

Youth self-regulation and career capital: pathways to sustainable work transitions among university graduates

Management &
Sustainability: An
Arab Review

Ibrahim Olanrewaju Lawal

Department of Business, University of Birmingham, Birmingham, UK, and

Adams Lukman Jimoh

*Department of Auditing, College of Accounting Sciences, University of South Africa,
Pretoria, South Africa and*

*Department of Industrial Relations and Personnel Managementdin,
University of Ilorin, Ilorin, Nigeria*

Received 20 December 2025

Revised 2 May 2026

29 July 2026

Accepted 3 August 2026

Abstract

Purpose – University graduates are characterized by a lack of career capital (CC), poor professional networks and insufficient practical experience, which complicates entry into the labor market. This study discusses the role of youth self-regulation (YS) and CC in a joint effort to support sustainable work transitions (SWT).

Design/methodology/approach – The study employed a cross-sectional survey. The sample included 12,042 graduates of the university. The research adopted a stratified sampling method; the sample size of 387 respondents was calculated using Taro Yamane's formula. A structured questionnaire was used to collect data. The data were analyzed using descriptive statistics with the help of the Statistical Package for the Social Sciences, and inferential statistics were applied to determine the strength and direction of the relationships between the variables used in the study.

Findings – The results showed that YS positively influences sustainable work transition, and CC mediates the relationship between YS and sustainable work transition. The research study concludes that sustainable transitions are not only dependent on the self-regulatory capacity but also on the resources related to careers. It advises universities to increase self-regulation training and increase access to internships, mentoring and skill development to improve graduate employability.

Practical implications – The study notes that enhancing graduate employability has to do with a combination of self-regulation cultivation and systematized CC formation. Universities must incorporate experiential learning internships and career skill training into the curriculum and enhance career services to aid in job preparedness.

Originality/value – This study extends self-regulation theory by demonstrating that CC serves as the factor through which YS translates into SW. Through the incorporation of human and social dimensions of CC within a single framework, the study advances theoretical understanding of graduate employability in a resource-constrained labor markets.

Keywords Career capital, Human capital theory, Social capital theory, Sustainable work transitions,

Youth self-regulation, Self-regulation theory

Paper type Research article

Introduction

The move between higher education and labor market has gotten more complicated, especially in the economies where structural imbalances limit employment opportunities. In most developing economies, there is still a concern about how employable university graduates are, which is partly because there is an inappropriate fit between academic training and labor



© Ibrahim Olanrewaju Lawal and Adams Lukman Jimoh. Published by Emerald Publishing Limited. This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licences/by/4.0/>

Management & Sustainability: An Arab
Review

Emerald Publishing Limited

e-ISSN: 2752-9827

p-ISSN: 2752-9819

DOI 10.1108/MSAR-12-2025-0510

requirements. [Bakare et al. \(2023\)](#) and [Dunmade et al. \(2023\)](#) speculate that graduates often lack job-ready skills of practical problem-solving, adaptability and critical thinking, in spite of having formal qualifications. Meanwhile, macroeconomic stressors, such as elevated unemployment and inflationary tendencies and a lack of both state and corporate sector job growth, provide further barriers to secure and qualitative employment. Such circumstances tend to force graduates to take underpaying jobs or positions that have nothing to do with their major, thus compromising the sustainability and long-term worth of their career paths.

As a response to these issues, more recent studies have ceased to concentrate on employment acquisition and have begun to view sustainable work transitions (SW) more conceptually. This approach has focused on the initial job entry as well as the ability to stay employed, attain career advancement and the sense of occupational role and individual competencies alignment during a lifetime. The process of sustainable transitions is thus affected by the interaction of personal abilities and situational opportunities, and graduates have to actively find their way through uncertain and frequently limited labor markets. In this dynamic debate, an increased awareness of the fact that non-cognitive traits and career-related resources are essential in influencing employment outcomes that cannot be achieved solely through formal education is on the rise ([Delbari et al., 2021](#); [Jimoh, 2026](#); [Pinto and Ramalheira, 2017](#)).

Youth self-regulation (YS) is one of the main personal resources that have been singled out in this respect. Self-regulation is the skill of an individual to establish goals, control emotions, remain motivated and change behavior based on the altering situations. Empirical research has always associated self-regulatory abilities with desirable educational and career achievements, such as enhanced job searching behavior, resilience during failures and more persistence in career development endeavors ([International Labour Organization \[ILO\], 2019](#)). High self-regulation among graduates is associated with increased proactive behaviors of life-long learning, skills acquisition and career planning, which leads to better employability and job maintenance.

Alongside these internal abilities, there is the notion of career capital (CC), the process of resource build up, which adds value to a person in the labor market. The CC generally includes human capital (skills and knowledge), social capital (networks and professional relationships) and experiential capital (practical exposure and work experience). According to [Prikshat et al. \(2020\)](#), people who have more CC are in a better position to access and take advantage of career opportunities, adjust to new job demands and maintain a long-term career development. CC, in graduate employment, is frequently built up during internships, professional training, mentoring relationships and networking activities, all of which are important nodes in bridging the gap between education and employment.

Although both self-regulation and CC have been found to have a crucial role, the current body of literature has focused on these two constructs separately, which has led to a disjointed view of their joint effect on work transitions. In addition, a large part of the empirical data come to the developed economies, where institutional support mechanisms, including organized internship programs and career services, are more available ([Delbari et al., 2021](#)). This casts doubt on the applicability of such results to developing nation contexts, where graduates tend to experience more severe structural constraints and reduced access to career development opportunities. The limited availability of formal job opportunities and disproportional access to professional networks in Nigeria, in particular, can also dramatically change the nature of the interaction of self-regulation and CC to determine employment outcomes.

One of the key gaps in the literature is that there is a scarcity of studies that have analyzed how self-regulation can be converted into viable employment outcomes. Although self-regulation has been linked to proactive career behaviors, its influence might not be direct. Rather it is reasonable to conclude that self-managed graduates will be more successful at creating and exploiting CC which in their turn will help them to sustain and attain meaningful employment. Resource-based and career development theories hold the same view and outline the interaction between the individual agency and accumulation of resources in the

achievement of career success. Nonetheless, there is limited empirical research on this mediating role, especially in low-resource environments.

This gap is particularly relevant to be addressed in a setting with a high level of youth unemployment and limited labor market. The capacity to distinguish oneself based on CC accrued could be a critical determinant of sustainable work performance in Nigeria, where competition over scarce employment opportunities is keen. Simultaneously, the process of building such capital can be rather initiative-based, persistence-based and strategic, which also are anchored in self-regulatory capacity. The interaction of these factors offers a more detailed explanation of graduate employability and a foundation on which to find specific intervention to be used to facilitate successful school-to-work transitions.

