

## Employability as a Psychosocial Construct: Bridging the Gap between Education and Employment

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### ABSTRACT

Employability is a critical concept in the contemporary labour market. The definition of employability has evolved significantly over the period of time due to changes in market policies and nature. Evidences from various studies indicate that employability is an essential factor that can affect the well-being and health of individuals. Educational institutions should focus on developing these factors which are required when students are ready to participate in the labour market. However, there is lack of constructive approach and theoretical insights to address psychosocial construct of employability which bridge the gap between education and employment. The main objective of this review study was to explore and identify (i) theoretical background and framework of psychosocial employability, (ii) key psychosocial factors influencing employability, and (iii) approaches to foster employability and bridging the gap between education and employability. To fulfill the objectives of the study 33 articles had been identified which were addressing the issues. A review of research articles suggests that employability is best understood as a form of work-specific psychosocial attributes. It comprised key dimensions such as career identity, personal adaptability, social and human capital. This issue can be understood in terms of several theoretical frameworks, such as Social Cognitive Career Theory, Human Capital Theory, and Self-Determination Theory. These theories provide a foundation of understanding how factors like self-efficacy, resilience, social capital, and proactivity contribute to the capacity of individual which navigates the modern labour market. The findings suggest the necessity of adopting a holistic and integrated approach across educational policy, curriculum development, career guidance, and organizational practices to bridge the gap between academic preparation and employment demand. This requires a fundamental shift in focus from merely achieving academic credentials to deliberate cultivation of dynamic psychosocial capabilities that enable lifelong career navigation and well-being.

**Keywords:** *Employability, Psychosocial Construct, Education, Employment, Cognitive Career, Human Capital, Self-Determination*

**E**mployability is a critical concept in the contemporary labour market. It has significantly evolved beyond its traditional definition. Historically, it has been broadly understood as capacity of an individual to secure, maintain, and find new

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Received: February 12, 2026; Revision Received: April 26, 2026; Accepted: April 30, 2026

formal employment (Hogan et al., 2013). This perspective often focuses on the objective outcome of being employed. It is viewing an individual as “employable” primarily based on their ability to gain employment (McArdle et al., 2007). Such outcome-based definitions provide limited insight into the underlying personal factors that contribute to capacity of an individual to navigate the workforce. The term “employability” was used in early 1998 by the former Department for Education and Employment (DfEE) of the United Kingdom for future policy formation. The emergence of employability is driven by changes in labour market policies that emphasize skills and the subjective experience of the employment. Hillage and Pollard (1998) defined employability as the ability of individuals to obtain and maintain jobs. Fugate et al. (2004) describe it as an ability that combines individual attributes that can foster adaptive cognition and behaviour that can influence and enhance work efficiency of the individuals. Research found that employability is an essential factor that can affect the well-being of the individuals and educational institutions should focus on developing these factors which are required when students to be ready to participate in labour market (Berntson & Marklund, 2007).

Here, we will look employability from the lens of complex psychosocial constructs. From this perspective, employability is not merely about skills acquisition but it comprises a bundle of psychosocial attributes which are important to get and sustain employment. It includes proactivity (Fugate et al., 2004), self-efficacy (Kir et al., 2021) resilience (Zianatural et al., 2025), career identity, personal adaptability, and social and human capital (McArdle et al., 2007). It encompasses a range of individual characteristics that foster adaptive cognition and behaviour which affect and enhance interface of individual with the dynamic world of work (Fugate et al., 2004). This person-centered emphasis aligns with a broader shift in the responsibility for career development which depends on the individual rather than solely on the organization (McArdle et al., 2007). The significance of these psychosocial attributes is underscored by evidences of various studies. These issues are not exclusively economic but psychological factors also play a substantial role in employment challenges (Hogan et al., 2013). Therefore, a deeper understanding of these internal attributes is essential for effectively addressing contemporary employability issues.

