



The relationship between perceived employability and subjective career success among teachers

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ABSTRACT

Among the many evaluations of career success, it is obtained through work experience. This work experience makes individuals evaluate their abilities, which is called perceived employability. In the context of teachers, these abilities are used to face the work environment in the future. The purpose of this study is to examine the relationship between perceived work ability and teachers' subjective career success. The method used in this study is correlation analysis. The study population consists of male or female teachers who hold appointment letters as permanent or non-permanent teachers at a foundation or as civil servants, and have at least five years of work experience, selected using quota sampling from 20 schools. The instruments used in this study were the perceived employability scale and the Subjective Career Success Inventory (SCSI). This study used the Pearson Product Moment correlation test analysis technique, and the results were analysed by dimension. The results of this study indicate that the internal perceived employability dimension is related to the subjective career success dimension, including the dimensions of recognition, quality of work, influence, authenticity, personal life, growth and development, and satisfaction. Furthermore, the external perceived employability dimension is related to the subjective career success dimension, including the dimensions of recognition, quality of work, influence, authenticity, and satisfaction. In conclusion, the internal perceived employability dimension is related to all dimensions of subjective career success. Meanwhile, the external perceived employability dimension is not related to all dimensions of subjective career success.

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Introduction

The inspirational stories of teachers who work in remote areas of Indonesia highlight not only their immense dedication but also reflect the extraordinary nature of their subjective career success in educating the nation's children, even in the face of various challenges. Among these stories is that of an honorary teacher at SDN Pajeruan IV, Sampang, Madura, who travels 30 kilometers daily by motorcycle and on foot during the rainy season. A modest salary does not dampen this teacher's spirit, as teaching is regarded as a form of service and worship. Their happiness lies in the enthusiasm of their students to learn, despite being in a remote area (SalsabilaNews, 2021). Another inspirational story is that of a teacher from the Frontier Program (PGD) at SDN 18 Lubuk Kedang, West Kalimantan, who willingly teaches in an area with inadequate infrastructure. During the online learning period of the pandemic, this teacher undertook a 12-hour journey to the city to access internet signals and even

visited students' homes to provide lessons. The students' eagerness to learn and the positive reception from the local community became the teacher's main sources of motivation (Directorate of Primary Schools, 2020).

Then there is the story of a teacher at SMPN 1 Sungkai Selatan, who sees teaching as a hobby. This teacher began their career as an honorary teacher and is now a "teacher motivator" who often provides training to peers. This teacher feels happy meeting students every day and fulfilled when sharing knowledge with colleagues (NaikPangkat.com, 2022). These stories illustrate how vital spirit and dedication are in the field of education, especially in remote regions full of obstacles. Teachers like Mr. X, Ms. Y, and Ms. Z are unsung heroes who deserve our appreciation and full support. They have achieved subjective career success by finding satisfaction and meaning in their profession, despite facing numerous hardships.

Based on the three cases above, it is evident that income, position, and promotion are not the main indicators in determining success; instead, there are other indicators such as happiness and job satisfaction that are felt (Khaeriah et al., 2021). Ms. Y, Ms. Z, and Mr. X feel happiness and satisfaction when seeing their students exhibit high enthusiasm for learning, even though they come from remote areas that are far behind compared to other regions. A teacher's happiness correlates positively with career success, because positive emotions will lead to optimal performance in the workplace (Walsh et al., 2018). Although the welfare of Ms. Y and Mr. X as teachers has not been fully met (e.g., inadequate salary, lack of security guarantees, and insufficient infrastructure) these conditions do not diminish their spirit to carry out their duties properly in accordance with existing educational standards. Teachers or lecturers experience success based on subjective criteria they possess; they assess their success based on how many of the students they have taught go on to succeed in life (Ingarianti et al., 2020). Achievement of success in their career work generates a positive mindset that then leads individuals toward subjective career success.

In today's era, considering subjective career success is an important matter for teachers, especially for Ms. Y, Ms. Z, and Mr. X, as well as others out there who may be experiencing the same thing but whose cases are not raised in the mass media. Considering subjective career success is essential in pursuing a career path that is highly heterogeneous, because only the teacher themselves can define and assess their own subjective career success.

The satisfaction felt by Ms. Y and Mr. X comes from seeing their students' enthusiasm for learning; this is one of the success criteria according to them. A teacher can define and evaluate subjective career success by referring to standard definitions, personal needs, values, career stages, and self-aspirations (Rigotti et al., 2020). Subjective career success is a part of satisfaction; previous studies have discussed career success in relation to attitudes and emotions in the workplace. Subjective career success is considered to fulfill higher-level needs that directly influence an individual's psychological contract.