It is against this background that this study examines the role of YS in shaping SW among university graduates and investigates the mediating role of CC in this relationship. The study contributes to self-regulation theory by demonstrating that the influence of self-regulation on SW is explained through the accumulation of CC, thereby extending the theory to graduate employability in a developing economy. By integrating psychological and structural dimensions of career development, the study provides a more comprehensive understanding of how graduates pilot labor market transitions. Furthermore, it responds to calls for context-specific research that reflects the realities of developing economies.

Literature

Theoretical framework

Self-regulation theory (Pintrich, 2004; Zimmerman, 2000) provides the principal theoretical foundation for this study because it explains how individuals regulate their thoughts and behaviors to achieve long-term goals. In the context of graduate employability, the theory suggests that graduates with stronger self-regulatory capabilities are more likely to engage in purposeful career behaviors. These behaviors are expected to improve graduates' ability to achieve SW.

While this theory explains the behavioral factors underlying career development, it does not fully explain how self-regulated behaviors are transformed into successful employment performance. This study addresses this limitation by proposing that CC constitutes the factor through which self-regulation produces SW. Specifically, self-regulated graduates accumulate valuable career resources through deliberate investments in learning, networking, internships and work experience. These accumulated resources subsequently enhance employability and facilitate sustainable transitions into the labor market. In doing so, this study extends self-regulation theory beyond its traditional focus on individual behavioral regulation by demonstrating that the effectiveness of self-regulation depends partly on the development of CC.

CC is conceptualized through two complementary theoretical perspectives. Human capital theory (Becker, 1964) explains the value of education, knowledge, skills and experience as productive resources that enhance employability. Graduates possessing stronger human capital are generally better positioned to secure employment and adapt to changing workplace demands. However, these resources are unlikely to generate employment unless graduates actively invest in developing and applying them, a process explained by self-regulation theory.

Furthermore, social capital theory highlights the importance of relationships and access to career-related information in facilitating employment opportunities (Fugate *et al.*, 2004). Social networks provide graduates with access to information, career advice and employment opportunities that complement their human capital. Self-regulated individuals establish, maintain and effectively utilize these networks, thereby strengthening their CC.

Accordingly, this study integrates human capital theory and social capital theory as complementary explanations for the composition of CC, while positioning self-regulation theory as the primary explanatory framework. This integration provides a coherent explanation of how behavioral capabilities enable graduates to acquire career resources that

subsequently support SW. Consequently, the study contributes to self-regulation theory by demonstrating that the relationship between self-regulation and SW operates indirectly through CC, thereby providing a more comprehensive explanation of graduate employability within resource-constrained labor markets.

Youth self-regulation

The concept of YS refers to the ability of young individuals to manage their emotions, behaviors and thoughts in a way that aligns with their long-term goals and aspirations (Zimmerman, 2000). For Nigerian youth, particularly university graduates, self-regulation is important in the context of high youth unemployment rates, economic instability and competitive job markets. It involves the capacity to set clear career goals, stay motivated, persevere through setbacks and adapt to the demands of professional life. In Nigeria, where graduates often face the challenge of securing stable employment, self-regulation helps individuals navigate the uncertainty and stress associated with job searches and early career development (Kadiri and Jimoh, 2017). However, self-regulation among Nigerian youth is influenced by several factors such as socio-economic challenges, limited access to career development resources and a lack of formal training in emotional intelligence (Bakare *et al.*, 2023). Cultural expectations and societal pressures, such as the desire to provide financial support for families, also heighten stress and influence self-regulatory capacities. Despite these challenges, many young Nigerians demonstrate remarkable resilience, relying on their inner strength, social networks and informal support systems to cope with the pressures of entering the workforce (Yahaya and Jimoh, 2021).

Career capital

CC refers to the collection of skills, experiences, knowledge and professional networks that individuals accumulate over time, which enhance their value in the job market and contribute to career success (Khapova and Arthur, 2011). It is a concept that emphasizes the importance of not only having technical expertise but also the broader set of resources that help individuals advance in their careers. CC can be divided into two main components: human capital, which includes formal education, job-specific skills and knowledge, and social capital, which refers to the relationships, networks and connections that individuals build within and outside their professional environments (Zhao *et al.*, 2022). In the context of Nigerian youth, CC facilitates successful work transitions, especially in a highly competitive job market. University graduates, accumulating CC during their education and early career stages, increase their employability and job performance (Kadiri and Jimoh, 2017).

Graduates with strong CC are better equipped to navigate the uncertainties of the job market, as they have not only the skills needed for specific jobs but also the relationships and resources to access job opportunities and career advice. However, in Nigeria, many graduates face challenges in building CC due to limited access to internships, mentorships or job training programs, particularly in rural areas (Jimoh, 2026). Therefore, understanding how CC contributes to SW in Nigeria is important for developing effective strategies that will help youth overcome barriers and successfully enter the workforce.

Sustainable work transitions

SW refer to the process by which individuals successfully move from education or unemployment into stable, long-term employment that aligns with their career aspirations and provides growth opportunities (Pinto and Ramalheira, 2017). This concept emphasizes not just securing a job, but also maintaining and thriving in the workforce over time. A sustainable work transition involves continuous personal development, adaptability and the ability to navigate challenges, ensuring that individuals not only enter the workforce but also remain employed and advance in their careers (Anju *et al.*, 2021; ILO, 2019). In the context of

Nigerian youth, SW are especially important due to the high levels of unemployment and underemployment among university graduates. The transition process is often challenging because of factors such as limited job opportunities, a mismatch between academic qualifications and industry demands, and a lack of practical work experience (Çela *et al.*, 2024). Successful transitions go beyond simply finding a job; they require graduates to build resilience, adapt to new work environments and develop the skills necessary to advance in their careers. Therefore, enhancing a combination of CC and self-regulation is essential for ensuring that young Nigerians not only make successful work transitions but also maintain long-term employment and career satisfaction.

Youth self-regulation and sustainable work transitions

YS is an important personal skill that significantly influences the ability of university graduates to make successful and lasting transitions into the workforce (Zimmerman, 2000). For young people entering the job market, especially in challenging environments like Nigeria, these self-regulatory skills are essential. They enable graduates to remain focused during job searches, deal with rejection or delays in employment and stay committed to long-term career objectives despite external pressures. Studies by Delamare and Winterton (2013), Kadiri and Jimoh (2017), Pintrich (2004), Prikshat *et al.* (2020) have shown that individuals with higher self-regulation are more likely to persevere in the face of obstacles and engage in behaviors that improve their employability, such as learning new skills, networking. These behaviors not only help graduates secure their first job but also support them in adjusting to workplace demands, performing effectively and sustaining their employment over time.

