



**MARIHTO**

MÁSTER EN RECURSOS HUMANOS, TRABAJO Y ORGANIZACIONES

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## **Resumen**

En los últimos años, con el fin de garantizar una preparación óptima de los estudiantes universitarios para su trayectoria académica, su entrada en el mundo laboral y su posterior transición de la universidad al mundo profesional, se les exige que posean competencias más amplias. Estas competencias incluyen la capacidad de establecer relaciones, de participar activamente en cuestiones relacionadas con su futura carrera profesional y de explorar aspectos tanto profesionales como personales. El objetivo de este estudio es evaluar, a través de las propiedades psicométricas de la versión italiana del Cuestionario de Recursos para la Carrera - Versión para Adolescentes (CRQ-A; Marciniak et al., 2020), hasta qué punto ciertos programas de apoyo como la tutoría, el mentoring y formar parte de una Junior Empresa pueden mejorar los niveles de empleabilidad percibida utilizando tres muestras diferentes de estudiantes universitarios (N1 = 35; N2 = 130; N3 = 17). La validez y fiabilidad del instrumento se confirmaron mediante investigaciones relacionadas. A efectos de las investigaciones estadísticas, el estudio pretendía analizar los datos recogidos mediante ANOVA. Los resultados muestran que no existe una significación particular entre los estudiantes que utilizaron estos métodos y los que no los utilizaron. Por lo tanto, no hay pruebas de una gran eficacia de estos instrumentos para la preparación profesional de los estudiantes universitarios. No obstante, siguen siendo métodos válidos que pueden contribuir a la eficacia de las universidades a la hora de preparar a los estudiantes para comprender el mercado laboral y desarrollar la conciencia de sí mismos como futuros profesionales.

**Palabras Clave:** junior enterprise, employability, tutoring, mentoring, ANOVA

## **Abstract**

In recent years, in order to ensure optimal preparation of university students for their academic paths, their entry into the world of work and their subsequent transition from university to the professional world, they are required to possess broader competences. These competences include the ability to establish relationships, to actively participate in issues related to their future careers and to explore both career and personal aspects. The aim of this study is to assess, through the psychometric properties of the Italian version of the Career Resources Questionnaire - Adolescent version (CRQ-A;

Marciniak et al., 2020), the extent to which certain support programmes such as mentoring, tutoring and being part of a Junior Enterprise can improve levels of perceived employability using three different samples of university students (N1 = 35; N2 = 130; N3 = 17). The validity and reliability of the instrument was confirmed through related research. For the purposes of statistical investigations, the study aimed to analyze the collected data using ANOVA. The results show that there is no particular significance between students who used these methods and students who did not use them. Thus, there is no evidence of a high effectiveness of these tools for the career preparation of university students. Nevertheless, they remain valid methods that can contribute to the effectiveness of universities in preparing students to understand the labour market and develop self-awareness as future professionals.

**Keywords:** junior enterprise, employability, tutoring, mentoring, ANOVA



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## **THEORETICAL FRAMEWORK**

### **1. Introduction**

In today's society characterized by rapid technological change, social and economic instability, people's career paths have been profoundly transformed. They can no longer be regarded as linear, but rather as multifaceted and unstable. In this context, the concept of 'employability' takes center stage as people need to maintain and improve their attractiveness on the labor market in order to obtain or retain employment (Lodi et al., 2020).

The definition of employability is far from unambiguous and is the subject of debate among experts. Several authors have proposed varied interpretations, contributing to the multifactorial and elusive nature of the concept. Some scholars, such as Hillage and Pollard (1998), have defined it as 'the ability to move self-sufficiently in the labor market to realize one's potential through sustainable employment'. On the other hand, Tholen (2014) emphasized adaptability, flexibility and the acquisition of generic skills as essential elements for employability. Despite the different definitions, it is possible to identify a common thread: employability concerns the continuous personal and professional development of an individual, aimed at obtaining and maintaining satisfactory employment in line with one's aspirations.

From this perspective, the importance of mentoring and tutoring programs emerges as a crucial element in training and orienting college students toward greater job expendability. Mentoring is a structured and coordinated approach in which experienced individuals (the mentors) engage in personal and confidential relationships with less experienced individuals (the mentees), with the aim of providing professional support, personal growth and skills development (Hansford e Ehrich, 2006). Several studies have shown that mentoring can have a positive impact on the growth and development of young people, especially those from disadvantaged and risky backgrounds (DuBois et al., 2019). However, the creation of meaningful and lasting mentoring relationships can present challenges, such as the difficulty in recruiting suitable mentors and the risk of premature relationship breakdowns, which could undermine the effectiveness of the programme (Hamilton e Hamilton, 1992).

