Navigating Career Orientation: Its Impact On Employee's Subjective Well-Being

Simran Preet Grewal[1*], Dr. Ashwani Panesar[2]

[1*]Research Scholar, MSOB, Lovely Professional University, Punjab
[2]Assistant Professor MSOB, Lovely Professional University, Punjab

ARTICLE INFO	ABSTRACT
Submitted- 08/February/2023 Reviewed- 10/March/2023 Accepted- 04/April/2023 Published- 15/May/2023	This research paper explores the pursuit of happiness and subjective well-being (SWB) as fundamental life goals, drawing on the frameworks established by Diener & Biswas-Diener (2008) and others. It examines the dimensions of the "pleasant life," "engaged life," and "meaningful life," as proposed by Park et al. (2004), highlighting how individuals seek enjoyment, accountability, and purpose. The study emphasizes the significance of professional success, particularly in Western contexts, and how connections to larger entities contribute to life fulfillment (Peterson, Park, and Seligman, 2005). A sample of 300 banking employees was collected using a structured questionnaire and analyzed using smart-PLS. As a result, different career anchors showed impact on the various parts of subjective well-being for employees.

1. Introduction

One of the main life goals of a person is to pursue happiness and subjective well-being (Diener & Biswas-Diener 2008; Fredrickson 2001; Gable and Haidt 2005). According to Park et al. (2004), people may desire enjoyment, variety, and fun (the "pleasant life"); they may seek accountability, commitment, and responsibility (the "engaged life"); or they may seek purpose and spirituality to feel satisfied (the "meaningful life"). To feel happy, people frequently aim for success in their professional careers especially in Western countries (Diener and Seligman, 2004). In addition, people related to something bigger than themselves lead more fulfilling lives (Peterson, Park, and Seligman, 2005). Moreover, life satisfaction prevents the development of job burnout among workers (Uchmanowicz et al., 2019). Life satisfaction is a cognitive component, while Positive and negative emotions are the affective components of SWB (Diener et al. 1999). According to research on the causes of SWB, genetic and temperamental factors account for roughly half of its variance, with living conditions and deliberate behaviours accounting for the remaining half (Lyubomirsky et al. 2005).

1.1. What is Subjective Well-being?
The term "subjective well-being" (SWB) refers to a variety of favorable states that a person may go through (Keller et al., 2014). The most common definition of SWB is having a high level of positive affect, a low level of negative affect, and a high level of life satisfaction (Diener, 1984). The political system, cultural values, income, education, and health condition are some of the most crucial factors influencing a person's SWB (Andrews and Withey, 1976; Susniene and Jurkauskas, 2009). The primary goal of assessing SWB is to understand how individuals are functioning; high SWB is characterized by frequent positive affect, infrequent negative affect, and an overall sense of well-being (Myers & Diener, 1995). Moreover, life events like marriage, unemployment, or the loss of a loved one influence SWB (Diener and Biswas-Diener, 2008).

1.2. What is Career Orientation?
A person's occupational life history, including job changes, periods of unemployment, relocations, promotions, periods of higher study, and other events, is referred to as their career (Super, 1990). It is an evaluation term that refers to upward career progress, moving up the ladder, and generally a favourable assessment of one's career (Abele et al. 2011). A distinguishing quality of the human intellect is the ability to think about the future (Nurmi, 2005), considered essential for making crucial job decisions, building a successful career, and adjusting to changes in a career path (Savickas & Porfeli, 2012; Zimbardo & Boyd, 1999). The term "career orientation" refers to how a person views and approaches their career, which is seen to be a major factor in

their decision to pursue a certain professional path and their actions related to career self-management (Briscoe & Hall, 2006; Sullivan & Arthur, 2006; Tschopp, Grote, & Gerber, 2014). The success of an individual at work varies amongst individuals, occupations, age groups, and cultures (Dries et al., 2008). Future orientation is an important quality that fosters career agency in adults, growing children, and adolescents (Nurmi, 2005).