### ***Significance of the Psychosocial Perspective***

The psychosocial perspective of employability is an important perspective of employment that moves beyond a static view of skills and qualifications, that emphasize the development of dynamic, internal attributes that empower individuals during career related changes and uncertainties (Vanhercke et al., 2014). A significant implication arising from this perspective is the necessary shift from the traditional definition which often focus on the outcome of being employed (Hogan et al., 2013). However, the psychosocial view consistently defines employability as a dynamic construct comprising internal, person-centred attributes like adaptability, career, identity, and social and human capital (Vanhercke et al., 2014). It indicates employability is not simply about having a job, but about possessing the dynamic capabilities and psychological resources to effectively navigate a continuously evolving labour market according to the current employment status (McArdle et al., 2017). It suggests that educational and career development programs should extend beyond the certification and immediate job placement. Instead, they should prioritize these underlying psychosocial capacities which are fundamental for lifelong career navigation and sustained success in unpredictable work environment.

### ***Objectives of the study***

There are three main objectives of this paper (i) to identify theoretical background and framework of psychosocial employability, (ii) to identify key psychosocial factors influencing employability, and (iii) to provide approaches to foster employability and bridge the gap between education and employability. The aim of the study to contribute in a holistic understanding about the psychosocial construct of employability and its implication in employment landscapes.

## **METHODOLOGY**

### ***Search Strategy and Selection Criteria***

To find and select relevant studies for the synthesis, a comprehensive search strategy was developed and used several methods to search for eligible studies on electronic databases search engine. Google Scholar and Semantic Scholar search engine were identified for the search of articles. Google Search engine was also searched for relevant blogs and news related to the issue.

The search strategy used combination of keywords related to the topic such as “Employability”, “Psychosocial Construct”, “Education”, “Employment”, and specific psychosocial factors such as “Self-efficacy”, “Adaptability”, “Resilience”, “Social Capital”, and “Proactivity”.

Further potentially eligible studies were identified through three screening strategies. Firstly, titles of all identified articles were screened, and non-relevant studies were excluded. Second screening was then conducted of the remaining abstracts and at this stage any duplicates and studies that were not discussing targeted gap of the issue had been excluded. Thirdly, potentially eligible studies were obtained and analyse. There were 33 articles had been identified from various sources which included four book chapters, two review articles and one blog article.

### ***Inclusion criteria***

The inclusion criteria for selecting studies focused on peer-reviewed articles, scholarly book chapters, and reputable reports that had been Published between 1990-2025 and explicitly addressed psychosocial factors of employability and organizational behaviour. Studies exploring theoretical frameworks linking psychosocial factors to employability, as well as those detailing interventions or implications for education and employment had been included.

### ***Exclusion Criteria***

The exclusion criteria were applied to studies not directly relevant to the psychosocial aspect of employability or those deemed to lack sufficient acknowledgment of organizational behaviour and employability. This systematic filtering aimed to ensure that the synthesized literature directly contributed to the research objectives of this study.

### ***Data synthesis and analysis***

A narrative literature review approach was used for the synthesis and analysis of available studies. We used thematic analysis to identify initial themes and related sub-themes across the included studies. Theoretical themes of the studies also synthesised narratively to established relationship with across sub-topic of the paper.

### ***Theoretical Foundations of Psychosocial Employability***

Viewing employability as a psychosocial construct necessitates drawing upon several theoretical frameworks that illustrate interplay between individual attributes and environmental factors. Three prominent theories provide the lens to explore psychosocial aspect of employability. These theories are Social Cognitive Career Theory, Human Capital Theory, and Self-Determination, which make detail contributions to the conceptualization and development of the psychosocial perspective of employability.

