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The role of teaching staff in fostering perceived employability of university students

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# 1 **The Role of Teaching Staff in Fostering Perceived Employability of**

## 2 **University Students**

3 For university students, perceived employability is gaining growing importance  
4 in dealing with occupational uncertainty. However, how perceived employability  
5 is shaped in the university setting is still under-researched. This study examines  
6 how support from university teaching staff influences perceived employability in  
7 a sample of Italian final-year university students. We draw on Conservation on  
8 Resources Theory to hypothesise a positive impact of support from teaching staff  
9 on students' perceived employability. In addition, we contend that perceived  
10 employability predicts students' psychological well-being. To test our  
11 hypotheses, one hundred twenty-seven university students completed a survey  
12 three times over a 10-month period. The results confirm that support from  
13 teaching staff enhances students' perceived employability. Moreover, a positive  
14 effect of perceived employability on students' psychological well-being emerges.  
15 Perceived employability also appears to mediate the relationship between support  
16 from teaching staff and psychological well-being. Using a time-lagged approach,  
17 this study enhances the empirical knowledge about antecedents and outcomes of  
18 students' perceived employability. This scholarly work underlines universities'  
19 responsibility in refining teachers' roles and didactical practices to equip their  
20 students with career resources.

21 **Keywords:** university students, self-perceived employability, support from  
22 teaching staff, psychological well-being, graduate employability

## 1 **Introduction**

2 Higher Education students' and graduates' occupational perspectives are threatened by  
3 the graduate labour market's structural problems and the unprecedented crisis caused by  
4 the COVID-19 pandemic (International Labour Organisation, 2020a, 2020b). These  
5 developments brought about adversities in getting access to employment for those  
6 transitioning from Higher Education to the labour market (European Commission,  
7 2021). Such a situation of uncertainty may entail higher worries about finding a job and  
8 be at the expense of one's mental health (Kumari et al., 2020; Tang et al., 2020). Under  
9 these circumstances, to counteract the effect of the pandemic, it becomes even more  
10 relevant that universities carry the responsibility to equip their students with resources  
11 to master their upcoming university-to-work transition, herewith contributing to social  
12 and economic development goals (Lopez-Minguens, Caballero, and Álvarez-González,  
13 2021; Pereira, Vilas-Boas, and Rebelo, 2020).

14 This study intends to extend the scholarly knowledge in the domain of perceived  
15 employability (henceforth PE), being an essential resource to successfully access the  
16 labour market (Vanhercke, De Cuyper, and De Witte, 2016). In particular, we aim to  
17 shed light on university-related factors that influence its development. Also, we want to  
18 confirm the assumed PE's beneficial effects on mental health. We use the psychological  
19 approach to PE (Vanhercke et al., 2014) and Conservation of Resources Theory  
20 (hereafter, COR theory; Hobfoll et al., 2018) to study PE among final-year Italian  
21 university students. We propose that Support from teaching staff enhances students' PE.  
22 We define Support from teaching staff (henceforth STS) as a form of employability-  
23 oriented social support that pertains to interpersonal relationships between teachers and  
24 students. STS may enhance students' PE since it can increase their preparation for  
25 facing post-graduation life challenges (Donald, Ashleigh, and Baruch, 2018; Lopez-

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3 1 Minguens, Caballero, and Álvarez-González, 2021). Also, we posit that PE functions as  
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5 2 a personal resource that predicts students' psychological well-being (hereafter, PWB). It  
6  
7 3 is assumed to produce a positive appraisal of the employment perspectives and  
8  
9 4 influence the stress process (Vanhercke, De Cuyper, and De Witte 2016).

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11  
12 5 This research's contribution is manifold. First, it responds to the call for  
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14 6 expanding research to understand PE's antecedents and outcomes and its role in the  
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16 7 transition to work, as raised by many scholars (e.g., Álvarez-González, Lopez-  
17  
18 8 Minguens, and Caballero, 2017; Vanhercke, De Cuyper, and De Witte, 2016).  
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20 9 Specifically, this scholarly work produces empirical evidence about students' PE using  
21  
22 10 a time-lagged examination of its hypothesised antecedent and outcome in an integrated  
23  
24 11 model. In doing so, we respond to the call by scholars in the field who have demanded  
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26 12 to expand the exploration of students' PE with multi-wave designs (i.e., Vanhercke et  
27  
28 13 al., 2014; Vanhercke et al., 2016), currently being in its infancy. Notwithstanding a few  
29  
30 14 recent exceptions in this regard, wherein researchers have tested the impact of person-  
31  
32 15 related antecedents on students' PE over time (see Ayala-Calvo and García, 2020;  
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34 16 Cortelazzo et al., 2020), none of them has addressed its possible outcomes in terms of  
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36 17 beneficial psychological effects.

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42 18 Second, this study's focus on teaching staff is a valuable contribution by  
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44 19 deepening and expanding our knowledge about PE's contextual antecedents because it  
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46 20 addresses how contextual factors actively shape PE. Indeed, the role of context for  
47  
48 21 students' PE has been previously studied through theoretical (i.e., Clarke, 2018) and  
49  
50 22 empirical (i.e., Jackson and Tomlinson, 2020) scholarly work, wherein it was  
51  
52 23 operationalized as the influence of the labour market conditions on one's perceived job  
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54 24 opportunities. In this study, however, we follow the body of research about PE in higher  
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56 25 education (see Donald, Ashleigh, and Baruch, 2018; Lopez-Minguens, Caballero, and  
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1 Álvarez-González, 2021), which considers the context (herein, factors present in the  
2 higher education environment) as a functional aspect that shapes PE actively.

3 Third, in practical terms, our results suggest that a refinement of the didactical  
4 practices in Higher Education, and its alignment with the labour market's reality, are of  
5 utmost importance. Therefore, they may indicate ways to shift the teaching role to a  
6 more student-centred approach (European Commission/EACEA/Eurydice, 2018;  
7 Ödalen et al., 2019) to facilitate and optimize students' transition to work.

## 8 **Theoretical Background and Hypotheses Development**

### 9 *Students' Perceived Employability*

10 The nature of the employability concept has been largely debated in scholarly work, as  
11 many scholars have provided several different, yet related, definitions of employability  
12 (Forrier, De Cuyper, and Akkermans, 2018; Fugate et al., 2021). However, a  
13 convergence exists in seeing it as critical in the various career stages, including the  
14 university-to-work transition (Dacre Pool and Sewell, 2007). Indeed, employability  
15 represents the ability and the chance, which depend on personal resources and  
16 contextual conditions, to gain or retain meaningful, potential-realising, sustainable  
17 employment (Clarke, 2018; Dacre Pool and Sewell, 2007; Fugate, Kinicki, and  
18 Ashforth, 2004; Monteiro, Almeida, and Garcia-Aracil 2020).