2. Literature Review

Employees' emotional and psychological well-being plays a significant role in the success and productivity of any given enterprise. Recognizing the factors that influence employees' health, behaviour at work, and productivity requires a firm grasp of the dynamics of Educationists' employee well-being in the workplace. Employee happiness is significantly correlated with the availability of resources at the personal, social, management, and organizational levels. Stress, absenteeism, intrinsic motivation, dedication, inventiveness, and job satisfaction are all factors that may be affected by an employee's subjective well-being. Employee satisfaction, productivity, and resilience against burnout may all be improved by fostering a positive work environment and promoting positive emotions among workers. Oftentimes, when companies try to mitigate issues like burnout and stress in the workplace, they take a risk-based, problem-focused, and negatively framed approach. Fewer programs and treatments exist at the elementary level with the explicit goal of fostering and enhancing the positive and inward components of workers' well-being. Therefore, the aspects that contribute to employees' mental health and pleasure at work should be prioritized as much as possible (Jebb et al., 2020). In a business setting, a person's mental abilities may be crucial. Stress and burnout among employees or workers are common study subjects because of the well-known links between the teaching profession and negative mental health effects. However, most research focuses on issues such as burnout, anxiety, frustration, stress, and turnover, while few take a more optimistic, solution-oriented approach by focusing on workers' strengths and the internal resources that contribute to their happiness in the profession. Less frequently than other elements, the well-being and pleasure of employees in the workplace have been researched; yet, the findings have been relevant and outstanding. Hoy and Tarter (2011) argue that positive psychology may provide a fresh lens through which educators can enhance the satisfaction of their work (Butt et al., 2020).
There is a link between an institutional employees' positive outlook and the success of their pupils, according to studies in the field of education. Despite the inability to establish a direct link, Briner and Dewberry (2007) discovered an association between staff happiness and student performance on the SATs. Several studies have linked Institutional employee satisfaction to better student outcomes and overall school satisfaction. Jennings and Greenberg (2009) stressed the significance of instructors' happiness in creating a welcoming classroom environment and fostering a productive rapport with their students. According to Roffey (2012), boosting workers' happiness had a positive effect on students' happiness and performance. Employees should cultivate positive interactions with their students to improve their mental health, as Spilt et al. (2011) said.
Employment stability, self-directed teams, and distributed authority are just a few of the policies at the heart of people-centered methods. Several variables contribute to a positive mood at work. Accordingly, positive emotions serve a catalytic function in increasing the joy, pleasure, or contentment that workers experience in their workplace. "The enjoyment and peace of mind workers experience when what they receive at work fulfils their monetary and spiritual demands," defines job satisfaction. Employees at an organization may be considered "job satisfied" if they experience positive emotions like joy, contentment, and pride in their work (Butt et al., 2020).
Subjective well-being (SWB) is concerned with how an individual worker evaluates, on a scale from 0 to 10, how good their life is generally (Kumar, 2020). The employee's effectiveness at work and their overall quality of life may both benefit from the presence of good emotional states (i.e., the happier the teachers are, and the more productive they are). As a result, it is in everyone's best interest (including the company's) to foster a positive work environment that does not contribute to stress and mental illness. The administrators of educational institutions have a vested interest in promoting a positive sense of subjective well-being among their faculty members due to the positive effect this has on student learning. Given this assumption, the present research sets out to examine the connection between teachers' work happiness and their performance on the job. The function of intervening factors in this connection must be studied in depth if its full significance is to be grasped. Workers' subjective state of mind is one example of a factor that might regulate the connection between job satisfaction and efficiency on the job. Write and Cropanzano's (2000) research provides useful information in this regard since they discovered a major impact relationship between employee happiness/satisfaction, well-being, and job performance. Such evidence led Fredrickson and Losada (2005) to propose the broaden-and-build paradigm, which hypothesizes that contented and healthy workers are more productive than their less-satisfied and less-healthy counterparts.

3. Research Methodology

The intended research is a descriptive research design that collected the data to characterize a phenomenon, situation, or population systematically. Moreover, the foundation of this research design is a precise and methodical description of something or someone. Something could be an occurrence, a phenomenon, or a

set of traits. Someone could be a specific individual, a group, or a community (Dulock, 1993).

3.1. Sample and Data Collection Tools
A sample of 180 banking employees was collected randomly using simple random sampling. Moreover, three different tools were used to frame the questionnaire. The first tool used to collect the data was Schein's Career orientation model (Schein, 1990). The model is specially designed as a conceptual tool to check the orientation of the managers and employees (Crook et al., 1991). It covered the eight career anchors namely; Technical/Functional competence, General Managerial Competence, Autonomy/Independence, Security/Stability, Entrepreneurial creativity, sense of service pure challenge, and lifestyle. The second tool was a modified version of two scales, SWLS (Satisfaction with Life scale) and PANAS (Positive and Negative Affect Schedule.

3.2. Data Analysis
The validity and reliability of the measurement model were assessed. The structural model ascertains the significance of hypothesized relationships. The hypothesis proposed to predict the relationship of the predictor on the outcome is as follows:
H1: There is no significant impact of Career Orientation on Employee's Subjective Well-being.
The data analysis of this study is divided into two parts:
(a) Analysing the results of the structural model and (b) Analysing the results of the measurement model. The structural model includes the analysis of the relationship among latent variables and constructs and the measurement model includes the indicators, their validity, and reliability. The analysis was conducted using Factor analysis. Also, Structed Equational Modeling was used to assess the measurement, and structural model (Ringle et al., 2015).