#### **Social Cognitive Career Theory (SCCT)**

Social Cognitive Career Theory (SCCT) is derived from Self-Efficacy Theory and General Social Cognitive Theory of Albert Bandura (Lent et al., 2013). It provides a concrete framework to emphasize three interconnected components of career: the development of career interests, the processes individuals employ in making career choices, and the performance outcomes achieved in their selected careers (Wang et al., 2022). The SCCT establish links between individuals and their career-related contexts, considering the entire environment and connections between cognitive processes and interpersonal factors (Wang et al., 2022; Lent et al., 2002). This shapes the vocational behaviours of the individuals toward career establishment (Lent et al., 2002). SCCT highlights how self-efficacy directly influences career choices, interests and outcomes (Wang et al., 2022), which in turn impacts the ability of the individuals to engage in effective job search behaviours and achieve employment success (Zikic & Saks, 2009). This theory also provides a dynamic perspective on how individuals can change, develop, and regulate their career skills over time (Lent, 2020). Moreover, high self-efficacy can lead to more positive job attitudes and behaviours, particularly when individuals perceive high levels of trust and support within their organizational environment (Ozyilmaz et al., 2018).

#### **Human Capital Theory (HCT)**

Human Capital Theory (HCT) originated in economics, traditionally posits that investments in education, learning, and training lead to the acquisition of valuable knowledge, skills, and competencies (Kell et al., 2018). These acquired resources are believed to enhance the productivity of an individual (Kell et al., 2018). Education is often considered as the most significant investment in human capital, as it provides the systematic instruction necessary for individuals to gain the skills and knowledge that increase their productivity (Kell et al., 2018). A more contemporary psychologically informed approach to HCT expands this view and divides human capital into traditional and non-traditional domains (Kell et al., 2018). The non-traditional domain encompasses constructs not historically associated with human capital, such as personality traits, vocational interests, and other psychosocial factors (Kell et al., 2018). Both traditional and non-traditional forms of human capital are considered important predictors of success in both academic and professional settings (Kell et al., 2018). Within the psychosocial framework, social capital emerges as a critical component of human capital (Fugate et al., 2004). Social Capital acts as an “invisible capital” offering expanded access to information, connections, and career support, which significantly enhances employability outcomes (Letnar et al., 2025). Despite it has acknowledged importance in facilitating employment transitions and reducing employer costs, social capital is often inconsistently or inadequately integrated into existing empirical employability models (Letnar et al., 2025).

#### **Self-Determination Theory (SDT)**

Self-Determination Theory (SDT) provides a broad framework to understand human motivation and personality. It emphasizes profound impact of intrinsic motivation on well-

being and performance (Guo & Chelliah, 2024). SDT posits that people are inherently active organisms with evolved tendencies toward growth, mastery of challenges, and integrating new experiences into a coherent sense of self (Deci & Ryan, 2013). This intrinsic motivation is fostered when the three basic psychological needs are satisfied. These basic psychological needs are: autonomy, which includes the desire for self-direction and making choices aligned with one's values, competence, which includes the pursuit of mastery and efficacy in one's endeavours, and relatedness, which include meaningful connections and sense of belonging (Guo & Chelliah, 2024). When these fundamental needs are met, individuals experience higher quality motivation, deeper engagement, greater persistence and enhanced overall well-being (Deci & Ryan, 2013). In the context of career development, this highlights the importance of career autonomy, career competence and career-relatedness (Chen, 2017). For instance, participation in career related activities can significantly enhance perceived employability by satisfying the needs of competence and relatedness of an individual (Chen, 2017). SDT also suggests that fostering these basic psychological needs within educational and work environments can lead to improved job satisfaction, higher performance levels, and a greater sense of overall career well-being (Guo & Chelliah, 2024).

The examination of these theoretical frameworks reveals a significant observation regarding the psychosocial factors of employability. While each theory offers unique insights into specific aspects of employability, a closer look at the available evidence demonstrates substantial overlap and reciprocal relationships among various factors they highlight. For example, self-efficacy is central construct in SCCT (Wang et al., 2022), which is also crucial for career adaptability (Zianatul et al., 2025), a core dimension of psychosocial employability (Fugate et al., 2004). Similarly, social capital is a component that is emphasized within a psychological interpretation of HCT (Letnar et al., 2025), it enhances career networks (Letnar et al., 2025), which directly support the psychological need for relatedness as posited by SDT (Chen, 2017). Furthermore, proactivity is a key aspect of adaptability (Fugate et al., 2004), that can enhance both resilience and adaptability (Akkermans & Hirschi, 2023) which are also linked to self-efficacy (Zianatul et al., 2025). This intricate web of connections indicates that these psychosocial factors do not operate in isolation. Instead, they form a complex, dynamic system, which strengthening one factor can positively reinforce others. This dynamic system leads to a more robust and comprehensive overall employability profile. Considering the importance of these factors, interventions designed to enhance employability should adopt a holistic, integrated approach to address multiple psychosocial factors of employability.

