

## **Examining the Effect of Work and Non-Work Domain on School Counselor Career Self-Regulation Moderated Career Self-Management**

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**Abstract:** This study aims to investigate the effect of work and non-work aspects on career self-regulation of school counselors, by considering the moderating role of career self-management. The data was obtained through a questionnaire filled out by 112 counseling teachers spread across several districts in South Sulawesi. The research questionnaire developed from Toeri Hirchi with contextual role, resources, and barriers aspects has been tested by exploratory factor analysis and CFA, other research questionnaires are self-regulation scale and career self-management scale. The data analysis technique used is path analysis to examine the relationship between research variables. The results of the study show that work and non-work aspects directly influence the self-regulation of school counselor careers. In addition, it was found that work and non-work aspects also have an indirect influence on career self-regulation through career self-management. This finding shows that these factors are interrelated and have an important role in the regulation and management of school counselor careers. The implication of this research is the importance of paying attention to aspects of work, non-work, and career self-management in an effort to increase school counselor career self-regulation. With a better understanding of these factors, steps can be taken to improve the quality of services in school counseling and support successful careers for counselors.

**Keywords.** Work and Non-work Aspects, Career Self-Regulation, Career Self-Management, School Counselor

### **INTRODUCTION**

The school counselor profession is characterized by high career self-regulation characteristics and good career management. Both of these factors are important in reaching the peak of their career (Mani, 2020; Ooi et al., 2021; Rahimsyah & Hikmah, 2022). Career self-regulation involves the individual's ability to organize and manage the steps needed to achieve the desired career goals (Zimmerman, 2013). It also includes the process of planning, setting goals, making decisions, managing time, solving problems, and evaluating related to achieving the desired career (Yilmaz-Na & Sönmez, 2023). However, the facts on the ground show that many counselors do not reach their goal as the peak of their career (Zyromski & Dimmitt, 2022). Most counseling teachers do

not reach the highest functional positions due to a lack of credit scores or difficult promotion requirements (Febrini et al., 2020; Rinto Alexandro et al., 2021).

In addition, the requirement to write scientific papers is one of the problems faced by counseling teachers when proposing ranks which results in them tending to use article writing services or action research reporting services (Noorjannah, 2015; Subiyakto & Akmal, 2020; Wardan, 2019). This condition results in the ability of counseling teachers not increasing, so they experience difficulties in dealing with demands for increased competence needed for promotion (Riswani, 2018). Another problem that counseling teachers experience is the large amount of workload ranging from administration to handling student cases, non-counseling tasks from superiors, and non-work

assignments from the family environment (Aqib, 2020; E. Fitriani et al., 2022; Suriyani et al., 2022; Utami, 2021). These conditions require the ability to manage time and work arrangements well so as to show optimal work performance of counseling teachers (Amalianita et al., 2021). In fact, many BK teachers are unable to perform optimally, one of the factors that influence this is low self-regulation (Hasanah et al., 2013; Sugiyo, 2016). Therefore, it can be concluded that the main factors causing low self-regulation of counseling teachers' careers are high job demands, heavy workload, and lack of support in the work environment which can hinder counselors in managing and managing their careers. For example, too much workload or pressure to achieve certain performance targets can cause counselors to lose focus and reduce their ability to plan and direct their career steps (Octavia, 2020; Zulkarnain, 2022).

In addition to occupational aspects, non-occupational factors can also influence counselor career self-regulation. An imbalance between work and personal life, social pressure, or role conflicts between work demands and personal responsibilities can make it difficult for counselors to organize and manage their careers effectively (A. A. Fitriani, 2022; Indrawardhana, 2018).. Several research results show that counseling teachers are sometimes faced with high work demands, demands as a mother or father, with family responsibilities and time requirements that must be met. In addition, they also have demands as a partner at the same time (Rahmayanty et al., 2021; Schultheiss, 2006; Talukder & Galang, 2021). These complex demands can result in a split focus on work and career management. BK teachers experience difficulties in fulfilling all these demands in finding a balance between work and personal life (Komar, 2011; Zamroni, 2016).

Previous studies have shown that good job aspects can contribute to positive career self-regulation. A supportive work environment, high job satisfaction, and balanced job demands can improve counselors' ability to manage and direct their careers (Husnawati, 2006; Mahawati et al., 2021; Muliawati & Frianto, 2020). In addition, balanced and adequate non-work aspects can also have a positive impact on counselor career self-regulation. Factors such as family support, partner support, social environment, home distance, self-esteem, expectations, gender bias, cultural values,

external locus of control play a role in influencing career self-regulation (Hirschi, 2020; Indrawardhana, 2018; Wilhelm & Hirschi, 2019). The results of previous studies, family support can assist counselors in maintaining a balance between work and personal life, while spousal support can provide emotional and practical support in dealing with career demands (Posluns & Gall, 2020; Talukder, 2019). The social environment, including relationships with colleagues and the professional community can also influence career self-regulation by providing support, advice, and opportunities for collaboration (Rodrigues, 2020). Then, factors such as distance from home, self-esteem, expectations, gender bias, and cultural values can also affect individual perceptions of their ability to organize and direct their careers (Akfirat, 2020; Gigauri, 2020; Jaaffar et al., 2019; Tabassum & Nayak, 2021).