19 PE—namely, the self-perceived ability and opportunity to attain employment  
20 appropriate to one's qualification level (Rothwell, Herbert, and Rothwell, 2008;  
21 Vanhercke et al., 2014)—is rooted in a psychological and subjective approach to  
22 employability, which assumes that people act upon what they perceive, rather than on  
23 the objective reality (Vanhercke et al., 2014). People may possess skills or access  
24 objective environmental facilitations to make them more employable. Still, if they do

1 not appraise these aspects as valuable tools to gain attainments within the labour  
2  
3 market, they do not see themselves as employable. Subsequently, they cannot react or  
4  
5 behave consistently to reach favourable subjective and objective career outcomes (Silla  
6  
7 et al., 2009). As such, PE is considered to be a result (or *output*) produced by both  
8  
9 personal and contextual (i.e., organisational and societal) factors (or *inputs*), which are  
10  
11 assumed to shape the subjective perception of being employable (Forrier, Verbruggen,  
12  
13 and De Cuyper, 2015; Vanhercke et al., 2014). Research among university students' and  
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15 graduates' PE has mostly stressed contextual factors related to the external labour  
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17 market that shape the perception of employment possibilities (i.e., Jackson and  
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19 Tomlinson, 2020). Other than these, the theoretical model of PE of Vanhercke et al.  
20  
21 (2014) assumes that more proximal contextual factors, such as organisational support,  
22  
23 also promote individuals' professional development and increase one's PE.  
24  
25 Unfortunately, they have been mostly neglected in scientific research so far (Forrier, De  
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27 Cuyper, and Akkermans, 2018; Qenani, MacDougall, and Sexton, 2014).

26 Building on COR theory (Hobfoll et al., 2018) and in line with Vanhercke et al.  
27  
28 (2014), we conceive PE as a personal resource. COR theory states that individuals strive  
29  
30 to obtain and retain psychological resources to promote environmental control,  
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32 resilience and motivation (Hobfoll et al., 2018). Coherently, PE produces a higher sense  
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34 of confidence and control over the labour market through the expertise acquired during  
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36 the years of study (Fugate, Kinicki, and Ashforth, 2004; Rothwell, Herbert, and  
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38 Rothwell, 2008). COR theory also claims that existing resources are useful for acquiring  
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40 or developing further valuable resources (Halbesleben et al., 2014, Hobfoll et al., 2018).  
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42 That is to say, resources like PE may facilitate reaching goals and engaging in positive  
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44 resource gain cycles. Indeed, from earlier research, we already know that PE sustains a  
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46 successful job-seeking process (Onyishi et al., 2015; Yizhong et al., 2017) and leads to  
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1 higher-quality jobs (Gonzalez-Romà, Gamboa, and Peiro, 2015), so it is functional to  
2 achieve more resources. Therefore, we include PE in our research model as a personal  
3 resource.

#### 4 ***Support from Teaching Staff***

5 The *resource caravan passageways* principle of the COR theory states that higher-order  
6 conditions (i.e., organisational support factors) may facilitate the creation or retention of  
7 resources (Hobfoll et al., 2018). Accordingly, universities may stimulate students' PE  
8 by promoting employability-oriented aspects of didactical practices that foster the  
9 perception of professional preparedness (Dacre Pool and Sewell, 2007; Froelich et al.,  
10 2019; Knight and Yorke, 2003). Álvarez-González, Lopez-Minguens, and Caballero  
11 (2017) and López-Miguens, Caballero, and Álvarez-González (2021) refer to these  
12 aspects by indicating the variable teaching staff—defined as the student's perception of  
13 supervisor's [sic] performance in imparting knowledge to students and generally helping  
14 them— as a factor representing the Universities' ability to develop their students'  
15 employability. They argue that employability is sensitive to teaching approaches that  
16 encourage active and collaborative learning beyond the classical lecture-based  
17 approach—with teachers acting merely as knowledge dispensers—which may help  
18 students master post-graduation life. This idea is taken up in models such as the USEM  
19 model (Knight and Yorke, 2003) and the CareerEDGE Model (Dacre Pool and Sewell,  
20 2007), which see graduate employability as being embedded in students' learning  
21 experience.

22 Coherently, the theoretical and empirical research that has addressed the role of  
23 teaching staff in the development of employability in Higher Education (i.e., Dacre Pool  
24 and Sewell, 2017; Knight and Yorke, 2003) suggests that teaching staff can provide  
25 social support that facilitates the development of PE. This form of social support



1 implies interpersonal relationships between teachers and students that are characterised  
2  
3 by four supportive functions (i.e., Jolly, Kong, and Kim, 2021), namely: instrumental,  
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5 self-appraisal, informational, and emotional ones. It concerns the assistance in  
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7 developing an individual's understanding to function effectively in work environments  
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9 through work-based and reflective practices (instrumental and self-appraisal support;  
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11 Abbass, 2020; Jackson, 2015; 2016; López-Miguens, Caballero, and Álvarez-González;  
12  
13 2021). Moreover, lecturers may provide students with information to form realistic  
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15 previews of the labour market (informational support; Donald, Ashleigh, and Baruch,  
16  
17 2018). Lastly, teachers may display emotional closeness with students through listening  
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19 and trust (emotional support; Álvarez-González, Lopez-Minguens, and Caballero, 2017;  
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21 Di Fabio & Kenny, 2015). Therefore, building on and extending the definition of  
22  
23 teaching staff provided by López-Miguens, Caballero, and Álvarez-González (2021), it  
24  
25 is possible to label this variable as STS and define it as the amount of teachers' social  
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27 support that students perceive for their employability development.  
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### 37 ***Support from Teaching Staff and Perceived Employability***