In this way, self-regulation contributes to what is often referred to as a sustainable work transition: a shift from school to work that is stable, productive and aligned with the graduate's long-term career path. In a country like Nigeria, where youth unemployment is high and the labor market is unpredictable, self-regulation becomes even more vital. Graduates face economic pressure, limited job opportunities and few structured career pathways (Bakare *et al.*, 2023; Dunmade *et al.*, 2023; Kadiri and Jimoh, 2017). Under these conditions, self-regulated individuals are better able to remain optimistic, take initiative and navigate the complexities of job seeking and early career development. Their ability to plan, monitor progress and adapt strategies when needed allows them to make thoughtful career decisions and remain employable in the long term (Çela *et al.*, 2024; De Vos *et al.*, 2021). This study contributes to the growing body of research by providing empirical evidence on how YS affects SW among university graduates.

Additionally, this study addresses a gap in the literature where most prominent studies, most especially by Delamare and Winterton (2013), Pintrich (2004) and Zimmerman (2000), were conducted several years ago and primarily in more developed economies. Also focusing on a developing country setting, it highlights the importance of self-regulation not just for job acquisition but also for maintaining employment and advancing within a career. The findings underline the need for educational institutions and policymakers to support the development of self-regulation skills through curriculum design, career counseling and youth empowerment programs. Equipping graduates with these capabilities significantly enhances their chances of achieving meaningful and enduring participation in the workplace. It is in light of this that this study proposes the following hypothesis.

- H1. There is a significant relationship between youth self-regulation and sustainable work transitions.

Mediating effect of career capital on the relationship between youth self-regulation and sustainable work transitions

CC acts as a mediating variable in the relationship between YS and SW. While self-regulation enables young graduates to stay motivated, plan their careers and manage challenges, it is often

not enough on its own to guarantee success in the workforce (Jimoh, 2022). Graduates also need tangible resources such as relevant skills, practical experience and access to networks to secure employment and thrive in the workplace. These resources, referred to as CC, are accumulated through intentional efforts such as internships, volunteering and training (Jiang *et al.*, 2021). Self-regulated individuals are more likely to engage in these kinds of proactive behaviors, thereby building the CC necessary for sustainable employment.

Chirumbolo *et al.* (2020) and Savickas (2013) suggest that self-regulated youth often take personal responsibility for their career development, setting goals and working consistently toward them. In doing so, they build different forms of CC, such as knowing how to cross their chosen industry (knowing-how), understanding the social expectations of their profession (knowing-why) and forming connections with people who can support their progress (knowing-whom) (Luken, 2020). This accumulation of CC enhances their employability and adaptability, which are essential for achieving and maintaining long-term, meaningful employment key elements of SW. In Nigeria where formal job opportunities are limited and competition is high, the role of CC becomes even more significant. Many young people struggle not because they lack ambition, but because they do not have the necessary resources to sail the labor market effectively (Dunmade *et al.*, 2023).

Even highly self-regulated graduates face difficulties if they have not had the chance to gain relevant work experience (Davis *et al.*, 2020). This highlights how CC acts as a bridge between the internal motivation provided by self-regulation and the external success seen in stable and progressive employment outcomes. This study adds to the existing literature by empirically testing the mediating role of CC in this relationship. In contrast to the previous research that deals primarily with the direct impact of the YS and sustainable work transition, the research study places CC as the mediator in the relationship between the YS and sustainable work transition, thus contributing to the explanatory power of the research and providing a more comprehensive picture of the channels that lead to successful youth employment.

H2. Career capital significantly mediates the relationship between youth self-regulation and sustainable work transitions.

Methodology

The research is based on the philosophy of positivism as the research type is suitable to investigate the observable relationships between clearly defined variables and to test theoretically grounded assumptions with the help of empirical data (Saunders *et al.*, 2016). The methodology focuses on objectivity, measurement and replicability; hence, such findings can be systematically validated. Consistent with this perception, a cross-sectional survey design was adopted to gather quantitative data of university graduates at a specific time. It is a common design in behavioral and management research in which the aim is to examine patterns, relationships and possible causal relationships between constructs without controlling the study environment (Sekaran and Bougie, 2016). It is especially appropriate to describe the perceptions and experiences of graduates with regard to self-regulation and CC as well as work transitions in the dynamic labor market environment.

The target population entailed 12,042 university graduates who were sampled in some of the higher education institutions. Since it is not practical to cover the entire population, a sampling strategy that is based on probability was used to maximize the representativeness and minimize sampling bias. To achieve a proportional representation of the major academic fields and graduate groups, stratified sampling was specifically used. This method enhances the accuracy of estimates because it takes into consideration heterogeneity in the population (Mertens, 2005). The Taro Yamane formula was used to establish the required sample size of 387 respondents as it gives a statistically sound estimation of large populations at a reasonable margin of error. The number of distributed questionnaires was slightly bigger to cover the

possibility of non-response, but only completely filled and operational questionnaires were analyzed.

Participants were recruited within a specific time frame (January, 2026). Alumni networks, institutional databases and professional associations were used to reach out to graduates. Online and physical distribution was done to enhance response and access. The inclusion criteria were that the participants should have attained a university degree in the last five years and should be in employment, underemployment or seeking employment. This criterion was to make sure that the respondents were recent and relevant with the experiences of the school-to-work transition. Those not yet in degree completion, still students and those who had not been active in job hunting for long periods of time were not included in the study. Although a diverse sample was employed (disciplines and employment status) to represent the graduate population in Nigeria, the sample might be missing certain segments of the population. However, the stratified sampling technique and a fairly large sample are indicative of a fairly high degree of representativeness, which is why the results can be generalized to similar settings with some caution.

A structured questionnaire was used to collect data and gather information on the main study variables and on the demographics of respondents. The device was divided into two parts. The initial part evoked demographic information, such as age, gender, major, date of graduation and current working position. The variables were added to give contextual information and allow subgroup analysis where it is needed. The second part was about the measurement of YS, CC and SW. The perceptions and experiences of respondents were captured using a five-point Likert scale, which includes strongly disagree and strongly agree. This is a common scaling method that would have been considered effective in measuring the attitude and behavioral tendencies and still remains clear and easy to answer.

