

Differential career well-being among Indonesian guidance and counseling teachers

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Abstract

The research aims to determine the career well-being profile of Guidance and Counseling Teachers in Indonesia. This study employed a quantitative approach with a comparative design to examine differences in the career well-being of guidance and counseling teachers based on years of service. Analysis of variance (ANOVA) was used to determine whether significant differences in career well-being existed among groups with different lengths of service. In addition, descriptive statistics were used to provide an overview of the levels of career well-being among guidance and counseling teachers in Indonesia. The population in this research is guidance and counselling teachers in Indonesia. The sample consists of 1000 guidance and counselling teachers who were taken at simple random (simple random sampling) so that each member of the population has the same opportunity to be selected without bias. Data was collected using a career well-being scale based on Coetzee's theory developed by researchers. The instrument developed used the Rasch Model's validity and reliability tests and was then distributed via Google Forms. Data analysis uses percentage statistical formulas. The career well-being difference test shows a Sig value of 0.00, which means Guidance and Counseling teachers have a difference in career well-being based on length of service. This research concludes that the longer a guidance and counseling works, the higher the level of career well-being. This study recommends examining other factors affecting guidance and counseling teachers' career well-being in Indonesia, including education, work environment, support, and workload.

Keywords: *career well-being, length of work, guidance and counseling teacher, professional educator, indonesia, counseling services.*



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Introduction

Guidance and counselling teachers are essential in facilitating optimal student development. Guidance and Guidance Teachers as professional educators carry out counselling services as an educational implementation to enable individuals to achieve optimal development based on developmental stages (Wibowo, 2017). National education system Guidance and Counseling Teachers are educators at the same level as teachers, tutors, instructors, facilitators, lecturers and lecturers. Guidance and Counseling Teachers, as educators, have the responsibility to implement counselling services in schools. Guidance and counselling teachers as professionals have professional qualifications in guidance and counselling (Wibowo, 2017).

Mora, Trejo & Roux (2014) research illustrates that teacher identity influences improving professional services. The quality of the work shows a teacher's professionalism and feelings of satisfaction, pleasure, and pride in carrying out their duties as professionals (Wardan, 2019). Satisfaction with work and the desire to continue your career are aspects that indicate career well-being. Syahril, Yustiana, & Sunarya (2023) said Career well-being is a description of a guidance and counselling teacher's satisfaction with the results of their work, feelings of pride and self-confidence, and the desire to continue their career at a higher level. Individuals with high career well-being tend to show satisfaction with career achievements and developments in the career they are involved in (Rautenbach, 2015; Rothmann, 2013).

Guidance and Counseling Teachers who provide maximum service to students generally feel satisfied with their performance and strive continuously to improve their competence and career progress. Sholeh (2017) states that teacher performance influences motivation, self-confidence, satisfaction, and task commitment. Implementing professional services by guidance and counselling teachers creates positive feelings in them. Career well-being, which is shown by positive emotions, achievements and relationships, is seen as a pleasant psychological State's for individuals (Kidd 2008; Rothmann, 2013; Schotanus-Dijkstra et al. 2016).

Career well-being among guidance and counseling teachers plays an important role in the delivery of counseling services. Understanding the career well-being profile of guidance and counseling teachers can serve as a reference for professional identity development and professional development programs, which are classified as part of the professional competence of guidance and counseling teachers. Programs that can support the development of professional identity and professional growth include teacher professional education programs (PPG) and counselor professional education.

Career well-being consists of three aspects: affective career well-being, career meaningfulness, and social support. According to Coetzee, Ferreira, and Coetzee (2021), these three aspects define career well-being. Affective career well-being refers to an individual's readiness to continue working toward their expected career goals. Career meaningfulness is described as the extent to which one's work contributes to their life purpose. Social support refers to the support individuals receive from others (a support system) in achieving their career goals.

Research on career well-being in Indonesia is still limited. Research by Anwar, Suhariadi, & Fajrianti (2018) shows that career well-being includes emotional, psychological, and social well-being and relationships between family roles. Previous studies regarding career well-being profiles have been conducted by Coetzee (2021), Rautenbach (2015), Rothmann (2013), and Millán et al. (2013). This study specifically examines the levels of career well-being among Guidance and Counseling teachers in Indonesia. The analysis categorizes career well-being based on variations in years of professional experience. The identified research gap lies in the focus on this specific professional group Guidance and Counseling teachers and in exploring differences arising from diverse lengths of service. Furthermore, the study employs a large and geographically diverse sample of 1,000 Guidance and Counseling teachers drawn from western, central, and eastern regions of Indonesia, ensuring broad representation across the archipelago.