38 In the scholarly domain under study, previous research (i.e., Álvarez-González, Lopez-  
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40 Minguens, and Caballero, 2017; Cheung, Jin, and Cheung, 2018) has provided  
41  
42 inadequate explanations of why teaching staff performance should be driving students  
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44 to feel more employable. Indeed, STS has been described only in a generic way without  
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46 interpreting it as a form of social support (namely, STS) coming from teachers and  
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48 tapping instrumental, self-appraisal, informational and emotional functions. We draw on  
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50 these premises and previous literature about employability in Higher Education to  
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52 explain why STS can affect students' PE more in-depth, positing that PE is sensitive to  
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54 the different supportive functions of STS.  
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3 1 Regarding instrumental and self-appraisal support, scholarly work suggests that  
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5 2 STS fuels PE by sustaining students' understanding and mastering of subject matter, a  
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7 3 key step towards readiness for possible career opportunities and competence to operate  
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9 4 in real work settings (Bridgstock and Jackson, 2019; Okolie et al., 2019; Römgen,  
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11 5 Scoupe, and Beauseart, 2020). Social-constructivist principles and methods embody this  
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13 6 kind of support. The key is involving students in constructing their knowledge through  
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15 7 interactive and work-based didactical practices, which are functional to reflect and make  
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17 8 sense of learning and understand how to use it to function effectively in work  
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19 9 environments (Dacre Pool and Sewell, 2007; Knight and Yorke, 2003). This study  
20  
21 10 posits that instrumental and self-appraisal support are both articulated in two facets of  
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23 11 STS: support for collaborative learning and support for connecting theory and practice  
24  
25 12 with work-based education. First, regarding support for collaborative learning, previous  
26  
27 13 theoretical work has hinted that teaching is PE-oriented if it creates conditions for  
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29 14 collaborative learning. Such conditions allow students to share problems, brainstorm  
30  
31 15 possible solutions, undertake group-real-work tasks, and discuss professional life issues  
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33 16 (namely, instrumental support; i.e., Knight and Yorke, 2003; Lopez-Minguens,  
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35 17 Caballero, and Álvarez-González, 2021). Moreover, empirical research in this regard  
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37 18 (i.e., De Schepper and Sotiriadou, 2018; Jackson, 2016; Rutt et al., 2013) has shown  
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39 19 that collaborative learning activates students' reflective processes through which they  
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41 20 are challenged to externalise their knowledge and interpret it through the interaction  
42  
43 21 with other students. This is essential to self-evaluate their learning against the labour  
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45 22 market standards, develop employability skills and understand the functional value of  
46  
47 23 those skills in terms of employment potential and possibilities (namely, self-appraisal  
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49 24 support; Dacre Pool and Sewell, 2007; Dickerson, Jarvis, and Stockwell, 2016).  
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51 25 Herewith, this can enhance their PE estimation.  
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3 1 Second, regarding support for connecting theory and practice with work-based  
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5 2 education, scholarly research also asserts that PE is stimulated by easing the translation  
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7 3 of theoretical knowledge into procedural knowledge (Elvira et al., 2017;  
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10 4 López-Miguens, Caballero, and Álvarez-González, 2021; Tynjälä et al., 1997). Some  
11  
12 5 empirical evidence (i.e., Gu, Zhao, and Wu, 2018; Monteiro, Almeida, and García-  
13  
14 6 Aracil, 2020) confirms that teachers who provide their students with material on real  
15  
16 7 situations and problems in the workplace (i.e., exercises and examples) facilitate their  
17  
18 8 knowledge and skills building on the upcoming professional field requirements (i.e.,  
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20 9 instrumental support). Other studies (i.e., Ehiyazaryan and Barraclough, 2009; Kuijpers  
21  
22 10 and Meijers, 2012; Jackson, 2016) reinforce the idea that creating similarity between  
23  
24 11 learning and application contexts allows students to reflect upon what they learn, and to  
25  
26 12 interpret and self-evaluate their knowledge. This ought to nurture their analytical and  
27  
28 13 problem-solving capabilities for mastering different work scenarios, thus empowering  
29  
30 14 the transfer of learning (namely, self-appraisal support). Qualitative and quantitative  
31  
32 15 studies (i.e., Liu et al., 2020; Okolie, Nwosu, and Mlanga, 2019) have shown that  
33  
34 16 integrating theory with practice in the classroom promotes the self-appraisal of the skills  
35  
36 17 required to impact different work environments and compete for employment, herewith  
37  
38 18 suggesting a positive impact on PE. Opportunities for practical application of theoretical  
39  
40 19 knowledge can also benefit PE because it helps in articulating skills, making  
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42 20 connections with the requirements of prospective employers, herewith raising students'  
43  
44 21 confidence to influence "employment gatekeepers" (i.e., Ehiyazaryan and Barraclough,  
45  
46 22 2009).

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49 23 STS' can also provide an informational support function, such as support in  
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51 24 discussing one's career future and providing students with information about job  
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54 25 opportunities. Existing research (i.e., Bridgstock and Jackson, 2019; Donald et al., 2018;  
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3 1 Kuijpers and Meijers, 2012) suggests that teachers stimulate students' PE if they devote  
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5 2 time and space to discuss the direction of students' careers and concerns about the  
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7 3 future. While talking about careers, teachers can exploit their knowledge of the external  
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9 4 labour market, providing students with information about the professional world or  
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11 5 learning and job opportunities that match their career wishes and motives. This may  
12  
13 6 inspire career-related attitudes (i.e., explorative, oriented towards network building or  
14  
15 7 career planning) and increase students perceived employment capacity. As far as the  
16  
17 8 emotional support function is concerned, evidence exists that teachers influence  
18  
19 9 students' PE by showing concern for them and helping them in addressing their  
20  
21 10 problems with care and trust (Abbass, 2020; Di Fabio and Kenny, 2015).  
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26 11 A few studies have confirmed the relationship between STS and university  
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28 12 students' PE (i.e., Álvarez-González, Lopez-Minguens, and Caballero, 2017; Cheung,  
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30 13 Jin, and Cheung, 2018), yet using a cross-sectional design and describing STS only  
31  
32 14 generically. For instance, Álvarez-González, Lopez-Minguens, and Caballero (2017),  
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34 15 used items measuring teachers' general concern towards students without encompassing  
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36 16 the specific contents of social support (instrumental, self-appraisal, informational, and  
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38 17 emotional). In contrast, we assert that conceiving STS as having different facets may  
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40 18 help us to gain more insight into the mechanisms behind its impact on PE. Altogether,  
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42 19 we argue that STS helps students shift from just having the credentials that make them  
43  
44 20 employable (i.e., certification of formal learning outputs) towards the feeling that what  
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46 21 they learn allows them to match the employers' demands and compete in the labour  
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48 22 market.  
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53 23 Therefore, we propose:

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56 24 ***Hypothesis 1.*** STS positively predicts the PE of university students.  
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### 1 ***Perceived Employability and Psychological Well-being***

2 COR theory (Hobfoll et al., 2018) asserts that the possible or feared absence of  
3 employment triggers a 'loss spiral' associated with further loss of resources, which  
4 results in stress and poorer mental health. The experience of instability and uncertainty  
5 characterising the upcoming transition from school to work may elicit worries of a  
6 subsequent drought of further resources (i.e., financial stability, social status) necessary  
7 to conduct a decent life (Merino, Privado, and Arnaiz, 2019; Wanberg, 2012). This, in  
8 turn, may activate loss spirals and produce negative consequences on one's mental  
9 health and life satisfaction (Allan, Rolniak, and Bouchard, 2020; Wanberg, 2012).  
10 Moreover, research has already shown that the current uncertainty of occupational  
11 perspectives related to the pandemic makes the university-to-work transition threatful to  
12 one's mental health (i.e., Tang et al., 2020).

