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PSYCHOLOGICAL RESILIENCE, PERCEIVED SOCIAL SUPPORT, AND PERCEIVED EMPLOYABILITY OF FINAL-YEAR UNIVERSITY STUDENTS: THE MEDIATING ROLE OF CAREER DECISION-MAKING SELF-EFFICACY

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Abstract
The transition from university to employment requires final-year students to mobilize personal and contextual resources while making consequential career decisions. This study examined the relationships of psychological resilience and perceived social support with perceived employability and tested career decision-making self-efficacy (CDMSE) as a mediator. A cross-sectional explanatory survey was conducted among 213 final-year students from the 2023 cohort at Universitas Negeri Surabaya, Indonesia. Participants were recruited through purposive sampling, and the data were analysed using partial least squares structural equation modelling (PLS-SEM) in SmartPLS 4. Psychological resilience ($\beta = .486$, $t = 3.895$, $p < .001$) and perceived social support ($\beta = .449$, $t = 3.599$, $p < .001$) were positively associated with CDMSE. Psychological resilience was also positively associated with perceived employability ($\beta = .351$, $t = 2.645$, $p = .008$), whereas the direct association between perceived social support and perceived employability was not statistically significant ($\beta = .088$, $t = 0.945$, $p = .345$). CDMSE was positively associated with perceived employability ($\beta = .540$, $t = 4.519$, $p < .001$). The indirect effect of resilience through CDMSE was significant ($\beta = .262$, $t = 2.557$, $p = .011$), as was the indirect effect of social support ($\beta = .242$, $t = 3.222$, $p = .001$). The pattern is consistent with complementary partial mediation for resilience and indirect-only mediation for social support. The findings suggest that career decision-making confidence is an important psychological pathway through which personal resilience and perceived support are associated with students' perceived employability. Because the study is cross-sectional and based on one university, causal and population-wide conclusions should be drawn cautiously.

Keywords: psychological resilience; perceived social support; career decision-making self-efficacy; perceived employability; university students

Introduction

The transition from higher education to employment is a consequential developmental and institutional process. Graduates enter labour markets characterised by technological change, shifting occupational requirements, and uneven alignment between educational qualifications and

available jobs. Graduate employability therefore cannot be reduced to the possession of technical skills; it also involves how individuals understand, evaluate, and mobilise their capabilities in relation to labour-market opportunities (Holmes, 2013; Tomlinson, 2017). In this study, perceived employability refers to students' subjective assessment of their future employment prospects and the resources they believe they can mobilise when entering the labour market (Rothwell et al., 2008; Gunawan et al., 2019).

The Indonesian context makes this transition particularly salient. The manuscript's source materials report that the open unemployment rate among university graduates increased from 5.25% in February 2024 to 5.39% in February 2025, citing the National Labour Force Survey. They also report that the 2024 Universitas Negeri Surabaya tracer study recorded horizontal mismatch among graduates, including rates above 40% in several faculties. These institutional and labour-market figures are retained as contextual information supplied by the study authors; the underlying Sakernas and tracer-study reports should be cited in their complete official bibliographic form in the final submission.

Perceived employability is shaped by the interaction of individual resources and contextual conditions. Psychological resilience is one such personal resource. Resilience concerns adaptive functioning in the face of adversity, stress, and changing circumstances, rather than simply the absence of difficulty (Masten, 2001; Southwick et al., 2014). For students approaching graduation, resilience may support persistence after setbacks, constructive responses to rejection, and continued career exploration. The Connor–Davidson Resilience Scale and its short form have contributed to the operationalisation of resilience in empirical research (Connor & Davidson, 2003; Campbell-Sills & Stein, 2007).

Perceived social support represents a contextual resource. It captures an individual's appraisal that emotional, informational, or practical assistance is available from family, friends, and significant others. The Multidimensional Scale of Perceived Social Support was developed to assess these distinct sources of support (Zimet et al., 1988). Social support may provide encouragement, feedback, information, and access to networks, all of which can facilitate career exploration. However, support does not necessarily translate directly into stronger employability perceptions unless students can convert it into career-relevant beliefs and actions.

Career decision-making self-efficacy (CDMSE) offers a plausible mechanism for this conversion. Rooted in social cognitive theory, self-efficacy concerns beliefs about one's capacity to organise and execute actions required to attain particular goals (Bandura, 1997). CDMSE applies this principle to career tasks such as self-appraisal, occupational information gathering, goal selection, planning, and problem solving (Taylor & Betz, 1983; Betz et al., 1996). Students who believe they can perform these tasks may be more capable of translating resilience and social support into confident assessments of their future employability.

