



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

ARCHIVIO ISTITUZIONALE DELLA RICERCA

Alma Mater Studiorum Università di Bologna Archivio istituzionale della ricerca

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

This is the final peer-reviewed author's accepted manuscript (postprint) of the following publication:

Published Version:

Petruzzello, G., Mariani, M.G., Guglielmi, D., VAN DER HEIJDEN, B.I.J.M., de Jong P., J., Chiesa, R. (2023).
The role of teaching staff in fostering perceived employability of university students. *STUDIES IN HIGHER
EDUCATION*, 48(1), 20-36 [10.1080/03075079.2022.2105830].

Availability:

This version is available at: <https://hdl.handle.net/11585/894746> since: 2024-02-29

Published:

DOI: <http://doi.org/10.1080/03075079.2022.2105830>

Terms of use:

Some rights reserved. The terms and conditions for the reuse of this version of the manuscript are specified in the publishing policy. For all terms of use and more information see the publisher's website.

This item was downloaded from IRIS Università di Bologna (<https://cris.unibo.it/>).
When citing, please refer to the published version.

(Article begins on next page)

This is the final peer-reviewed accepted manuscript of:

Gerardo Petruzzello, Marco Giovanni Mariani, Dina Guglielmi, Beatrice I. J. M. van der Heijden, Jeroen P. de Jong & Rita Chiesa (2023) The role of teaching staff in fostering perceived employability of university students, *Studies in Higher Education*, 48:1, 20-36

The final published version is available online at:

<https://doi.org/10.1080/03075079.2022.2105830>

Terms of use:

Some rights reserved. The terms and conditions for the reuse of this version of the manuscript are specified in the publishing policy. For all terms of use and more information see the publisher's website.

This item was downloaded from IRIS Università di Bologna (<https://cris.unibo.it/>)

When citing, please refer to the published version.

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-

1
2
3 1 Minguens, Caballero, and Álvarez-González, 2021). Also, we posit that PE functions as
4
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).

10
11
12 5 This research's contribution is manifold. First, it responds to the call for
13
14 6 expanding research to understand PE's antecedents and outcomes and its role in the
15
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).
19
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
25
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;
33
34 16 Cortelazzo et al., 2020), none of them has addressed its possible outcomes in terms of
35
36 17 beneficial psychological effects.

37
38
39 18 Second, this study's focus on teaching staff is a valuable contribution by
40
41 19 deepening and expanding our knowledge about PE's contextual antecedents because it
42
43 20 addresses how contextual factors actively shape PE. Indeed, the role of context for
44
45 21 students' PE has been previously studied through theoretical (i.e., Clarke, 2018) and
46
47 22 empirical (i.e., Jackson and Tomlinson, 2020) scholarly work, wherein it was
48
49 23 operationalized as the influence of the labour market conditions on one's perceived job
50
51 24 opportunities. In this study, however, we follow the body of research about PE in higher
52
53 25 education (see Donald, Ashleigh, and Baruch, 2018; Lopez-Minguens, Caballero, and
54
55
56
57
58
59
60

1
2
3 1 Álvarez-González, 2021), which considers the context (herein, factors present in the
4
5 2 higher education environment) as a functional aspect that shapes PE actively.
6
7

8 3 Third, in practical terms, our results suggest that a refinement of the didactical
9
10 4 practices in Higher Education, and its alignment with the labour market's reality, are of
11
12 5 utmost importance. Therefore, they may indicate ways to shift the teaching role to a
13
14 6 more student-centred approach (European Commission/EACEA/Eurydice, 2018;
15
16 7 Ödalen et al., 2019) to facilitate and optimize students' transition to work.
17
18
19

20 8 **Theoretical Background and Hypotheses Development**

21 9 *Students' Perceived Employability*

22
23
24 10 The nature of the employability concept has been largely debated in scholarly work, as
25
26 11 many scholars have provided several different, yet related, definitions of employability
27
28 12 (Forrier, De Cuyper, and Akkermans, 2018; Fugate et al., 2021). However, a
29
30 13 convergence exists in seeing it as critical in the various career stages, including the
31
32 14 university-to-work transition (Dacre Pool and Sewell, 2007). Indeed, employability
33
34 15 represents the ability and the chance, which depend on personal resources and
35
36 16 contextual conditions, to gain or retain meaningful, potential-realising, sustainable
37
38 17 employment (Clarke, 2018; Dacre Pool and Sewell, 2007; Fugate, Kinicki, and
39
40 18 Ashforth, 2004; Monteiro, Almeida, and Garcia-Aracil 2020).
41
42
43
44
45
46

47 19 PE—namely, the self-perceived ability and opportunity to attain employment
48
49 20 appropriate to one's qualification level (Rothwell, Herbert, and Rothwell, 2008;
50
51 21 Vanhercke et al., 2014)—is rooted in a psychological and subjective approach to
52
53 22 employability, which assumes that people act upon what they perceive, rather than on
54
55 23 the objective reality (Vanhercke et al., 2014). People may possess skills or access
56
57 24 objective environmental facilitations to make them more employable. Still, if they do
58
59
60

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
14
15 graduates' PE has mostly stressed contextual factors related to the external labour
16
17 market that shape the perception of employment possibilities (i.e., Jackson and
18
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
26
27 Cuyper, and Akkermans, 2018; Qenani, MacDougall, and Sexton, 2014).
28
29
30
31
32
33
34
35

36 Building on COR theory (Hobfoll et al., 2018) and in line with Vanhercke et al.
37
38 (2014), we conceive PE as a personal resource. COR theory states that individuals strive
39
40 to obtain and retain psychological resources to promote environmental control,
41
42 resilience and motivation (Hobfoll et al., 2018). Coherently, PE produces a higher sense
43
44 of confidence and control over the labour market through the expertise acquired during
45
46 the years of study (Fugate, Kinicki, and Ashforth, 2004; Rothwell, Herbert, and
47
48 Rothwell, 2008). COR theory also claims that existing resources are useful for acquiring
49
50 or developing further valuable resources (Halbesleben et al., 2014, Hobfoll et al., 2018).
51
52 That is to say, resources like PE may facilitate reaching goals and engaging in positive
53
54 resource gain cycles. Indeed, from earlier research, we already know that PE sustains a
55
56 successful job-seeking process (Onyishi et al., 2015; Yizhong et al., 2017) and leads to
57
58
59
60