Furthermore, to fully understand the role of Junior Enterprises in increasing university students' perceived employability, it is essential to explore the nature and characteristics

of these organizations. Junior Enterprises are initiatives run by university students themselves, offering unique opportunities to gain practical experience in the world of work, develop soft skills and come into direct contact with the challenges and dynamics of the market. Experiences within a Junior Enterprise can be a springboard for a student's future professional career, providing valuable exposure to real work contexts.

This thesis aims to investigate the role of Junior Enterprise and mentoring programs on the perceived employability of college students. It will be of crucial importance to examine the correlation between the mentoring experience and the increase in the perceived employability of university students, with a focus on the dynamics of mentoring relationships and the different facets of employability. Furthermore, the analysis of experiences within the Junior Enterprise will provide valuable insights into how these initiatives can contribute to developing the transversal skills required by the labour market and improve the employability of university students.

Ultimately, the aim of this thesis study is to provide an in-depth overview of the impact of support programmes, such as mentoring and tutoring, and the experience in a Junior Enterprise on the employability of university students. This will help promote an informed debate on the importance of such programmes and highlight the importance of integrating such initiatives into the university context. We hope that the results of this research can inform the decisions of academic institutions in designing programmes aimed at improving student employability and adequately preparing them for the labour market.

In addition, the results could also be useful for the students themselves, as they may better understand the potential benefits of participating in mentoring, tutoring and Junior Enterprise programmes. This study could provide them with valuable guidance in making informed decisions regarding the choice to get involved in such extracurricular initiatives and maximise opportunities to develop their skills and professional profile.

### *What is Mentoring*

Mentoring is part of support programs in job placement processes and tasks (Di Stefano et al., 2019). A number of educational mentoring papers do not define the word mentoring in an adequate manner (Hansford, Tennent and Ehrich, 2003) and this problem is not confined to educational studies of mentoring but also studies within the business literature

(Hansford, Tennent and Ehrich, 2002) and medical literature (Ehrich, Hansford and Tennent 2003). The following definition reflects the authors understanding of formal mentoring. It should be noted that the following is an adaptation of a previous definition (Hansford, Tennent and Ehrich, 2003, p.44):

*“Formal mentoring is a structured and coordinated approach to mentoring where individuals (usually novices – mentees and more experienced persons – mentors) agree to engage in a personal and confidential relationship that aims to provide professional development, growth and varying degrees of personal support.”.*

In the formal setting, mentoring is implemented through organized programs, which provide specific guidelines and directives regarding the process (DuBois et al., 2002). During mentoring, mentors share their knowledge, skills, and perspectives with mentees, helping them to develop specific skills and address challenges in their educational or career path. The main goal of mentoring is to foster the mentee's growth and development, helping them realize their potential and become better prepared for the job market.

#### *What is tutoring*

Tutoring has always been a form of education and a means of instruction. It has two main properties: 1) the tutor/student ratio is 1/1-3 (in most cases 1/1), so tutoring is often interpreted as individualized instruction since the attention of the tutor is totally focused on one student; 2) guidance or tutor control occurs, although this control may be shared with the student by means of guided discovery or cognitive apprenticeship (Collins, 2006). The aim of the personal tutor is to provide students with academic and personal support throughout their time in Higher Education (Yale, 2019). This tutor–student relationship can promote a sense of belonging in students and has been found to increase student satisfaction through connectedness (Palmer, O’Kane, and Owens, 2009). Students report a satisfactory improvement for some aspects (e.g., knowledge of their university and course of study). Tutoring is a complex and articulated phenomenon, and its application involves different dynamics and strategies (Maxwell, 1990; Topping, 2000). In the educational field, the term is now generally associated with actions and functions related to support and enhancement dynamics and to facilitation dynamics, such as facilitation of learning, communication, and relationships (Goold et al., 2010; Rheinheimer et al., 2010). The literature proposes the tutorship as a complex action, held

in an interactive, purposeful, and systematic way by trained people, the tutors, who play a specific role, which is different from the “professional teacher” role (Topping, 2000). A tutor can express his/her function not only as a supporter and a facilitator but also with other impactful roles, such as, among others, as an inspirer, a motivator, a counselor, a communicator, and a problem solver