The study variables were operationalized using validated scales that would guarantee content validity and consistency with previous studies. Items that were modified by Zimmerman (2000) and Pintrich (2004) were used to measure YS, and they included items that measured the following dimensions: goal setting, self-monitoring and persistence. The CC was measured through items based on Khapova and Arthur (2011) and the accumulation of skills, knowledge and professional networks. The items modified to assess sustainable work transition were based on Pinto and Ramalheira (2017) and the ILO (2019) and were aimed at measuring employment stability, job satisfaction according to qualifications and perceived career advancement. There were some slight changes to suit the study context without distorting the original conceptual meaning of the items.

Before the actual data gathering, a pilot test was done on a small sample of graduates to determine the clarity, reliability and the contextual relevance of the instrument. Pilot review resulted in slight changes to wording and structure. The scales were then evaluated in terms of their reliability through the use of Cronbach's alpha coefficients, and all the constructs were in line with the acceptable range of internal consistency. This procedure increased the strength of the measurement model and also made sure that the constructs were appropriately measured.

The Statistical Package for the Social Sciences (SPSS) was used in two phases of data analysis. The initial statistics to be performed were descriptive statistics, such as frequencies, means and standard deviations to describe the demographic features of respondents, as well as to analyze the distribution of the main variables. This was done to give a preview of the sample profile and to detect any deviations in the data. The hypothesized relationships between variables were then tested using inferential analysis. Regression-based methods were used to evaluate the direct impact of YS on SW, and mediation analysis was done to find out the indirect impact through CC. Appropriate statistical criteria were used to measure the importance and power of relationships, thus making sure that conclusions were founded on empirical data.

The study closely followed ethical considerations. Prior to data collection, the appropriate university ethics committee gave its approval. The participants were made aware of the objective of the study and were assured of confidentiality and anonymity of their responses; they were given the choice of quitting any time without repercussions. All respondents were informed of their participation, and the data were only utilized for academic purposes.

Results and interpretations

Demographic profile of the respondents

Demographic analysis indicated in Table 1 reveals that 55.6% of the respondents were males and 44.4% of the respondents were females, which implies that the sample was slightly male dominated. In terms of age distribution, 26.7% of the respondents fell in below 25 years of age and 23.3% fell in the 4,554 years age bracket, indicating the representation of both the younger and middle age groups. Regarding marital status, 69.3% were single and 30.7% were married, which demonstrates an unmarried sample. In terms of education, 59.4% had a B.Sc., 23.3% had a master, 11.9% had a Ph.D. and 5.4% had other qualifications. The data show that the respondents are diverse in terms of age, gender, marital status and educational level.

Measurement model

The measurement model in Table 2 assessed how well the observed items represented CC, SW and YS. CC, measured with four items, showed acceptable reliability (CR = 0.846) and strong validity (AVE = 0.746), despite one lower loading. SW demonstrated strong reliability (CR = 0.872) and validity (AVE = 0.836). YS showed excellent consistency (CR = 0.945)

Table 1. Profile of respondents (N = 387)

Variable	Category	Frequency	Percentage (%)
Gender	Male	215	55.6
	Female	172	44.4
Age	Below 25	103	26.7
	25–34	75	19.4
	35–44	57	14.8
	45–54	90	23.3
	55 and above	61	15.8
Marital status	Married	119	30.7
	Single	268	69.3
Qualification	B.Sc	230	59.4
	M.Sc	90	23.3
	Ph.D	46	11.9
	Others	21	5.4

Source(s): Field survey, 2025

Table 2. Measurement model results

Construct	Item	Loading	CR	AVE
Career capital	CC1	0.695	0.846	0.746
	CC2	0.663		
	CC3	0.518		
	CC5	0.693		
Sustainable work transitions	SW1	0.698	0.872	0.836
	SW2	0.807		
	SW3	0.833		
	SW4	0.715		
	WS5	0.766		
Youth self-regulation	YS1	0.739	0.945	0.748
	YS3	0.634		
	YS4	0.702		
	YS5	0.721		

Note(s): C4 and YS2 were deleted because of low loadings. CR = composite reliability; AVE = average variance extracted

and satisfactory validity (AVE = 0.748). Two items were excluded due to weak performance. Overall, the model confirms that the constructs were reliably measured.

Descriptive analysis of youth self-regulation, career capital and sustainable work transitions

The results in Table 3 show variation in YS among respondents. Most demonstrated strong goal-setting behavior, with 68.4% agreeing and 20.3% strongly agreeing that they pursue clear career goals. However, other dimensions were weaker. A majority reported low self-monitoring, with 72.9% disagreeing and 15.7% strongly disagreeing. Feedback-seeking was also limited, with over 88% indicating disagreement, while reflective learning was the weakest dimension, with more than 91% reporting low engagement. This suggests that although graduates are goal-oriented, weak monitoring and reflection may hinder sustained career development. The findings also reveal substantial deficits in CC. Only a small proportion reported possessing relevant skills, while most lacked professional networks, work experience and confidence in personal branding. These limitations restrict their ability to convert

Table 3. Analysis of the questions addressing youth self-regulation

Code		SA%	A%	N%	D%	SD%	Mean%	Std. dev.%
<i>Youth self-regulation</i>								
YS1	I set specific career goals for myself and work consistently to achieve them	20.3	68.4	6.0	3.0	2.3	68.4	20.3
YS2	I monitor my progress toward my career objectives regularly	2.3	5.3	3.8	72.9	15.7	2.3	5.3
YS3	I actively seek feedback to improve my career readiness	2.3	5.3	3.8	72.9	15.7	2.3	5.3
YS4	I reflect on what I have learned after completing tasks or job-related experiences	0.8	2.3	5.3	52.6	39.0	0.8	2.3
<i>Career capital</i>								
CC1	I have gained valuable skills that are relevant to my desired career path	4.5	8.3	1.5	47.4	38.3	4.5	8.3
CC2	I have built professional networks that can support my career goals	3.0	0.8	2.3	10.5	83.4	3.0	0.8
CC3	I have developed a strong personal brand or professional reputation	3.8	1.5	0.8	74.4	19.5	3.8	1.5
CC4	I have accumulated experiences that enhance my career opportunities	6.8	4.5	5.3	65.4	18.0	6.8	4.5
CC5	I am confident in my ability to leverage my knowledge and resources for career growth	0.8	1.5	4.5	87.2	6.0	0.8	1.5
<i>Sustainable work transitions</i>								
SW1	I have successfully transitioned into work that aligns with my career goals	0.8	4.5	9.8	66.2	18.8	0.8	4.5
SW2	I feel prepared to adapt to future changes in the job market	3.0	1.5	0.8	71.4	22.6	3.0	1.5
SW3	I am employed in a role that offers growth and long-term potential	1.5	2.3	3.0	92.5	0.8	1.5	2.3
SW4	My work allows me to continuously learn and develop professionally	1.5	3.0	6.0	70.7	18.8	1.5	3.0
SW5	I feel confident in my ability to sustain meaningful employment over time	0.8	3.0	4.5	80.5	11.2	0.8	3.0

Source(s): Field survey, 2025

aspirations into outcomes. Consequently, many graduates struggle to achieve SW, particularly in securing suitable jobs, adapting to labor market changes and maintaining long-term employment.

