

# Soft Skills and Study-Related Factors: Direct and Indirect Associations with Academic Achievement and General Distress in University Students

**Table S1**

*Complete Information for the Measures considered in the Study*

Measure	Response scale	Cronbach's $\alpha$ (original version)	Cronbach's $\alpha$ (present sample)
Epistemic Curiosity	1–5	.82 (Litman, 2008)	.81
Creativity	1–5	.88 (Feraco et al., 2021)	.88
Critical Thinking	1–7	.67–.92 (Moretti et al., 2018)	.81
Perseverance of Effort	1–5	.61 (Sulla et al., 2018)	.67
Sociability	1–7	.86 (Di Fabio & Palazzeschi, 2011)	.71
Achievement Emotions	1–5	.90 for the negative, .87 for the positive (Mega et al., 2007)	.87 for the negative, .85 for the positive, .88 for the overall score
Self-Regulated Learning	1–5	.76 for the overall score, .48–.79 for the subscales (De Beni et al., 2014)	.76 for the overall score, .58–.69 for the subscales
Learning Goals	0–1	.78 (De Beni et al., 2014)	.74
Academic Self-Efficacy	1–5	.80 (De Beni et al., 2014)	.80
Growth Mindset	1–6	.88 (De Beni et al., 2014)	.92
Anxiety and Resilience	1–5	.86 for anxiety, .76 for resilience (De Beni et al., 2014)	.89 for anxiety, .70 for resilience, .86 for the overall score
General distress	0–3	.90 for the overall score (Bottesi et al., 2015)	.94

**Table S2**

*Complete Results for the Two CFAs Assessing the Second-Order Factors, i.e., Soft Skills and Motivational Beliefs*

Latent variable	Observed variable	Standardized loading	Standard error
Soft skills	→ Epistemic curiosity	.60	.16
	→ Creativity	.72	.21
	→ Critical thinking	.53	.22
	→ Perseverance of effort	.27	.11
	→ Sociability	.52	.24
Motivational beliefs	→ Academic self-efficacy	.61	.40
	→ Growth mindset	.35	.56
	→ Learning goals	.42	.13