### *What are Junior Enterprises*

Junior Enterprises (JEs) in Italy are a network of non-profit student associations, generally linked to universities, which operate as simulated or real businesses, offering consultancy services to companies, public and non-profit organizations, and private individuals. JEs are run by university students who actively engage in managing and developing projects in various fields, such as business consulting, marketing, strategy, financial analysis, web development and more. Students engage their academic skills and apply them in practical contexts, thus gaining valuable work experience during their university career.

Junior Enterprises offer a collaborative learning environment where students can develop entrepreneurial, leadership, problem-solving and communication skills, working on real projects and interacting with actual customers. These experiences enable students to gain transferable skills and develop a better understanding of business processes, preparing them more effectively for entry into the world of work.

The Junior Enterprise movement is spread globally. In Europe there are 14 National Confederations (including JE Italy) coordinating 365 European Junior Enterprises. The National Confederations are united under the leadership of JE Europe, the umbrella organization that, from its headquarters in Brussels, draws common guidelines and organizes training activities for its more than 30000 member students. JE Europe, through direct dialogue with international institutions and partners, contributes to the growth, consolidation and promotion of the European network. JE Global represents more than 50000 Junior Entrepreneurs in 44 countries and actively promotes the Junior Enterprise concept in several countries, touching 4 different continents.

Moreover, the peculiarity of these associations is that they have a really high network of partnerships, among the best known partners in Italy we find Amplifon, Decathlon, Reverse, Go Student and many others that greatly enhance the positive influence that JEs



obtain from their partners, already well-structured companies that, through trainings, workshops, events and company fairs manage to transmit the company values already from the first years of university.

### *Objective*

As studies by Clements and Kamau (2018) suggest, young people today face an uncertain economic situation and an increasingly competitive labour market. Therefore, the question arises as to how universities can provide support to students in order to enter the world of work in the least traumatic way possible but, on the contrary, by facilitating the transition from the academic-university world to the actual working world. In the present study, we focus specifically on three types of instruments aimed at supporting university students: mentoring, tutoring and student associations, better known as Junior Enterprise. Mentoring, for instance, offers students the opportunity to learn from experts in the field, acquiring valuable advice, skills and perspectives for their professional future. Tutoring, on the other hand, offers personalized assistance in study subjects, helping students overcome academic challenges and develop self-directed learning skills. Student associations, such as Junior Enterprise, promote the acquisition of practical skills through real projects and collaborations with enterprises, preparing students for the challenges of the world of work in a concrete way.

The aim of the research is therefore to demonstrate how tools of this type and influence can, in fact, support students during their academic career.

The hypotheses formulated are therefore the following:

H1: Italian university students who have benefited from services such as mentoring and/or tutoring, and/or who have been part of a Junior Enterprise, will show higher levels of employability.

H2: There will be differences between Italian university students who have benefited from services such as mentoring, tutoring or who have been part of a Junior Enterprise and Italian university students who have not benefited from any support services.

## **EMPIRICAL FRAMEWORK**

### **2. Method**

#### **2.1. Participants**

A total of 82 Italian university students attending different faculties participated in the study. Of the total respondents, 56 were Italian women (68.3%), 26 Italian men (31.7%). The average age was 24 years, with a standard deviation of -, with a maximum of 38 years and a minimum of 19 years. The participants were attending Italian three-year or single-cycle courses with the following percentages: first year three-year or single-cycle (11%), second year three-year or single-cycle (6.1%), third year three-year or single-cycle (15.9%), first year magistral (8.5%), second year magistral (24.4%), fourth year single-cycle (1.2%), fifth year single-cycle (3.7%) with a presence of students who had already finished their studies of (29.3%).

The faculties involved were: Economics (23.2%), Psychology and Sociology (17.1%), Engineering and Design (12.2%), Law (9.8%), Marketing and Communication (7.3%), Languages and Language Mediation (6.1%), Humanities (2.4%), Pharmacy and Dentistry (2.4%) and Primary Education Sciences (1.2%).