Figure 1 presents the structural model linking YS, CC and SW. YS shows a strong direct effect on SW ($\beta = 0.526, t = 12.002$), explaining 27.6% of the variance. It also significantly predicts CC ($\beta = 0.229, t = 2.777$), which in turn has a substantial effect on SW ($\beta = 0.523, t = 8.247$), accounting for 45.2% of its variance. All indicator loadings are strong and significant ($p < 0.001$), confirming measurement validity. Overall, CC partially mediates the relationship between self-regulation and sustainable work results.

Structural model

Direct and indirect effect interpretations and discussions

Table 4 presents the direct effect of YS on SW. The results show that YS has a positive and statistically significant effect on SW, with a beta value (β) of 0.167, a standard error of 0.066 and a t -value of 2.550. The p -value is 0.001, which is below the 0.05 threshold, confirming that the relationship is significant. Therefore, hypothesis 1 (H1) is supported. The R^2 value of 0.276 indicates that YS explains about 27.6% of the variance in SW. This means that the ability of young people to set goals, monitor progress and adjust their behavior plays a meaningful role in their ability to transition into and maintain work that is aligned with their career goals and aspirations.

Table 4 shows the results of testing the indirect effect of CC on YS and SW, represented by H2. The relationship between CC and SW through YS has a β of 0.512, which indicates a positive and moderate effect. The standard error of 0.020 suggests the estimate is quite precise. The t -value of 5.566 is much higher than the typical threshold of 1.96, which is used to test statistical significance, indicating the result is statistically significant. The p -value of 0.001 is also less than the standard significance level of 0.05, further supporting the significance of the relationship. Additionally, the 95% confidence interval ranges from 0.089 to 0.871. Since the entire confidence interval is above 0, it suggests that the relationship is not only statistically significant but also positive, with the true value of the effect likely to lie within this range.

Discussion of findings

The first hypothesis was that the self-regulation of young people does not significantly influence SW of university graduates. However, the empirical results show that there is positive and statistically significant relationship, thus failing to reject the null hypothesis. This result supports earlier evidence that self-regulatory ability is a key variable in determining

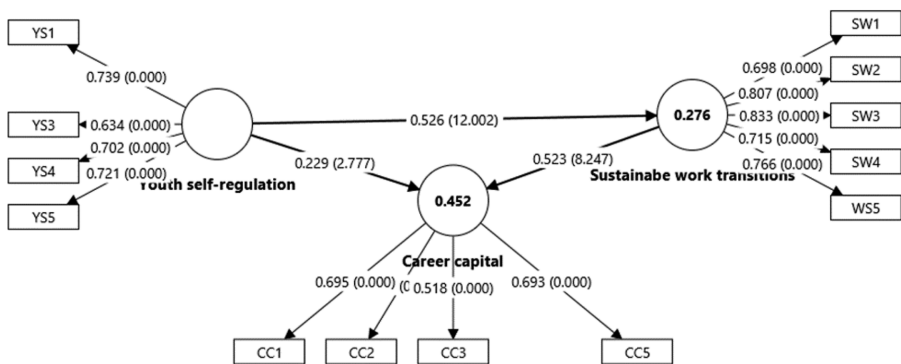


Figure 1. Structural model with t values

Table 4. Direct and indirect effects of youth self-regulation and career capital on sustainable work transitions

Hypothesis	Relationship	β	SE	t	p	95% CI (LL, UL)	R^2	Decision
H1	Youth self-regulation → Sustainable work transitions	0.167	0.066	2.550	0.001**	–	0.276	Supported
H2	Career capital × Youth self-regulation → Sustainable work transitions	0.512	0.020	5.566	0.001**	[0.089, 0.871]	–	Supported

Note(s): β = Standardized coefficient; SE = standard error; CI = confidence interval; LL = lower limit; UL = upper limit. $p < 0.05^*$, $p < 0.01^*$

early career success (Çela *et al.*, 2024; De Vos *et al.*, 2021; Luken, 2020). Graduates that have the capacity to establish goals, manage emotions and persevere despite uncertainty are more likely to handle the intricacies of entering the labor market. These capabilities are even more vital in environments where there is volatility and scarce opportunities. The transition process is not only a role of the job opportunities but also of the responsiveness of individuals to the constraints, setback and perseverance over time.

The results imply that self-regulation is a behavioral resource that increases the ability of graduates to take purposeful career actions. People who have a greater degree of self-regulation would tend to develop their skills, adjust to work changes and stay on track to achieving long-term career objectives. This is in line with human capital and career construction views, which focus on the agency of individuals in determining career paths. Notably, the identified relationship is also indicative of the general concept of SW, whereby stability, progression and alignment with personal competencies are facilitated through constant adaptations as opposed to a single job placement.

Practically, this finding has significant implications in educational systems and strategies of workforce development. Experiential learning, reflective practice and goal-focused training modules can be used to mobilize universities to engage in more active roles in inculcating self-regulatory skills development into the curriculum. Such interventions have the capability of enhancing the preparedness of graduates to engage in the labor market other than disciplinary knowledge. The findings to policymakers are that there is a need to incorporate behavioral skill development into the national employability strategies, especially in economies that experience chronic youth unemployment. Technical training with psychological skill improvement programs is more likely to produce more sustainable employment results. Employers will also find this interesting, because they can understand that self-regulation is a great competency to consider when hiring employees and training them, since it will help them be adaptable, perform and stay longer in dynamic workplaces.

The second hypothesis tested the mediating position of CC between YS and SW. These findings affirm that CC plays a major role in mediating this relationship, which introduces new empirical evidence on how self-regulation can affect employment outcomes. Although earlier research has recognized the significance of both constructs, very little has been done on the interaction between the two. The current results prove that self-regulation in itself might not be directly linked to successful work transitions except when it is directed to the acquisition of career-relevant resources.