13         Conversely, COR theory states that resources may become relevant to counteract  
14 the harms of possible or actual losses (Hobfoll et al., 2018). Correspondingly, students  
15 may draw on a personal resource such as PE to master the challenges and threats of the  
16 upcoming transition to work, as posited by Vanhercke, De Cuyper, and De Witte  
17 (2016). PE produces a more positive appraisal of their future because it strengthens their  
18 confidence and perception of control over their employment perspectives (Fugate,  
19 Kinicki, and Ashforth, 2004; Vanhercke, De Cuyper, and De Witte, 2016). Accordingly,  
20 students who perceive themselves as employable feel confident in performing active  
21 coping strategies against turbulent occupational situations, such as engaging in better  
22 career exploration, making better choices (Jackson and Wilton, 2017) and using sound  
23 job search strategies (Yizhong et al., 2017). Stated differently, the more employable  
24 students perceive themselves to be, the less they worry about their employment future,  
25 hereby refraining from fearing the loss of resources generated by poor employment  
26 experiences and eventually counteracting the possible experience of strain.

1 Empirical evidence exists of the positive impact of PE on PWB, mainly dealing  
2 with conditions that are peculiar to older age groups, like job insecurity and traumatic  
3 career events such as job loss (i.e., Bernston and Marklund, 2007). However, the impact  
4 of PE on PWB within populations of prospective new entrants is currently  
5 underexplored, with the work by Ma and Bennet (2021) being an exception and  
6 showing that PE is negatively associated with life stress among Chinese university  
7 students. Given the hampering impact of the pandemic on PWB (Zacher and Rudolph,  
8 2021), and based on the theoretical outline given above, we formulate the following:

9 ***Hypothesis 2.*** PE positively predicts the PWB of university students.

#### 10 ***The Mediating Role of Perceived Employability***

11 Previous scholarly literature in the field of PE has been calling for testing empirical  
12 models integrating PE's antecedents and outcomes (i.e., Qenani, MacDougall, and  
13 Sexton, 2014). Indeed, the theoretical assumptions are that it is PE, stemming from the  
14 appraisal of valued resources, that determines a positive approach to career development  
15 (Forrier, Verbruggen, and De Cuyper, 2015; Vanhercke et al., 2014), thus being  
16 decisive in reaching career-related outcomes (Silla et al., 2009). Also, scholars have  
17 already demanded more multi-wave explorations of PE among students approaching the  
18 school-to-work transition (Vanhercke, De Cuyper, and De Witte, 2016). Apart from  
19 some exceptions about the personal antecedents of PE among new entrants (i.e., Ayala  
20 Calvo and Garcia, 2020), research with this focus is still in its infancy. Therefore, we  
21 decided to combine the previous hypotheses in a mediation model. We posit that:

22 ***Hypothesis 3.*** PE mediates the relationship between STS and PWB of university  
23 students.

24 Figure 1 shows the hypothesised model.

25 **Figure 1.** The hypothesised model

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3 1 *[Figure 1 near here]*  
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7 2 **Method**  
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10 3 ***Sample and procedure***  
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12 4 The ethical standards of this study were reviewed and approved by the lead institution's  
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14 5 bio-ethical committee. We collected data from students of bachelor's and master's  
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16 6 degrees— registered in the final year of their course at Time 1— from nine Italian  
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18 7 universities (Public = 7; Private = 2). We reached participants through their courses'  
19  
20 8 teachers, who were previously contacted and appropriately informed about the study.  
21  
22 9 Participants completed a questionnaire (either online or paper-and-pencil) three times,  
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24 10 between November 2019 and September 2020. The questionnaire was distributed for  
25  
26 11 voluntary completion among the students. It contained an introduction that explained  
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28 12 the purpose of the research and assured confidentiality. Participants could give their  
29  
30 13 informed consent at each measurement and had the right to withdraw at any time, in  
31  
32 14 compliance with the EU Regulation no. 679/2016. They could also provide their e-mail  
33  
34 15 address separately so that the researchers could contact them for the Time 2 and Time 3  
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36 16 measurements while maintaining participants' anonymity, respectively, three and six  
37  
38 17 months after completing the questionnaire at Time 1. We sent a reminder for the  
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40 18 questionnaire completion at each measurement occasion, one month after the first  
41  
42 19 invitation. We used an alphanumeric code to anonymously associate the questionnaire  
43  
44 20 at T1 with the same participants' questionnaires completed in the following data  
45  
46 21 collections (i.e., Time 2 and Time 3). The three-month interval was necessary to allow  
47  
48 22 multiple measurements during one academic year and is consistent with other studies on  
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50 23 PE (see, for example, Gilardi and Guglielmetti, 2015).  
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1           The total number of those solicited was 729. After removing the cases with  
 2 many missing values (more than 30% of items missing), the sample at Time 1 consisted  
 3 of 553 students, mostly females (85.5%), and a mean age of 24.99 years ( $SD = 4.74$ ).  
 4 The sample of those who completed the questionnaire three times (Time 1, Time 2, and  
 5 Time 3) consisted of 127 students, mostly females (85.8%). Table 1 reports the details  
 6 of the respondents' profiles. The total response rate was 17.42%, indicating a sample  
 7 error rate of 7.9% with a confidence level of 95%.

8   *[Table 1 near here]*

## 9     **Measures**

### 10    *Perceived Employability*

11    We measured PE at T2 with five items from Berntson and Marklund (2007), which  
 12    were adapted by Caricati et al. (2016), with a Likert response scale ranging from 1 = *not*  
 13    *at all* to 5 = *completely*, to rate agreement with items like 'My personal qualities would  
 14    make it easy for me to get a job'. Berntson and Marklund (2007) assessed the internal  
 15    validity of the original scale in terms of internal consistency and factorial structure.  
 16    Similarly, the Italian adaptation confirmed the mono-dimensional structure and reported  
 17    good composite reliability and measurement invariance across gender (Caricati et al.,  
 18    2016). We evaluated the scale's dimensionality at a confirmatory level and its  
 19    convergent and discriminant validity (see, for details, the "Results" section). The scale  
 20    reported an acceptable internal consistency in our sample (Cronbach's Alpha = .78).