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
2
3 1 implies interpersonal relationships between teachers and students that are characterised
4
5 2 by four supportive functions (i.e., Jolly, Kong, and Kim, 2021), namely: instrumental,
6
7 3 self-appraisal, informational, and emotional ones. It concerns the assistance in
8
9 4 developing an individual's understanding to function effectively in work environments
10
11 5 through work-based and reflective practices (instrumental and self-appraisal support;
12
13 6 Abbass, 2020; Jackson, 2015; 2016; López-Miguens, Caballero, and Álvarez-González;
14
15 7 2021). Moreover, lecturers may provide students with information to form realistic
16
17 8 previews of the labour market (informational support; Donald, Ashleigh, and Baruch,
18
19 9 2018). Lastly, teachers may display emotional closeness with students through listening
20
21 10 and trust (emotional support; Álvarez-González, Lopez-Minguens, and Caballero, 2017;
22
23 11 Di Fabio & Kenny, 2015). Therefore, building on and extending the definition of
24
25 12 teaching staff provided by López-Miguens, Caballero, and Álvarez-González (2021), it
26
27 13 is possible to label this variable as STS and define it as the amount of teachers' social
28
29 14 support that students perceive for their employability development.
30
31
32
33
34
35
36

37 ***Support from Teaching Staff and Perceived Employability***

38
39 16 In the scholarly domain under study, previous research (i.e., Álvarez-González, Lopez-
40
41 17 Minguens, and Caballero, 2017; Cheung, Jin, and Cheung, 2018) has provided
42
43 18 inadequate explanations of why teaching staff performance should be driving students
44
45 19 to feel more employable. Indeed, STS has been described only in a generic way without
46
47 20 interpreting it as a form of social support (namely, STS) coming from teachers and
48
49 21 tapping instrumental, self-appraisal, informational and emotional functions. We draw on
50
51 22 these premises and previous literature about employability in Higher Education to
52
53 23 explain why STS can affect students' PE more in-depth, positing that PE is sensitive to
54
55 24 the different supportive functions of STS.
56
57
58
59
60

1
2
3 1 Regarding instrumental and self-appraisal support, scholarly work suggests that
4
5 2 STS fuels PE by sustaining students' understanding and mastering of subject matter, a
6
7 3 key step towards readiness for possible career opportunities and competence to operate
8
9 4 in real work settings (Bridgstock and Jackson, 2019; Okolie et al., 2019; Römgens,
10
11 5 Scoupe, and Beauseart, 2020). Social-constructivist principles and methods embody this
12
13 6 kind of support. The key is involving students in constructing their knowledge through
14
15 7 interactive and work-based didactical practices, which are functional to reflect and make
16
17 8 sense of learning and understand how to use it to function effectively in work
18
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
22
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
28
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
32
33 16 (namely, instrumental support; i.e., Knight and Yorke, 2003; Lopez-Minguens,
34
35 17 Caballero, and Álvarez-González, 2021). Moreover, empirical research in this regard
36
37 18 (i.e., De Schepper and Sotiriadou, 2018; Jackson, 2016; Rutt et al., 2013) has shown
38
39 19 that collaborative learning activates students' reflective processes through which they
40
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
44
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
48
49 24 support; Dacre Pool and Sewell, 2007; Dickerson, Jarvis, and Stockwell, 2016).
50
51 25 Herewith, this can enhance their PE estimation.
52
53
54
55
56
57
58
59
60

1
2
3 1 Second, regarding support for connecting theory and practice with work-based
4
5 2 education, scholarly research also asserts that PE is stimulated by easing the translation
6
7 3 of theoretical knowledge into procedural knowledge (Elvira et al., 2017;
8
9 4 López-Miguens, Caballero, and Álvarez-González, 2021; Tynjälä et al., 1997). Some
10
11 5 empirical evidence (i.e., Gu, Zhao, and Wu, 2018; Monteiro, Almeida, and García-
12
13 6 Aracil, 2020) confirms that teachers who provide their students with material on real
14
15 7 situations and problems in the workplace (i.e., exercises and examples) facilitate their
16
17 8 knowledge and skills building on the upcoming professional field requirements (i.e.,
18
19 9 instrumental support). Other studies (i.e., Ehiyazaryan and Barraclough, 2009; Kuijpers
20
21 10 and Meijers, 2012; Jackson, 2016) reinforce the idea that creating similarity between
22
23 11 learning and application contexts allows students to reflect upon what they learn, and to
24
25 12 interpret and self-evaluate their knowledge. This ought to nurture their analytical and
26
27 13 problem-solving capabilities for mastering different work scenarios, thus empowering
28
29 14 the transfer of learning (namely, self-appraisal support). Qualitative and quantitative
30
31 15 studies (i.e., Liu et al., 2020; Okolie, Nwosu, and Mlangi, 2019) have shown that
32
33 16 integrating theory with practice in the classroom promotes the self-appraisal of the skills
34
35 17 required to impact different work environments and compete for employment, herewith
36
37 18 suggesting a positive impact on PE. Opportunities for practical application of theoretical
38
39 19 knowledge can also benefit PE because it helps in articulating skills, making
40
41 20 connections with the requirements of prospective employers, herewith raising students'
42
43 21 confidence to influence "employment gatekeepers" (i.e., Ehiyazaryan and Barraclough,
44
45 22 2009).

