

Researching career readiness to promote societal well-being and drive the 3rd SDGs

Albrian Fiky Prakoso^{1,2*}, *Hari Wahyono*¹, *Nasikh*¹, *Agung Haryono*¹, *Muhammad Abdul Ghofur*², *Ardhita Eko Ginanjar*², and *Prattana Srisuk*³

¹Economic Education Program, Universitas Negeri Malang, Indonesia

²Economic Education Program, Universitas Negeri Surabaya, Indonesia

³Foreign Language for Business, Thai Global Business Administration Technological College, Thailand

Abstract. The well-being of individuals preparing to enter the workforce is crucial for enhancing Career Readiness (RED) and advancing Sustainable Development Goals (SDGs) point number three. This study examines how psychological factors, particularly depression, affect those who are about to begin their professional careers. The research data were obtained by an online survey of 430 job-entry individuals in Indonesia. The analysis technique used to test hypotheses was WarpPLS Structural Equation Modelling (SEM). The results obtained were that Growth Mindset (GM) directly affected Career Readiness (RED) and Depression (DEP). The findings of this study also confirm the second direct influence, namely Resilience (RES), which affects the Career Readiness (RED) but fails to reduce Depression (DEP). The last direct influence is the Career Readiness (RED), which can significantly reduce Depression (DEP). The latest finding is that Career Readiness (RED) can mediate the influence of Resilience (RES) on Depression (DEP), but does not occur in Growth Mindset (GM). The results are valuable for institutions and policymakers seeking to promote societal well-being by supporting mental health and readiness for change in individuals entering the job market.

1 Introduction

In an era of rapid industrial and economic development, societal well-being has become the hope of all segments of society, both in developed and developing countries [1]. To achieve this ideal condition, one must go through a very difficult phase, namely the process of entering the workforce. The disruption from technology adds to the competitiveness among people to obtain a decent job. Therefore, the impetus to improve the quality of human resources needs to be considered from various factors, in order to achieve the Sustainable Development Goals (SDGs) 2030, particularly regarding point number three.

The topic of career readiness highlights a very significant urgency as it is one of the determining factors for the well-being of society through the economic aspect [2,3]. One of

* Corresponding author: albrian.fiky.2104319@students.um.ac.id

its connections is in employment elasticity. Below is data on employment elasticity between developed and developing countries:

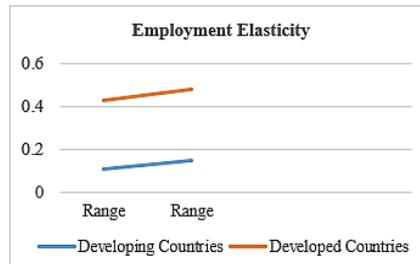


Fig. 1. Comparison of employment elasticity between developed and developing countries [4]

In developing countries, even though the economy is growing, the jobs created are not proportional. This means that there are only a few new jobs available, while the competition among job seekers is very tight. This may indicate that individuals with high career readiness will prevail in the job competition. Therefore, the factors that influence career readiness, both for those entering the labor market and for those already in jobs, become crucial to analyze. Career readiness, which refers to a person's ability to enter and sustain effectively in the workforce [2,5], is the foundation for society to drive the economy of their respective families. Career readiness is not only about technical skills but also includes soft skills, emotional intelligence, and self-motivation [6,7]. Without good career readiness, individuals will find it difficult to enhance their chances of obtaining a job relevant to their field.

The relationship between career readiness and societal well-being is closely related to the implications of human capital theory [8,9]. Career readiness is an important aspect in determining a person's quality in the work environment. When there are many individuals with high career readiness, the ability to enter the workforce is greater, leading to a prosperous community. Furthermore, psychological aspects also come into play. Self-determination theory can explain this by examining career readiness that can build a sense of self-preparedness and interaction with the workforce [10]. This supports a happy and productive career readiness. The construction from the two paragraphs above results in the identification of factors associated with career readiness. Among them are growth mindset and resilience. With a high growth mindset and resilience in individuals, it can enhance readiness to face challenges in the workplace [11,12]. Furthermore, career readiness can also potentially mediate the two previous aspects against the variable of depression. Career readiness can serve as a bridge for an individual's growth mindset concerning their level of depression. The same potential could also occur with the variable of resilience.