### 21    *Support from teaching staff*

22    We measured STS at T1, using adapted items from scales present in the literature in this  
 23    field and items created appositely for this study, resulting in a total of 19 items that  
 24    encompassed the different supportive functions of STS. Thirteen items adapted from



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2  
3 1 Elvira et al. (2016) tapped support for collaborative learning and support for connecting  
4  
5 2 theory and practice with work-based education. Sample items were: “When solving a  
6  
7 3 work problem, we are encouraged to draw on our existing knowledge”; “We are  
8  
9 4 encouraged to discuss with fellow students how we study the subject matters”. We  
10  
11 5 created two items for measuring support in discussing one’s career future and providing  
12  
13 6 students with information about job opportunities (e.g., “If I needed it, I could ask my  
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15 7 teachers to discuss my professional future”). Four items developed by Tsui et al. (1997)  
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17 8 served to measure the emotional support function of STS (e.g., “We can rely on the  
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19 9 teachers in this programme”). Participants had to rate their agreement with the items on  
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21 10 a Likert response scale ranging from 1 = *not at all* to 5 = *completely*. The original  
22  
23 11 subscales of Elvira et al. (2017) and Tsui et al. (1997), from which we extracted some  
24  
25 12 items to use in our study, showed acceptable to good internal consistency values. We  
26  
27 13 analysed the dimensional structure of this scale at the exploratory and confirmatory  
28  
29 14 levels and its convergent and discriminant validity (see, for details, the “Results”  
30  
31 15 section). The scale reported a good internal consistency in our sample (Cronbach’s  
32  
33 16 Alpha = .92).

### 34 35 36 37 38 39 40 41 17 *Psychological Well-being*

42  
43 18 We measured PWB at T3 with 10 items adapted from Bech, Gudex, and Staher  
44  
45 19 Johansen (1996), which were also used by Bertson and Marklund (2007). Respondents  
46  
47 20 had to indicate how often they felt as described by the item. A sample item is ‘I have  
48  
49 21 felt adjusted to my life situation’, with a Likert response scale ranging from 1 = *never* to  
50  
51 22 5 = *always*. The original scale showed internal consistency and external (concurrent and  
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53 23 discriminant) validity evidence. We evaluated the dimensional structure of this scale at  
54  
55 24 the confirmatory level and its convergent and discriminant validity (see, for details, the  
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1 “Results” section). The scale reported a good internal consistency in our sample  
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1 “Results” section). The scale reported a good internal consistency in our sample  
2 (Cronbach’s Alpha = .94).

### 3 *Control Variables*

4 We incorporated age, gender, previous work experience, and study field as control  
5 variables related to PE and PWB (i.e., Berntson and Marklund, 2007; Pitan and Muller,  
6 2019; Wittekind, Raeder, and Grote, 2010).

### 7 *Strategies for Data Analyses*

8 We checked the psychometric properties of each scale. To do so, we ran an Exploratory  
9 Factor Analysis (EFA) to explore the dimensional structure emerging from the items  
10 used for STS. Moreover, we evaluated each scale’s (STS, PE and PWB) dimensionality  
11 using Confirmatory Factor Analyses (CFA) with the software SPSS Amos. We also  
12 calculated each scale’s (STS, PE and PWB) Composite Reliability (CR) and Average  
13 Variance Extracted (AVE) for affirming convergent and discriminant validity (Hair et  
14 al., 2019). To test our hypotheses, we used the analytical approach developed by Hayes  
15 (2018) to examine the direct effects’ (H1 and H2) and the mediation (H3) hypotheses  
16 with IBM SPSS software, version 20. This procedure allows testing the indirect effect,  
17 performing a bootstrap procedure that represents a more robust approach than the Sobel  
18 test (McKinnon, Lockwood, and Williams, 2004). Given our study’s sample size, we  
19 used a bootstrapping procedure because it does not require the assumption of normality  
20 (Hayes, 2018). The bootstrap procedure generates a resampling from data and estimates  
21 the indirect effect in all resampled data sets, approximating the sampling distribution.  
22 We used Model 4 in SPSS macro PROCESS to test our hypotheses. PROCESS  
23 estimates the indirect effect generating 5,000 bootstrapped samples and providing a  
24 bootstrap outcome with a 95 per cent confidence interval for the estimates produced.

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3 1 When the interval does not include zero, the effect is statistically significant at a 0.05  
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5 2 level.  
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### 8 **Results**

#### 9 ***Dimensional Structure for the Support from Teaching Staff Scale***

10 We used Promax rotation for the EFA with all STS items. We retained five factors with  
11 an Eigenvalue >1, accounting for 73.17 of the total variance. We retained items with a  
12 minimum factor loading of 0.32 and items with a difference higher than 0.15 of cross-  
13 loading on two factors (Worthington and Whittaker, 2006). Of the factors retained, one  
14 factor covered the support for collaborative learning, two factors were needed to cover  
15 support for connecting theory and practice, one factor for support discussing one's  
16 career future and providing students with information about job opportunities, and one  
17 factor to cover emotional support. For CFA, we tested a second-order hierarchical  
18 model including the five first-order factors of STS regressed onto a second-order  
19 general factor of STS, which could establish whether there was a higher-order general  
20 factor underlying the five STS factors (Morin, Arens, and Marsh, 2016). We used the  
21 Comparative Fit Index (CFI), Non-normed fit index (NNFI), and Root Mean Square  
22 Error of Approximation (RMSEA) for testing the goodness of fit in the CFA (Hair et al.,  
23 2019). The fit was acceptable for STS (CFI = .94; NNFI = .93; RMSEA = .07), which  
24 allowed us to use it as one latent factor in the subsequent analyses.

#### 25 ***Psychometric Assessment for the Main Variables' Scales***

26 We also tested the mono-dimensionality of PE and PWB with separate CFAs. The fit  
27 was acceptable for PE (CFI = .99; NNFI = .95; RMSEA = .08) and for PWB (CFI = .96;  
28 NNFI = .95; RMSEA = .07). We also provided evidence for all main study variables'  
29 (STS, PE and PWB) reliability and convergent validity. CR values ranged from .76 to  
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1 .90, all being above the .70 threshold for establishing reliability, while AVE was above  
2 the threshold of .50 for all scales except for STS's subscale of support for collaborative  
3 learning and PE scale. In this regard, Fornell and Larcker (1981) asserted that if CR is at  
4 the recommended level, even in the presence of an  $AVE < .50$ , the convergent validity  
5 is still adequate, thus confirming convergent validity also for the STS's subscale of  
6 support for collaborative learning and the PE scale. We used the Fornell-Larcker  
7 criterion (Fornell and Larcker, 1981) to establish discriminant validity, which exists if  
8 the square root of the AVE of each variable is greater than the correlation coefficients  
9 between that variable and other variables. As our analyses met this requirement, we  
10 could provide evidence for discriminant validity between STS, PE and PWB.

### 11 *Preliminary Analyses*

12 Table 2 reports the means, standard deviations, internal consistency, and correlations  
13 among the study variables. PE was significantly and positively related to STS and PWB,  
14 while STS and PWB were not related. All scales provided good internal consistencies  
15 (Cronbach's alpha above .70; Nunnally and Bernstein, 1994).

16 **Table 2.** Descriptive statistics, internal consistency values and correlation matrix of  
17 variables.