53
54 23 STS' can also provide an informational support function, such as support in
55
56 24 discussing one's career future and providing students with information about job
57
58 25 opportunities. Existing research (i.e., Bridgstock and Jackson, 2019; Donald et al., 2018;
59
60

1
2
3 1 Kuijpers and Meijers, 2012) suggests that teachers stimulate students' PE if they devote
4
5 2 time and space to discuss the direction of students' careers and concerns about the
6
7 3 future. While talking about careers, teachers can exploit their knowledge of the external
8
9 4 labour market, providing students with information about the professional world or
10
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).
22
23
24
25

26 11 A few studies have confirmed the relationship between STS and university
27
28 12 students' PE (i.e., Álvarez-González, Lopez-Minguens, and Caballero, 2017; Cheung,
29
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),
33
34 15 used items measuring teachers' general concern towards students without encompassing
35
36 16 the specific contents of social support (instrumental, self-appraisal, informational, and
37
38 17 emotional). In contrast, we assert that conceiving STS as having different facets may
39
40 18 help us to gain more insight into the mechanisms behind its impact on PE. Altogether,
41
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
45
46 21 they learn allows them to match the employers' demands and compete in the labour
47
48 22 market.
49
50
51
52

53 23 Therefore, we propose:

54
55
56 24 ***Hypothesis 1.*** STS positively predicts the PE of university students.
57
58
59
60

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

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1 *[Figure 1 near here]*

2 **Method**

3 ***Sample and procedure***

4 The ethical standards of this study were reviewed and approved by the lead institution's
5 bio-ethical committee. We collected data from students of bachelor's and master's
6 degrees— registered in the final year of their course at Time 1— from nine Italian
7 universities (Public = 7; Private = 2). We reached participants through their courses'
8 teachers, who were previously contacted and appropriately informed about the study.
9 Participants completed a questionnaire (either online or paper-and-pencil) three times,
10 between November 2019 and September 2020. The questionnaire was distributed for
11 voluntary completion among the students. It contained an introduction that explained
12 the purpose of the research and assured confidentiality. Participants could give their
13 informed consent at each measurement and had the right to withdraw at any time, in
14 compliance with the EU Regulation no. 679/2016. They could also provide their e-mail
15 address separately so that the researchers could contact them for the Time 2 and Time 3
16 measurements while maintaining participants' anonymity, respectively, three and six
17 months after completing the questionnaire at Time 1. We sent a reminder for the
18 questionnaire completion at each measurement occasion, one month after the first
19 invitation. We used an alphanumeric code to anonymously associate the questionnaire
20 at T1 with the same participants' questionnaires completed in the following data
21 collections (i.e., Time 2 and Time 3). The three-month interval was necessary to allow
22 multiple measurements during one academic year and is consistent with other studies on
23 PE (see, for example, Gilardi and Guglielmetti, 2015).

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

1
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
14
15 7 teachers to discuss my professional future"). Four items developed by Tsui et al. (1997)
16
17 8 served to measure the emotional support function of STS (e.g., “We can rely on the
18
19 9 teachers in this programme”). Participants had to rate their agreement with the items on
20
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
52
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
56
57
58
59
60

1
2
3 1 “Results” section). The scale reported a good internal consistency in our sample
4
5 2 (Cronbach’s Alpha = .94).
6
7

9 3 *Control Variables*

10 4 We incorporated age, gender, previous work experience, and study field as control
11
12 5 variables related to PE and PWB (i.e., Berntson and Marklund, 2007; Pitan and Muller,
13
14 6 2019; Wittekind, Raeder, and Grote, 2010).
15
16
17

19 7 *Strategies for Data Analyses*

20 8 We checked the psychometric properties of each scale. To do so, we ran an Exploratory
21
22 9 Factor Analysis (EFA) to explore the dimensional structure emerging from the items
23
24 10 used for STS. Moreover, we evaluated each scale’s (STS, PE and PWB) dimensionality
25
26 11 using Confirmatory Factor Analyses (CFA) with the software SPSS Amos. We also
27
28 12 calculated each scale’s (STS, PE and PWB) Composite Reliability (CR) and Average
29
30 13 Variance Extracted (AVE) for affirming convergent and discriminant validity (Hair et
31
32 14 al., 2019). To test our hypotheses, we used the analytical approach developed by Hayes
33
34 15 (2018) to examine the direct effects’ (H1 and H2) and the mediation (H3) hypotheses
35
36 16 with IBM SPSS software, version 20. This procedure allows testing the indirect effect,
37
38 17 performing a bootstrap procedure that represents a more robust approach than the Sobel
39
40 18 test (McKinnon, Lockwood, and Williams, 2004). Given our study’s sample size, we
41
42 19 used a bootstrapping procedure because it does not require the assumption of normality
43
44 20 (Hayes, 2018). The bootstrap procedure generates a resampling from data and estimates
45
46 21 the indirect effect in all resampled data sets, approximating the sampling distribution.
47
48 22 We used Model 4 in SPSS macro PROCESS to test our hypotheses. PROCESS
49
50 23 estimates the indirect effect generating 5,000 bootstrapped samples and providing a
51
52 24 bootstrap outcome with a 95 per cent confidence interval for the estimates produced.
53
54
55
56
57
58
59
60

1
2
3 1 When the interval does not include zero, the effect is statistically significant at a 0.05
4
5 2 level.
6
7

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
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

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 B¹.
 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,

¹ 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.

1 Model A ($R^2 = .18$) displays a positive direct effect of STS (Time 1) on PE at Time 2
 2
 3 (H1 confirmed with our data). Model B ($R^2 = .11$) shows that PE, in turn, has a positive
 4
 5 effect on PWB at Time 3 (H2 confirmed with our data). We also found a positive
 6
 7 indirect effect of STS on PWB via PE (H3 confirmed as well with our data). The
 8
 9 insignificant direct effect of STS on PWB led us to conclude that the impact of STS is
 10
 11 yielded only through PE, being the mediator in the relationship. See Figure 2 and Table
 12
 13 3 for the path coefficients.
 14
 15
 16
 17
 18

19 **Figure 2.** The path coefficients

20
 21 *[Figure 2 near here]*

22
 23
 24 **Table 3.** Path coefficients for direct and indirect effects for the hypothesised model