Its relation is quite interesting when we refer to the labor market predominantly occupied by Gen Z. The characteristics of Gen Z, which are quite different and always eager to learn new things [13,14], are closely linked to resilience. They are also very flexible and adaptive [15]. This resilience becomes the main foundation in facing job pressures [16,17], the demands for multiskilling, and rapid career changes. Previous literature reviews have discussed the growth mindset that has a significant impact on readiness for change [18]. Meanwhile, research from [19] indicates that resilience also has a positive effect on career adaptability. The relationship between career readiness and depression is also illustrated in research [18] that suggests a negative relationship between the two. From various research reviews, a research gap has been found in the absence of a research model that positions career readiness as a mediator in the relationship between growth mindset and resilience towards depression, even though this concept is very interesting and urgent to investigate in accordance with the current phenomena. Therefore, the aim of this research is to understand

the direct and indirect effects among the four variables with career readiness as a mediator. Based on the relationships that have been discussed, this research has several hypotheses as follows:

1. H1. Growth Mindset (GM) has a significant positive effect on Career Readiness (RED)
2. H2. Resilience (RES) has a significant positive effect on Career Readiness (RED)
3. H3. Career Readiness (RED) has a significant negative effect on Depression (DEP)
4. H4. Growth Mindset (GM) has a significant negative effect on Depression (DEP)
5. H5. Resilience (RES) has a significant negative effect on Depression (DEP)
6. H6. Career Readiness (RED) mediates the relationship between Resilience (RES) and Depression (DEP)
7. H7. Career Readiness (RED) Mediates the Relationship Between Growth Mindset (GM) and Depression (DEP)

The novelty of this research is to offer a model of the relationship between the latest variables with data collection in developing countries, specifically Indonesia, which is an ideal example reflecting a developing nation that has not been researched before. In addition, this research not only fills the geographic gap in the existing literature but also aims to understand the latest relationships between variables using the most recent data. The theoretical contribution of this study is to broaden the understanding of the career readiness conceptually and its impact on the SDGs. Meanwhile, its practical contribution serves as a basis for policy-making or strategies in optimizing career readiness in society, especially in developing countries, to maximize and promote welfare.

2 Methods

2.1 Research design

This study uses a quantitative survey approach to investigate how Career Readiness (RED) mediates the relationship between Depression (DEP) and Growth Mindset (GM) and Resilience (RES) among aspiring economics instructors. Variance-based structural equation modeling (SEM), which is appropriate for simulating intricate interactions between latent variables in small to medium sample sizes, will be used to test the hypotheses [18,19].

2.2 Sample selection and data collection

The target population consists of fresh graduate students who have not yet started working or have just started. The selected students are from the faculty of economics of two major universities in East Java, Indonesia. The universities in question are Universitas Negeri Surabaya (Unesa) and Universitas Negeri Malang (UM). Fresh graduates from Unesa and UM are very suitable as samples because they have a high number of graduates each year, represent the geographic and socio-economic contexts of urban and semi-urban areas in Indonesia, and have strengthened graduate competencies through government programs. This study involves probability sampling by stratified sampling. The selection of respondents was based on the fact that most of the population in Indonesia resides on the island of Java.

The calculation of the number of samples is obtained through a sample calculator, namely RaoSoft, where if the population size is unknown, the minimum number of samples is 377. Selected respondents are asked to fill out a questionnaire via Google Forms according to their wishes. The Google form was distributed via WhatsApp to respondents. We distributed by simple random sampling to 475 respondents. When we outliered, there were responses that did not qualify for the accuracy of the subsequent analysis and found 430 valid answers or a

90.5% response rate. To comply with ethical clearance, we assure respondents that their responses to this survey will be confidential and for academic purposes only.

2.3 Instrument development

The data collection method of this study uses an instrument in the form of a questionnaire modified from several studies [20,22]. All items are designed based on a 5-point Likert scale, ranging from 1=strongly disagree to 5=strongly agree, and the scoring technique is positive. The Growth Mindset (GM) variable consists of indicators such as Utilization of challenges, interest, and the same intention when facing challenging work, Potential for development takes time, Acceptance of failures and mistakes. Resilience (RES) consists of Emotional Support and control, Self-efficacy, Self-concept, Social relationships. Career readiness (RED) consists of Intentional readiness for change, Cognitive readiness for change, Emotional readiness for change. Finally, Depression (DEP) consists of Stress, Worry, Feeling depressed. Since the instrument is derived from previous research in English, we enlisted the help of professionals for English to Indonesian translation using back-to-back translation to achieve a clearer insight into the respondents.