Each teacher has a different way of determining their subjective career success, one of which is by comparing their current success to their personal standards, which include self-aspirations, past achievements, and future goals and expectations (Abele & Spurk, 2009). Teachers will compare their achievements with their career goals—whether those goals have been achieved, are yet to be achieved, or may never be achieved. Next, the way to assess a teacher's career success can also be based on their external standards, which include the achievements of colleagues, supervisors, mentors, and family members (Clark & Arnold, 2008).

Teachers with high subjective career success will feel happier with their work, fostering positive attitudes such as low turnover intention and decision, as well as better well-being and health (Spurk et al., 2019). This is because subjective career success is a form of success derived from an individual's internal criteria—success that does not rely on others' assessments but rather on measures established based on personal expectations and interests (Fridayanti, 2018). Subjective career success demands that teachers take responsibility for their own success. A teacher has the right to express new ideas and

concepts to support their career development (Diar Mahardika & Kistyanto, 2020). Previous research shows that subjective career success serves as a reference for evaluating work in relation to emotional values and personal meaning throughout the career journey (Rigotti et al., 2020). Therefore, if a teacher is unable to attain subjective career success, they may face difficulty in making sense of and evaluating their career journey.

Subjective career success is an important topic to study because career models have shifted under the influence of postmodernism. It is evident that the concept of success has moved from traditional career development models to boundaryless career development models (Defillippi & Arthur, 1994). In traditional career development models within an organization, both internal and external environments are generally stable. Organizations offer consistent and stable career paths to their employees. However, in the boundaryless career development model, the opposite occurs: the opportunity for employees to develop no longer comes solely from one organization. Employees are faced with selection processes and decreased job stability due to changes in the career context, making it impossible for individuals to rely only on organizations for their career growth (Hall & Chandler, 2005; Hall & Mirvis, 1995). Therefore, each individual is expected to have the ability to develop their own career.

Nabi (1999) explains that subjective career success is success that stems from an individual's internal criteria regarding achievements, perspectives on the future, and career satisfaction. Subjective career success is a sense of satisfaction experienced by individuals concerning the career they have achieved. In addition, subjective career success is also considered to directly influence an individual's psychological contract (Moon & Choi, 2017). Subjective career success is often closely related to the perception of career as a sequence of work experiences over time that leads to an individual's subjective evaluation (Dewi et al., 2022). Consideration of subjective career success is defined and evaluated individually, of course by referring to standard definitions, needs, values, career processes, and personal opinions (Rigotti et al., 2020). Based on the various definitions presented, it can be concluded that subjective career success is a personally determined definition of success, set by the individual based on personal interests and future expectations.

Shockley et al. (2016) outline several dimensions that can be used to measure an individual's subjective career success, namely: (1) Authenticity – the individual is able to set career goals aligned with their personal needs. (2) Growth and Development – career development usually corresponds with the individual's knowledge and skills. (3) Influence – the individual has an impact on others in the context of their career. (4) Meaningful Work – the individual performs work that holds value both for themselves and for their environment. (5) Personal Life – the individual engages in a career that positively affects their personal life. (6) Quality of Work – when working, the individual strives to produce outcomes that are satisfying to both themselves and others. (7) Recognition – the individual's work results are acknowledged by others. (8) Satisfaction – the individual feels that their career expectations have been fulfilled.

Career evaluation for teachers is derived from their accumulated work experiences. Through these experiences, teachers form assessments of their own capabilities, commonly referred to as perceived employability. Perceived employability is an evaluation used to identify the capabilities that an individual possesses (Fugate et al., 2004). It emphasizes the teacher's current abilities, which can be utilized to face future work environments (Rothwell & Arnold, 2007). When teachers assess their capabilities, they may form either a positive or a negative evaluation. A teacher who evaluates their capabilities positively is able to accept their current abilities. As a result, the teacher will feel comfortable in their current job, experience satisfaction from their past work experiences, believe in their ability to adapt to future changes, and feel capable of retaining their employment. This, in turn, makes it easier to achieve subjective career success. However, if a teacher evaluates their capabilities negatively, it means they are unable or unwilling to accept their current abilities. This can

result in a stagnant condition and hinder the achievement of career success (Berntson et al., 2006).