18 *[Table 2 near here]*

### 19 *Tests of the Hypotheses*

20 Table 3 focuses on the Hypotheses' tests, which resulted in Model A and Model B<sup>1</sup>.  
21 Corroborated by the second-order structure, we modelled STS as a single observed  
22 variable in the direct and indirect effect analyses. Consistent with our expectations,

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<sup>1</sup> In the light of the pandemic situation, we have tested the effect of social, material, and health worries about the future collected at Time 3 with items from Höge et al. (2015). As this "worries" variable does not affect the model significantly, we do not report it in the result section.

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3 1 Model A ( $R^2 = .18$ ) displays a positive direct effect of STS (Time 1) on PE at Time 2  
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5 2 (H1 confirmed with our data). Model B ( $R^2 = .11$ ) shows that PE, in turn, has a positive  
6  
7 3 effect on PWB at Time 3 (H2 confirmed with our data). We also found a positive  
8  
9 4 indirect effect of STS on PWB via PE (H3 confirmed as well with our data). The  
10  
11 5 insignificant direct effect of STS on PWB led us to conclude that the impact of STS is  
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13 6 yielded only through PE, being the mediator in the relationship. See Figure 2 and Table  
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15 7 3 for the path coefficients.

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19 8 **Figure 2.** The path coefficients

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21 9 *[Figure 2 near here]*

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24 11 **Table 3.** Path coefficients for direct and indirect effects for the hypothesised model

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26 12  
27 13 *[Table 3 near here]*

## 28 29 14 **Discussion**

30  
31 15 This study aims at expanding the scholarly research on PE of Higher Education students  
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33 16 near the transition to the labour market, using a sample of final-year Italian university  
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35 17 students. We considered PE as a personal resource within the COR theory framework  
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37 18 (Hobfoll et al., 2018). Our purposes were to study one of PE's potential contextual  
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39 19 antecedents and to examine PE's beneficial effects on PWB. Moreover, we wanted to  
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41 20 test the mediating role of PE between its antecedents and outcomes to confirm that  
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43 21 personal perceptions about employment capacity are important factors for explaining  
44  
45 22 people reactions towards the transition to work and, in turn, subjective transition-related  
46  
47 23 outcomes. We adopted the COR theory's resource caravan passageways principle  
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49 24 (Hobfoll et al., 2018) to consider PE as a resource formed by factors located at a  
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51 25 contextual level (Vanhercke et al., 2014). We stressed the role of teaching staff in the  
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53 26 university learning environment in our specific approach. Indeed, it is expected that  
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55 27 students' PE is raised when they feel that their teachers actively help them increase their  
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1 preparedness for the labour market. Our findings confirm that STS has a positive  
2 relationship with PE. Moreover, our results corroborate the hypothesised positive effect  
3 of PE on PWB, confirming PE as a resource that influences the stress appraisal process  
4 and enhances mental health. Lastly, data support the mediating role of PE and its central  
5 role as nexus between factors that facilitate the transition to work and psychological  
6 outcomes.

7         This study contributes to the literature in several ways. On the one hand, we  
8 increase our knowledge about the educators' role within the Universities' learning  
9 environment by providing empirical evidence, using multi-wave data. Our results  
10 pertaining to Hypothesis 1 are consistent with the current findings on the possible  
11 impact of STS on PE among university students (Álvarez-González, Lopez-Minguens,  
12 and Caballero, 2017; Cheung, Jin, and Cheung, 2018). On the other hand, this scholarly  
13 work provides a richer view of such a relationship. Indeed, STS embodies various  
14 support functions through which teachers can actively manage how they facilitate their  
15 students' learning and employability, as we further discuss below. We also managed to  
16 show that graduate PE is positively related to their PWB. This finding is consistent with  
17 empirical findings from adult workers (i.e., Berntson and Marklund, 2007). Moreover, it  
18 expands the scarce evidence on the psychological benefits of PE among new entrants in  
19 the labour market (Ma and Bennett, 2021). Incorporating the mediating role of PE  
20 responds to the need for empirical models integrating PE with its antecedents and  
21 outcomes, contributing to the rising literature about PE in new entrants (Ma and  
22 Bennett, 2021).

### 23 ***Theoretical Implications***

24 This study has several theoretical implications. First, we corroborate empirically the  
25 assumption that PE is a perception that may be affected by contextual/organisational

1 factors beyond personal ones (Vanhercke et al., 2014). In doing so, we have found a  
2 new determinant related to the context that exerts influence on PE, beyond the  
3 perceptions of the labour market conditions and opportunities (Jackson and Tomlinson,  
4 2020). We also shed light on a mechanism through which the context impacts students'  
5 perceptions of their employability, using and expanding the notion of teaching staff  
6 described by López-Miguens, Caballero, and Álvarez-González (2021). With this study,  
7 we support the idea that teachers may exercise their function not only by just dispensing  
8 knowledge. Instead, they can involve students in active, collaborative and work-based  
9 education and provide them with career discussions and information that prepare them  
10 for the challenges of post-graduation life. Teachers' supportive behaviours appear to be  
11 functional in increasing students' understanding of knowledge and strategies required in  
12 the future workplace, which is critical in promoting a positive appraisal of their  
13 learning. Moreover, teachers may reinforce students' confidence about transition by  
14 discussing their concerns about the future or providing information about valuable  
15 opportunities. In this way, students may increase their sense of competence and  
16 mastery, and feel stronger in competing for valuable jobs. In other words, they can  
17 improve their PE. Our findings also align with the theoretical assumption positing that  
18 teaching is a critical lever of employability (Dacre Pool and Sewell, 2007; Knight and  
19 Yorke, 2003; López-Miguens, Caballero, and Álvarez-González, 2021; Römgens,  
20 Scoupe, and Beusaert, 2020).

21 Our research also progresses the understanding of PE as a personal resource  
22 within the COR theory's framework, in line with the existing literature (Vanhercke, De  
23 Cuyper, and De Witte, 2016). The teaching staff's role resonates with the COR  
24 principle of the resource caravan passageways (Hobfoll et al., 2018), indicating that  
25 organisations are decisive in fostering personal resources. This study corroborates that

1 students' PE stems from supportive conditions within their environment that are herein  
2 reflected and signalled by STS. Our results make a parallel with current knowledge  
3 about how resourceful settings activate professional development to enhance PE among  
4 working adults (Wittekind, Reader, and Grote, 2010). The finding of a positive effect of  
5 PE on PWB follows the COR theory assumption about resources' role in protecting and  
6 fostering individuals' well-being. Namely, PE helps prospective new entrants cope with  
7 the threatening university-to-work transition (Vanhercke, De Cuyper, and De Witte,  
8 2016).

9 Furthermore, the multi-wave design of our approach increases the robustness of  
10 the relationships between PE's antecedents and its outcomes. The mediating effect  
11 corroborates that subjective perception determines the approach and reactions towards  
12 the labour market, ultimately leading to positive outcomes (Silla et al., 2009). This  
13 provides empirical evidence for the theoretical assumptions about PE and responds to  
14 the demand made by scholars in this field for a more robust examination of the  
15 phenomenon of PE (Vanhercke et al., 2014).