2.4 Pilot study

We took a number of precautions in this pilot research to guarantee the questionnaire's validity and reliability. We started by consulting experts and conducting internal content, construct, and validity testing. We engaged doctorate-level education and economics specialists from Unesa and UM to evaluate the content validity. These professionals assessed the questionnaire's content for appropriateness and usefulness. Two things were determined not to meet the necessary requirements based on their input, and we changed their language structures until the experts gave their approval. We also used a self-administered questionnaire in a study with 50 participants. SPSS software was used to examine the validity and reliability of this trial data. Four items were eliminated after this process revealed they were below the allowed level. It's crucial to remember that each of the primary indicators still has enough elements to adequately depict them. These meticulous procedures guaranteed the final questionnaire's validity and reliability for the primary research.

2.5 Data analysis

The data analysis technique uses SEM assisted by Warppls software. The stages of SEM data analysis include Model Specifications, outer moder, and inner model [23]. The following is a picture of the model path in this study:

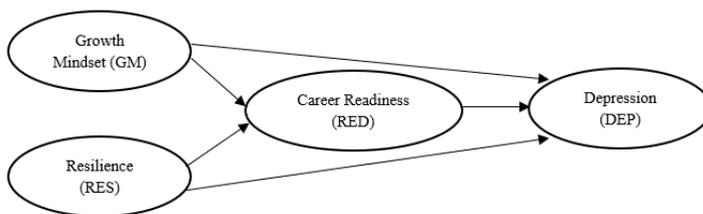


Fig. 2. Model of research concept.

This study evaluates internal consistency reliability using composite reliability. This study also examines construct validity using convergent and discriminant validity. To ensure

the model achieves the appropriate index, the measurement item must have a loading factor of at least 0.6 [24]. This study's inner model has one-way causality. In this evaluation, the results of hypothesis tests were obtained for both direct and indirect influences. This processing is done in Warppls 8.0.

3 Result and Discussion

3.1 Result

When the factor loading is larger, this suggests that the indicator is progressively becoming more reflective of or increasingly significant within the variable. Among the various variables in this study, as shown in Table 1, the key indicators include:

Table 1. Variable Profile.

No.	Variable	Indicator	Load Factor	Average Score	Suggestion
1	Growth Mindset (GM)	Taking Advantage of the Challenge	0.857	4.3 (Very High)	Maintained
2		The Same Interest and Intention When Facing Challenging Work	0.777	4 (Height)	Maintained
3		Growing Potential Takes Time	0.807	4.2 (Height)	Immediate Upgrade
4		Accepting Failures and Errors	0.423	4 (Height)	Maintained
5	Resilience (RES)	Emotional Support and Control	0.656	3.6 (Height)	Improved
6		Self-Efficacy	0.717	3.8 (Height)	Improved
7		Self-Concept	0.808	3.9 (Height)	Immediate Upgrade
8	Career Readiness (RED)	Social Relationship	0.600	4.2 (Height)	Maintained
9		Intentional Readiness for Change	0.752	4.2 (Height)	Maintained
10		Cognitive Readiness for Change	0.822	3.9 (Height)	Improved
11		Emotional Readiness for Change	0.856	3.9 (Height)	Immediate Upgrade
12	Depression (DEP)	Stress	0.872	2.6 (Medium)	Immediate Repair
13		Worried	0.904	2.8 (Medium)	Immediate Repair
14		Feelings of Distress	0.891	2.6 (Medium)	Soon

The Growth Mindset (GM) variable with an important indicator is to take advantage of the challenge with a factor load of 0.857 under high conditions, so it must be maintained. The Resilience Variable (RES) with an important indicator is self-concept, with a factor load of 0.808 under high conditions, so it needs to be immediately increased so that it becomes very high. The Career Readiness Variable (RED) with an important indicator is Emotional readiness for change, with a factor load of 0.856, under high conditions so that it needs to be immediately increased so that it becomes very high. The Depression Variable (DEP) with an important indicator is worried about the factor load, which is 0.904, indicating a moderate condition, so it needs to be corrected immediately.