The demographic study of the subjects is showcased in Table 3.2.1:

Table 3.2.1: Demographics involved in the study (Total sample – 300)			
Category	**Type of Group**	**No. of Respondents**	**In Percentage (%)**
Gender	Male	162	54%
	Female	138	46%
Age	Less than or equal to 25 years	42	14%
	26 - 35 years	186	62%
	36 - 45 years	60	20%
	Equal to or more than 46 years	12	4%
Per month Salary	Less than 25,000 Rupees	126	42%
	25,000 - 50,000 Rupees	132	44%
	51,000 - 75,000 Rupees	36	12%
	More than 75,000 Rupees	6	2%
Type of Job	Teaching	180	60%
	Non-Teaching	120	40%
Experience (in years)	Less than 5 years	162	54%
	05 - 10 years	72	24%
	11 - 15 years	48	16%
	16 - 20 years	6	2%
	More than 20 years	12	4%
Marital Status	Married	150	50%
	Unmarried	150	50%
Type of Employment	Public	30	10%
	Private	270	90%
Education Level	Completed schooling	0	-
	Diploma	6	2%
	Graduation – degree	42	14%

Post-graduation/Master's degree	180	60%
Ph.D. or more	72	24%

Figure 3.2.1 : Research model
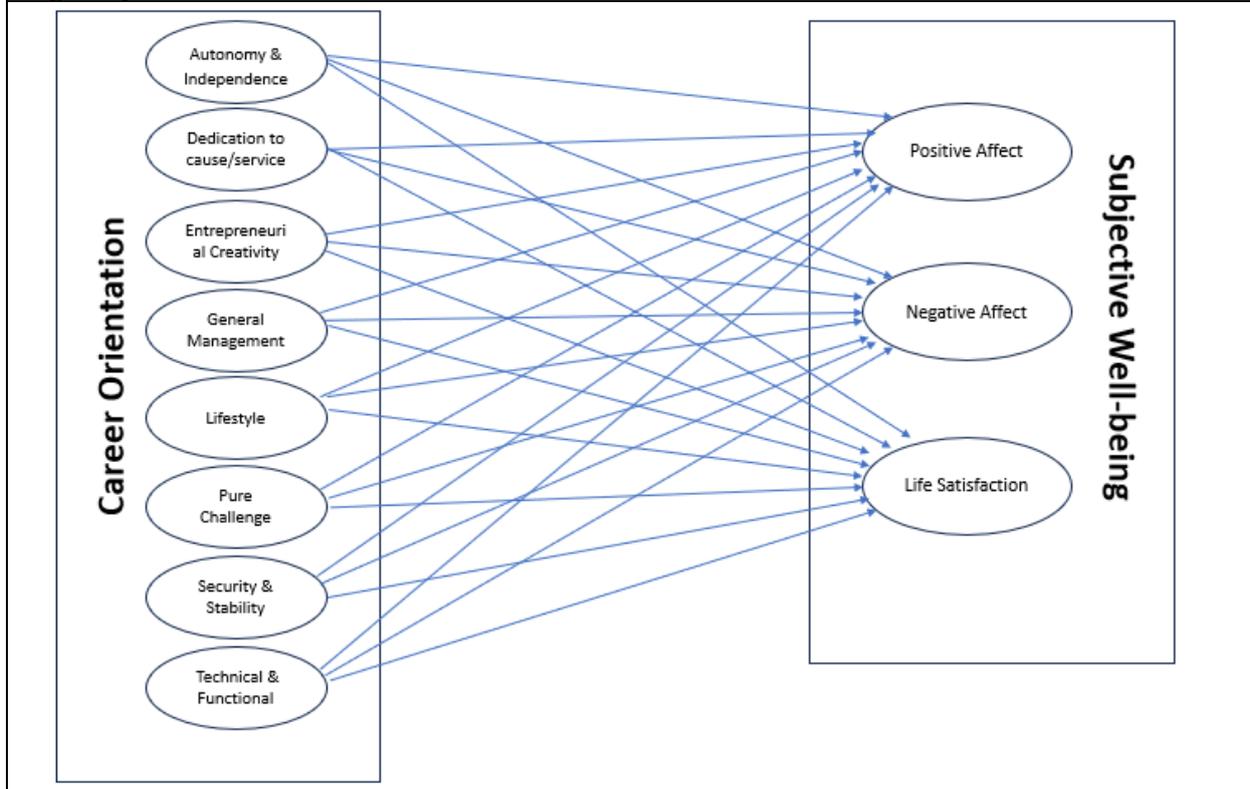
3.3. Factor Loadings
Factor Loading is the extent to which each item in the correlation matrix correlates with the given principal component. Factor loadings can range from -0.1 to +0.1, with higher absolute values indicating a higher correlation of the item underlying the factor (Pett et al., 2003, pp. 223).

3.4. Measurement Model
The validity and reliability of the measurement model will be evaluated by analyzing (1) indicator reliability; (2) internal consistency Reliability; (3) convergent validity; (4) divergent validity.