Social Cognitive Career Theory (SCCT) provides the principal theoretical framework for this study. SCCT explains how self-efficacy, outcome expectations, personal goals, and contextual supports and barriers shape career interests, choices, performance, and adaptive career behaviour (Lent et al., 1994; Lent & Brown, 2013, 2019). Conservation of Resources (COR) theory offers a

complementary account: individuals seek to obtain, protect, and build valued resources, and existing resources may facilitate the acquisition of further resources (Hobfoll, 1989, 2001). In the present model, resilience is treated as a personal resource, perceived social support as a contextual resource, and CDMSE as a career-specific belief through which these resources may be associated with perceived employability.

Prior research has connected resilience with career adaptability and career-related self-efficacy, while research on social support has shown its relevance to career management and decision-making confidence (Hirschi, 2011; Wang & Jiao, 2023). Research on employability has also emphasised the role of career adaptability, personal agency, and the way graduates interpret their resources and opportunities (Fugate et al., 2004; Rothwell et al., 2008; Gunawan et al., 2019). Nevertheless, the direct and indirect pathways may differ: resilience may contribute to employability both directly and through CDMSE, whereas social support may operate primarily through the development of career-specific confidence.

The present study addresses this issue by testing a mediation model among final-year students at Universitas Negeri Surabaya (UNESA). Its contribution is not a claim that the model is universally applicable, but a context-specific examination of whether CDMSE statistically accounts for the associations of two resource domains—personal resilience and perceived social support—with perceived employability. The study tests seven hypotheses:

H1: Psychological resilience is positively associated with career decision-making self-efficacy.

H2: Perceived social support is positively associated with career decision-making self-efficacy.

H3: Psychological resilience is positively associated with perceived employability.

H4: Perceived social support is positively associated with perceived employability.

H5: Career decision-making self-efficacy is positively associated with perceived employability.

H6: Career decision-making self-efficacy mediates the relationship between psychological resilience and perceived employability.

H7: Career decision-making self-efficacy mediates the relationship between perceived social support and perceived employability.

Theoretical Framework

This study is anchored in Social Cognitive Career Theory (SCCT) and Conservation of Resources (COR) theory. These perspectives are complementary but conceptually distinct. SCCT explains how self-efficacy beliefs and contextual supports shape career-related choices and adaptive behaviour, whereas COR theory explains why individuals seek to protect and accumulate resources when facing demands and uncertainty. Integrating the two perspectives provides a framework for examining how psychological resilience and perceived social support are associated with perceived employability through career decision-making self-efficacy (CDMSE).

Social Cognitive Career Theory

SCCT, developed by Lent, Brown, and Hackett (1994) from Bandura's (1997) social cognitive perspective, explains career development through the interaction of personal attributes, learning experiences, self-efficacy beliefs, outcome expectations, goals, and contextual supports and barriers. In this framework, self-efficacy is not a general personality trait; it is a task-specific belief about one's capability to organise and perform actions required to achieve a particular outcome. Career decision-making self-efficacy applies this construct to career tasks, including self-appraisal, gathering occupational information, selecting goals, planning, and solving career problems (Taylor & Betz, 1983; Betz et al., 1996).

Within the present model, CDMSE is positioned as the proximal cognitive mechanism linking resources to perceived employability. Students who believe they can evaluate their interests and abilities, obtain relevant labour-market information, establish realistic career goals, and develop plans may be better equipped to assess and communicate their future employment prospects. SCCT therefore provides the theoretical rationale for the expected positive association between CDMSE and perceived employability. It also explains why contextual support may matter: encouragement, feedback, and access to career information can function as environmental supports that strengthen career self-efficacy (Lent & Brown, 2013, 2019).

SCCT also provides a basis for linking psychological resilience with CDMSE. Resilient students may be more likely to persist in career exploration and decision-making when they encounter uncertainty, rejection, or setbacks. Such persistence can support mastery experiences and constructive interpretations of difficult experiences, which are relevant sources of efficacy beliefs. Accordingly, psychological resilience is expected to be positively associated with CDMSE. Perceived social support is also expected to be positively associated with CDMSE because emotional encouragement, informational guidance, and constructive feedback can strengthen students' confidence in performing career decision tasks.