### ***Key Psychosocial Factors Influencing Employability***

When we examine employability through psychosocial lens, it is profoundly shaped by a constellation of individual attributes that enable adaptive navigation of the labour market. In this section we synthesize empirical findings on several key psychosocial factors that significantly influence the capacity to gain and sustain employment.

#### **Self-Efficacy**

Self-efficacy is a central concept within Social Cognitive Career Theory that refers to the beliefs of an individual in their capabilities to organize and execute the courses of action required to achieve specific goals (Vanhercke et al., 2014). This belief system is a key individual factor influencing career decision-making and subsequent job search behaviour (Zikic & Saks, 2009). Research consistently demonstrates that self-efficacy has a significant positive impact on employability (Kir et al., 2021). It acts as a mediating variable which

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explain the relationship between various career development factors such as career development learning, work experience, generic skills, and emotional intelligence (Wujema et al., 2022). Individuals with higher self-efficacy tend to explore a wider range of career choices, exhibit more positive job search behaviours and more likely to achieve employment in seeking jobs and enhanced marketability in the competitive labour market (Li et al., 2022).

### **Proactivity**

Proactivity is conceptualized as a form of work-specific active adaptability which empowers individuals to identify and realize career opportunities (Fugate et al., 2004). It involves demonstrating initiative, actively pursuing opportunities and maintaining perseverance when faced with setback (Rao et al., 2021). Proactive career behaviours such as diligent career planning, strategic network building, seeking career consultation, and continuous skill development are essential for employment status and overall job-related outcomes among students (Rao et al., 2021). In a study Geertshuis et al. (2014) found that students who was more proactive personalities are more likely to engage in self-directed learning than those who are less proactive. This study also reveals that proactivity is predictive of positive academic outcomes. Proactivity can also help to enhance resilience and adaptability of individual (Akkermans & Hirschi, 2023).

### **Social Capital**

Social capital refers to the valuable resources derived from an individual's position within their social structures and networks (Letnar et al., 2025). These connections provide opportunities which are acting as an "invisible capital" that facilitates access to crucial information and contacts (Letnar et al., 2025). Social capital plays a critical role in effective career self-management behaviours, particularly in building and leveraging professional contacts which directly enhancing employability outcomes (Letnar et al., 2025). Expending one's social capital through diverse networks fosters personal development and provides essential career support, significantly increasing an individual's capacity to identify and realize career opportunities throughout their professional life (Letnar et al., 2025). This resource is particularly impactful in facilitating employment transitions and can even reduce employer costs associated with finding suitable candidates (Letnar et al., 2025).

### **Career Identity**

Career identity is a fundamental dimension of employability, that represents a coherent and evolving sense of self in relation to the past, present and anticipated future career experiences of an individual (Fugate et al., 2004). This identity provides essential cognitive schemas that guide, regulate and sustain career-related behaviours and decisions (Fugate et al., 2004). A well-developed career identity is crucial for individuals to effectively navigate career changes, make informed choices, and articulate their professional narratives. It also plays a role in managing impressions and laying the groundwork for future career transitions (Fugate et al., 2004).

### **Career Adaptability**

Personal adaptability often referred to as career adaptability, it stands as a core dimension of employability (McArdle et al., 2017). It signifies the dynamic capacity of an individual to cope with career transitions, challenges and changes in the work environment with flexibility and proactivity (Zianatul et al., 2025). This attribute is considered an essential meta-competency, which is necessary for success in both academic and professional setting (Oliveira & Marques, 2024). Career adaptability is influenced by a range of internal factors,

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including self-efficacy, various soft skills and resilience of an individual (Zianatul et al., 2025). High adaptability is positively correlated with work readiness and job satisfaction (Zianatul et al., 2025). Ultimately, individuals possessing strong adaptability skills are better equipped to adjust to evolving industry demands, leading to enhanced job prospects and a greater ability to overcome career difficulties while shaping their professional identity (Zianatul et al., 2025).