School counselors in Indonesia, are faced with complex challenges both in work and non-work. They are required to provide quality counseling services to students, deal with changes in curriculum and education policies, and deal with various problems faced by students and parents (Bahri, 2020; Retnaningsih, 2019; Sonia, 2019; Sudiby, 2019). In addition, counselors also face social pressure that comes from community expectations for their performance (Mulyaningsih, 2022; Riswani, 2018). All of these factors can affect counselors' career self-regulation and hinder their ability to reach career heights. However, apart from work and non-work aspects, there are other factors that influence individual career self-regulation. Career self-management factors are also factors that are seen as improving individual career self-regulation abilities (Leventhal et al., 2016; Van der Heijde, 2014). Therefore, career self-management or referred to as CSM is seen as another factor that moderates the relationship between work and non-work aspects and counselor career self-regulation (Akkermans et al., 2021; Hirschi & Koen, 2021). Career self Management includes individual skills and strategies in organizing, planning, and managing the steps in their career (Atmaja et al., 2023; Siring & Umar, 2023). So that CSM plays an important role in moderating work and non-work aspects of counselors' ability to self-regulate to reach the peak of their career (Blokker et al., 2023; Jiang et al., 2023). Therefore, it is important to understand the factors influencing self-regulation and career

management factors of counselors in an effort to increase professionalism in their field. With a better understanding of this factor, steps can be taken to strengthen the self-regulation of counselor careers, especially in Indonesia and improve the quality of counseling services provided to students.

**METHOD**

**Design**

This research is a correlation study, which aims to determine the direct effects and indirect effects between the independent and dependent variables through intermediary variables. In this study, there are 3 variables, namely X: work and non-work aspects, Y: career self-regulation, and career self-management which are intermediary variables. So that the resulting path coefficient indicates how big the degree of direct and indirect influence between each variable.

**Ethical Compliance**

This research has obtained approval from the Head of the Institute for Research and Community Service and the Postgraduate Director of Makassar State University. The Guidance and Counseling teachers who are members of the Makassar City MGbK have also given their consent through informed consent. This agreement shows the supervision and

support of the authorities at the University and ensures that the privacy and confidentiality of participants is maintained. During the research, the confidentiality of the participants' identities and personal information is well maintained, and the data obtained is stored securely only for stated research purposes. This approach ensures that research is conducted with integrity and adheres to important ethical principles.

**Dependent Measures**

**1. Work and Non-Work Personal Aspects Instrument**

Instruments for the personal aspects of work and non-work have been developed by researchers based on theory from (Hirschi et al., 2020), there are several influencing aspects, namely contextual roles, resources, and barriers as a whole consisting of 25 statement items that have been tested for exploratory factors analysis/EFA, then the confirmatory factor analysis test phase is carried out to ensure the reliability and validity of the instruments that have been developed. This instrument uses a modified Likert scale with four answer choices of strongly agree, agree, disagree, and strongly disagree. The personal aspects of work and non-work instruments are declared valid for use based on the results of the CFA test which can be seen in table 1.

**Table 1.** Confirmatory Factor Analysis on Occupational and Non-Job Aspects

Instrument	N	Reliability Test		Validity Test				
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
Personal Work and Non-Work Role	112	0.929	0.929	01.977e-7	0.730	515.663/272	0.859	0.884
Contextual Resources		0.910	0.909					
Barries		0.945	0.945					
		0.833	0.834					

**2. Self-Regulation (SRS)**

Self-Regulation Scale (SRS) adapted from the Schwarzer et al 1999 questionnaire in the journal (Valikhani et al., 2019). The questionnaire from Schawarzer et al in 1999 consisted of 2 aspects, namely thought and emotion regulation and attention regulation which as a whole consisted of 10 statement items

with 4 answer choices of strongly agree, agree, disagree, and strongly disagree which were modifications of the Likert scale. The questionnaire that has been adapted by the researcher has carried out a confirmatory factor analysis test to test the reliability and validity of an instrument contained in table 2.