### 16 ***Practical Implications***

17 At a practical level, universities should acknowledge teachers as agents of their  
18 students' employability, who ought to be interconnected with other actors inside and  
19 outside universities, herewith promoting a systematic shift in the teachers' role (Sarkar  
20 et al., 2020). Teachers could be encouraged with structured training programmes to  
21 revise their methods, understand the value of other teaching forms than lecture-based  
22 ones, confront fellow colleagues about practices employed, and learn strategies to  
23 engage students in collaborative and work-based learning (i.e., Ödalen et al., 2019).  
24 Universities should also encourage their teachers to support students beyond the formal  
25 classroom environment boundaries with out-of-class activities (i.e., networking, career



1  
2  
3 1 advice, and workshops) to be held in shared student-faculty or student spaces (Briody et  
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5 2 al., 2019). Moreover, the COVID-19 pandemic issued many changes to teaching in  
6  
7 3 Higher Education that are likely to become permanent in the long term, such as the shift  
8  
9 4 to blended learning formats, which combine both place-based and online activities.  
10  
11 5 Therefore, teachers should be training their Information and Communication  
12  
13 6 Technology (ICT) competencies (i.e., the use of digital tools for collaborative learning)  
14  
15 7 to be able to implement their educational strategies efficiently and to maintain their  
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17 8 supportive function for students' PE preserved, even in a virtual environment  
18  
19 9 (Kulikowsky, Przytuła, and Sułkowski, 2021).  
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24 10 Universities should support a more profound collaboration between teachers and  
25  
26 11 the career services department to activate career-based learning and talks during classes.  
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28 12 Such activities may be useful for growing awareness about possible career choices and  
29  
30 13 presenting information about the skills acquired by prospective employers (Donald,  
31  
32 14 Ashleigh, and Baruch, 2018). Universities should also promote interconnection between  
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34 15 teachers and representatives from industry in the curricula development, make  
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36 16 didactical activities rooted in the real world, and be responsive to the employers' needs  
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38 17 (Pitan and Muller, 2019; Sarkar et al., 2020). Moreover, industry partners could be  
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40 18 invited in class to share information about the real world of work and to promote job  
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42 19 and development opportunities (Sarkar et al., 2020). Involving alumni in curricula  
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44 20 development and during classes is functional to provide students with successful  
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46 21 examples of managing the transition from school to work and pursuing career goals  
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48 22 (Donald, Ashleigh, and Baruch, 2018; Lopez-Minguens, Caballero, and Álvarez-  
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50 23 González, 2021). Moreover, our results suggest recommendations for universities'  
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52 24 assessment processes regarding educational practices. These assessment procedures  
53  
54 25 could use surveys to collect students' opinions on the suitability of current teaching  
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1 methods to prepare them for the world of work. Building on this information,  
2 universities may formulate good practices to make teaching responsive to students'  
3 needs about their entrance into the labour market (Van der Lans, Van de Grift, and Van  
4 Veen, 2018).

### 5 ***Limitations and Avenues for Future Research***

6 Some limitations of this study suggest caution in interpreting our results. First, the  
7 outbreak of the COVID-19 pandemic may have affected our data collection. Indeed, this  
8 study explores STS focusing on a physical environment, with face-to-face interactions  
9 being the norm. However, the adoption of blended teaching and learning methods  
10 requires further research assessing how education in online classes interacts with the  
11 relationship between STS and PE. Moreover, self-report answers may have been  
12 sensitive to the pandemic trends. For instance, the restrictions have been relaxed and  
13 reinforced cyclically during 2020, in line with the growth rate of cases. As such, the  
14 estimation of PE and the related reported levels of PWB may have been influenced by  
15 more or less optimistic perceptions of the labour market conditions (i.e., Kamaruddin et  
16 al., 2020 ). We have made an initial attempt to examine the impact of the pandemic by  
17 including material, social and health-related worries measured during the third  
18 measurement occasion. Nevertheless, we demand future research about PE and its  
19 psychological outcomes to consider the impact of the pandemic more in-depth. For  
20 instance, variables like the worries related to COVID-19 could be measured after PE  
21 and before PWB to confirm the COR assumptions more accurately. Moreover, future  
22 research may control the perception of the labour market and barriers to employment,  
23 which have been shown to influence PE (i.e., Jackson & Tomlinson, 2020).

24         Second, some limitations pertain to the research design. We applied a time-  
25 lagged design without measuring each variable at any measurement occasion, meaning

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1 that caution in making inferences about the causal effects should be used. Therefore, we  
2 put forward replications of this study to use a more robust longitudinal design.  
3 Moreover, we did not follow a specific timing to examine the fluctuations and their  
4 outcomes, even though COR theory suggests the utility of exploring resources  
5 longitudinally to capture the trajectories of their fluctuation over time (Halbesleben et  
6 al., 2014; Hobfoll et al., 2018). For instance, future research that measures STS  
7 longitudinally may evaluate the impact of the STS on different occasions during the  
8 unrolling of a degree course. This could tell us whether there is a certain timing by  
9 which supportive teaching is particularly needed to shape students' PE. Similarly, a  
10 resource like PE may have critical relevance in fostering PWB within contexts of  
11 resource loss (Hobfoll et al., 2018), such as before and during the school-to-work  
12 transition. However, once students have obtained their degree and reached stability in  
13 the labour market, other work-related resources may more strongly influence their PWB  
14 (i.e., job characteristics and work-life balance, to mention a few). Further research may  
15 address PE's effects before, during, and right after the transition and in later career  
16 development moments.

17 Third, although we evaluated its psychometric properties, we would like to  
18 stress the need for additional refinement of the instrument to assess STS used in this  
19 study. More thorough development of the scale may further progress the  
20 operationalisation of teaching staff introduced by Lopez-Minguens, Caballero, and  
21 Álvarez-González (2021) and the notion of STS used in our specific work. A robust  
22 validation study may refine how the measure taps the STS supportive functions. For  
23 instance, items can be added to measure STS regarding teachers' support for students'  
24 career self-management competencies, such as showing their skills to employment  
25 gatekeepers. Moreover, a more thorough study could provide a more in-depth validation

1 process by addressing all possible criteria for affirming the internal and external validity  
2 of the scale.

3 A fourth limitation pertains to the sample composition. A larger sample may  
4 reduce the sampling error rate (Rodgers and Pustejovsky, 2021). In addition, more can  
5 be done to improve the generalisability of the results. Most participants came from a  
6 single Italian university out of the nine involved. Replicating the study using a more  
7 heterogeneous sample in terms of provenience may allow controlling for variables such  
8 as universities' reputation (Rothwell, Herbert, and Rothwell, 2008) or the cultural  
9 norms of teaching style (Álvarez-González, Lopez-Minguens, and Caballero, 2017).  
10 Lastly, future replications should reduce the effect of the prominence of Humanistic-  
11 Social students with more balanced samples, which may also remedy the related  
12 limitation of the overrepresentation of women in our sample.