25
 26
 27 *[Table 3 near here]*

28 **Discussion**

29 This study aims at expanding the scholarly research on PE of Higher Education students
 30
 31 near the transition to the labour market, using a sample of final-year Italian university
 32
 33 students. We considered PE as a personal resource within the COR theory framework
 34
 35 (Hobfoll et al., 2018). Our purposes were to study one of PE's potential contextual
 36
 37 antecedents and to examine PE's beneficial effects on PWB. Moreover, we wanted to
 38
 39 test the mediating role of PE between its antecedents and outcomes to confirm that
 40
 41 personal perceptions about employment capacity are important factors for explaining
 42
 43 people reactions towards the transition to work and, in turn, subjective transition-related
 44
 45 outcomes. We adopted the COR theory's resource caravan passageways principle
 46
 47 (Hobfoll et al., 2018) to consider PE as a resource formed by factors located at a
 48
 49 contextual level (Vanhercke et al., 2014). We stressed the role of teaching staff in the
 50
 51 university learning environment in our specific approach. Indeed, it is expected that
 52
 53 students' PE is raised when they feel that their teachers actively help them increase their
 54
 55
 56
 57
 58
 59
 60

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; Römgen,
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
4
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
16
17 8 supportive function for students' PE preserved, even in a virtual environment
18
19 9 (Kulikowsky, Przytuła, and Sułkowski, 2021).
20
21
22
23

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.
27
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
33
34 15 teachers and representatives from industry in the curricula development, make
35
36 16 didactical activities rooted in the real world, and be responsive to the employers' needs
37
38 17 (Pitan and Muller, 2019; Sarkar et al., 2020). Moreover, industry partners could be
39
40 18 invited in class to share information about the real world of work and to promote job
41
42 19 and development opportunities (Sarkar et al., 2020). Involving alumni in curricula
43
44 20 development and during classes is functional to provide students with successful
45
46 21 examples of managing the transition from school to work and pursuing career goals
47
48 22 (Donald, Ashleigh, and Baruch, 2018; Lopez-Minguens, Caballero, and Álvarez-
49
50 23 González, 2021). Moreover, our results suggest recommendations for universities'
51
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
55
56
57
58
59
60

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

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
2
3 1 process by addressing all possible criteria for affirming the internal and external validity
4
5 2 of the scale.
6

7
8 3 A fourth limitation pertains to the sample composition. A larger sample may
9
10 4 reduce the sampling error rate (Rodgers and Pustejovsky, 2021). In addition, more can
11
12 5 be done to improve the generalisability of the results. Most participants came from a
13
14 6 single Italian university out of the nine involved. Replicating the study using a more
15
16 7 heterogeneous sample in terms of provenience may allow controlling for variables such
17
18 8 as universities' reputation (Rothwell, Herbert, and Rothwell, 2008) or the cultural
19
20 9 norms of teaching style (Álvarez-González, Lopez-Minguens, and Caballero, 2017).
21
22 10 Lastly, future replications should reduce the effect of the prominence of Humanistic-
23
24 11 Social students with more balanced samples, which may also remedy the related
25
26 12 limitation of the overrepresentation of women in our sample.
27
28
29
30
31
32

33 14 **Disclosure statement**

34
35 15 The authors reported no potential conflict of interest.
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 **References**
4

- 5 2 Abbass, Jawad. 2020. "HEISQUAL: A modern approach to measure service quality in
6
7 3 higher education institutions". *Studies in Educational Evaluation*, 67: 100933
8
9 4 Allan, Blake A., Julia R. Rolniak, and Lauren Bouchard. 2020. "Underemployment and
10
11 5 well-being: Exploring the dark side of meaningful work." *Journal of Career*
12
13 6 *Development*, 47 (1): 111-125. doi:10.1177/0894845318819861
14
15 7 Álvarez-González, Paula M., Maria J. López-Miguens, and Gloria Caballero. 2017.
16
17 8 "Perceived employability in university students: developing an integrated
18
19 9 model." *Career Development International*, 22 (3): 280-299. doi: 10.1108/CDI-
20
21 10 08-2016-0135
22
23 11 Ayala Calvo, Juan C., and Guadalupe M. García. 2020. "The influence of psychological
24
25 12 capital on graduates' perception of employability: the mediating role of
26
27 13 employability skills." *Higher Education Research & Development*: 1-16. doi:
28
29 14 10.1080/07294360.2020.1738350
30
31 15 Bech, Per, Claire Gudex, and Kirsten Staehr Johansen.1996. "The WHO (Ten) well-
32
33 16 being index: validation in diabetes." *Psychotherapy and psychosomatics* 65 (4):
34
35 17 183-190. doi: 10.1159/000289073
36
37 18 Berntson, Erik, and Steffan Marklund. 2007. "The relationship between perceived
38
39 19 employability and subsequent health". *Work & Stress* 21 (3): 279-292.
40
41 20 doi:10.1080/02678370701659215
42
43 21 Bridgstock, Ruth, and Denise Jackson. 2019. "Strategic institutional approaches to
44
45 22 graduate employability: navigating meanings, measurements and what really
46
47 23 matters." *Journal of Higher Education Policy and Management* 41 (5): 468-484.
48
49 24 doi:10.1080/1360080X.2019.1646378
50
51 25 Briody, Elizabeth K, Elizabeth Wirtz, Angela Goldstein, and Edward J. Berger. 2019.
52
53 26 "Breaking the tyranny of office hours: Overcoming professor avoidance."
54
55
56
57
58
59
60

