will lead to greater career success. Students will be able to build their ability of resilience by early exposure to the challenges of the practical environment in a workplace through this integration on a win-win situation. In this way, improving learning curiosity and developing resilience may promote a lifelong learning mindset and lead to greater career success.

4.6.3 Theoretical Implications

Theoretically, this study represents one of the initial attempts to critically review the impact of lifelong learning mindset on the career success of accounting and financial professionals in the Sri Lankan context. These research' findings offer an empirical indication of how the lifelong learning mindset and its dimensions impact career success within Sri Lanka. Therefore, this study contributes to the existing literature by providing new knowledge and it filled the empirical gap.

This research mainly intended to explore whether the lifelong learning mindset is an impact on career success or not in the Sri Lankan context. According to the previous researchers like Drewery et al. [8] have emphasized that strategic thinking factor which comes under lifelong learning mindset have a significant impact on the career success of accounting and finance professionals. Especially for professionals, career success or accomplishments in their career ladder are very important. Therefore, previous scholars have done several in-depth investigations about career theories, intervention programs, and models and evaluated those with a criterion deficiency [38]. However, still, results of those studies are less reliable due to criterion insufficiency. The researchers of this study believe that through their exploration and research findings it can be reduced up to some level. Similarly, through this study, the researchers have been able to describe the notion of lifelong learning mindset in wide terms without using commonly used narrow and self-referent operationalization [39-42]. The researchers noticed that most of the previous studies are likely to have restricted the criterion-related validity of study on the backgrounds of career success [42-46]. Therefore, within this

study, the researchers developed different perspectives in this specific area of research. These developments in the notion and operation of professional success may help to improve theory development and research focused on better understanding, forecasting, and enabling the knowledge of career success.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX 1

QUESTIONNAIRE

Impact of Lifelong-learning Mind-set on Career Success of the Professionals in field of Accounting.

Dear Sir/Madam,

We are a group of final year students from Sri Lanka Institute of Technology (SLIIT) who are in the process of doing our final year research. We would like to invite you to participate on this research and help us to gather information for our research. This will only take few minutes to complete. We appreciate taking some of your time to support us.

This survey will be used to collect data on how Lifelong-learning Mind-set Impact on Career Success of the Accounting and Finance Professionals in Western province of Sri Lanka. The lifelong learning mind-set is the desire to learn new things and the curiosity, resilience and the strategic thinking are the related variables of this lifelong learning mind-set. Career success refers to certain objectives and emotional measures of improvement in work life. We would be honored if you can allocate few minutes of your valuable time to fill this survey.

Thank You
R.W.A.V.A. Wijenayake
Group Leader

Please tick the relevant option.

1. Gender

- Male
 Female

2. Age

- Below 20
 21-25 years
 26-30 years
 31-35 years
 Above 36

3. Working experience

- Below 1 year
 1-2 years
 3-5 years
 6-10 years
 Above 11 years

4. What is your highest educational qualification?

- Diploma
 Bachelor
 Masters
 Professional qualification (such as CIMA, ACCA, CA)
 Other

5. How many promotions that you had been received from current workplace?

- 0
 1
 2
 3
 4 or more

Section 02: Career success

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q6	I believe that doing an extra educational qualification will help me to get a promotion					
Q7	I believe that improving educational qualification will influence salary					
Q8	I am progressing for the higher position with in next 5 years.					

Section 03: Curiosity

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q9	I am willing to pursue new things in the working environment.					
Q10	I am interested to participate job related conference, workshop, and trainings programs?					
Q11	I am curious to acquire further educational qualifications?					
Q12	My job role provides me opportunities to learn many things					
Q13	I am interested in learning new work task performed by my team members or colleagues					
Q14	I believe job related conference, workshop and trainings programs will help career success					

Section 04: Resilience

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q15	I am satisfied with my mental well-being to learn new things					
Q16	I will work harder when I cannot find the solution to a job-related issue					
Q17	My workload restricts me to concentrate on further studies					
Q18	I try a lot to understand and memorize the main content when I learn new things at work					
Q19	My organization motivates me to create my own work-related interest					
Q20	My organization helps me to learn job related professional qualifications/ higher education's when continuing work					

Section 05: Strategic thinking

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q 21	I am evaluating my knowledge in related area before and after learning something new in workplace					
Q 22	I will accept to monitor my mental ability in lifelong learning by organization					
Q 23	I am satisfied with my qualifications and my job positions in my workplace					
Q 24	Linking new work ideas with real life situation will help me to understand them better					
Q 25	My organization provides me opportunities to complete the work tasks that are suitable for my own methods of learning					

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