Research on perceived employability in relation to other constructs has been conducted previously and has yielded positive results. A study by Sawitri and Dewi (2018) examining the mediating role of self-regulation in the relationship between career and self-perceived employability among 600 university students in Semarang showed that career aspiration was positively related to self-perceived employability. Another study by Jackson and Wilton (2017) involving 480 undergraduate students in universities in the UK and Australia revealed that perceived employability is associated with individual career management, work experience, and personal characteristics. Furthermore, research by Neneh (2020) involving 274 final-year undergraduate students in a South African university explored the role of self-perceived employability (SPE) on entrepreneurial self-efficacy (ESE) and predisposition toward choosing a career as an entrepreneur. The findings showed a positive influence, especially among students with high self-perceived employability. However, despite the research that has been conducted, studies focusing on the relationship between perceived employability and subjective career success specifically among teachers are still rare, both domestically and internationally. Therefore, this study is important to conduct, as teachers, in fulfilling their roles, need to construct their own version of career success based on their perceived roles within the organization.

The topic of employability was first discussed in the United States and the United Kingdom in the early 20th century. At that time, the term "employability" focused on issues concerning individuals who were either employed or unemployed. If employability was used to describe employed individuals, the concept focused on how individuals retained their jobs (Rothwell & Arnold, 2007) or obtained new jobs within the same organization (Berntson, 2008). In contrast, if the concept was applied to unemployed individuals, it was aimed at recent graduates who had not yet found employment or individuals who were not working at all (Berntson, 2008).

Later, in the 1990s, the concept of employability underwent significant development, leading to various terminologies related to employability. The concept can be approached both broadly and individually. Employability is divided into two forms: objective employability and subjective employability. Objective employability refers to factual elements of an individual's profile, such as educational background and job position within an organization. Subjective employability, on the other hand, is markedly different and is now commonly referred to as perceived employability or self-perceived employability.

Fugate et al. (2004) state that perceived employability is an individual's evaluation in identifying the skills they possess, the achievement of career goals, and other benefits obtained from their work. Pinto and Ramalheira (2017) explain that perceived employability is a set of factors that can encourage individuals to work, remain employed, and strive to pursue their careers in order to develop. Rothwell et al. (2008) state that perceived employability is the ability identified by individuals to attain sustainable employment in line with their competencies. Perceived employability is defined as the ability to retain a current job or obtain a desired job (Rothwell & Arnold, 2007). Based on this definition, it includes aspects of future success and aspects of position retention (Iles, 1997).

There are two main dimensions of perceived employability: internal and external (Rothwell & Arnold, 2007). The internal dimension of perceived employability refers to an individual's positive assessment of their own capabilities. The external dimension refers to an individual's assessment of their abilities based on previous work experience or organizational experience. Rothwell and Arnold (2007) then developed dimensions from several experts to construct a perceived employability scale, which includes 1) skills and behaviors that contribute to effective job performance, 2) Resilience, meaning the individual's ability to adapt effectively to changing circumstances, 3) Contact networks that

provide information and support (relationships), and 4) Job search skills and knowledge of the labor market.

The novelty of this research lies in the investigation of the relationship between perceived employability and subjective career success, which has previously been studied by Rothwell & Arnold (2007). In earlier studies, the subjects were employees, and the research was conducted abroad. To date, research on the relationship between perceived employability and subjective career success specifically among teachers has not been conducted, either domestically or internationally. Furthermore, this study includes a dimensional analysis of the variables involved. In doing so, the relationship between perceived employability and subjective career success in teachers can be understood in greater detail.

Based on the explanation above, the researcher is interested in conducting a study on the relationship between perceived employability and subjective career success among teachers. In this study, perceived employability serves as the independent variable, which is hypothesized to have a relationship with subjective career success as the dependent variable. The aim of this study is to examine the relationship between perceived employability and subjective career success in teachers. The findings of this research are expected to serve as a reference for future studies, particularly for students conducting research in the field of Industrial and Organizational Psychology. Another contribution of this research is to provide a reference for explaining how internal perceived employability relates to subjective career success in teachers.

Method

This research used a quantitative approach with a correlational method. The population criteria for this study were male or female teachers, possessing an official appointment letter as either a permanent/non-permanent foundation teacher or as a civil servant teacher (ASN), and having a minimum of 5 years of work experience. The criterion of a minimum of 5 years of experience was determined because teachers in the early stages of their profession have relatively few accomplishments to evaluate their subjective career success (Abele & Spurk, 2009). The sampling technique used was quota sampling, which is a technique to determine the sample from a population with certain characteristics until the desired quota is met (Sugiyono, 2019). The sample in this study consisted of 300 respondents obtained from 20 schools.