- 1
2
3 1 *European Journal of Engineering Education* 44 (5): 666-687. doi:
4
5 2 [10.1080/03043797.2019.1592116](https://doi.org/10.1080/03043797.2019.1592116)
6
7
8 3 Caricati, Luca, Rita Chiesa, Dina Guglielmi, and Marco Giovanni Mariani. 2016. "Real
9
10 4 and perceived employability: a comparison among Italian graduates" *Journal of*
11
12 5 *Higher Education Policy and Management* 38 (4): 490-502. doi:
13
14 6 [10.1080/1360080X.2016.1182668](https://doi.org/10.1080/1360080X.2016.1182668)
15
16
17 7 Cheung, Raysen, Qiuping Jin, and Chau Kiu Cheung. 2018. "Perceived Employability
18
19 8 of Nonlocal Chinese University Students in Hong Kong: The Impact of
20
21 9 Acculturative and Vocational Variables" *Journal of Career Assessment* 26 (1):
22
23 10 137-153. doi:[10.1177/1069072716680045](https://doi.org/10.1177/1069072716680045)
24
25
26 11 Clarke, Marylin. 2018. "Rethinking graduate employability: The role of capital,
27
28 12 individual attributes and context" *Studies in higher education* 43 (11): 1923-
29
30 13 1937. doi:[10.1080/03075079.2017.1294152](https://doi.org/10.1080/03075079.2017.1294152)
31
32
33 14 Dacre Pool, Lorraine, and Peter Sewell. 2007. "The key to employability: developing a
34
35 15 practical model of graduate employability." *Education+ Training*, 49 (4): 277-
36
37 16 289. doi:[10.1108/00400910710754435](https://doi.org/10.1108/00400910710754435)
38
39
40 17 De Schepper, Jos, and Popi Sotiriadou. 2018. "A framework for critical reflection in
41
42 18 sport management education and graduate employability." *Annals of Leisure*
43
44 19 *Research*, 21 (2): 227-245. doi:[10.1080/11745398.2017.1336107](https://doi.org/10.1080/11745398.2017.1336107)
45
46
47 20 Dickerson, Claire, Joy Jarvis, and Lewis Stockwell. 2016. "Staff-student collaboration:
48
49 21 student learning from working together to enhance educational practice in higher
50
51 22 education." *Teaching in Higher Education*, 21 (3): 249-265.
52
53 23 doi:[10.1080/13562517.2015.1136279](https://doi.org/10.1080/13562517.2015.1136279)
54
55
56 24 Di Fabio, Annamaria, and Maureen E. Kenny. 2015. "The Contributions of Emotional
57
58 25 intelligence and Social Support for Adaptive Career Progress Among Italian
59
60

- 1
2
3 1 *Education Research & Development* 37(5): 966-983.
4
5 2 [doi:10.1080/07294360.2018.1473843](https://doi.org/10.1080/07294360.2018.1473843)
6
7 3 Hair, Joseph F., William C. Black, Barry J. Babin, and Rolph E. Anderson. 2019.
8
9 4 *Multivariate Data Analysis*, Andover: Cengage Learning.
10
11 5 Halbesleben, Johnaton R., Jean-Pierre Neveu, Samantha C. Paustian-Underdahl, and
12
13 6 Mina Westman. 2014. "Getting to the "COR" understanding the role of
14
15 7 resources in conservation of resources theory." *Journal of management* 40 (5):
16
17 8 1334-1364. [doi:10.1177/0149206314527130](https://doi.org/10.1177/0149206314527130)
18
19 9 Hayes, Andrew F. (2018). *Introduction to mediation, moderation, and conditional*
20
21 10 *process analysis: A regression-based approach*. Guilford publications.
22
23 11 Hobfoll, Stevan E., Johnaton R. Halbesleben, Jean-Pierre Neveu, and Mina Westman.
24
25 12 2018. "Conservation of resources in the organisational context: The reality of
26
27 13 resources and their consequences." *Annual Review of Organizational*
28
29 14 *Psychology and Organizational Behavior* 5: 103-128. [doi:10.1146/annurev-](https://doi.org/10.1146/annurev-orgpsych-032117-104640)
30
31 15 [orgpsych-032117-104640](https://doi.org/10.1146/annurev-orgpsych-032117-104640)
32
33 16 Höge, Thomas, Beatrice Sora, Wolfgang G. Weber, Jose M. Peirò, and Amparo
34
35 17 Caballer. 2015. Job Insecurity, Worries About the Future, and Somatic
36
37 18 Complaints in Two Economic and Cultural Contexts: A Study in Spain and
38
39 19 Austria. *International Journal of Stress Management*, 22 (3): 223-242.
40
41 20 [doi:10.1037/a0039164](https://doi.org/10.1037/a0039164)
42
43 21 International Labour Organisation. 2020a. "Preventing exclusion from the labour
44
45 22 market: Tackling the COVID-19 youth employment crisis. "
46
47 23 <https://www.ilo.org/wcmsp5/groups/public/--->
48
49 24 [ed_emp/documents/publication/wcms_746031.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_746031.pdf)
50
51
52
53
54
55
56
57
58
59
60

- 1
2
3 1 International Labour Organisation. 2020b. "Youth and COVID-19: impacts on jobs,
4 education, rights and mental well-being: survey report
5
6 2
7
8 3 2020." [https://www.ilo.org/global/topics/youth-](https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm)
9
10 4 [employment/publications/WCMS_753026/lang--en/index.htm](https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm)
11
12 5 Jackson, Denise. 2015. "Employability skill development in work-integrated learning:
13 Barriers and best practice." *Studies in Higher Education*, 40 (2): 350-367.
14
15 6
16
17 7 [doi:10.1080/03075079.2013.842221](https://doi.org/10.1080/03075079.2013.842221)
18
19 8 Jackson, Denise. 2016. "Modelling graduate skill transfer from university to the
20 workplace." *Journal of Education and Work*, 29 (2): 199-231.
21
22 9
23
24 10 [doi:10.1080/13639080.2014.907486](https://doi.org/10.1080/13639080.2014.907486)
25
26 11 Jackson, Denise, and Michael Tomlinson. 2020. "Investigating the relationship between
27 career planning, proactivity and employability perceptions among higher
28
29 12 education students in uncertain labour market conditions." *Higher Education* 80:
30
31 13 435-455. [doi:10.1007/s10734-019-00490-5](https://doi.org/10.1007/s10734-019-00490-5)
32
33 14
34
35 15 Jackson, Denise, and Nick Wilton. 2017. "Career choice status among undergraduates
36 and the influence of career management competencies and perceived
37
38 16 employability." *Journal of Education and Work* 30 (5): 552-569.
39
40 17
41
42 18 [doi:10.1080/13639080.2016.1255314](https://doi.org/10.1080/13639080.2016.1255314)
43
44 19 Jolly, Philip M., Dejun T. Kong, and Kyoung Y. Kim. 2021. "Social support at work:
45 An integrative review." *Journal of Organizational Behavior*, 42 (2): 229-251.
46
47 20
48
49 21 [doi:10.1002/job.2485](https://doi.org/10.1002/job.2485)
50
51 22 Kamaruddin, Muhammad I.H., Azuan Ahmad, Mohd A. Husain, and Saffa N.A. Hamid.
52
53 23 2021. "Graduate employability post-COVID-19: the case of a Malaysian public
54 university." *Higher Education, Skills and Work-Based Learning* 11 (3):710-724.
55
56 24
57
58 25 [doi:10.1108/HESWBL-05-2020-0114](https://doi.org/10.1108/HESWBL-05-2020-0114)
59
60