3.4.1. Indicator Reliability
The indicator reliability of the measurement model is measured by examining the factor loading of all the items present in the model. A measurement model is considered satisfactory indicator reliability when each item's factor loading estimate is higher than 0.50 (Hair et al., 2010). Based on the analysis, the value of 29 items had factor loadings that were less than the required value. Therefore, after the removal of 29 items the measurement model is considered to be reliable.

3.4.2. Internal Consistency Reliability
A measure model is believed to have a satisfactory internal consistency reliability when the composite reliability, Cronbach's alpha, and Rho_A of each construct exceeds the threshold value of 0.70. Table 3.4.2.1 shows that the composite reliability, Cronbach's alpha, and Rho_A of each construct ranges between 0.729 to 0.898, which proves that the items used to represent the constructs possess satisfactory internal consistency reliability.

Table 3.4.2.1: Examining the internal Consistency Reliability using Cronbach's Alpha, Rho_A, Composite Reliability			
	Cronbach's Alpha	rho_A	Composite Reliability
Autonomy & Independence	0.810	0.881	0.911
Dedication to Cause/Service	0.823	0.827	0.883
Entrepreneurial Creativity	0.735	0.759	0.824
General Management	0.827	0.860	0.883
Lifestyle	0.742	0.742	0.854

Life Satisfaction	0.835	0.857	0.891
Negative Affect	0.948	0.953	0.954
Pure Challenge	0.787	0.795	0.876
Positive Affect	0.952	0.952	0.957
Security & Stability	0.813	0.857	0.913
Technical & Functional	0.765	0.768	0.895

3.4.3. Convergent Validity

Convergent validity is the degree to which the multiples to measure the same concepts are in consent (Bagozzi et al., 1991). When the AVE (Average Variance Extracted) value is greater than or equal to 0.50, items coverage to measure the underlying construct and hence convergent validity is established (Fronell & Larcker, 1981). In the current study, all the values show significant results. Hence, convergent validity is proven for the current study. Table 3.4.3.1 shows AVE values for all the constructs.

Table 3.4.3.1: Examining the Convergent Validity using Average Variance Extracted (AVE)	
	Average Variance Extracted (AVE)
Autonomy & Independence	0.836
Dedication to Cause/Service	0.653
Entrepreneurial Creativity	0.541
General Management	0.653
Lifestyle	0.66
Life Satisfaction	0.672
Negative Affect	0.597
Pure Challenge	0.667
Positive Affect	0.598
Security & Stability	0.84
Technical & Functional	0.81

3.4.4. Divergent Validity

Divergent Validity (or Discriminant Validity) is the degree to which measures of different concepts are distinct (Bagozzi et al., 1991). It can be analysed using two ways: (a) Fornell Larcker Criteria; and (b) Heterotrait Monotrait Ratio. According to Fornell & Larcker (1981) criteria, divergent validity is established when the square root of AVE for a given construct is greater than its correlation with all other constructs. However, there was no such problem pertaining. If the above-mentioned problem arises then one has to check the cross loadings. Cross-loading helps to analyze if an item belonging to a construct loads strongly onto its parent construct instead of other constructs in the study.

HTMT is based on the estimation of the correlation between the constructs. Discriminant validity is established based on the HTMT ratio. The threshold for HTMT had been suggested as 0.90 or less (Teo et al., 2008). If the value was found to be greater than the threshold then after checking the cross loadings items were deleted. As a result, 11 more items from different constructs were removed from the model. Therefore, divergent validity in simple words can be explained as when two opposite constructs reveal opposite results. Since, the divergent validity explained that all constructs showed the different aspects of career orientation among employees. Table 3.4.4.1 shows the Fornell & Larcker criteria values after the removal of the desired items.

Table 3.4.4.1: Heterotrait- Monotrait values after deleting the items											
	Auto. & Indp.	D.Cause/Ser vice	EC	General Mgt.	L.St .	Life Satisfaction	Negative Affect	PC	Positi ve Affect	S&S	Tech . & Fun ct.
Autonomy & Independence											
Dedication to Cause/Service	0.69										
Entreprenuerial Creativity	0.753	0.806									
General Management	0.756	0.642	0.7 26								

Lifestyle	0.89	0.849	0.81	0.802						
Life Satisfaction	0.179	0.464	0.337	0.252	0.299					
Negative Affect	0.523	0.387	0.385	0.499	0.518	0.25				
Pure Challenge	0.49	0.854	0.73	0.57	0.889	0.464	0.25			
Positive Affect	0.435	0.802	0.521	0.414	0.721	0.364	0.422	0.773		
Security & Stability	0.595	0.738	0.738	0.669	0.812	0.222	0.433	0.654	0.702	
Technical & Functional	0.427	0.829	0.545	0.459	0.671	0.581	0.166	0.808	0.592	0.484

3.5. Structural Model

Structural model will be assessed using following steps: (1) Assess structural model for collinearity issues; (2) Assess the significance and relevance of the structural model relationship; (3) Assess the level of R^2; (4) Assess the predictive relevance Q^2; (5) Test the hypothesis and analyze results.