Method

This study employed a quantitative approach with a comparative design to examine differences in the career well-being of guidance and counseling teachers based on years of service. Analysis of variance (ANOVA) was used to determine whether significant differences in career well-being existed among groups with different lengths of service. In addition, descriptive statistics were used to provide an overview of the levels of career well-being among guidance and counseling teachers in Indonesia. The sample consisted of 1000 Guidance and Counseling Teachers spread throughout Indonesia using a simple random sampling technique. The simple random sampling technique was chosen because it provides equal opportunities for each member of the population without bias. The sample consists of a variety of different work backgrounds because work experience is a factor that influences career well-being. Length of work, culture and worker qualifications influence the career well-being of each individual (Aknin et al. 2013; Diener & Ryan 2009).

Data was collected using the career well-being scale. The development of the career well-being scale items began with defining the theoretical construct domain. According to Azwar (2017), the first step in instrument development is to specify the domain of the construct to be measured. The scale blueprint for career well-being was developed based on the theory of Coetzee, Ferreira, and Potgieter (2021), adapted to the work context in Indonesia specifically for guidance and counseling teachers. Next, standard scoring procedures for the career well-being scale (scale calibration) were conducted using Rasch model analysis. Construct validity testing and pilot testing of the career well-being scale were then carried out. The first pilot testing phase was conducted to assess the readability of the career well-being scale items. Based on the results, it was found that among the 36 items, items number 1, 14, 18, and 24 were difficult to understand for two guidance and counseling teachers. Additionally, items number 21 and 34 were found to be somewhat difficult to comprehend by one guidance and counseling teacher. One example of a statement used in the career well-being scale is (1) "I choose a job that aligns with my life purpose".

The first pilot testing phase was completed and followed by a second phase to evaluate the validity, reliability, and item discrimination of the career well-being scale. Validity and Reliability Test of the Career Well-being Scale using Rasch Model analysis. The validity test in the Rasch Model is by looking at the unidimensionality value of the instrument, which is an analytical process for evaluating the measuring instrument that has been developed to measure the variables that should be measured. The results of the unidimensionality value analysis based on the Winstep Rasch model application can be seen in table 1 as follows:

Table 1. Unidimensionality Value Results for the Career Well-being Scale

	Empirical
Total raw variance explained in observations	100.0%
Raw variance explained by measures	50.0%
Raw variance explained by persons	12.4%
Raw variance explained by items	37.6%
Raw Unexplained variance (total)	50.0%
Unexplained variance in 1 st contrast	7.6%
Unexplained variance in 2 st contrast	5.4%
Unexplained variance in 3 st contrast	5.0%
Unexplained variance in 4 st contrast	4.1%
Unexplained variance in 5 st contrast	3.3%

The results of the analysis of the career well-being scale's unidimensionality value obtained a raw variance value of 50.0%. Sumintono & Widhiarso (2014) stated that the criteria for the unidimensionality value of a measuring instrument are looked at using the raw variance explained

by the measures column. The reliability test for the career well-being scale can be seen in Table 2 as follows.

Table 1. Reliability Test Results for the Career Well-being Scale

	Total Score	Count	Measure	Model Error	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD
Mean	150.9	36.0	1.87	.27	1.10	.0	1.05	.0
S.D	12.8	0	.95	.07	.66	2.1	.62	1.9
Max	176.0	36.0	4.72	.57	5.06	8.1	4.79	8.0
Min	119.0	36.0	.20	.19	.22	-4.6	.20	-4.6
REAL RMSE	.32	TRUE SD	.89	SEPARATION	2.75	PERSON RELIABILITY	.88	
MODEL RMSE	.28	TRUE SD	.90	SEPARATION	3.22	PERSON RELIABILITY	.91	
S.E.	OF PERSON MEAN = .07							

Table 2. Summary of 36 Measured Items

	Total Score	Count	Measure	Model Error	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD
Mean	838.6	200.0	.00	.11	1.02	.2	1.05	.3
S.D	113.0	.0	1.02	.02	.24	1.8	.38	2.3
Max	941.0	200.0	4.30	.15	1.96	7.6	2.71	9.9
Min	297.0	200.0	-1.37	.08	.77	-2.1	.73	-1.8
REAL RMSE	.12	TRUE SD	1.01	SEPARATION	8.55	ITEM RELIABILITY	.99	
MODEL RMSE	.11	TRUE SD	1.01	SEPARATION	8.83	ITEM RELIABILITY	.99	
S.E.	OF PERSON MEAN = .17							

The career well-being scale reliability test results using the Winstep Rasch Model showed a Cronbach's alpha value of 0.90. The reliability coefficient guideline made by Guilford of 0.90 is in the very high-reliability category. A scale categorized as having very high reliability indicates that the career wellbeing scale used is appropriate for measuring the career wellbeing of Guidance and Counseling teachers.