- 1
2
3 1 Knight, Peter T., and Mantz Yorke. 2003. "Employability and good learning in higher
4
5 2 education." *Teaching in Higher education* 8 (1): 3-16.
6
7 3 [doi:10.1080/1356251032000052294](https://doi.org/10.1080/1356251032000052294)
8
9
10 4 Kuijpers, Marinka, and Frans Meijers. 2012. "Learning for now or later? Career
11
12 5 competencies among students in higher vocational education in the
13
14 6 Netherlands." *Studies in Higher Education* 37 (4): 449-467.
15
16 7 [doi:10.1080/03075079.2010.523144](https://doi.org/10.1080/03075079.2010.523144)
17
18
19 8 Kulikowski, Konrad, Sylwia Przytuła, and Łukasz Sułkowski. 2021. "E-learning? Never
20
21 9 again! On the unintended consequences of COVID-19 forced e-learning on
22
23 10 academic teacher motivational job characteristics." *Higher Education Quarterly*:
24
25 11 1-16. [doi:10.1111/hequ.12314](https://doi.org/10.1111/hequ.12314)
26
27
28 12 Kumari, Pratibha, Prateek Gupta, Atul K. Piyooosh, Babita Tyagi, and Parvin Kumar.
29
30 13 2020. "Impact on mental health of graduating and post graduating students."
31
32 14 *Journal of Statistics and Management Systems* 24 (1): 67-79.
33
34 15 [doi:10.1080/09720510.2020.1833449](https://doi.org/10.1080/09720510.2020.1833449)
35
36
37 16 Liu, Xiang, Michael Y. P. Peng, Muhammad K. Anser, Wei L. Chong, and Biqu Lin.
38
39 17 2020. "Key Teacher Attitudes for Sustainable Development of Student
40
41 18 Employability by Social Cognitive Career Theory: The Mediating Roles of Self-
42
43 19 Efficacy and Problem-Based Learning." *Frontiers in Psychology*, 11
44
45 20 [doi:10.3389/fpsyg.2020.01945](https://doi.org/10.3389/fpsyg.2020.01945)
46
47
48 21 López-Miguens, María J., Gloria Caballero, and Paula Álvarez-González. 2021.
49
50 22 "Responsibility of the University in Employability: Development and validation
51
52 23 of a measurement scale across five studies." *Business Ethics: A European*
53
54 24 *Review* 30 (1): 143-156. [doi:10.1111/beer.12319](https://doi.org/10.1111/beer.12319)
55
56
57
58
59
60

- 1
2
3 1 Ma, Yin, and Dawn Bennett. 2021. "The relationship between higher education
4
5 2 students' perceived employability, academic engagement and stress among
6
7 3 students in China." *Education + Training* 63(5): 744-762. [doi:10.1108/ET-07-](https://doi.org/10.1108/ET-07-2020-0219)
8
9 4 [2020-0219](https://doi.org/10.1108/ET-07-2020-0219)
- 10
11
12 5 MacKinnon, David P., Chondra M. Lockwood, and Jason Williams. 2004. "Confidence
13
14 6 limits for the indirect effect: Distribution of the product and resampling
15
16 7 methods." *Multivariate behavioral research* 39(1): 99-128.
17
18 8 [doi:10.1207/s15327906mbr3901_4](https://doi.org/10.1207/s15327906mbr3901_4)
- 19
20
21 9 Merino, Maria D., Jesus Privado, and Rocio Arnaiz. 2019. "Is There Any Relationship
22
23 10 between Unemployment in Young Graduates and Psychological Resources? An
24
25 11 Empirical Research from the Conservation of Resources Theory." *Journal of*
26
27 12 *Work and Organisational Psychology* 35 (1): 1-8. [doi:10.5093/jwop2019a1](https://doi.org/10.5093/jwop2019a1)
- 28
29
30 13 Monteiro, Silvia, Leandro S. Almeida, and Adela García-Aracil. 2020. "'It's a very
31
32 14 different world": work transition and employability of higher education
33
34 15 graduates." *Higher Education, Skills and Work-Based Learning* Vol. ahead-of-
35
36 16 print No. ahead-of-print. [doi:10.1108/HESWBL-10-2019-0141](https://doi.org/10.1108/HESWBL-10-2019-0141)
- 37
38
39 17 Morin, Alexandre J., Katrin A. Arens, and Herbert W. Marsh. 2016. "A bifactor
40
41 18 exploratory structural equation modeling framework for the identification of
42
43 19 distinct sources of construct-relevant psychometric
44
45 20 multidimensionality." *Structural Equation Modeling: A Multidisciplinary*
46
47 21 *Journal*, 23(1): 116-139. [doi:10.1080/10705511.2014.961800](https://doi.org/10.1080/10705511.2014.961800)
- 48
49
50 22 Nunnally, Jum C., and Ira H. Bernstein. 1994. *Psychometric Theory (McGraw-Hill*
51
52 23 *Series in Psychology)* (Vol. 3). New York: McGraw-Hill.
- 53
54
55 24 Ödalen, Jörgen, Douglas Brommesson, Gissur Ó. Erlingsson, Johan K. Schaffer, and
56
57 25 Mattias Fogelgren. 2019. "Teaching university teachers to become better
58
59
60