**Table 2.** Confirmatory Factor Analysis Self-Regulation Scale (SRS)

Instrument	N	Reliability Test			Validity Test			
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
Self-Regulation (SRS)	112	0.833	0.825	0.013	0.980	1337.176/28	0.981	0.971
Thought and emotion regulation		0.605	0.606					
Attention regulation		0.673	0.662					

### 3. Career Self-Management Scale (CEDLE Scale)

The career self-management scale was adapted by researchers from a questionnaire (Lent et al., 2017). This questionnaire has several aspects, namely personal mastery, vicarious learning, and also verbal persuasion in which there are 12 statement items in total. This

questionnaire uses a modified Likert scale model with 4 item answer choices, namely strongly agree, agree, disagree, and strongly disagree. To ensure the validity and reliability of this questionnaire adaptation, the researcher has conducted a confirmatory factor analysis test which is shown in table 3.

**Table 3.** Confirmatory Factor Analysis Career Self-Management Scale (CEDLE Scale)

Instrument	N	Reliability Test			Validity Test			
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
Career Self-Management Scales	112	0.920	0.919	0.053	0.950	90.263/51	0.963	0.952
Aspects of Personal Mastery		0.834	0.820					
Aspects of Representative Learning		0.874	0.871					
Aspects of Verbal Persuasion		0.901	0.898					

### Participants and Procedure

In this study, there were 2,240 counseling teachers spread across several districts in South Sulawesi who were enrolled in the 2021/2022 Islamic boarding school. The method of determining sample size uses the Isaac and Michael method with an error rate of 5% and a sample proportion of 5% of the total population, meaning that there is a 5% possibility that the results obtained are false positives or do not reflect actual conditions. Based on the calculation of the proportion of the sample (0.05) X the total population (2240): the recommended sample size in this study is 112 counseling teachers. Quota sampling techniques are used to ensure representation of a certain proportion in the desired sample. Furthermore, data was

collected through the use of questionnaires or instruments developed based on theory (Hirschi et al., 2020) for work and non-work aspects, as well as questionnaires that have been adapted from measuring instruments of career self-regulation and career self-management. The questionnaire was distributed to a sample of selected counseling teachers using the quota sampling technique.

### Data Analysis

Data analysis in this study uses path analysis which is part of the regression model used to determine the relationship between variables. This analysis aims to obtain the results of the relationship pattern and the magnitude of the direct or indirect influence between the independent variables, namely work and non-

work aspects, on the dependent career self-regulation through a mediator variable, namely career self-management. Data analysis in this study used the JASP statistical data processing application with mediation analysis so as to produce output direct effects, indirect effects. Before carrying out path analysis, statistical

prerequisite tests are carried out to ensure the data meets path analysis assumptions including normality tests and linearity tests. The normality test is used to check whether the data collected follows a normal distribution or cannot be seen in table 4.

**Table 4.** Normality Test

Variable	N	Statistics (Shapiro-Wilk)	Z Skewness	Z Kurtosis
Aspek Pekerjaan dan Non-Pekerjaan	112	0.317	-0.376	-0.136
<i>Self-Regulation</i>	112	0.415	1.269	0.087
<i>Career Self-Management</i>	112	0.211	-1.378	-0.569

Note: N= number of respondents; Shapiro-Wilk= sig >0.05, Z = ± 96

## RESULT AND DISCUSSION

### Result

**Table 5.** Descriptive Test

Variable	N	Minimum	Maximum	Mean Value	Std. Deviation	Category
Work and Non-Work Aspects	112	191.000	274.000	228.268	16.092	High
Self regulation	112	25.000	37.000	28.804	2.184	High
Career Self Management	112	25.000	48.000	36.607	4.025	High

Based on the results of the descriptive analysis in table 5, the work and non-work aspects of the counseling teacher are in the high category with a mean = 228,268 and SD = 16,092. The self-regulation variable for the counseling teacher's career is in the high category with a mean = 28,804. The career self-management variable also shows how much is in the high category with a mean = 36,607 and SD = 4,025. So, overall the variables of work and non-work aspects, career self-regulation, and career self-management of Guidance and Counseling teachers in South Sulawesi are in the high category. Furthermore, to examine the assumption of linearity between the variables involved in the path analysis, a correlation test was carried out between the independent and dependent variables which can show a significant linear relationship with a p value <.001, so that the assumption of linearity can be

fulfilled. The results of the linearity test of the 3 variables can be seen in table 6.

The results of the analysis show that there is a positive relationship between self-regulation variables on work and non-work aspects of counseling teachers. Pearson's correlation coefficient of 0.578 and p value <.001 indicates that this relationship is statistically significant. Then, the career self-management variable on the work and non-job aspects of counseling teachers has a strong positive relationship between the two variables. Pearson's correlation coefficient of 0.687 indicates a strong linear relationship between these variables. The p value <.001 indicates that this relationship is statistically significant. Career self-management variable on self-regulation also has a strong positive relationship between the two variables. Pearson's correlation coefficient of 0.650 indicates a strong linear relationship between

these variables. The p value  $<.001$  indicates that this relationship is statistically significant.