#### 13 14 **Disclosure statement**

15 The authors reported no potential conflict of interest.  
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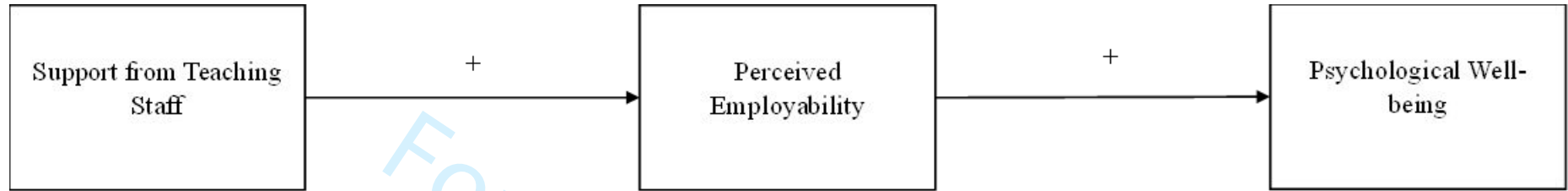
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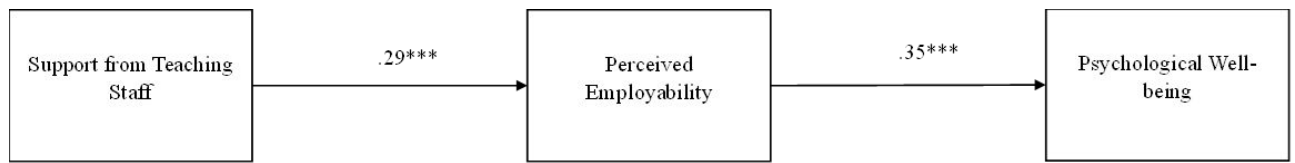
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**Figure 1.** The Hypothesised Model



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3 **Figure 2.** The Path Coefficients  
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14 *Note.* N = 127.

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**Table 1.** Profile of Respondents

Demographic Variables	Frequency	Percentage
<b>Gender</b>		
Woman	109	85.8%
Man	18	14.2%
<b>Age</b>		
20-24	87	68.5%
25-29	27	21.3%
30-34	6	4.7%
35-39	1	0.6%
40-44	1	0.6%
45-49	2	1.2%
50-54	1	0.6%
55-59	2	1.2%
<b>University</b>		
Alma Mater Studiorum – University of Bologna	115	90.6%
Ca' Foscari University - Venice	1	0.8%
IULM University – Milan	2	1.6%
Pegaso University	1	0.8%
University of Genoa	1	0.8%
University of Modena and Reggio Emilia	1	0.8%
University of Pisa	1	0.8%
University of Rome – La Sapienza	3	2.4%
University of Turin	2	1.6%
<b>Type of institution</b>		
Public	124	97.6%
Private	3	2.4%
<b>Field of study<sup>a</sup></b>		
Humanistic-social	122	96.1%
Scientific-technologic	5	3.9%
<b>Work Experience</b>		
Yes	105	82.7%
No	22	17.3%

*Note.* N = 127; <sup>a</sup>The field of study has been clustered based on the categorisation of the degree courses made by the Italian Minister of Education and Research (retrieved from: <https://www.gazzettaufficiale.it/eli/gu/2021/02/22/44/sg/pdf>).

**Table 2.** Descriptive statistics, Internal Consistency Values and Correlation Matrix of Variables.

Variables	M	SD	Cronbach's $\alpha$	1.	2.	3.	4.	5.	6.	7.
1. Gender <sup>a</sup>	-	-	-	-						
2. Age	25.29	6.23	-	-.16	-					
3. Work Experience <sup>b</sup>	-	-	-	.07	-.20*	-				
4. Study Field <sup>c</sup>	-	-	-	-.03	-.04	-.09	-			
5. STS (T1)	3.08	.71	.92	-.17	.09	.00	.12	-		
6. PE (T2)	3.28	.71	.78	-.17	.09	-.27**	.09	.31**	-	
7. PWB (T3)	2.93	.82	.94	-.15	.11	-.09	.04	.15	.33**	-

Note. N = 127; <sup>a</sup>1 = Man; 2 = Woman; <sup>b</sup>1 = Yes; 2 = No; <sup>c</sup>1 = Humanistic-social; 2 = Scientific-technologic; STS = Support from teaching staff; PE = Perceived employability; PWB = Psychological well-being.

\* $p < .05$ ; \*\* $p < .01$ .

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**Table 3.** Path Coefficients for Direct and Indirect Effects for the Hypothesised Model

<i>Variables</i>	<b>Model A (PE)</b>				<b>Model B (PWB)</b>			
	Coeff.	SE	t-Value	95% CI [LLCI; ULCI]	Coeff.	SE	t-Value	95% CI [LLCI; ULCI]
<i>Predictors</i>								
STS (T1)	.29	.09	3.47***	[.13; .46]	.03	.11	.31	[-.18; .24]
PE (T2)					.35	.11	3.25**	[.14; .56]
<i>Control Variables</i>								
Gender <sup>a</sup>	-.19	.17	-1.15	[-.54; .14]	-.21	.21	-1.00	[-.61; .20]
Age	-.0001	.01	-.01	[-.02; .02]	.01	.01	.31	[-.01; .03]
Work Experience <sup>b</sup>	-.49	.16	-3.06**	[-.79; -.18]	.02	.19	.13	[-.36; .41]
Study Field <sup>c</sup>	.10	.31	.33	[-.50; .71]	.04	.36	.12	[-.67; .76]
<i>Model Parameters</i>								
R <sup>2</sup>	.18				.13			
F-Value	5.29***				2.93**			
<i>Indirect effect STS (T1) → PE (T2) → PWB (T3)</i>					Effect	SE	LLCI	ULCI
					.10	.04	.03	.19

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4 *Note.* N = 127. Model A examines the effect of STS on PE and Model B Examines the effect of STS and PE on PWB. STS = support from  
5 teaching staff; PE = perceived employability; PWB = psychological well-being. <sup>a</sup>1 = Man, 2 = Woman; <sup>b</sup>1 = yes; 2 = no; <sup>c</sup>1 = Humanistic-Social,  
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7 2 = Scientific-Technologic; 95% CI = 95% confidence interval using the bootstrap bias corrected method with 5,000 samples. LLCI = Lower  
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9 Limit of the confidence interval; ULCI = Upper Limit of the confidence interval.  
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14 \*\* $p < .01$ ; \*\*\* $p < .001$ .  
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