To assess the collinearity issues, the inner VIF values are examined and the threshold value for the constructs should be either less than 3, but if the values are more than 3 then it should not exceed higher than 5. Therefore, all constructs of the model have inner VIF value are between 2 to 4, which proves there is no issue of collinearity. Table 3.5.1 shows the inner VIF values of the model.

Table 3.5.1: Inner VIF Values to check the collinearity issue											
	Auto. & Indp.	D.Cause / Service	EC	General Mgt.	L.St.	Life Satisfaction	Negative Affect	PC	Positive Affect	S&S	Tech. & Funct.
Autonomy & Independence						2.554	2.554		2.554		
Dedication to Cause/Service						3.986	3.986		3.986		
Entreprenuerial Creativity						2.491	2.491		2.491		
General Management						2.165	2.165		2.165		
Lifestyle						3.67	3.67		3.67		
Life Satisfaction											
Negative Affect											
Pure Challenge						3.432	3.432		3.432		
Positive Affect											
Security & Stability						2.045	2.045		2.045		
Technical & Functional						2.14	2.14		2.14		

The structural model depicts the paths hypothesized in the research framework. This model is assessed based on the R^2, Q^2, and significance of paths. The goodness of the model is determined by the strength of each structural path determined by the R^2 value for the dependent variable (Briones Penalver et al., 2018), the value of R^2 should be equal to or higher than 0.1 (Falk & Miller, 1992). The study represents R^2 value as 0.596, which means 59.6% of the change can be attributed by different constructs of career orientation. Further, Q^2 establishes the predictive relevance of the inner model constructs. A Q^2 above zero shows that the model has predictive relevance. Hence, the model has predictive capability and relevance of endogenous constructs. Table 3.5.2 shows the values of R^2 and Q^2:

Table 3.5.2: R^2 and Q^2 values		
	R-square	Q^2 (=1-SSE/SSO)
Life Satisfaction	0.374	0.324
Negative Affect	0.333	0.292
Positive Affect	0.596	0.562

Further assessment of the goodness of fit, hypothesis was tested to ascertain the significance of the relationship. H1 evaluates whether Career orientation has a significant impact on the Subjective Well-being of Banking Employees. Table 3.5.3 shows the values for hypothesis testing.

Table 3.5.3: Hypothesis Testing (Confidnce Interval = 95%)	Standard Deviation (STDEV)	T Statistics	P Values
Auto. & Indp. -> Life Satisfaction	0.073	2.43	0.015*
Auto. & Indp. -> Negative Affect	0.067	2.882	0.004*
Auto. & Indp. -> Positive Affect	0.07	0.681	0.496
D.Cause/Service -> Life Satisfaction	0.077	6.574	0.000*
D.Cause/Service -> Negative Affect	0.062	1.876	0.061
D.Cause/Service -> Positive Affect	0.057	4.19	0.000*
EC -> Life Satisfaction	0.082	3.176	0.002*
EC -> Negative Affect	0.084	1.02	0.308
EC -> Positive Affect	0.052	1.504	0.133
General Mgt. -> Life Satisfaction	0.065	0.943	0.346
General Mgt. -> Negative Affect	0.07	3.251	0.001*
General Mgt. -> Positive Affect	0.054	2.718	0.007*
L.St. -> Life Satisfaction	0.1	1.712	0.087
L.St. -> Negative Affect	0.098	2.07	0.039*
L.St. -> Positive Affect	0.085	1.135	0.256
PC -> Life Satisfaction	0.097	1.912	0.056
PC -> Negative Affect	0.074	3.164	0.002*
PC -> Positive Affect	0.075	5.077	0.000*
S&S -> Life Satisfaction	0.07	0.24	0.810
S&S -> Negative Affect	0.057	2.888	0.004*
S&S -> Positive Affect	0.078	4.929	0.000*
Tech. & Funct. -> Life Satisfaction	0.079	5.446	0.000*
Tech. & Funct. -> Negative Affect	0.054	0.985	0.325
Tech. & Funct. -> Positive Affect	0.057	0.908	0.364

The data revealed the following results: The constructs "Autonomy & Independence" with (β=0.015, t=2.43, p<0.05), "Dedication to a cause/service" with (β=0.000, t=6.574, p<0.05), "Entrepreneurial Creativity" with (β=0.002, t=3.176, p<0.05), and "Technical & Functional" with (β=0.000, t=5.446, p<0.05) showed significant impact on "Life Satisfaction".

The constructs "Autonomy & Independence" with (β=0.004, t=2.882, p<0.05), "General Management" with (β=0.001, t=3.251, p<0.05), "Lifestyle" with (β=0.039, t=2.07, p<0.05), "Pure Challenge" (β=0.002, t=3.164, p<0.05) with and "Security & Stability" with (β=0.004, t=2.888, p<0.05) showed significant impact on "Negative Affect".