The CC serves as a key channel across which self-regulatory practices generate concrete benefits on the labor market. Self-regulated graduates will find it easier to participate in the internship, professional training and networking which subsequently increase their employability and ability to maintain employment. This confirms the opinion that the interaction of the internal dispositions and the externally obtained resources determines career success. The related literature also provides empirical evidence that supports the idea that CC enhances the capacity of people to adjust to organizational requirements and effectively deal with the challenges associated with their careers (Barnes *et al.*, 2020; Blokker *et al.*, 2019; Zhao *et al.*, 2022).

The mediating effect observed in this research can have great practice and policy implications. It emphasizes that the interventions that are focused on enhancing psychological qualities can be inadequate unless they are supplemented with the possibilities to accumulate resources. Examples include universities that need to focus on organized initiatives that can help to build CC, such as industry relationships, internships, mentor programs and networking sites. In this way, they establish conditions where self-regulatory abilities can be successfully transferred into career-related results. This combined strategy is especially significant in resource-limited environments, with access to professional networks and experiential learning opportunities being selective.

The results indicate the need to develop employment programs that target behavioral and structural aspects of employability. Elements that facilitate the development of CC (vocational

training, entrepreneurship support and access to professional networks) can be included in national youth employment programs to enhance them. These programs can serve to narrow the gap between school and work and thus increase the sustainability of work transitions. On their part, employers can play a part by providing entry level development schemes through which graduates can gain a relevant experience as they hone their self-regulatory capabilities in actual working environments.

In addition to the implications on the institutional level, the findings have a wider societal implication. Economic stability, productivity and social inclusion are closely related to SW. The study has provided a framework through which graduate unemployment can be addressed more comprehensively by illustrating the interplay between self-regulation and CC in terms of their effects on employment. Investing in young people to build internal capacity and external resources can help create more resilient career trajectories, decrease underemployment and increase the integration of workforce over the long term.

Most importantly, the research contributes to the knowledge on graduate employability, demonstrating that work transitions are not limited to any specific factors but rather a product of the interaction between personal agency and resources accrued over time. The focus on self-regulation and CC provides a viable route to the stakeholders of enhancing employment performance in the real world situations, especially in the settings where structural issues are still prevalent.

Theoretical significance

The theoretical significance of this study lies in its contribution to understanding the relationship between CC, YS and SW. By focusing on these key factors, the study provides a deeper theoretical understanding into how personal traits (like self-regulation) and external resources (like CC) interact to influence a graduate's ability to transition smoothly into the workforce. This combination of factors is essential for long-term career success, as it challenges traditional views that focus on individual capabilities alone. The study also expands existing theories related to human capital theory and social capital theory by integrating CC as a separate concept; it suggests that not only technical skills and education matter but also the broader set of resources and experiences accumulated through education and early career activities play an important role. This builds on the idea that career success depends not only on what one knows but also on who one knows and how one can leverage those connections and experiences.

The findings imply that theories of career development and work transitions need to incorporate the interaction between individual self-regulation and career-related resources to better explain sustainable work outcomes. Finally, the research highlights the importance of self-regulation theory in understanding how youth manage the transition to work. It suggests that self-regulation, while important, works best when supported by the right external factors. The study calls for a more integrated approach to studying career transitions, where both internal and external resources are considered together. This has theoretical implications for future research, encouraging scholars to look at how these factors combine to shape successful career paths, particularly in the context of emerging economies like Nigeria.

Practical significance

The practical importance of the research is that it offers practical information to the universities, policymakers, employers and career development practitioners on how to better assist university graduates in entering into the labor market. The results indicate that self-regulation is a significant factor leading to career success but it alone is not enough. Graduates also require building CC consisting of skills, work experience and professional networks in order to overcome the difficulties of entering and maintaining jobs. This means that the university programs should go beyond the academic teaching process to include practical exposure, experiential learning and planned exposure of skills to practice.

The study also helps to identify the necessity of more powerful and receptive career services in universities. These services are to include training on self-regulation, emotional control and job preparations, as well as the practical workshops that prepare the students to the actual demands of the labor market. Moreover, university industry relationships ought to be enhanced to offer internships, mentoring and networking that would enable the creation of CC. Such interventions will ensure that the graduates are more flexible and ready to achieve sustainable employment results.

Policy and practice wise, the results imply the need to have educational institutions, employers and government agencies collaborate on developing programs that can improve both personal and professional competencies. Combining CC development with training of self-regulatory skills, stakeholders can enhance greatly the probability of graduates making stable and meaningful work transitions, especially in situations where there is a high unemployment rate and employment opportunities are scarce.

Limitations and suggestions for further studies

One limitation of this study is its focus on university graduates in Nigeria, which limit the generalizability of the findings to other countries or regions with different socio-economic conditions or educational systems. The results are context-specific, and the factors that influence work transitions in Nigeria are not apply in other contexts. Additionally, the study primarily focuses on the relationship between CC, YS and SW and does not account for other potential influencing factors, such as socio-cultural influences, economic conditions or industry-specific challenges that may play a role in career success. Lastly, while the study provides valuable insights into the indirect and mediating effects of CC on work transitions, it does not explore the influence of external factors such as economic downturns, job market shifts or the impact of technology on the skills required for certain professions. These factors could influence the effectiveness of CC and self-regulation in promoting successful work transitions.

Therefore, future studies could consider a more diverse sample, including graduates from different countries or regions, to explore how cultural, economic and institutional contexts shape the relationship between CC, YS and work transitions. Additionally, comparative studies across different countries could provide a broader understanding of how these factors interact in various settings. Furthermore, future studies should investigate the role of other factors, such as industry-specific skills, mentorship or socio-economic background, in shaping SW. This would provide a more comprehensive view of the factors that contribute to career success beyond the interplay between CC and self-regulation. Finally, researchers could explore the impact of modern disruptions, such as the increasing use of artificial intelligence, remote work and changes in global job markets, on the relevance of CC and self-regulation in career transitions. As the nature of work continues to evolve, understanding how graduates adapt to these changes and whether new forms of CC are needed could be valuable for both academic and practical purposes.

Recommendations

According to the findings, academic institutions must consciously incorporate training on self-regulation in academic curriculum using reflective learning, goal-setting activities and mentoring programs that enhance behavioral preparedness of students to work transitions. Moreover, institutions ought to increase experiential learning opportunities like internship, industrial attachments and project-based learning to improve the CC of students. Career service offices must be empowered to offer systematic assistance in career planning, networking and job-searching strategies.

Moreover, policymakers need to come up with employability models that would connect higher learning attainment and labor requirements so that there is a continuing partnership between institutions and industrial players. Organizations that provide graduate training and

internship placements should be provided with incentives that will enhance access to work experience.

Finally, the employers too should be more active in providing entry level development programs that can facilitate acquisition of skills and adaptation to the workplace. Taken together, these strategies will enhance individual and institutional determinants of employability, thus enhancing sustainability of graduate employment transitions in competitive labor markets.