Influence between variables

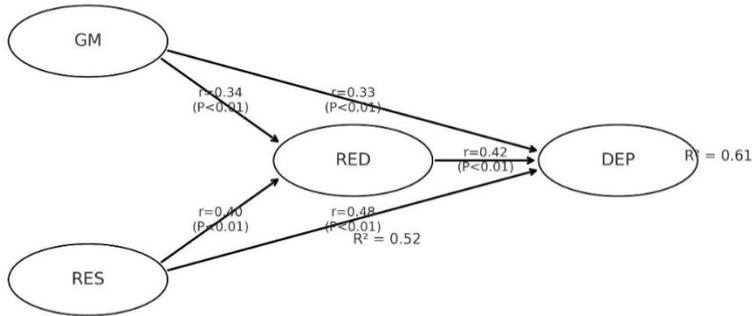


Fig. 3. Research Model

Relationship between variables

Table 2. Direct Effect

No.	Relationship Between Variables		Path Coefficient	P-Value	Description
1	Growth Mindset (GM)	Career Readiness (RED)	0.345	0.001	Highly Significant
2	Resilience (RES)	Career Readiness (RED)	0.458	<0.001	Highly Significant
3	Career Readiness (RED)	Depression (DEP)	-0.329	0.002	Highly Significant
4	Growth Mindset (GM)	Depression (DEP)	0.289	0.006	Highly Significant
5	Resilience (RES)	Depression (DEP)	-0.054	0.327	Not Significant

Based on Table 2, it is known that the influence of Growth Mindset (GM) on Career Readiness (RED) has a path coefficient of 0.345 and $p=0.001$. Considering that the p-value is less than 0.01, it is very significant. The path coefficient marked positively (0.345) shows that the higher the Growth Mindset (GM), the higher the Career Readiness (RED) will be. Thus, the first hypothesis (H1) is accepted.

Then, Resilience (RES) affects the Career Readiness (RED) with a path coefficient of 0.458 and a p-value of <0.001 . Based on calculations, it can be seen that the relationship between Resilience (RES) and Career Readiness (RED) has a p-value of <0.001 , meaning that there is a very significant influence. The path coefficient with a positive sign (0.458) indicates that the higher the Resilience (RES), the Career Readiness (RED) will increase. Thus, the second hypothesis (H2) is accepted.

In addition, Career Readiness (RED) has an effect on Depression (DEP) with a pathway coefficient of -0.329 and $p\text{-value} = 0.002$. Based on calculations, it can be seen that the relationship between Career Readiness (RED) and Depression (DEP) has a $p\text{-value} = 0.002$, meaning that there is a very significant influence. The coefficient of the path marked negatively (-0.329) indicates that the higher the Career Readiness (RED), the lower the Depression (DEP). Thus, the third hypothesis (H3) is accepted.

Furthermore, information was obtained that the influence of Growth Mindset (GM) on Depression (DEP) had a pathway coefficient of 0.289 and $p=0.006$. Considering that the p-value is less than 0.01, it is very significant. The coefficient of the path marked positively (0.289) indicates that the higher the Growth Mindset (GM), the higher the Depression (DEP) will increase. Thus the fourth hypothesis (H4) is rejected.

Finally, the Effect of Resilience (RES) on Depression (DEP) with a pathway coefficient of -0.054 and $p\text{-value}=0.327$. Based on the calculations, it can be seen that the relationship between Resilience (RES) and Depression (DEP) has a $p\text{-value}=0.327$, meaning that there is no significant influence, so the fifth hypothesis (H5) is rejected. Meanwhile, the indirect influence of these variables is depicted in Table 3.

Table 3. Indirect effect.

No	Explanatory Variable	Mediation Variables	Response Variables	Indirect Influence Path Coefficient	P-Value	Description
1	Resilience (RES)	Career Readiness (RED)	Depression (DEP)	-0.151	0.036	Mediation
2	Growth Mindset (GM)	Career Readiness (RED)	Depression (DEP)	-0.113	0.089	Not Mediation

From Table 3, it can be seen that the relationship between Resilience (RES) and Depression (DEP) through Career Readiness (RED) has a coefficient of -0.151 with a p-value of 0.036. This means that Career Readiness (RED) is a mediating variable. This is strengthened by the direct influence between Resilience (RES) and Depression (DEP), which is insignificant, so the Career Readiness (RED) variable is needed. The nature of the mediation is full mediation. Thus, the seventh hypothesis (H6) is accepted.