The constructs "Dedication to a cause/service" with (β=0.000, t=4.19, p<0.05), "General Management" with (β=0.007, t=2.718, p<0.05), and "Security & Stability" with (β=0.000, t=4.929, p<0.05) showed significant impact on "Positive Affect".

4. Conclusion

Various studies have revealed the impact of forgiveness (Kaleta & Mróz, 2018); age and gender (Spreitzer & Snyder, 1974); psychological, daily life and instrumental activity, physical health, and health status (Celik et al., 2017); neighbourhood ethnic composition (Knies et al., 2016); on the Life satisfaction. It was also observed that in different researches related to career orientation, the dominant career anchors were not same, like technical and managerial orientations, Autonomy and independence were highly preferred in IS personnel (Crepeau et al., 1992; Crook et al., 1991), Candidates seeking jobs through Israeli career-counselors and placement companies showed interest in Entrepreneur and creativity as two different constructs (Danziger, 2007), R&D personnel showed Technical and Entrepreneurial Creativity as dominant career anchors (Lee & Wong, 2004). Similarly, in the present study, all eight career anchors were used in the model to observe their impact on the Subjective Well-being of Employees.

The results explained that "Autonomy & Independence" was the career anchor that showed a significant impact on "Life Satisfaction" and "Negative Affect". It means such professionals feel satisfied with their lives when they prefer to work alone and may seek to run their businesses to ensure autonomy. If they do not get such an environment then they are more likely to get negative feelings. "Dedication to cause/service" was the career anchor that showed a significant impact on "Life Satisfaction" and "Positive Affect". It means such professionals feel satisfied with their lives when they are drawn to service or dedication to a cause role and may wish to work in charitable or public sector organizations, or in "people" focussed functions such as HR. Their personalities are more likely to be embedded with positive feelings. "Entrepreneurial Creativity" was the career anchor that showed a significant impact on "Life Satisfaction". It means such professionals feel satisfied with their lives when they often get pace, variety, and challenge in their lives. While they want to run their business, they differ from those seeking autonomy and independence. However, they often want to collaborate and share their workloads. "General Management" was the career anchor that showed a significant impact on "Positive Affect" and "Negative Affect". It means such professionals maintain a balance between positive and negative feelings. Moreover, they aspire to have career steps that help them progress to more senior roles where they can have broader responsibility and more generalist, less technical accountabilities. Ideally, they seek to manage cross-functional teams. "Lifestyle" was the career anchor that showed a significant impact on "Negative Affect". Employees with such characteristics would love to opt for those jobs that provide them the freedom to maintain a proper balance between their personal and professional lives. Such jobs will provide the highest degree of Life satisfaction. "Pure Challenge" was the career anchor that showed a significant impact on "Negative Affect". It means such professionals can easily get negative feelings in them due to the challenging situations they face. They may have varied careers as they change roles looking for new problems to solve and challenges to overcome. "Security and Stability" was the career anchor that showed a significant impact on "Positive Affect" and "Negative Affect". "Technical and Functional" was the career anchor that showed a significant impact on "Life Satisfaction". It means such professionals are satisfied with their lives when they aspire to be experts and have specialist knowledge. They also derive satisfaction from facing challenges related to their skills, doing things others can't do, and being seen as specialists. Therefore, this can be considered as an opportunity for the Human Resource departments of all banks to work on building up more employee-friendly policies to maintain and make the employees satisfied with their lives.

5.   Scope for further study

The size of the sample can be extended and the sample to be collected more with the vast demographic backgrounds to understand the different orientations of the people towards their careers. The study can be done across various other industries which can throw more light on the career anchors and bring better insight of personal and professional values among career-oriented people.