The instrument used in this study was the perceived employability scale developed by Rothwell and Arnold (2007). Next, the Subjective Career Success Inventory (SCSI) instrument was developed by Shockley et al. (2016). Both variables used in this study are multidimensional in nature. Therefore, in the data analysis process, including reliability, validity, and model testing, the analysis was carried out per dimension. The reliability score range per dimension on the perceived employability items was 0.704–0.83. The reliability score range per dimension on the Subjective Career Success Inventory (SCSI) items was 0.643–0.85. Data analysis was carried out with the help of Jamovi software using Pearson Product Moment correlation analysis. Data analysis was conducted per dimension to examine the relationship between perceived employability and subjective career success in more detail.

Results

Based on the conducted research, the researcher obtained a total of 300 respondents. These respondents met the criteria determined by the researcher. Based on the demographic data in Table 1, the majority of participants were female, totaling 215 participants with a percentage of 71.7%. The majority age range of the participants was between 31–35 years, totaling 50 participants with a percentage of 16.7%. The majority of participants held a

bachelor's degree (S1), totaling 265 participants with a percentage of 88.3%. The majority employment status of the participants was ASN (civil servant), totaling 154 participants with a percentage of 51.3%. The majority worked in senior high schools (SMA), totaling 130 participants with a percentage of 43.3%. The majority work experience was more than 15 years, totaling 141 participants with a percentage of 47.0%. Furthermore, 118 participants held a teaching certificate, with a percentage of 62.7%. The majority income received by participants was less than Rp. 5.000.000, totaling 237 participants with a percentage of 79%.

Table 1. Demographic Data of the Research

Category	Frequency	Percentage (%)
Gender		
Male	85	28.3
Female	215	71.7
Age (Year)		
20-25	2	0.7
26-30	42	14
31-35	50	16.7
36-40	47	15.7
41-45	40	13.3
46-50	38	12.7
51-55	48	16
56-60	31	10.3
61-65	2	0.7
Education Level		
Diploma (D-IV)	2	0.7
Bachelor's Degree (S1)	265	88.3
Master's Degree (S2)	33	11
Employment Status		
Civil Servant	154	51.3
Permanent Foundation Teacher	103	34.3
Non-permanent Teacher	43	14.3
Work Unit		
Kindergarten	14	4.7
Primary School	79	26.3
Junior High School	77	25.7
Senior High School	130	43.3
Years of Service		
5-10 years	107	35.7
11-15 years	52	17.3
>15 years	141	47.0
Teacher Certification		
Certified	188	62.7
Not Certified	112	37.3
Income		
<Rp5.000.000	237	79
>Rp5.000.000	63	21

Subsequently, a Pearson correlation test was conducted as shown in Table 2. The Pearson correlation test aimed to examine the relationship between the dimensions of subjective career success and the dimensions of perceived employability. Singh and Author

(2013) argue that if the p-value is <0.001 , there is a significant relationship between variables. Based on the results of the Pearson correlation test in Table 2, it is known that the internal dimension of perceived employability had a relationship with the dimensions of subjective career success, namely: recognition, quality of work, influence, authenticity, personal life, growth and development, and satisfaction. The external dimension of perceived employability had a positive relationship with the dimensions of subjective career success, namely: recognition, quality of work, influence, authenticity, and satisfaction. However, there were also dimensions of perceived employability that had no relationship with dimensions of subjective career success: The internal perceived employability dimension had no relationship with the meaningful work dimension. The external perceived employability dimension had no relationship with meaningful work, personal life, and growth and development. Thus, there were several significant relationships between the dimensions of perceived employability and the dimensions of subjective career success.

Table 2. Pearson Correlation Test Results between Perceived Employability and Subjective Career Success

Hypothesis	p-value	Pearson's r	Description
PE (I) - R	$p<0.001$	0.337	Significant
PE (I) - QW	$p<0.001$	0.323	Significant
PE (I) - MW	$p<0.001$	0.217	Significant
PE (I) - I	$p<0.001$	0.374	Significant
PE (I) - A	$p<0.001$	0.308	Significant
PE (I) - PL	$p<0.001$	0.219	Significant
PE (I) - GAD	$p<0.001$	0.215	Significant
PE (I) - S	$p<0.001$	0.32	Significant
PE (E) - R	$p<0.001$	0.227	Significant
PE (E) - QW	$p<0.001$	0.289	Significant
PE (E) - MW	$p>0.001$	0.167	Not significant
PE (E) - I	$p<0.001$	0.251	Significant
PE (E) - A	$p<0.001$	0.224	Significant
PE (E) - PL	$p>0.001$	0.129	Not significant
PE (E) - GAD	$p>0.001$	0.133	Not significant
PE (E) - S	$p<0.001$	0.21	Significant

Note: PE(I)= Internal Perceived Employability; PE(E)=External Perceived Employability; R=Recognition; QW=Quality of Work; MW=Meaningful Work; I=Influence; A=Authenticity; PL=Personal Life; GAD=Growth and Development; S=Satisfaction.