Conclusions

This study examined how YS and CC affect SW among university graduates in Nigeria and the mediating effect of CC. The results show that the self-regulation of the youth has a strong positive impact on SW, and the higher the degree of self-regulation, the greater the likelihood of graduates to obtain stable and fulfilling employment results. The findings, however, also indicate significant gaps in major areas of self-regulation, especially in the areas of self-monitoring, reflective practice and feedback-seeking, which implies that a significant number of graduates may have only partial abilities in the area of effective self-regulatory functioning.

Moreover, the research also gives evidence that CC is typically underdeveloped in respondents and particularly in terms of professional networking, practical experience and personal branding. This weakness diminishes the capacity of graduates to convert intentions and aspirations to concrete job results, in the presence of motivational abilities. Notably, the results also confirm that CC plays a significant role in mediating the nature of the relationship between self-regulation and SW. This means that self-regulatory skills are not enough unless they are supported by developed career resources that in combination with self-regulatory skills contribute to the employability and career sustainability.

This study has been unique due to its integrative analysis of psychological and structural factors of graduate employability in one explanatory model. Although much of the existing literature has focused on the individual aspects of self-regulation and CC, in most instances in developed economies, this study has shown to be the first to reveal that these two variables are actually interdependent in a developing economy. Specifically, it contributes to the development of knowledge by empirically confirming the mediating role of self-regulation into sustainable work performance through CC, which has not been a major focus in the current literature.

Placing these relationships in context of the Nigerian labor market, the study builds on the existing discussions of graduate employability in a context where unemployment rates are high and career prospects are limited. The results indicate that the ability to implement sustainable transitions at work does not relate to personal motivation or acquisition of new skills only but to the interaction between the control of behavior and resource accumulation. This combined view is one of the main theoretical contributions to the body of literature concerning youth employment and career development. In practice, the research highlights the necessity of concerted efforts by universities, policymakers and employers to both enhance self-regulatory competencies and increase access to CC development opportunities like internships, mentoring and experience-based learning. This kind of strategy is necessary to enhance graduate employability and career sustainability in hard labor markets in the long run.

References

- Anju, A., Punia, B.K., Punia, V. and Garg, N. (2021), "Life dissatisfaction among students: exploring the role of intrapersonal conflict, insufficient efforts and academic stress", *Rajagiri Management Journal*, Vol. 15 No. 2, pp. 113-128, doi: [10.1108/RAMJ-09-2020-0058](https://doi.org/10.1108/RAMJ-09-2020-0058).
- Bakare, J., Ohanu, I.B. and Shodipe, T.O. (2023), "Hypothesized model of the relationship between affective behaviour, emotional intelligence and success of out-of-school youths in cell phone maintenance enterprise", *Rajagiri Management Journal*, Vol. 17 No. 3, pp. 254-277, doi: [10.1108/RAMJ-06-2022-0102](https://doi.org/10.1108/RAMJ-06-2022-0102).

- Barnes, S., Bimrose, J., Brown, A., Gough, J. and Wright, S. (2020), *The Role of Parents and Carers in Providing Careers Guidance and How They Can Be Better Supported*, Warwick Institute for Employment Research.
- Becker, G. (1964), *Human Capital: A Theoretical and Empirical Analysis*, University of Chicago Press.
- Blokker, R., Akkermans, J., Tims, M., Jansen, P. and Khapova, S. (2019), "Building a sustainable start: the role of career competencies, career success, and career shocks in young professionals' employability", *Journal of Vocational Behavior*, Vol. 112, pp. 172-184, doi: [10.1016/j.jvb.2019.02.013](https://doi.org/10.1016/j.jvb.2019.02.013).
- Çela, A., Mansi, E. and Morina, F. (2024), "Young adults' pathway to digital entrepreneurship: from ideas to innovation", *European Journal of Innovation Management*, Vols ahead-of-print Nos ahead-of-print, pp. 2909-2939, doi: [10.1108/EJIM-04-2024-0486](https://doi.org/10.1108/EJIM-04-2024-0486).
- Chirumbolo, A., Callea, A. and Urbini, F. (2020), "Job insecurity and performance in public and private sectors", *Journal of Organizational Effectiveness*, Vol. 7 No. 2, pp. 237-253, doi: [10.1108/JOEPP-02-2020-0021](https://doi.org/10.1108/JOEPP-02-2020-0021).
- Davis, J., Wolff, H., Forret, M. and Sullivan, S. (2020), "Networking via LinkedIn: an examination of usage and career benefits", *Journal of Vocational Behavior*, Vol. 118, pp. 1-15, doi: [10.1016/j.jvb.2020.103396](https://doi.org/10.1016/j.jvb.2020.103396).
- De Vos, A., Jacobs, S. and Verbruggen, M. (2021), "Career transitions and employability", *Journal of Vocational Behaviour*, Vol. 126 No. 1, 103475, doi: [10.1016/j.jvb.2020.103475](https://doi.org/10.1016/j.jvb.2020.103475).
- Delamare, F. and Winterton, J. (2013), "What is competence?", *Human Resource Development International*, Vol. 8 No. 1, pp. 27-46, doi: [10.1080/1367886042000338227](https://doi.org/10.1080/1367886042000338227).
- Delbari, S., Rajaipour, S. and Abedini, Y. (2021), "Investigating the relationship between career development and productivity with the mediating role of self-regulation among university staff", *Journal of Applied Research in Higher Education*, Vol. 13 No. 3, pp. 759-781, doi: [10.1108/JARHE-06-2019-0153](https://doi.org/10.1108/JARHE-06-2019-0153).
- Dunmade, E.O., Ajayi, M.A. and Jimoh, A.L. (2023), "Globalization and its impact on human resource management practices in Pz Cussons Nigeria Plc., Lagos", *The Journal of Business Studies*, Vol. 7 No. 1, available at: https://www.fcm.esn.ac.lk/jbs/vol_07-1.html#
- Fugate, M., Kinicki, A.J. and Ashforth, B.E. (2004), "Employability: a psycho-social construct, its dimensions, and applications", *Journal of Vocational Behavior*, Vol. 65 No. 1, pp. 14-38, doi: [10.1016/j.jvb.2003.10.005](https://doi.org/10.1016/j.jvb.2003.10.005).
- International Labour Organization (2019), *Work for a Brighter Future – Global Commission on the Future of Work*, International Labour Office, available at: https://www.ilo.org/global/publications/books/WCMS_662410/lang-en/index.htm
- Jiang, Z., Jiang, Y. and Nielsen, I. (2021), "Thriving and career outcomes: the roles of achievement orientation and resilience", *Human Resource Management Journal*, Vol. 31 No. 1, pp. 143-164, doi: [10.1111/1748-8583.12287](https://doi.org/10.1111/1748-8583.12287).
- Jimoh, A.L. (2022), "The influence of perceived organizational support on talent management and job performance", *Jurnal Aplikasi Manajemen dan Bisnis*, Vol. 8 No. 3, 738, doi: [10.17358/jabm.8.3.738](https://doi.org/10.17358/jabm.8.3.738).
- Jimoh, A.L. (2026), "The role of pedagogical leadership in enhancing academic staff job performance: the moderating effect of professional development programs", *International Journal of Sustainability in Higher Education*. doi: [10.1108/IJSHE-04-2025-0347](https://doi.org/10.1108/IJSHE-04-2025-0347).
- Kadiri, I.B. and Jimoh, A.L. (2017), "Career management and employee engagement in guaranty trust bank", *Sokoto Journal of Management Studies*, Vol. 13 No. 2, pp. 321-333, available at: <https://uilspace.unilorin.edu.ng/handle/123456789/13451>
- Khapova, S.N. and Arthur, M.B. (2011), "Interdisciplinary approaches to contemporary career studies", *Human Relations*, Vol. 64 No. 1, pp. 3-17, doi: [10.1177/0018726710384292](https://doi.org/10.1177/0018726710384292).
- Luken, T. (2020), "Easy does it: an innovative view on developing career identity and self- direction", *Career Development International*, Vol. 25 No. 2, pp. 130-145, doi: [10.1108/CDI-05-2019-0110](https://doi.org/10.1108/CDI-05-2019-0110).