Conservation of Resources Theory

COR theory proposes that individuals seek to obtain, retain, protect, and build resources that they value, and that stress may arise when resources are threatened, lost, or insufficiently replenished (Hobfoll, 1989, 2001). Resources may include personal characteristics, conditions, energies, and social resources. The theory further suggests that existing resources can facilitate the acquisition of additional resources, creating resource-gain processes that help individuals respond to demands and uncertainty.

In this study, psychological resilience is conceptualised as a personal resource that may help students maintain goal-directed behaviour and recover from career-related setbacks. Perceived social support is conceptualised as a contextual resource that may provide emotional reassurance, information, feedback, and access to interpersonal networks. CDMSE is treated as a career-specific psychological resource: it reflects students' perceived capability to perform the tasks required to make and implement career decisions. From a COR perspective, resilience and social support may contribute to the development of CDMSE, which in turn may be associated with stronger perceived employability.

The resource-conversion argument is particularly relevant to the distinction between the direct and indirect paths in the research model. Resilience may be associated with perceived employability both directly—by supporting persistence and adaptive responses to labour-market uncertainty—and indirectly through CDMSE. By contrast, perceived social support may not directly increase employability perceptions if the support is general rather than career-specific. Its contribution may become more consequential when students translate encouragement, information, and feedback into confidence in their own career decision-making capabilities. This reasoning provides a theoretical basis for testing CDMSE as a mediator of both relationships, while allowing the magnitude and significance of the direct paths to be determined empirically.

Integration of SCCT and COR Theory in the Research Model

The integration of SCCT and COR theory yields a resource-to-efficacy-to-employability framework. COR theory explains the resource base: psychological resilience represents a personal resource, while perceived social support represents a contextual resource. SCCT explains the career-specific cognitive process through which these resources may become relevant to career behaviour: CDMSE represents students' confidence in carrying out career decision tasks. Perceived employability is the focal outcome, reflecting students' assessments of their future employment prospects rather than actual employment attainment. The proposed model therefore expects positive associations from resilience and social support to CDMSE, a positive association from CDMSE to perceived employability, and potentially distinct direct associations from the two resource variables to perceived employability.

This integrated framework does not assume that resources automatically produce employment or that self-efficacy guarantees successful labour-market outcomes. Instead, it proposes that personal and contextual resources are associated with students' confidence in managing career decisions, which may in turn shape how they evaluate their employability. Because the present study uses cross-sectional self-report data, the framework is tested as a pattern of theoretically informed associations; it cannot establish temporal or causal ordering.

Research Method

Research Design and Participants

The study used a quantitative, cross-sectional explanatory survey design. Data were collected through an online questionnaire (Google Forms) from April to October 2026 at Universitas Negeri Surabaya, East Java, Indonesia. The target population comprised active undergraduate (S1) and applied undergraduate (D4) students from the 2023 cohort, reported in the source manuscript as 18,607 students across 11 faculties. The authors state that purposive sampling was used because the study focused on students approaching the transition from higher education to employment.

A total of 223 questionnaires were received. After screening for completeness and eligibility, 213 responses were retained for analysis. The source manuscript describes eligible respondents as active students who had not yet entered employment and were at least in the sixth semester. The final manuscript should specify the exact inclusion criteria, whether any cases were excluded for reasons other than missing or incomplete responses, and the number excluded for each reason. The

minimum sample size was estimated using the inverse square-root approach associated with PLS-SEM; the source reports a minimum of 155 and a final analytic sample of 213 (Kock & Hadaya, 2018).

Measures

All items were rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Psychological resilience was operationalised using dimensions described in the source manuscript as resilience, self-improvement, and optimism, adapted from Campbell-Sills and Stein (2007). Perceived social support was measured through family, friend, and significant-other support, following the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988).

CDMSE was assessed using five career-task dimensions: self-appraisal, occupational information gathering, goal selection, planning for the future, and problem solving. The manuscript reports that the measure was adapted from the short form of the Career Decision-Making Self-Efficacy Scale (Betz et al., 1996; Taylor & Betz, 1983), with item wording also informed by Zhou and Jiang (2025). Perceived employability was measured using six dimensions adapted from the Perceived Future Employability Scale: future skills, anticipated experience, personal characteristics, future networks, labour-market knowledge, and anticipated institutional reputation (Gunawan et al., 2019).