### **Resilience**

Resilience is defined as the ability to cope with and persevere in the face of stress and change, encompassing the capacity to adjust and adopt to career transitions as they occur (Boatman., n.d). It is not merely an innate trait but a skill that can be learned and developed over time (Boatman, n.d). High levels of resilience are strongly associated with greater professional success, enabling individuals to overcome adverse situations and maintain tenacity and enthusiasm despite encountering failures (Fernandez et al., 2021). Resilient employees are better equipped to confront challenges, cultivate positive attitudes, and demonstrate a greater willingness to share innovative ideas and take calculated risk (Boatman n.d). Furthermore, resilience is positively linked to job satisfaction and overall career success (Zianatul et al., 2025). It plays a crucial role in helping employees manage career challenges and contributes positively to both task performance and employee retention within organization (Khalid & Al Zahrani, 2024).

The analysis of these key psychosocial factors highlights a profound understanding that, the role of education extends beyond mere certification and technical skill acquisition. It fundamentally about cultivating psychosocial capita for lifelong employability. While traditional education paradigms have often focused on imparting “Knowledge, Skills, and Attitudes” for initial job acquisition (Kir et al., 2021). There is a clear call for updating the curricula to align with evolving technologies and industry need and nurture foundational skills like resilience, problem-solving, and critical thinking which are the key element of employability. Furthermore, there is need to shift emphasis from solely academic performance metrics such as “marks or credits” to focus on “industry readiness” and “proactive learning”. Career guidance can have direct positive effects on promoting positive engagement in work and learning that influence overall well-being of Individual (Haxhihyseni, 2021). The development of social capital within educational settings directly correlates with the progress of individual toward their employment goals (Letnar et al., 2025). The collective evidence of the studies indicates that, the responsibility of education is not limited to providing technical or academic competencies. Instead, it must actively foster the dynamic psychosocial attributes such as adaptability, self-efficacy, resilience, social capital, and proactivity. These attributes enable individuals to navigate complex and dynamic career landscapes and ensure their lifelong employability, rather than just facilitating initial job placement. This understanding necessitates that educational institutions and policymakers reevaluate existing curricula and pedagogical approaches to explicitly prioritize the development of these psychosocial competencies.

### ***Bridging the Gap: The Role of Education in Fostering Employability***

Bridging the gap between academic preparation and the dynamic demands of the employment market requires a concerted effort by educational institutions and career guidance services. It involves actively fostering the psychosocial factors identified as critical for employability. There are many domains through which we can ensure the psychosocial factors of employability among future job seekers.

### *Curriculum Design and Pedagogical Approaches*

Academic research identified six dimensions that comprise the psychosocial construct of employability: (i) adaptability, (ii) career identity, (iii) proactivity and (iv) resilience (Zianatual et al., 2025), (v) self-efficacy (vi) human and social capital (Fugate et al., 2004). These dimensions align directly with essential non-cognitive abilities and personality traits, which alongside cognitive skills as crucial determinants of career success. These psychosocial skills are necessitate a fundamental shift in instructional design, moving away from traditional, content-driven models toward highly structured, holistic competency-based learning environments (Alt et al., 2023). There is need of Competency-Based Learning (CBL) as the foundational structure in curriculum of institutions. CBL is positively and empirically connected to the development of personal, social and methodological soft skills. This framework requires teachers to situate in authentic and relevant vocational tasks, engaging in constructivist learning activities focused on complex core problems (Alt et al., 2023). Alt et al. (2023) argued four key principles which define effective CBL, which primarily focused on enhancing student agency and skills.