- 1
2
3 1 teachers: the effects of pedagogical training courses at six Swedish universities.”
4
5 2 *Higher Education Research & Development* 38 (2): 339-353.
6
7 3 [doi:10.1080/07294360.2018.1512955](https://doi.org/10.1080/07294360.2018.1512955)
8
9
10 4 Okolie, Ugochukwu C., Hyginus E. Nwosu, and Sunday Mlanga. 2019. “Graduate
11
12 5 employability: How the higher education institutions can meet the demand of the
13
14 6 labour market.” *Higher Education, Skills and Work-Based Learning* 9 (4): 620-
15
16 7 636. [doi:10.1108/HESWBL-09-2018-0089](https://doi.org/10.1108/HESWBL-09-2018-0089)
17
18
19 8 Onyishi, Ike E., Ibeawuchi K. Enwereuzor, Afam N. Ituma, and Tochukwu J. Omenma.
20
21 9 2015. “The mediating role of perceived employability in the relationship
22
23 10 between core self-evaluations and job search behaviour.” *Career Development*
24
25 11 *International* 20 (6): 604-626. [doi:10.1108/CDI-09-2014-0130](https://doi.org/10.1108/CDI-09-2014-0130)
26
27
28 12 Pereira, Elisabeth, T., Madalena Vilas-Boas, and Catia F. C. Rebelo. 2020. “University
29
30 13 curricula and employability: The stakeholders’ views for a future agenda.”
31
32 14 *Industry and Higher Education* 34 (5): 321-329.
33
34 15 [doi:10.1177/0950422220901676](https://doi.org/10.1177/0950422220901676)
35
36
37 16 Pitán, Oluyomi S., and Colett Muller. 2019. “Students’ self-perceived employability
38
39 17 (SPE).” *Higher Education, Skills and Work-Based Learning*, 10 (2): 355-369.
40
41 18 [doi:10.1108/HESWBL-03-2019-0040](https://doi.org/10.1108/HESWBL-03-2019-0040)
42
43
44 19 Qenani, Eivis, Neal MacDougall, and Carol Sexton. 2014. “An empirical study of self-
45
46 20 perceived employability: improving the prospects for student employment
47
48 21 success in an uncertain environment.” *Active Learning in Higher Education* 15
49
50 22 (3): 199-213. [doi:10.1177/1469787414544875](https://doi.org/10.1177/1469787414544875)
51
52
53 23 Rodgers, Melissa A., and James E. Pustejovsky. 2021. “Evaluating meta-analytic
54
55 24 methods to detect selective reporting in the presence of dependent effect sizes.”
56
57 25 *Psychological methods*, 26 (2): 141-160. [doi:10.1037/met0000300](https://doi.org/10.1037/met0000300)
58
59
60

- 1
2
3 1 Römgens, Inge, Rémi Scoupe, and Simon Beusaert. 2020. "Unraveling the concept of
4
5 2 employability, bringing together research on employability in higher education
6
7 3 and the workplace." *Studies in Higher Education* 45 (12): 1-16.
8
9 4 doi:[10.1080/03075079.2019.1623770](https://doi.org/10.1080/03075079.2019.1623770)
- 10
11
12 5 Rothwell, Andrew, Ian Herbert, and Frances Rothwell. 2008. "Self-perceived
13
14 6 employability: Construction and initial validation of a scale for university
15
16 7 students." *Journal of vocational behavior* 73 (1): 1-12.
17
18 8 doi:[10.1016/j.jvb.2007.12.001](https://doi.org/10.1016/j.jvb.2007.12.001)
- 19
20
21 9 Rutt, Louise, Claire Gray, Rebecca Turner, Julia Swain, Sarah Hulme, and Ross
22
23 10 Pomeroy. 2013. "A social constructivist approach to introducing skills for
24
25 11 employment to foundation degree students." *Research in Post-Compulsory
26
27 12 Education* 18 (3): 280-296. doi:[10.1080/13596748.2013.819268](https://doi.org/10.1080/13596748.2013.819268)
- 28
29
30
31 13 Sarkar, Mahbub, Tina Overton, Christopher D. Thompson, and Gerry Rayner. 2020.
32
33 14 "Academics' perspectives of the teaching and development of generic
34
35 15 employability skills in science curricula." *Higher Education Research &
36
37 16 Development* 39 (2): 346-361. <https://doi.org/10.1080/07294360.2019.1664998>
- 38
39
40 17 Silla, Immaculada, Nele De Cuyper, Francisco J. Gracia, José M. Peiro, and Hans De
41
42 18 Witte. 2009. "Job insecurity and well-being: Moderation by
43
44 19 employability". *Journal of Happiness Studies*, 10(6): 739-751.
45
46 20 Doi:[10.1007/s10902-008-9119-0](https://doi.org/10.1007/s10902-008-9119-0)
- 47
48
49 21 Tang, Wanjie, Tao Hu, Baodi Hu, Chunhan Jin, Gang Wang, Chao Xie, Sen Chen, and
50
51 22 Jiuping Xu. 2020. "Prevalence and correlates of PTSD and depressive symptoms
52
53 23 one month after the outbreak of the COVID-19 epidemic in a sample of home-
54
55 24 quarantined Chinese university students." *Journal of Affective Disorders* 274: 1–
56
57 25 7. doi: [10.1016/j.jad.2020.05.009](https://doi.org/10.1016/j.jad.2020.05.009)
- 58
59
60

- 1
2
3 1 Tsui, Anne S., Jone L. Pearce, Lyman W. Porter, and Angela M. Tripoli. 1997.
4
5 2 “Alternative approaches to the employee-organisation relationship: does
6
7 3 investment in employees pay off?.” *Academy of Management journal* 40 (5):
8
9 4 1089-1121. doi:[10.2307/256928](https://doi.org/10.2307/256928)
10
11
12 5 Tynjälä, Päivi, Anita Nuutinen, Annelu Eteläpelto, Juhani Kirjonen, and Pirkko Remes.
13
14 6 1997. “The acquisition of professional expertise—a challenge for educational
15
16 7 research.” *Scandinavian journal of educational research* 41 (3-4): 475-494.
17
18 8 doi:[10.1080/0031383970410318](https://doi.org/10.1080/0031383970410318)
19
20
21 9 Van der Lans, Rikkert M., Wim J.C.M. Van de Grift, and Klaas van Veen. 2018.
22
23 10 "Developing an instrument for teacher feedback: using the rasch model to
24
25 11 explore teachers' development of effective teaching strategies and behaviors."
26
27 12 *The journal of experimental education* 86 (2): 247-264.
28
29 13 doi:[10.1080/00220973.2016.1268086](https://doi.org/10.1080/00220973.2016.1268086)
30
31
32 14 Vanhercke, Dorien, Nele De Cuyper, and Hans de Witte. 2016. “Perceived
33
34 15 employability and well-being: An overview.” *Human Resources*
35
36 16 *Psychology/Psihologia Resurselor Umane* 14 (1): 8-18.
37
38
39 17 Vanhercke, Dorien, Nele De Cuyper, Ellen Peeters, and Hans De Witte. 2014.
40
41 18 “Defining perceived employability: a psychological approach.” *Personnel*
42
43 19 *Review* 43 (4): 592-605. doi:[10.1108/PR-07-2012-0110](https://doi.org/10.1108/PR-07-2012-0110)
44
45
46 20 Wanberg, Connie R. 2012. “The individual experience of unemployment.” *Annual*
47
48 21 *review of psychology* 63: 369-396. doi:[10.1146/annurev-psych-120710-100500](https://doi.org/10.1146/annurev-psych-120710-100500)
49
50
51 22 Wittekind, Annette, Sabine Raeder, and Gudela Grote. 2010. “A longitudinal study of
52
53 23 determinants of perceived employability.” *Journal of Organizational Behavior*
54
55 24 31 (4): 566-586. doi:[10.1002/job.646](https://doi.org/10.1002/job.646)
56
57
58
59
60