The students came from the following regions of Italy: Sicily (67%), Lombardy (9.8%), Campania (6.1%), Calabria (3.7%), Apulia (2.4%), Tuscany (2.4%), Lazio (2.4%), Marche (2.4%), Sardinia (2.4%) and Abruzzo (1.2%).

#### **2.2. Variables and instruments**

The *employability* variable is defined by Hillage and Pollard (1998) as the ability to obtain initial employment. More generally, employability is the ability to move self-sufficiently within the labour market to realize one's potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes he or she possesses, the way he or she uses these resources and presents them to employers, and the context (e.g. personal situation and labour market environment) in which he or she seeks employment.

It was assessed by revisiting the Career Resources Questionnaire instrument developed and presented in the Marciniak et al. study (2021). This instrument consists of a total of

24 items arranged in a Likert-type scale ranging from total disagreement (0) to total agreement (5). The items are grouped into subscales:

*Career resources.* The Italian version of CRQ-A was used to assess the 7 career resources, as determined by the results obtained from Study 1. Each item was assessed using a 5-point Likert scale ranging from 1 = “not at all in agreement” to 5 = “much in agreement”. All 7 subscales showed good internal consistency, with Cronbach’s alpha values of 0.83 (Occupational expertise and confidence), 0.87 (Labour market knowledge), 0.87 (Soft skills), 0.77 (Career involvement), 0.81 (Career clarity), 0.91 (Social support from school), 0.88 (Networking).

*Career values.* The Occupation Role Reward Value Scale (Amatea et al., 1986) was used to assess career values. The scale consists of 2 items, assessed through a 5-point Likert scale ranging from 1 = “not at all in agreement” to 5 = “much in agreement”. An example of an item is “I view work as a very important part of life”. Cronbach’s alpha value in this study was 0.78.

*Career control.* The 3-item Career Control Scale (Akkermans et al., 2013) was used. Each item was assessed using a 5-point Likert scale ranging from 1 = “not at all in agreement” to 5 = “much in agreement”. An example of an item is “I am capable of successfully shaping my intended career”. Cronbach’s alpha value in this study was 0.83.

*Networking ability.* The Networking Ability Scale (Ferris et al., 2005) was used. Each of the 3 items was assessed using a 5-point Likert scale ranging from 1 = “not at all in agreement” to 5 = “much in agreement”. The wording of the items was slightly modified to fit the student sample, so any reference to the work was removed. An example of an item is “I have actively cultivated contacts with people who could help my career development”.

*Social support.* The Student Social Support Scale (SSSS; Malecki & Elliots, 1999) was used to assess the support that students receive from school. Of the 4 original subscales, only 1 was chosen (school support scales) and only 3 items were selected for that, for reasons of parsimony. Each item was assessed using a 5-point Likert scale ranging from 1 = “not at all in agreement” to 5 = “much in agreement”. Examples of an item “My school provides support in answering my career questions”. Cronbach’s alpha was 0.93 (teachers support).

The wording of the items was slightly modified to suit the student sample, so any reference to work was removed, as well as the word 'school' being replaced by 'university'.

### *ANOVA*

Analysis of Variance (ANOVA), or Analysis of Variance, is a statistical technique used to assess differences between the averages of three or more groups or treatments. The main objective of ANOVA is to determine whether statistically significant variations exist between the groups considered or whether the observed differences could be due to chance. This technique compares the variation between groups with the variation within groups. If the between-group variation is significantly greater than the within-group variation, this suggests that at least one of the groups is different from the others in terms of the mean. This test is widely used in various disciplines, from social science to scientific research, to determine the effect of a factor or factors on a dependent variable. ANOVA can be applied in several variants, including one-factor ANOVA, two-factor ANOVA and multi-way ANOVA, depending on the number of factors involved in the analysis. It is a crucial tool for validating hypotheses and identifying relationships between variables in a wide range of scientific research.

To measure the significance of the collected data, ANOVA was used as the main statistical method.

### **2.3. Procedure**

In the present research, the study procedure on mentoring, tutoring and Junior Enterprise was carefully structured to obtain meaningful information concerning the employability of the university students involved. To design the questionnaire, six relevant scales were selected from a previous study, thus ensuring a sound theoretical basis for data collection. (Andreas, et al., 2014)

In order to ensure content validity and comprehension of the items by the participants, a translation of the items already validated and found in the literature was used. Once this preliminary phase was completed, the questionnaire was administered within the Junior Enterprise, involving students from different locations in Italy.