In contrast to the previous one, the relationship between Growth Mindset (GM) and Depression (DEP) through Career Readiness (RED) has a coefficient of -0.113 with a p-value of 0.089. This means that Career Readiness (RED) is not a mediator variable, so the sixth hypothesis (H7) is rejected.

3.2 Discussion

The objective of this study is to explore the connection between GM, RES, DEP, and to confirm the role of RED. Testing the first hypothesis reveals that GM has a positive and very significant influence. This shows that the higher the GM, RED will increase.

A unidirectional relationship between GM and RED is likely to occur according to the characteristics of the respondents. People with high or positive GM can view challenges as something enjoyable and normal in a job. High GM encourages open-mindedness and a lack of fear of failure in the context of personal development. The highly flexible dynamics of the workplace require GM so that each individual can think critically and solve problems effectively. This concept is similar to the research [25], although it has contextual differentiation in career engagement and career adaptability.

The same direction is also explained in the relationship between RES and RED. The ability to adapt and recover in difficulties or failures can encourage individuals to persevere under work pressure. They will remain motivated and maintain self-control. With the challenges in today's job market, resilience is the most highlighted aspect. This outcome is in line with the reference research of this writing that resilience, as a psychological scope, can greatly support the achievement of readiness for change [20]. In related research, resilience is indeed recognized as a significant factor in determining work readiness as well [26].

According to self-regulation theory, it has been found that good self-regulation can minimize negative effects in achieving a goal [27,29]. This seems to be reflected in the negative relationship between RED and DEP. A readiness that falls under self-regulation can lower the level of depression as a negative effect due to the presence of self-confidence and clear goals in the work environment, thus reducing vulnerability to depression. On the other hand, without sufficient readiness, a person will be vulnerable to depression related to their work because there are many things to think about and prepare for.

Meanwhile, the positive relationship between GM and DEP is likely to occur because the drive for personal growth and excessive self-evaluation can create its own internal pressure.

In a very dynamic work environment, results that do not meet expectations can be very disappointing and create anxiety [29,30]. The characteristic of respondents who have not yet reached a good level of maturity also contributes to GM not being related to lower depression. This finding is very contextual, making it highly possible that there are effects from other variables not discussed in this research.

The explanation of the direct relationship is concluded with RES, which does not significantly affect DEP. An individual in the labor market has almost entirely experienced depression, but resilient individuals will not give up and can cope with it well. In the current digital era, external influences are a crucial factor in the presence of these outcomes [31], as both digital and real environments significantly affect the effectiveness of resilience. In other words, internal roles can be replaced by external aspects as a control for depression.

In terms of indirect effect, RED can act as a mediator between RES and DEP, functioning according to the existing concept. This reinforces previous findings that RES is not directly related to DEP. RES can increase RED. Meanwhile, RED can decrease DEP. The best approach is to utilize RED as a tool to effectively reduce DEP. RED needs to be strengthened both internally and externally so that the readiness and sustainability of respondents in the labor market can be improved [32].

In that context, strengthening the internal aspects related to RED needs to be done by enhancing self-efficacy. Meanwhile, external measures that can be taken are through employment policies via psychosocial empowerment programs for job seekers and those who are already working. This is very important considering that RED is a crucial intervention tool in maintaining depression levels. Its effects are massive for Gen Z today, who are very concerned about their health, well-being, and emotional stability, especially as they enter the workforce [33].

On the other hand, the failure of RED as a mediator in the relationship between GM and DEP is potentially due to the characteristics of the respondents, where GM is psychologically attached to them, including DEP. Meanwhile, they separate RED as an external entity from the work domain. Thus, RED's scope is not broad enough to bridge the two relationships. Additionally, the emotional effect on RED is much more apparent in the previous mediation relationship. GM has a significant impact when translated into self-control [34], while RES is more closely related to symptoms of DEP such as disconnection and feelings of helplessness [35].