6.   References

1.   Andrews, F., & Withey, S. (1976). *Social indicators of well-being*. *New York: Plenum*.
2.   Bagozzi, R.P., Yi, Y., & Phillips, L.W. (1991). Assessing Construct Validity in Organizational Research. *Administrative Science Quarterly, Vol. 36, No. 3 (Sep., 1991), pp. 421-458*.
3.   Briones Peñalver, A. J., Bernal Conesa, J. A., & de Nieves Nieto, C. (2017). Analysis of Corporate Social Responsibility in Spanish Agribusiness and Its Influence on Innovation and Performance. *Corporate Social Responsibility and Environmental Management, 25(2), 182–193. doi:10.1002/csr.1448*
4.   Briscoe, J. P., & Hall, D. T. (2006). The interplay of boundaryless and protean careers: Combinations and implications. *Journal of Vocational Behavior, 69(1), 4–18. https://doi.org/10.1016/j.jvb.2005.09.002.*
5.   Butt, T.H., Abid, G., Arya, B. and Farooqi, S., 2020. Employee energy and subjective well-being: a moderated mediation model. *The Service Industries Journal*, *40*(1-2), pp.133-157.
6.   Celik, S. S., Celik, Y., Hikmet, N., & Khan, M. M. (2017). Factors Affecting Life Satisfaction of Older Adults in Turkey. *The International Journal of Aging and Human Development, 009141501774067. doi:10.1177/0091415017740677.*
7.   Crepeau, R. G., Crook, C. W., Goslar, M. D., & McMurtrey, M. E. (1992). Career Anchors of Information Systems Personnel. *Journal of Management Information Systems, 9(2), 145–160. doi:10.1080/07421222.1992.11517962.*
8.   Crook, C. W., Crepeau, R. G., & McMurtrey, M. E. (1991). Utilization of the career anchor/career orientation constructs for management of I/S professionals. *Proceedings of the 1991 Conference on SIGCPR - SIGCPR '91. doi:10.1145/111084.111088.*
9.   Danziger, N., Rachman-Moore, D., & Valency, R. (2008). The construct validity of Schein's career anchors orientation inventory. *Career Development International, 13(1), 7–19. doi:10.1108/ 136204308 10849506.*
10. Falk, R. F., & Miller, N. B. (1992). *A primer for soft modeling. University of Akron Press.*
11. Fornell, C., & Larcker, D.F. (1981). Structural equation models with unobservable variables and measurement error: *Algebra and statistics.Journal of marketing research, Vol. 18, No. 3.*

12. Gordon, S., Tang, C.H.H., Day, J. and Adler, H., 2018. Supervisor support and turnover in hotels: does subjective well-being mediate the relationship?. *International Journal of Contemporary Hospitality Management*.
13. Jebb, A.T., Morrison, M., Tay, L. and Diener, E., 2020. Subjective well-being around the world: trends and predictors across the life span. *Psychological science*, *31*(3), pp.293-305.
14. Kaleta, K., & Mróz, J. (2018). Forgiveness and life satisfaction across different age groups in adults. *Personality and Individual Differences, 120, 17–23. doi:10.1016/j.paid.2017.08.008*.
15. Knies, G., Nandi, A., & Platt, L. (2016). Life satisfaction, ethnicity and neighbourhoods: Is there an effect of neighbourhood ethnic composition on life satisfaction? *Social Science Research, 60, 110–124. doi:10.1016/j.ssresearch.2016.01.010*.
16. Kumar, S.P., 2022. Influence of University teachers' job satisfaction on subjective well-being and job performance. *J. Eng. Educ. Transform*, *35*, pp.160-167.
17. Lee, S.H., Wong, P.K. (2004). An exploratory study of technopreneurial intentions: a career anchor perspective. *Journal of Business Venturing, Vol. 19, page no. 7–28*.
18. Myers, D.G., & Diener, Ed. (1995). Who Is Happy?. *Psychological Science, 6, 10. DOI: 10.1111/j.1467-9280.1995.tb00298.x*.
19. Pett, M.A., Sullivan, J.S., Lackey N.R., Lackey, N.M., & Sullivan, J.J. (2003). Making Sense of Factor Analysis-The Use of Factor Analysis for Instrument Development in Health Care Research. *SAGE Publications, ISBN: 9780761919506, 0761919503*.
20. Schein, E. H. (1990). *Organizational culture* (Vol. 45, No. 2, p. 109). American Psychological Association..
21. Shevchuk, A., Strebkov, D. and Davis, S.N., 2018. Work value orientations and worker well-being in the new economy: Implications of the job demands-resources model among internet freelancers. *International Journal of Sociology and Social Policy*.
22. Spreitzer, E., & Snyder, E. E. (1974). Correlates of Life Satisfaction Among the Aged. *Journal of Gerontology, 29(4), 454–458. doi:10.1093/geronj/29.4.454*.
23. Sullivan, S. E., & Arthur, M. B. (2006). The evolution of the boundaryless career concept: Examining physical and psychological mobility. *Journal of Vocational Behavior, 69(1), 19–29. https://doi.org/10.1016/j.jvb.2005.09.001*.
24. Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice (pp. 197–261)*. San Francisco: Jossey-Bass.
25. Susniene, D., & Jurkauskas, A. (2009). The concepts of quality of life and happiness: Correlation and differences. *Inzinerine Ekonomika-Engineering Economics, 3, 58–66*.
26. Thompson S. H. Teo, Shirish C. Srivastava and Li Jiang (2008-09). Trust and Electronic Government Success: An Empirical Study. *Journal of Management Information Systems, Vol. 25, No. 3, pp. 99-131*.
27. Tschopp, C., Grote, G., & Gerber, M. (2014). How career orientation shapes the job satisfaction-turnover intention link. *Journal of Organizational Behavior, 35(2), 151–171. https://doi.org/10.1002/job.1857*.
28. Voces, C. and Caínzos, M., 2021. Overeducation as status inconsistency: Effects on job satisfaction, subjective well-being and the image of social stratification. *Social Indicators Research*, *153*(3), pp.979-1010.
29. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis (7th ed.). Pearson*.
30. Ringle, C. M., Wende, S., & Becker, J. M. (2015). A critical review of construct indicators and measurement model in PLS-SEM. In V. Esposito Vinzi, W. W. Chin, J. Henseler, & H. Wang (Eds.), *Handbook of partial least squares (pp. 195-218). Springer*.
31. Dulock, H. M. (1993). Research design: A systematic approach. *Journal of Nursing Scholarship, 25(1), 27-32*.
32. Fredrickson, B. L., & Losada, M. F. (2005). Positive emotions and the broaden-and-build theory of positive emotions. *American Psychologist, 60(7), 678-686. https://doi.org/10.1037/0003-066X.60.7.678*
33. Write, S., & Cropanzano, R. (2000). The role of affect in organizational behavior. *Research in Organizational Behavior, 22, 1-44*.
34. Roffey, S. (2012). Positive relationships: Key to positive school cultures. *Educational & Child Psychology, 29(1), 10-20*.
35. Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review, 23(4), 457-477. https://doi.org/10.1007/s10648-011-9170-1*
36. Briner, R. B., & Dewberry, C. (2007). The impact of positive affect on employee performance: A review of the literature. *Journal of Occupational and Organizational Psychology, 80(3), 533-550. https://doi.org/10.1348/096317907X198571*
37. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79(1), 491-525. https://doi.org/10.3102/0034654308325693*