- Mertens, D.M. (2005), *Research and Evaluation in Education and-Psychology: Integrating diversity with Quantitative, Qualitative, and Mixed Methods*, pp. 2, 88-189, Sage Press, Thousand Oaks, London.
- Pinto, L.H. and Ramalheira, D. (2017), "Perceived employability of business graduates: the effect of academic performance and extracurricular activities", *Journal of Vocational Behavior*, Vol. 99, pp. 165-178, doi: [10.1016/j.jvb.2017.01.005](https://doi.org/10.1016/j.jvb.2017.01.005).
- Pintrich, P.R. (2004), "A conceptual framework for assessing motivation and self-regulated learning in college students", *Educational Psychology Review*, Vol. 16 No. 4, pp. 385-407, doi: [10.1007/s10648-004-0006-x](https://doi.org/10.1007/s10648-004-0006-x).
- Prikshat, V., Montague, A., Connell, J. and Burgess, J. (2020), "Australian graduates' work readiness – deficiencies, causes and potential solutions", *Higher Education, Skills and Work-based Learning*, Vol. 10 No. 2, pp. 369-386, doi: [10.1108/HESWBL-02-2019-0025](https://doi.org/10.1108/HESWBL-02-2019-0025).
- Saunders, M., Lewis, P. and Thornhill, A. (2016), *Research Methods for Business Students*, 7th ed., Pearson, Harlow.
- Savickas, M.L. (2013), "Career construction theory and practice", in Brown, S.D. and Lent, R.W. (Eds), *Career Development and Counseling: Putting Theory and Research to Work*, 2nd ed., John Wiley & Sons, pp. 147-183.
- Sekaran, U. and Bougie, R. (2016), *Research Methods for Business: A Skill-Building Approach*, 7th ed., Wiley & Sons, West Sussex.
- Yahaya, J.I. and Jimoh, A.L. (2021), "Effect of drug abuse on the academic performance of university of Ilorin's students", *Ilorin Journal of Human Resource Management*, Vol. 5 No. 1, pp. 195-204, available at: <https://uilspace.unilorin.edu.ng/handle/123456789/13584>.
- Zhao, Y., Arici, E., Galanakis, K. and Thompson, P. (2022), *The Influence Of Human Capital in Entrepreneurial Intention in Deprived Areas: A Theoretical Framework*, Pickernell, D.G.
- Zimmerman, B.J. (2000), "Attaining self-regulation: a social cognitive perspective", in Boekaerts, M., Pintrich, P.R. and Zeidner, M. (Eds), *Handbook of Self-Regulation*, Academic Press, pp. 13-39.

Further reading

- Austin, K., O'Shea, S., Groves, O. and Lamanna, J. (2021), *Best-practice Principles for Career Development Learning for Students from Low Socioeconomic Backgrounds*, National Centre for Student Equity in Higher Education.
- Battisti, M., Dann, Z. and Ekinsmyth, C. (2022), *Disadvantaged Entrepreneurship and the Entrepreneurial Ecosystem (Contemporary Issues in Entrepreneurship Research)*, Emerald Publishing, Leeds, Vol. 2 No. 14, pp. 33-60, doi: [10.1108/S2040-724620220000014003](https://doi.org/10.1108/S2040-724620220000014003).
- Dorenbosch, L., van Zoonen, W. and van der Heijden, B. (2015), "Sustaining employability through job crafting", *Career Development International*, Vol. 20 No. 4, pp. 347-362.
- Jimoh, A.L. (2025), "The impact of sustainable leadership on institutional innovation in higher education: the mediating role of organizational learning culture", *International journal of education management*, Vol. 39 No. 7, pp. 1647-1661, doi: [10.1108/IJEM-07-2025-0552](https://doi.org/10.1108/IJEM-07-2025-0552).
- Nayyar, V. and Mittal, A. (2024), "Cocreating innovative academia theory and practice to strengthen institutional positioning", *Information Discovery and Delivery*, Vol. 52 No. 4, pp. 414-425, doi: [10.1108/IDD-07-2023-0080](https://doi.org/10.1108/IDD-07-2023-0080).
- Walker, K.D. and Kutsyuruba, B. (2024), "Keeping the momentum for wellbeing in higher education through moral imagination: concluding thoughts", in Walker, K.D. and Kutsyuruba, B. (Eds), *The Emerald Handbook of Wellbeing in Higher Education: Global Perspectives on Students, Faculty, Leaders, and Institutions*, Emerald Publishing, Leeds, pp. 345-364, doi: [10.1108/978-1-83797-504-420241025](https://doi.org/10.1108/978-1-83797-504-420241025).

Corresponding author

Adams Lukman Jimoh can be contacted at: jimoh.al@unilorin.edu.ng

For instructions on how to order reprints of this article, please visit our website:

www.emeraldgroupublishing.com/licensing/reprints.htm

Or contact us for further details: permissions@emeraldinsight.com