All existing findings contribute massively to societal well-being. This highlights individual resilience and is complemented by career readiness, which is a strategic effort to reduce depression among university graduate youth entering the job market. Support for self-development through a growth mindset and resilience needs to be strengthened to enhance career preparation. In this way, the SDGs can be achieved in terms of developing quality human resources and obtaining well-being [36]. Both internal and external capabilities need to be maintained, not only to enter and survive in the modern work environment but also to contribute to the companies they work for.

4 Conclusion

This study concludes that recent graduates from campuses entering the workforce or those already in their jobs need to pay attention to internal factors such as GM and RED to manage DEP when faced with career challenges. Nevertheless, RED can be strongly supported by RES, which is also an important variable. Another focus that needs attention is that RED successfully serves as a mediator in the relationship between RES and DEP. However, RED cannot be a mediator in the relationship between GM and DEP.

The findings above reflect how the character of today's fresh graduates, who are Gen Z, really cares about their stability in the labor market. The DEP they possess needs to be faced

with RED because its nature not only touches on internal matters and self-evaluation, but also goes towards technical aspects that can be good considerations. External support such as a supportive environment is also needed to overcome the challenges of RES that are still difficult to face. Through the explanation above, policies such as training, seminars, and workshops to strengthen internal capabilities, focusing on emotional readiness, are urgently needed. This can encourage the well-being and mental health of fresh graduates. Inputs from this research serve as evidence for other developing countries with similar characteristics to create sustainable policies. Societal Well-being must be pursued not only through socialization but also through supportive systems. Digitalization and modernization of jobs are the main reasons for strengthening readiness for change in a career. The internal capacity of individuals to enter the labor market in this research reflects the urgency of SDGs point three as it serves as one of the foundations for productivity and the well-being of workers. This emphasis is important for developing countries.

The limitations in this research are that the population sampled is still minimal and concentrated in one country. Therefore, future research can expand the scope of the research population to obtain results that can be generalized more effectively. This is especially important for developing countries with the characteristics of a young generation, which, along with digitalization adaptation, is interesting to study.

Funding

This work was funded by LPPM Unesa 2024.

References

1. J. Yee, Soc. Well-Being, Dev. Mult. Mod. Asia (Springer Nature, Department of Sociology, Seoul National University, Seoul, South Korea, 2024)
2. D. Rachmawati, S. Sahid, M. I. Mahmud, and N. A. Buang, *Int. J. Eval. Res. Educ.* **13**, 1301 (2024)
3. M. I. Mahmud, S. M. Noah, J. Ahmad, W. M. W. Jaafar, S. Amat, and A. Y. A. Bakar, *Int. J. Innov. Creat. Chang.* **7**, 360 (2019)
4. A. Haider, S. Jabeen, W. Rankaduwa, and F. Shaheen, *Sustain.* **15**, (2023)
5. A. S. James, M. Savoca, M. Bugallo, and C. A. Scott, in *ASEE Annu. Conf. Expo. Conf. Proc.* (American Society for Engineering Education, Stony Brook University, United States, 2024)
6. A. Frolli, M. C. Ricci, F. Cerciello, S. Ciotola, C. Esposito, and A. Rega, *CEUR Workshop Proc.*, edited by L. P. and D. F. R. (CEUR-WS, DRC - Disability Research Centre, University of International Studies of Rome, Rome, 00147, Italy, 2022)
7. R. Hume, T. Weir, J. Priest, S. Krivickas, K. Riggs, A. MacKinnon, M. Coulson, O. Fahy, B. Loveys, J. Botten, A. Hunter, and A. J. Able, *Int. J. Innov. Sci. Math. Educ.* **32**, 2 (2024)
8. V. I. Medennikov, T. V. Kokuytseva, O. P. Ovchinnikova, and N. E. Ovchinnikova, *Lect. Notes Networks Syst.* (Springer Science and Business Media Deutschland GmbH, Federal Research Center Informatics and Management, Russian Academy of Sciences, Moscow, Russian Federation, 2023)
9. V. M. Hernandez-Gantes, S. Keighobadi, and E. C. Fletcher, *J. Educ. Work* **31**, 190 (2018)
10. C. Sirén, S. Thorgren, and M. Järnlström, *Int. J. Hum. Resour. Manag.* **32**, 1368 (2021)