Discussion

Based on the research that has been conducted, it shows that the internal dimension of perceived employability has a relationship with all dimensions of subjective career success. Meanwhile, the external dimension of perceived employability does not have a relationship with all dimensions of subjective career success. The external dimension of perceived employability that has a relationship with dimensions of subjective career success includes the dimensions of recognition, quality of work, influence, authenticity, and satisfaction.

First, the internal dimension of perceived employability has a significant relationship with the recognition dimension of subjective career success. Teachers who assess their abilities and competencies positively, and are confident in their capabilities, will work optimally and produce results that meet organizational targets. As a result, the organization will acknowledge the teacher and their work, leading to recognition. This is in line with Putra (2015), who stated that individuals who feel appreciated in an organization will demonstrate improved performance. The external dimension of perceived employability also has a significant relationship with the recognition dimension of subjective career success. This means that teachers evaluate their abilities and competencies positively and believe that,

with the experience they possess, they have more value compared to other workers who lack experience, such as fresh graduates. Therefore, the teacher feels more appreciated. This aligns with de Cuyper et al. (2011), who stated that workers who evaluate their perceived employability positively feel they have better knowledge, skills, and expertise than others. Additionally, these workers feel confident when performing their tasks within their current organization or when obtaining other job opportunities.

Second, the internal dimension of perceived employability has a significant relationship with the quality of work dimension of subjective career success. This dimension is related because teachers evaluate their abilities and competencies positively, believe in their capabilities, and have high motivation to produce quality work. This assumption is supported by Muazansyah (2018), who stated that individuals who are confident in their abilities will use them to the fullest and work enthusiastically, resulting in optimal work quality. Next, the external dimension of perceived employability also has a relationship with the quality of work dimension of subjective career success. This means that teachers who positively assess their experience and abilities feel capable of achieving better work quality than other teachers with less work experience. This is in line with Bili et al., (2018) who argued that the amount of work experience an individual has determines their work quality and productivity.

Third, the internal dimension of perceived employability has a significant relationship with the influence dimension of subjective career success. When teachers are able to evaluate their abilities and competencies positively, they feel that their current skills allow them to contribute to the organization. Therefore, teachers fulfill their duties, dedicate themselves to their students, and help the school achieve its goals. This aligns with the idea of Wala et al. (2020), who stated that individuals with strong confidence in their abilities actively engage in their work. The external dimension of perceived employability also has a significant relationship with the influence dimension of subjective career success. This means that experienced teachers are able to make contributions that have a positive impact on the organization. This statement is supported by Darmawan (2022), who explained that individuals with work experience are considered valuable because they have encountered various conflicts and know how to resolve them effectively, allowing them to contribute more than those who lack sufficient career experience.

Fourth, the internal dimension of perceived employability has a significant relationship with the authenticity dimension of subjective career success. Teachers who evaluate their abilities and competencies positively tend to be more confident in their capabilities, and this confidence motivates them to plan career goals that align with their personal desires and needs. This is in accordance with Pio R.J (2017), who stated that individuals evaluate their abilities and skills in order to plan their career goals. These goals should align with personal aspirations and available opportunities. The external dimension of perceived employability also has a significant relationship with the authenticity dimension of subjective career success. According to Ozora et al. (2016), the career environment and how individuals interact with it influence how they manage their current career. Thus, through the various experiences they have, teachers can control the direction of their subjective career based on knowledge gained from past experiences.

Fifth, the internal dimension of perceived employability has a significant relationship with the satisfaction dimension of subjective career success. When teachers positively assess their skills and competencies, they tend to carry out their duties to the best of their ability. If they encounter obstacles, they are able to overcome the challenges that arise in their career journey. These successfully resolved challenges lead to a sense of satisfaction with the work they have done. This aligns with the findings of Vanhercke et al. (2014), which suggest that internal perceived employability is associated with individual work outcomes. When individuals complete their work to the best of their ability, they feel satisfaction, leading to job satisfaction. Similarly, the external dimension of perceived employability also shows a

significant relationship with the satisfaction dimension of subjective career success. Teachers feel satisfied because their work experiences have aligned with their planned career paths and have provided substantial benefits to their current career journey. This is in line with Bahri and Nisa (2017), who stated that job satisfaction is a positive emotion that stems from an individual's evaluation of both pleasant and unpleasant work experiences, as well as their expectations for the future.