Because the source manuscript describes adaptations but does not provide the complete item wording, translation procedure, or a full instrument appendix, the authors should supply these materials to the journal. They should also clarify whether the resilience instrument was the 10-item CD-RISC or a locally adapted multidimensional measure; Campbell-Sills and Stein (2007) validated a 10-item unidimensional measure, so the three-dimension description in the source requires documentary clarification.

Data Analysis

The data were analysed using PLS-SEM with SmartPLS 4. The measurement model was evaluated using indicator loadings, average variance extracted (AVE), Cronbach's alpha, and composite reliability. The source manuscript reports discriminant validity based on cross-loadings. For a journal submission, discriminant validity should also be assessed and reported using the heterotrait–monotrait ratio (HTMT), with confidence intervals where available (Henseler et al., 2015). The structural model was evaluated using R^2, Q^2, and f^2. Hypotheses were tested using bootstrapping, with 10,000 resamples reported in the original method description; the authors should confirm that the SmartPLS output corresponds to this resampling setting. Indirect effects were assessed using specific indirect-effect estimates and their bootstrap significance.

The source manuscript uses a two-tailed 5% significance criterion ($t > 1.96$ and $p < .05$). P-values displayed as 0.000 in the source tables are reported here as $p < .001$, because a probability value should not be expressed as exactly zero. The terms "full mediation" and "partial mediation" are interpreted cautiously: the pattern for social support is more precisely described as indirect-only mediation, whereas the resilience pattern is consistent with complementary partial mediation (Zhao et al., 2010).

Results

Respondent Characteristics

The final sample comprised 213 students. The original manuscript reports 119 women (56%) and 94 men (44%). Most respondents were 21 years old (42%) or 22 years old (38%). Undergraduate students (S1) accounted for 86% of the sample and D4 students for 14%. Respondents were drawn from both Ketintang (55%) and Lidah Wetan (45%) campuses and represented 11 faculties.

Table 1. Respondent Characteristics (N = 213)

Characteristic	Category	n	%
Gender	Women	119	56
	Men	94	44
Age	Under 20	9	4
	21 years	90	42
	22 years	80	38
	23 years	34	16
Education	S1	183	86
	D4	30	14
Campus	Ketintang	118	55
	Lidah Wetan	95	45
Faculty (largest group)	Vocational Studies	35	16
	Languages and Arts	22	10
	Engineering	22	10
	Sports and Health Sciences	22	10
	Social and Political Sciences	21	10

Note: Percentages in the table above have been rounded. The five faculty rows shown represent the five largest groups, not the entire distribution of faculties.

Descriptive Statistics

Mean scores were high across the four constructs. Perceived employability had the highest reported mean (M = 4.10), followed by CDMSE (M = 4.08), psychological resilience (M = 4.04), and perceived social support (M = 4.02). These are descriptive self-report averages and should not be interpreted as objective measures of employability or actual employment outcomes.

Table 2. Descriptive Statistics of Study Constructs

Construct	Mean	Descriptive category
Psychological resilience	4.04	High
Perceived social support	4.02	High
Career decision-making self-efficacy	4.08	High

Perceived employability	4.10	High

Note. Average values are converted from decimal notation using a comma.

Measurement Model

The reported AVE values ranged from .552 to .566 and exceeded the conventional .50 criterion. Cronbach's alpha values ranged from .888 to .955, while composite reliability ranged from .911 to .959. These results indicate satisfactory internal consistency and convergent validity according to the reported summary statistics. However, because indicator-level loadings and HTMT values were not included in the source file, a complete assessment of measurement quality cannot be independently reproduced from the manuscript alone.

Table 3. Convergent Validity and Reliability

Construct	AVE	Cronbach's α	Composite reliability
Psychological resilience	.563	.888	.911
Perceived social support	.552	.898	.917
Perceived employability	.566	.955	.959
Career decision-making self-efficacy	.566	.950	.955

Structural Model and Hypothesis Testing

The coefficient of determination was R^2 = .821 for CDMSE and R^2 = .893 for perceived employability. The source reports Q^2 values of .821 and .808, respectively. Effect-size estimates indicate that resilience and social support contributed to CDMSE (f^2 = .306 and .261), while CDMSE made the largest reported contribution to perceived employability (f^2 = .487). The reported effect of perceived social support on perceived employability was small (f^2 = .013).