38. Hoy, W. K., & Tarter, C. J. (2011). Positive psychology and the role of school leadership. *Educational Administration Quarterly, 47(4), 529-558. https://doi.org/10.1177/0013161X11409331*

39. Dries, N., Pepermans, R., & De Kerpel, E. (2008). Exploring the relationship between career success and career orientation: A study of Belgian professionals. *Journal of Vocational Behavior, 73(3), 420-429. https://doi.org/10.1016/j.jvb.2008.07.004*

40. Nurmi, J. E. (2005). Future orientation in goal setting and planning. *In J. E. Nurmi (Ed.), The role of future orientation in the development of children and adolescents (pp. 1-20). Psychology Press.*

41. Savickas, M. L., & Porfeli, E. J. (2012). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly, 60(1), 36-46. https://doi.org/10.1002/j.2161-0045.2012.tb00060.x*

42. Zimbardo, P. G., & Boyd, J. N. (1999). Putting time in perspective: A valid, reliable individual-differences metric. *Journal of Personality and Social Psychology, 77(6), 1271-1288. https://doi.org/10.1037/0022-3514.77.6.1271*

43. Super, D. E. (1990). A life-span, life-space approach to career development. *In D. Brown & L. Brooks (Eds.), Career choice and development (pp. 197-261). Jossey-Bass.*

44. Abele, A. E., & Spurk, D. (2011). The relationship between career success and career orientation: A meta-analysis. *Journal of Vocational Behavior, 79(1), 1-13. https://doi.org/10.1016/j.jvb.2010.09.002*

45. Keller, J., Litz, B. T., & McGhee, K. (2014). Subjective well-being and its relationship with psychological resilience in the context of trauma. *Journal of Traumatic Stress, 27(3), 307-310. https://doi.org/10.1002/jts.21908*

46. Diener, E. (1984). Subjective well-being. *Psychological Bulletin, 95(3), 542-575. https://doi.org/10.1037/0033-2909.95.3.542*

47. Uchmanowicz, I., Jankowska-Polanska, B., & Mędrzycka-Dąbrowska, W. (2019). Life satisfaction and job burnout among nurses: A cross-sectional study. *International Nursing Review, 66(1), 134-140. https://doi.org/10.1111/inr.12456*

48. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125(2), 276-302. https://doi.org/10.1037/0033-2909.125.2.276*

49. Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9(2), 111-131. https://doi.org/10.1037/1089-2680.9.2.111*

50. Biswas-Diener, R. (2008). Happiness in Denmark: A study of the Danish model of well-being. *Journal of Happiness Studies, 9(3), 383-392. https://doi.org/10.1007/s10902-007-9072-4*

51. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56(3), 218-226. https://doi.org/10.1037/0003-066X.56.3.218*

52. Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *The Handbook of Positive Psychology, 1-10.* Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology, 23(5), 603-619. https://doi.org/10.1521/jscp.23.5.603.50737*

53. Diener, E., & Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. *Psychological Science in the Public Interest, 5(1), 1-31. https://doi.org/10.1111/j.0963-7214.2004.00518.x*

54. Peterson, C., Park, N., & Seligman, M. E. P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies, 6(1), 25-41. https://doi.org/10.1007/s10902-004-1278-z*