Sixth, the internal dimension of perceived employability has a significant relationship with the personal life dimension of subjective career success. This dimension indicates that the work currently carried out by the teacher has a positive impact on their personal life. Internal perceived employability allows individuals to perceive changes and problems in the workplace as non-threatening, because they believe in their own abilities regarding the tasks they perform. As a result, negative emotions and work-related stress are minimized, which in turn positively affects their personal lives. Furthermore, Magnano et al. (2019) stated that having confidence in one's own ability to work reduces the fear of job loss and the risk of unemployment. However, for the external dimension of perceived employability, there is no significant relationship with the personal life dimension. A positive evaluation of one's abilities based on past career experience is more related to dynamics within the work environment (Rothwell & Arnold, 2007), such as how individuals resolve problems in the workplace. Therefore, external perceived employability does not relate to aspects of life outside of work.

Seventh, there is a significant relationship between the internal dimension of perceived employability and the growth and development dimension of subjective career success. This means that teachers who evaluate their abilities and competencies positively, and who feel that being employed in their current organization is part of their self-concept, will strive to continually develop their skills and competencies. This is supported by Hahn and Kim (2018), who noted that employees who consider themselves employable as part of their self-concept are motivated to continue improving their knowledge and skills. This statement is also supported by Mahaputra et al. (2013), who argued that employability enables individuals to actively seek out new information both from within and outside the organization. However, for the external dimension of perceived employability, there is no significant relationship with the growth and development dimension of subjective career success. According to Shockley et al. (2016), this dimension relates to the individual's initiative to develop themselves through the acquisition of new knowledge and skills. The absence of a proven relationship between external perceived employability and growth and development is due to the fact that previous experiences may not necessarily align with the current job being carried out. This can be analogized in the following way: a person's previous job may have required knowledge and skills A, while their current job requires knowledge and skills B. Thus, the knowledge and skills required in the current job are different from those possessed previously. Therefore, the individual must learn something new that differs from their prior experience in order to develop.

Eighth, the internal dimension of perceived employability has a relationship with the meaningful work dimension of subjective career success. A positive evaluation of a teacher's capabilities related to their job leads the teacher to perform their duties according to educational standards. A teacher who acts as an instructor will deliver lessons in such a way that students can properly understand the knowledge being conveyed. A teacher serving as a mentor has the obligation to help students solve their own problems. When the teacher acts as a leader, they must supervise the teaching and learning activities of the students. As a result of carrying out these various duties, the teacher will experience meaningfulness in their work. This is because some of the tasks performed have benefits for their surroundings. The lessons taught by the teacher increase students' knowledge; students who are mentored learn to solve their own problems; and the teaching and learning process runs smoothly. This is in line with the opinion of Magnano et al. (2019), who stated that employees feel the

meaningfulness of their work when they do good and produce work that aligns with the goals of the organization.

Furthermore, the absence of a relationship between the external perceived employability dimension and the meaningful work dimension is due to the fact that the current job conditions experienced by the individual differ from those encountered in their previous career. As a result, the individual's previously acquired abilities do not influence whether their current work is perceived as meaningful or not. In addition, among the many factors that determine meaningful work, according to Oades et al. (2017), it is not stated that an individual's assessment of their abilities based on past work experience affects their sense of meaningfulness at work. Rather, meaningful work is more influenced by current conditions and the dynamics of the job presently being carried out. Based on the research conducted, one of the limitations of this study is that the sample was dominated by female teachers compared to male teachers, comprising 71.7% of the respondents. Furthermore, the sampling did not use a random technique. Therefore, the process of generalizing the results of this study should be approached with caution.

Conclusion

Based on the research that has been conducted and the dimension-level analysis, it can be concluded that the internal perceived employability dimension is related to all dimensions of subjective career success. Meanwhile, the external perceived employability dimension is not related to all dimensions of subjective career success. The external perceived employability dimensions that are found to be related to subjective career success include recognition, quality of work, influence, authenticity, and satisfaction.

Statement of Interest

Both authors of the article declare that they have no conflict of interest in the publication of this article.

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