Table 4. Structural Model Assessment

Endogenous construct	R^2	Q^2	f^2: Resilience	f^2: Social support	f^2: CDMSE
CDMSE	.821	.821	.306	.261	—
Perceived employability	.893	.808	.204	.013	.487

Table 5. Direct Effects and Hypothesis Tests

Path	β	t	p	Decision
Resilience → CDMSE	.486	3.895	< .001	Supported
Social support → CDMSE	.449	3.599	< .001	Supported
Resilience → Employability	.351	2.645	.008	Supported

Social support → Employability	.088	0.945	.345	Not supported
CDMSE → Employability	.540	4.519	< .001	Supported

Note. Path coefficients, t statistics, and p values are reproduced from the source results.

Table 6. Specific Indirect Effects

Indirect path	**β**	**t**	**p**	**Interpretation**
Resilience → CDMSE → Employability	.262	2.557	.011	Complementary partial mediation pattern
Social support → CDMSE → Employability	.242	3.222	.001	Indirect-only mediation pattern

Note. The classification is based on the reported indirect effect and corresponding direct path. Bootstrap confidence intervals should be reported if available.

Discussion

The results support the proposed role of CDMSE as a career-specific psychological mechanism. Psychological resilience was positively associated with CDMSE ($\beta = .486$, $p < .001$). Students who report greater capacity to recover and adapt may be more confident in carrying out career tasks, including evaluating personal strengths, searching for occupational information, setting goals, planning, and solving career-related problems. This interpretation is consistent with SCCT, which positions self-efficacy as a central cognitive mechanism in career behaviour, and with resilience research that treats adaptive capacity as a resource for coping with challenge (Bandura, 1997; Lent & Brown, 2013; Southwick et al., 2014).

Perceived social support was also positively associated with CDMSE ($\beta = .449$, $p < .001$). Family, peers, and significant others may provide encouragement, feedback, and informational resources that help students believe they can manage career decisions. This finding is consistent with the conceptualisation of social support as a contextual resource and with research on the relationship between career-related support and career management competence (Wang & Jiao, 2023; Zimet et al., 1988). The result also suggests that support is not merely a general feeling of being cared for; it may become career-relevant when it provides information and feedback that students can use in decision-making.

Psychological resilience was directly associated with perceived employability ($\beta = .351$, $p = .008$). Resilient students may evaluate their future prospects more positively because they are better able to persist through uncertainty, interpret setbacks constructively, and continue developing relevant competencies. This result is compatible with the view that employability is a process involving personal agency and the interpretation of resources, rather than a fixed attribute that students simply possess (Fugate et al., 2004; Holmes, 2013; Tomlinson, 2017). Nevertheless,

the dependent variable is perceived employability, not actual employment, job quality, or objective labour-market success.

In contrast, perceived social support did not show a statistically significant direct association with perceived employability ($\beta = .088$, $p = .345$). The small reported effect size ($f^2 = .013$) is consistent with a limited direct contribution in this model. One possible interpretation is that emotional or general support does not necessarily provide the specific career information, occupational experience, or professional networks required to strengthen employability perceptions. Support may need to be translated into actionable career confidence before it is reflected in students' assessments of their employment prospects. This interpretation is consistent with the indirect-only mediation pattern, but the cross-sectional design does not establish the temporal sequence of this process.

CDMSE was the strongest direct predictor of perceived employability in the model ($\beta = .540$, $p < .001$; $f^2 = .487$). This finding aligns with SCCT: confidence in performing career tasks can support proactive career exploration, goal setting, and planning. The result is also conceptually consistent with research on perceived future employability, which highlights future skills, experience, personal characteristics, networks, labour-market knowledge, and institutional reputation as relevant domains of students' employability perceptions (Gunawan et al., 2019).

The indirect effect of resilience on perceived employability through CDMSE was significant ($\beta = .262$, $p = .011$), while the direct effect remained significant ($\beta = .351$, $p = .008$). This pattern is consistent with complementary partial mediation: resilience is associated with employability perceptions both directly and through career decision-making confidence. By contrast, the indirect effect of social support through CDMSE was significant ($\beta = .242$, $p = .001$), while its direct effect was not ($\beta = .088$, $p = .345$). Under contemporary mediation terminology, this pattern is best described as indirect-only mediation rather than definitive proof that the entire causal effect is transmitted through CDMSE (Zhao et al., 2010).

Taken together, the results indicate that personal and contextual resources may relate differently to perceived employability. Resilience was associated with employability both directly and indirectly, whereas perceived social support was associated with employability through its relationship with CDMSE. The central practical implication is that universities should not rely solely on generic support activities. Career services may be more effective when they translate social resources into structured opportunities for self-assessment, occupational information gathering, goal clarification, planning, and career problem solving.