The questionnaire was administered via an anonymous Google Form, allowing participants to respond confidentially and without any personal identification. During this phase, particular emphasis was placed on the purpose of the research and the importance of maintaining the confidentiality and anonymity of the results. It was made clear that the information collected would only be used for research purposes and never for individual evaluation.

#### **2.4. Statistical analysis**

After obtaining the answers from the participants, all data was carefully collated in an Excel file to facilitate subsequent statistical analysis. In addition, 3 groups were highlighted as follows: group 1 (students who received no support and were not part of a Junior Enterprise), group 2 (students who both received support from mentoring and/or tutoring and were part of a Junior Enterprise) and group 3 (students who either received support from mentoring and/or tutoring or were part of a Junior Enterprise).

Using the ANOVA method, the data were analyzed to identify any significant relationships and differences between the variables examined, in order to better understand the role of mentoring, tutoring and Junior Enterprise on university students' perceived employability.

Through this rigorous and well-structured approach, a solid basis for analyzing data and understanding the relationships between mentoring, tutoring, Junior Enterprise and employability was obtained. The results of this research will make important contributions to the understanding of how such programmes can positively influence students' perceptions of employability, providing valuable information for the academic and professional context.

The starting hypothesis assumed that participants in groups 2 and 3 have higher mean scores on the total scale they used, compared to group 1.

In order to test this hypothesis, an ANOVA was performed between the three groups, adding the total mean of the scale used as the dependent variable (items from "I am certain that I have the knowledge and skills necessary to pursue the profession I want" to "I have

been active in seeking contacts with people who could be important for my career development").

### 3. Resultados

In the following table, we present the frequencies obtained on the sample. As the table shows, the whole sample was considered valid, none excluded. As can be seen, the average age of the sample is around 24 years ( $M = 23,8$  ;  $sd = 3,07$ ).

*Table 1 - Frequencies*

		Age
N	Valid	82
	Lost	0
Mean		23.854
Desv. Desviation		3.076

Other data we present are those relating to attendance within the three groups (*Group 1*, *Group 2* and *Group 3*) with the various percentages calculated. As can be seen, *Group 3* is the least numerous, consisting of just 17 subjects.

*Table 2 - Groups*

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Group 1	35	42.7	42.7	42.7
	Group 2	30	36.6	36.6	79.3
	Group 3	17	20.7	20.7	100.0
Total		82	100.0	100.0	

Another important fact concerns the gender distribution within the study, as can be seen in Table 3, there was a majority of female subjects (N = 56) against a male presence of just over half (N = 26). Here, too, the percentages considered valid were calculated.

*Table 3 - Gender*

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Women	56	68.3	68.3	68.3
	Men	26	31.7	31.7	100.0
	Total	82	100.0	100.0	

Statistical analyses corresponding to the ANOVA were then carried out and presented in the table below:

*Table 4 - ANOVA*

	N	Mean	Desv. Desviacion	Desv. Error	Lower Limit	Upper limit	Minimum	Maximum
Group 1	35	3.2360	0.5278	0.0892	3.0547	3.4173	2.35	4.48
Group 2	30	3.3841	0.5542	0.1011	3.1771	3.5910	2.39	4.43
Group 3	17	3.5038	0.5014	0.1216	3.2460	3.7616	2.17	4.35
Total	82	3.3457	0.5362	0.0592	3.2279	3.4635	2.17	4.48

This with the 95% confidence interval for the mean.

As can be seen in *Table 5*, there is almost no difference between the averages of each group, so the ANOVA was not significant ( $F = 1.570$ ,  $p = .215$ ). Therefore, according to the results, there is no difference in the average employability score between the subjects of the different groups.

*Table 5.* - ANOVA

	Sum of square	gl	Root mean square	F	Sig.
Between groups	0,890	2	0.445	1.570	0.215
Within groups	22.402	79	0.284		
Total	23.293	81			

#### 4. Discussion

Despite the lack of statistical significance in the results, support programmes, such as mentoring and tutoring, and Junior Enterprise continue to be a valuable resource for university students. These programmes offer a personalized learning environment, stimulating students' motivation and confidence in their own abilities. In addition, the practical experiences provided by Junior Enterprises enrich academic training, allowing students to apply theoretical skills in real-world contexts.