- **Student Empowerment:** Learners are empowered to make decisions about their experiences, directly fostering career identity and self-regulation.
- **Mastery Evidence:** Assessment is based on evidence of mastery, ensuring that the evaluation criteria align directly with applied capability.
- **Transparency and Rigor:** The learning expectations are explicit, transparent, measurable, and transferable, maintaining rigorous standards for all students.
- **Holistic Approach:** Teaching methods must transition from traditional lecturing to a holistic approach that integrates values and ethics, scaffolding individual learner needs through enhanced dialogue.

These principles encourage students to self-regulate their learning and reflect on their progress, directly supporting the development of career identity (Alt et al., 2023).

### *Career Guidance and Counselling*

Career guidance and counselling play a vital role in the development of psychosocial employability. Effective career guidance helps individuals to recognize and develop their full potential, contributing to mere efficient economies and fairer societies (Haxhihyseni, 2021). Career guidance and counselling process must comprehensively address career exploration and decision-making with taking into account the complex interplay of social and psychological factors that influence these processes (Hellman & Joanne, 2014). Career counselling interventions have been shown to directly resolve personal or psychological difficulties and provide essential emotional support (Robertson, 2013). Furthermore, early intervention of career counselling is also crucial which introduce and encourage vocational behaviours among students at an earlier age, practical exposure to the working realm can prevent poor decision-making and mitigate the risk of unsatisfactory employment prospects later in life (Haxhihyseni, 2021). Additionally, career guidance programs can effectively incorporate resilience training, teaching helpful mindsets and behaviours for overcoming challenges, fostering a positive attitude, and improve perseverance in their careers. This training can encompass emotional, mental, and social resilience components (Boatman, n.d).

### *Fostering Social Capital Development*

Educational institutions and career services have a significant responsibility in fostering social capital development. This involves actively promoting and providing networking opportunities to facilitate transition of students into employment (Letnar et al., 2025). Such

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initiatives should encourage the building of relationships with the support of peer program and recognize the value of these connections. Implementing relational practice within organizations can further build power sharing and growth within relationships development. This helps young people to get necessary knowledge, skills and opportunities for both educational attainment and employment success. The development of social capital requires constant, long-term investment which a valuable asset that provides expanded access to information crucial for finding and securing employment (Letnar et al., 2025). A critical observation from the literature reveals that there is a huge gap between academic models and employer need regarding psychosocial factors. Research indicates a crucial disconnection between education qualification and career outcome where education qualification often emphasized cognitive abilities and it is the determinants of career success, while employers frequently prioritize social skills as a key determinant of employability (Hogan et al., 2013). This is further supported by the findings that social capital is often underrepresented or inconsistently integrated into empirical employability models (Letnar et al., 2025). This also indicates a potential gap between the theoretical conceptualizations and research which focus within academia and the practical demands and priorities of the labour market. Future research and educational interventions need to more explicitly to integrate and prioritize the development of social skills and social capital which should align academic models of employability more closely with real-world employer expectations. Such alignment could inform policy changes aimed at effectively bridging this identified gap.

### ***Implication for Policy, Curriculum Development and Career Guidance***

The findings from this review carry significant implication for various institutions which involved in preparing individuals for the modern workforce. A holistic and integrated approach is essential to effectively foster psychosocial employability.

### ***Educational Policy Implications***

Educational policies must evolve beyond a singular focus on academic performance metrics to explicitly mandate and support the comprehensive development of psychosocial competencies across all educational levels. This includes fostering adaptability, resilience, self-efficacy, and social capital. Furthermore, policies must acknowledge and actively address systemic barriers, such as privilege, discrimination, or marginalization that hinder career adaptability and resilience, therefore need to ensure greater social justice in career development outcomes (McMahon & Abkhezr, 2025). This requires a multi-level approach where macro-level interventions are implied by national support systems with in educational institutions and communities (McMahon & Abkhezr, 2025). Policies should also support initiatives that build and leverage social capital infrastructure with in educational institutions and community programs, recognizing the vital role of employability in fostering economic and social sustainability (Letnar et al., 2025).