Implications

Theoretically, the study brings together SCCT and COR theory to examine how personal and contextual resources are associated with perceived employability through a career-specific efficacy belief. The findings are consistent with the proposition that self-efficacy is a proximal cognitive factor in career behaviour and that resources may be converted into further resources. The contribution is context-specific and should be evaluated through replication with other student populations and designs that establish temporal ordering.

For higher education institutions, the findings support the integration of CDMSE-building activities into career development services. Examples include guided self-assessment, labour-market information literacy, career decision workshops, mentoring, mock recruitment exercises, and structured problem-solving activities. Social support initiatives may be strengthened by training mentors, lecturers, peers, and families to provide career-relevant information and feedback rather than encouragement alone. Resilience development should be integrated with practical career preparation and should not be framed as placing responsibility for structural labour-market barriers solely on individual students.

Conclusion

This study examined the associations of psychological resilience and perceived social support with perceived employability and the mediating role of CDMSE among 213 final-year students at Universitas Negeri Surabaya. Both resilience and social support were positively associated with CDMSE. Resilience was positively associated with perceived employability, whereas the direct association between social support and perceived employability was not statistically significant. CDMSE was positively associated with perceived employability and carried significant indirect associations from both resilience and social support. The findings identify CDMSE as an important mechanism in the proposed model, while the cross-sectional, single-university design means that the results should be interpreted as associations rather than established causal effects.

Limitations and Future Research

Several limitations should be considered. First, the cross-sectional design does not establish temporal precedence or causal direction among resilience, social support, CDMSE, and perceived employability. Longitudinal studies with multiple measurement waves are needed to examine whether changes in resilience and social support precede changes in CDMSE and employability perceptions. Second, the sample was drawn from one public university and one entry cohort using purposive sampling. The findings therefore cannot be generalised to all Indonesian university students, vocational students, or graduates. Future studies should recruit students from multiple institutions, regions, disciplines, and cohort years, preferably using stratified or probability-based sampling where feasible.

Third, all focal constructs were measured through self-report questionnaires collected in one survey. This creates a risk of common-method variance, social desirability, and inflated associations. Future research should combine student reports with supervisor, lecturer, or career-counsellor assessments and objective indicators such as internship participation, career-service engagement, job-search behaviour, interview invitations, employment status, and job–education match. Fourth, the outcome was perceived employability rather than actual employability or employment quality. Subsequent research should distinguish perceived future employability from employment attainment, job quality, contract security, and horizontal or vertical job mismatch.

Fifth, the source manuscript does not provide the full item set, indicator loadings, HTMT matrix, bootstrap confidence intervals, or complete SmartPLS output. These omissions limit independent evaluation of measurement and structural-model quality. The authors should provide

a measurement appendix and complete model diagnostics. In particular, the resilience measure should be clarified because the source describes three dimensions while citing Campbell-Sills and Stein's (2007) validation of a 10-item unidimensional CD-RISC. Future studies should establish the factor structure and measurement invariance across gender, faculty, degree type, and institutional settings before comparing group means or path coefficients.

Finally, future models could test career adaptability, career exploration, internship quality, professional networking, socioeconomic status, academic achievement, labour-market knowledge, and career-service utilisation as additional mediators, moderators, or control variables. Mixed-method research could clarify how students interpret family and peer support and why such support may be associated with employability only when it strengthens career decision-making confidence.

CRediT Authorship Contribution Statement

Fransisca Bella Oktaviana: Conceptualization, methodology, investigation, data curation, formal analysis, writing – original draft. **Dwiarko Nugrohoseno:** Supervision, conceptualization, methodology, writing – review and editing. **Junaidi Budi Prihanto:** Supervision, validation, writing – review and editing.

Declarations

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Conflict of Interest

The authors declare no conflict of interest.

Ethics Approval

This study does not include Ethical Approval.

Informed Consent

The source manuscript does not explicitly report informed consent. The authors should confirm that participants were informed about the study, the voluntary nature of participation, confidentiality, and the use of linked supervisor–employee data, and then insert the accurate consent statement.

Data Availability

The data in this study are not publicly shared; requests for data may be directed to the researchers, subject to obtaining permission from the relevant organizations and ensuring the confidentiality of participants.

Use of AI-Assisted Tools

The author uses artificial intelligence (AI)-based tools for language editing, translation, or manuscript drafting, in accordance with the policy of the target journal.

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