Findings

The research results obtained an overview of the career well-being profile of guidance and counselling teachers in Indonesia. An overview of the career well-being profile of guidance and counselling teachers in Indonesia in terms of length of service can be seen in Figure 1 as follows:

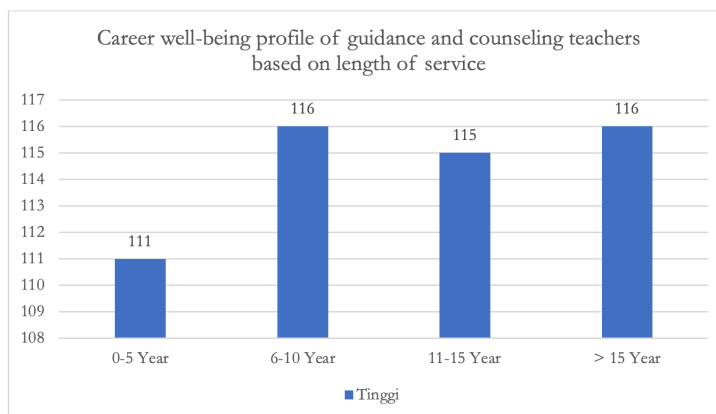


Figure 1. Career Well-being Profile

Figure 1 shows the career well-being profile of guidance and counselling teachers in Indonesia regarding the length of service. Length of work is classified into four categories, namely 0-5 years, 6-10 years, 11-15 years, and above 15 years. The average (mean) career well-being value obtained was 111 for guidance and counselling teachers who worked 0-5 years, 116

for teachers who worked 6-10 years, 115 for teachers who worked 11-15 years, and 116 for teachers who worked more than 15 years. Of these four categories, the highest average score is 116 for teachers who have worked for more than 15 years, while the lowest average score is 111 for guidance and counselling teachers who have worked for less than 5 years.

The research results show that the career well-being of guidance and counselling teachers in Indonesia is higher for guidance and counselling teachers who have worked longer than those who have just started working. Although the average scores of the four work experience categories are different, all are in the high career well-being category. High Career Well-being based on length of service can mean that guidance and counselling teachers significantly contribute to their life goals. High career well-being indicates that guidance and counselling teachers are prepared to continue working to achieve their expected career goals. Guidance and counselling teachers also have a favourable view of their future careers. Guidance and counselling teachers have the ability to adapt to new roles in the work environment, both in the same agency and new agencies, develop skills, and utilize the experience they have in achieving the demands of new roles in the world of work. Guidance and counselling teachers receive a support system in achieving career goals.

The test results for differences in the career well-being of guidance and counselling teachers based on length of service can be seen in table 3 as follows:

Table 3. Difference Test Results Career Well-being for Guidance and Counseling Teachers based on Length of Service

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6082.193	3	2027.398	8.826	.000
Within Groups	228800.907	996	229.720		
Total	234883.100	999			

The difference in the career well-being of guidance and counselling teachers is showed with a Sig score of 0.00. Obtaining a Sig value < 0.05 indicates a significant difference in the career well-being of well-being counselling tea-counselling four (4) service length classifications. The length of work can influence the career well-being of guidance and counselling teachers in Indonesia.

Discussion

Guidance and Counseling Teachers with a long tenure are also older. Research shows that Guidance and Counseling teachers who have worked longer have higher career well-being. The research findings support the argument of Aknin et al. (2013), which states that culture, worker qualifications, and length of service influence the Career well-being of each individual. Even though it is in line with the opinion of Aknin et al. (2013), the results of this study differ from the research of Riza, Ganzach, & Liu (2018), which states that career well-being decreases with increasing length of service. Career Well-being may decline in the first year of employment but does not show a significant decline in subsequent years, as shown by Boswell et al. (2009) Guidance and Counseling Teachers with a long service period have more experience carrying out their duties and work roles. The establishment stage in career development is described as an individual's effort to establish themselves based on the knowledge they have gained to achieve a higher status or position in their career (Fitriyani et al. 2019; Hartung, 2011; Zacher et al., 2019; Lin & Chen, 2020). Guidance and Counseling Teachers with high career well-being can adapt to new roles in the same agency and a new career. Guidance and Counseling Teachers can also develop knowledge and skills, use experience effectively to meet the demands of roles in the world of work and get support in achieving career goals. Kidd (2008) said an individual's ability to learn new skills can contribute to the development of career well-being. Guidance and Counseling teachers need various new skills and expertise to support the development of career well-being. Expertise in carrying out duties as a Guidance and Counseling teacher supports achieving

career well-being. Brown & Lent (2013) states that to achieve career well-being, individuals must develop new skills and expertise, which employers need.