The supportive approaches offer unique opportunities for students' personal and professional growth. Interaction with tutors and mentors fosters the development of soft skills, such as communication and problem solving, which are crucial for success in both academic and working environments. The practical experiences provided by Junior Enterprise improve students' understanding of business dynamics and facilitate their transition into the professional world.

The findings of this study suggest that strategies may be needed to improve the effectiveness of support programmes and Junior Enterprise. For instance, it might be useful to implement closer monitoring of the activities carried out, providing a better



evaluation of the effectiveness of the initiatives. Furthermore, the identification and involvement of students who benefit most from the programmes could improve the overall results.

## **5. Conclusions**

The findings of this thesis study on support programmes, such as mentoring and tutoring, and Junior Enterprise indicate that, based on the data analyzed, there is no particular significance in the results regarding a substantial difference between students who receive support and those who do not. This might suggest that such support programmes do not have a statistically significant impact on students' academic performance or outcomes measured in the study.

However, it is essential to note that the lack of significant differences in the data should not be interpreted as a devaluation of the importance of support programmes and Junior Enterprise. Indeed, the absence of statistically significant differences does not preclude the fact that these programmes can still provide numerous benefits and enrich the student experience.

Support programmes, such as mentoring and tutoring, can provide opportunities for personal and professional growth for students. They can provide a personalized learning environment, encouraging students' confidence, motivation and determination to achieve their academic and professional goals. In addition, interaction with mentors or tutors can help students develop soft skills, improve problem-solving abilities and raise awareness of their own capabilities.

Similarly, Junior Enterprises represent an important opportunity for students to gain real-world practical experience, applying theoretical knowledge learnt in the classroom to real projects and business challenges. These experiences can enrich students' academic journey and provide a greater understanding of labour market dynamics.

Therefore, while not showing a substantial difference in outcomes between students with and without support, support programmes and Junior Enterprise can be considered valuable tools to enhance and enrich students' experiences during their academic journey. Interaction with professionals and the practical application of knowledge can contribute to forming more knowledgeable and competent individuals, able to face future challenges with greater confidence and awareness.

## **6. Limitations of the study**

Some limitations were identified in the present study that may have rendered the results ineffective for research purposes. Firstly, differences in students' expectations and commitment to the programmes may have contributed to the absence of significant differences. Indeed, it is well known that one of the main limitations of studies using the self-assessment method is precisely that of the relativity of the data provided by the interviewees. In this case, specifically, we are unable to provide an overview of the level of commitment, which can also be quantified temporally and qualitatively, regarding the support programmes. In fact, the lack of data on the specific quality and effectiveness of the activities carried out in support programmes may have limited our understanding of their impact.

Again, an even larger number of stakeholders could have improved our understanding of the observed phenomena.

Furthermore, other limitations of the study are the little attention paid to the gender of the participants, which could have led to differences between males and females.

Ultimately, no account was taken of the difference in the participants' degrees of education. Between new university entrants and veterans, one could have observed a difference in the maturity of judgment in presenting one's perception of employability.

## **7. Future Research**

Based on the limitations that emerged from the present study, we recommend further research with larger samples and longer observation periods. Qualitative surveys can deepen students' perceptions of the usefulness of mentoring programmes and Junior Enterprise. Furthermore, comparisons of different mentoring and tutoring approaches could provide valuable information on the most effective methodologies.

Although qualitative tools can provide an in-depth understanding of participants' experiences and perceptions, there may be limitations in terms of the generalisability of the results. In the future, it might be useful to complement such approaches with quantitative methodologies to obtain a more comprehensive and representative view of the dynamics examined.

While mentoring, tutoring and the Junior Enterprise experience may provide opportunities for development and growth for all participants, it is essential to take into account possible gender differences that may emerge in the experiences and outcomes. Gender dynamics may influence participation, expectations and benefits derived from such practices. Therefore, it is important to collect specific data and information regarding the different experiences of participants of different genders in order to better understand the role of mentoring, tutoring and JE in promoting equality of opportunity.

This study involves participants from different educational backgrounds, such as university students of various levels and young professionals, i.e. former students. These differences could influence the nature of the mentoring, tutoring and participation experiences in Junior Enterprise and their outcomes. Therefore, it would be worth analyzing the data according to the different educational levels of the participants in order to identify possible variations and understand the implications.

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