### ***Curriculum Development Implications***

Curriculum should be designed to integrate modules and activities specifically aimed at cultivating psychosocial factors. This involves incorporating self-efficacy enhancing experiences (Zhou et al., 2023), adaptability (Oliveira & Marques, 2024), and projects that foster proactivity (Akkermans & Hirschi, 2023). A deliberate emphasis on developing generic skills, such as problem-solving, critical thinking and emotional intelligence are crucial skills which give their strong association with employability and career success (Zhou et al., 2023). Apart from these, there is also need of mandating and facilitating stronger ties with industry through internships, mentorships and real-world projects which

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will provide students with valuable practical experiences and opportunities to develop their social capital directly addressing employer needs for social skills.

### ***Career Guidance and Support Implications***

Career guidance services should equip individuals with strategies for proactive and lifelong career management. This includes promoting continuous learning, self-management techniques and effective career planning throughout their professional lives (Boatman, n.d). Integrating psychological support and resilience building into career counselling is vital because these services offer direct benefits to individual well-being and engagement in work and learning (Boatman, n.d). Furthermore, guidance services should actively facilitate the development of professional networks and social capital, providing individuals with the tools and opportunities to build meaningful connections that enhance their career prospects (Letnar et al., 2025).

### ***Implications for Organizations and Employers***

Organizations and employers have a vested interest in fostering the psychosocial development of their workforce. Prioritizing training programs that enhance psychosocial attributes like career resilience and learning agility of the employees which is crucial because these attributes positively correlate with task performance and employee retention (Khalid & Al Zahrani, 2024). Creating supportive organizational environments characterized by high trust can significantly amplify the positive effects on job satisfaction, self-efficacy and overall performance of employee which are the key attributes of employability (Ozyilmaz et al., 2018). Furthermore, employers should recognize the candidates who possess strong psychosocial attributes beyond technical skills. Qualities such as social skills, adaptability and proactivity are key determinants of actual employability and should be valued in hiring decisions (Hogan et al., 2013).

### ***Summary of Key Findings***

This literature review has systematically explored employability as a psychosocial construct, moving beyond traditional outcome-based definitions to emphasize its dynamic, person-centered nature. The analysis highlighted that employability is best understood as a form of work-specific psychosocial attributes. It comprised key dimensions such as career identity, personal adaptability, self-efficacy, resilience, proactivity and social and human capital. Theoretical frameworks including Social Cognitive Career Theory, Human Capital Theory, and Self-Determination Theory, these theories provide robust foundations for understanding how these factors contribute into the capacity of individual which navigate the modern labour market. The review underscored the education and career guidance play a vital multifaceted role in fostering these critical psychosocial attributes.

## **CONCLUSION**

The findings consistently indicate the necessity of adopting a holistic and integrated approach across educational policy, curriculum development, career guidance, and organizational practices to effectively bridge the gap between academic preparation and employment demands. This requires a fundamental shift in focus from merely achieving academic credentials to deliberate cultivation of dynamic psychosocial capabilities that enable lifelong career navigation and well-being. Recognizing the synergistic and interconnected nature of these psychosocial factors, interventions should be designed to address multiple attributes concurrently, acknowledging their reinforcing effects. Furthermore, it is imperative to align academic conceptualizations of employability more

closely with the actual psychosocial attributes valued by employers, particularly social skills and social capital.

### ***Limitation of the Study***

As with any literature review, this synthesis is subject to certain limitations. The scope of the databases searched, while extensive, may not have captured every relevant publication. There is also an inherent potential for publication bias, where studies with significant or positive findings may be more likely to be published. Additionally, the field of psychosocial employability is continuously evolving with new research and theoretical refinements emerging regularly, meaning this review represents a snapshot of current knowledge.

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### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Kumar, R. & Ansari, H. (2026). Employability as a Psychosocial Construct: Bridging the Gap between Education and Employment. *International Journal of Indian Psychology*, 14(2), 562-574. DIP:18.01.055.20261402, DOI:10.25215/1402.055