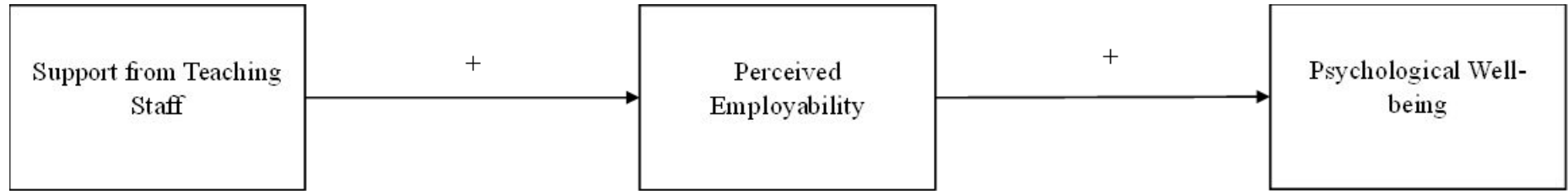
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1 Worthington, Roger L., and Tiffany A. Whittaker. "Scale development research: A
2 content analysis and recommendations for best practices." *The counseling*
3 *psychologist* 34 (6): 806-838. doi:[10.1177/0011000006288127](https://doi.org/10.1177/0011000006288127)

4 Yizhong, Xie, Zhibin Lin, Yevhen Baranchenko, Chi K. Lau, Andrey Yukhanaev, and
5 Hailing Lu. 2017. "Employability and job search behavior: A six-wave
6 longitudinal study of Chinese university graduates." *Employee Relations*, 39 (2):
7 223-239. doi:[10.1108/ER-02-2016-0042](https://doi.org/10.1108/ER-02-2016-0042)

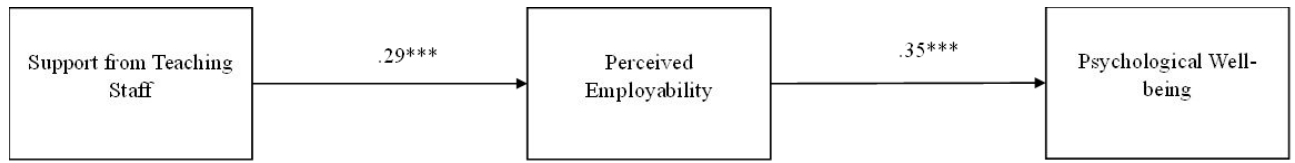
8 Zacher, Hannes, and Cort W. Rudolph. 2021. "Individual differences and changes in
9 subjective well-being during the early stages of the COVID-19
10 pandemic." *American Psychologist*, 76 (1): 50-62. doi:[10.1037/amp0000702](https://doi.org/10.1037/amp0000702)

Figure 1. The Hypothesised Model



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46

Figure 2. The Path Coefficients



Note. N = 127.

*** $p < .001$

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Table 1. Profile of Respondents

Demographic Variables	Frequency	Percentage
Gender		
Woman	109	85.8%
Man	18	14.2%
Age		
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%
University		
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%
Type of institution		
Public	124	97.6%
Private	3	2.4%
Field of study^a		
Humanistic-social	122	96.1%
Scientific-technologic	5	3.9%
Work Experience		
Yes	105	82.7%
No	22	17.3%

Note. N = 127; ^aThe 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 α	1.	2.	3.	4.	5.	6.	7.
1. Gender ^a	-	-	-	-						
2. Age	25.29	6.23	-	-.16	-					
3. Work Experience ^b	-	-	-	.07	-.20*	-				
4. Study Field ^c	-	-	-	-.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; ^a1 = Man; 2 = Woman; ^b1 = Yes; 2 = No; ^c1 = Humanistic-social; 2 = Scientific-technologic; STS = Support from teaching staff; PE = Perceived employability; PWB = Psychological well-being.

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

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

<i>Variables</i>	Model A (PE)				Model B (PWB)			
	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 ^a	-.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 ^b	-.49	.16	-3.06**	[-.79; -.18]	.02	.19	.13	[-.36; .41]
Study Field ^c	.10	.31	.33	[-.50; .71]	.04	.36	.12	[-.67; .76]
<i>Model Parameters</i>								
R ²	.18				.13			
F-Value	5.29***				2.93**			
<i>Indirect effect STS (T1) ΔPE (T2) ΔPWB (T3)</i>					Effect	SE	LLCI	ULCI
					.10	.04	.03	.19

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46

1
2
3
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. ^a1 = Man, 2 = Woman; ^b1 = yes; 2 = no; ^c1 = Humanistic-Social,
6
7 2 = Scientific-Technologic; 95% CI = 95% confidence interval using the bootstrap bias corrected method with 5,000 samples. LLCI = Lower
8
9 Limit of the confidence interval; ULCI = Upper Limit of the confidence interval.
10
11
12
13
14 ***p* < .01; ****p* < .001.
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46