Guidance and Counseling teachers with high career well-being show that work as a Guidance and Counseling teacher contributes to life goals. The career wellbeing of guidance and counseling teachers plays a crucial role in achieving life goals and job satisfaction, influenced by career commitment, social support, and intrinsic motivation. Support from colleagues and a sense of attachment to one's work can enhance emotional wellbeing, making it essential for the education system to provide adequate support for teachers in fulfilling their professional duties (Su et al., 2025; Lee et al., 2019; Vianello et al., 2019). Such support not only affects teachers' health but also impacts student learning outcomes, thereby fostering a more productive and meaningful educational environment (Zhang et al., 2022; Onyefulu et al., 2022). Career meaningfulness is an aspect of career well-being defined as the work an individual is involved in that contributes to goals (Coetzee, Ferreira, & Potgieter 2021). Guidance and Counseling Teachers with a high career well-being category are ready to continue working to achieve their expected career goals and have a favourable view of their future careers. Each individual's readiness and awareness regarding the challenges they will face in the future is one of the efforts that can facilitate the achievement of career goals (Zamroni 2016; Afriyati, Kartadinata, & Supriatna, 2022; Devayani, 2022). Individuals who can benefit from their work can generally control themselves in continuing their careers to a higher level, for example, by obtaining a higher position or position.

High Career Well-Being among Guidance and Counseling teachers can be caused by age. Guidance and Counseling teachers with a long tenure are usually also older. Mroczek & Spiro (2005) stated that regardless of differences in individual characteristics, career well-being increases from age 40 to 65. However, the age of Guidance and Counseling teachers does not always indicate high career well-being; they can also have low career well-being. Career well-being can increase or decrease with age (Diener & Ryan 2015; Zacher, Feldman, & Schulz 2014). This phenomenon suggests that career wellbeing can be influenced by various factors, including age.

The relationship between career well-being and factors such as age, length of service, and professional qualifications is complex and multifaceted, particularly in the context of Guidance and Counseling teachers. Recent studies have indicated that age and tenure are often correlated with increased career well-being. For instance, (Syahril et al., 2023) found that factors such as age and professional qualifications significantly influence individuals' perceptions of their career well-being. This insight is particularly relevant in the context of educational professionals, where extensive experience can enhance competencies and job satisfaction (Wickramaratne, 2021). Boswell et al. (2009) noted that career well-being may decline initially during the first year of employment but stabilize thereafter, suggesting that novice professionals face unique challenges that typically dissipate with experience.

Contrasting results have emerged from research by Riza, Ganzach, and Liu (2018), which posits that career well-being may decline as tenure increases, a perspective that raises questions about the relationship between experience and satisfaction (Syahril et al., 2023). This contradiction could be attributed to varying definitions of well-being across studies, exemplified by the distinction between short-term job satisfaction and long-term career fulfillment. Additionally, while Boswell et al. (2009) highlight an initial decline in well-being (Wickramaratne, 2021), their findings suggest that accumulated experience in Guidance and Counseling roles often leads to enhanced expertise, ultimately fostering a stronger sense of career identity and job satisfaction. Future research should also consider mediating factors such as organizational support, workload, and professional development opportunities that may influence the relationship between tenure and career wellbeing.

Conclusion

The description of the career well-being profile of Guidance and Counseling teachers based on length of work has differences, but all are in the high career well-being category. Guidance and Counseling teachers with a longer working period tend to have high career well-

being. The characteristics shown for Guidance and Counseling teachers in the high career well-being category are the ability to adapt to new roles, both in the same agency and in a new career. Guidance and Counseling Teachers can also develop knowledge and skills to meet the demands of their work. Career well-being is an aspect that Guidance and Counseling teachers must have in carrying out their work. The characteristics of Guidance and Counseling teachers with high career well-being will lead to the development of professional services. Therefore, various programs are needed to support the development of the career well-being of Guidance and Counseling teachers in Indonesia.

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