11. M. T. Amir and P. Standen, *Manag. Res. Rev.* **42**, 681 (2019)
12. M. Siroros, P. Yodmongkol, S. Chernbumroong, T. Pratumta, and S. Suksao, 10th Int. Conf. Digit. Arts, Media Technol. (DAMT 2025 8th ECTI, Chiang Mai University, Thailand, 2025)
13. E. Parry and V. Battista, in *Gener. Z Eur. Inputs, Insights Implic.* (Emerald Group Publishing Ltd., School of Management of Cranfield University, United Kingdom, 2019)
14. J. C. Manzanares Triquet, *Tejuelo* **32**, 263 (2020)
15. K. L. Becker, *Manag. Res. Rev.* **45**, 684 (2022)
16. N. Borg, C. M. Scott-Young, and N. Naderpajouh, in *Strateg. Bus. Sustain. a Collab. Econ.* (IGI Global, RMIT University, Australia, 2020)
17. P. Han, Y. Sun, H. Chen, Y. Liu, S. Liu, J. Wang, C. Chi, Z. Dai, J. Chen, L. Zeng, and J. Jiang, *BMC Nurs.* **23**, (2024)
18. T. Sunarti, N. Suprpto, H. N. Hidaayatullaah, S. Admoko, and M. N. R. Jauhariyah, *Multidiscip. Sci. J.* **7**, 2025454 (2025)
19. H. Harmanto, M. A. Ghofur, P. S. Sukardani, B. K. Prahani, and H. V. Saphira, *Int. J. Emerg. Res. Rev.* **1**, 000050 (2023)
20. E. Kim and J. Kim, *Educ. Adm. Theory Pract.* **30**, 316 (2024)
21. J. Zhang, C. Zhao, F. Li, X. Wang, H. Xu, M. Zhou, Y. Huang, Y. Yang, G. Yu, and G. Zhang, *BMC Nurs.* **22**, (2023)
22. L. C. Ezechukwu, O. O. Okanazu, M. M.-S. Babalulu, A. A. Arowolo, and C. J. Olelewe, *Int. J. Learn. Teach. Educ. Res.* **20**, 290 (2021)
23. J. F. Hair, G. T. Hult, C. Ringle, and M. Sarstedt, *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* - Joseph F. Hair, Jr., G. Tomas M. Hult, Christian Ringle, Marko Sarstedt (SAGE Publications, Inc, Los Angeles, 2017)
24. M. W. Watkins, *J. Black Psychol.* **44**, 219 (2018)
25. A. Schmitt and S. Scheibe, *J. Career Assess.* **31**, 493 (2023)
26. P. L. Lau, *J. Career Dev.* **47**, 551 (2020)
27. K. Chin and S. C. E. Stanton, in *Wiley Encycl. Personal. Individ. Differ. Personal. Process. Individ. Differ.* (wiley, University of Michigan, United States, 2020)
28. M. Rezaiee and H. Kareshki, *Front. Educ.* **9**, (2024)
29. P. Wang, J. Sang, P. Li, and J. Zhao, *Soc. Indic. Res.* **127**, 401 (2016)
30. D. Mannapperuma and A. Kirupananada, in *Proc. 2020 IEEE Int. Women Eng. Conf. Electr. Comput. Eng. WIECON-ECE 2020* (Institute of Electrical and Electronics Engineers Inc., Informatics Institute of Technology, Department of Business School, Colombo, Sri Lanka, 2020)
31. S. Yuvaraj and R. Nadheya, *Int. J. Mech. Eng. Technol.* **9**, 244 (2018)
32. R. A. August, *J. Career Dev.* **47**, 177 (2020)
33. A. Al-Twal, D. M. F. Jarrar, V. Bedevian, and M. Eblan, *Int. J. Organ. Anal.* (2025)
34. R.-M. Yuan, W.-Y. Peng, and J. Jiang, *Psychol. Res. Behav. Manag.* **17**, 3101 (2024)
35. A. Meule, K. Lieb, A. Chmitorz, and U. Voderholzer, *Clin. Psychol. Psychother.* **31**, (2024)
36. T.-L. Nguyen, D. H. Tai, D. M. Quynh, and P. X. Giang, *Int. J. Adv. Appl. Sci.* **6**, 1 (2019)