**Table 6.** Linearity Test

Variable		Work and Non-Work Aspects	Self-Regulation	Career Self-Management
Work and Non-Work Aspects	Pearson's r	—		
	p-value	—		
	Spearman's rho	—		
	p-value	—		
Self-Regulation	Pearson's r	0.578	—	
	p-value	$<.001$	—	
	Spearman's rho	0.465	—	
	p-value	$<.001$	—	
Career Self-Management	Pearson's r	0.687	0.650	—
	p-value	$<.001$	$<.001$	—
	Spearman's rho	0.673	0.453	—
	p-value	$<.001$	$<.001$	—

**Table 7.** Direct Effect Test Results with Mediation Analysis

	Estimate	Std. Error	z-value	95% Confidence Interval		
				p	Lower	Upper
Work and Non-Work Aspects → Selfreg	0.087	0.009	9.401	$<.001$	0.069	0.106

*Note.* Delta method standard errors, normal theory confidence intervals, ML estimator.

In table 7, the direct effect above shows that the personal aspects of work and non-work on the guidance and counseling teacher's career self-regulation have a significance value (sig.)  $<.001$ . This shows that the variable aspects of work and non-work affect self-regulatory

actions of counseling teachers' careers in South Sulawesi. Thus Guidance and Counseling teachers who have high Work and Non-Work Aspects consisting of contextual roles, resources, and barriers will also affect the increase in their career self-regulation actions.

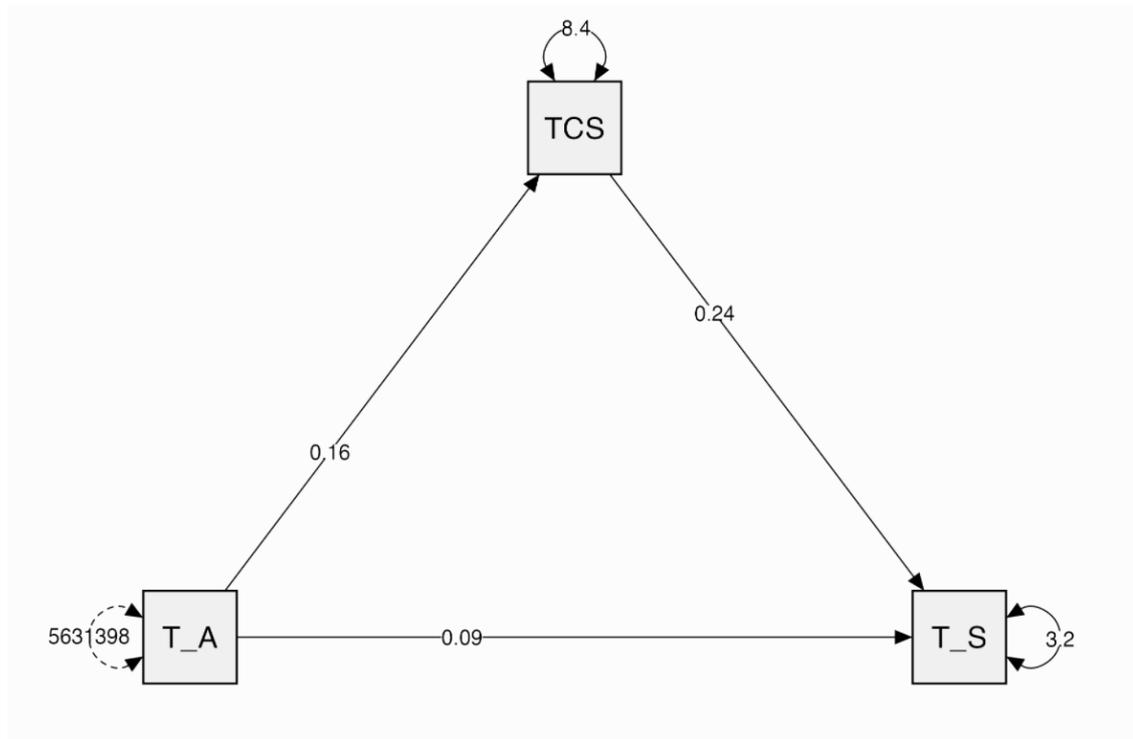
**Table 8.** Indirect Effect Test Results with Mediation Analysis

	Estimate	Std. Error	z-value	95% Confidence Interval		
				p	Lower	Upper
Work and Non-Work Aspects → CSM → Selfreg	0.039	0.009	0.175	$<.001$	0.021	0.057

*Note.* Delta method standard errors, normal theory confidence intervals, ML estimator.

In table 8, the indirect effects above show that the indirect effect of personal work and non-work work aspects on career self-regulation through career self-management has a significance value (sig.)  $<.001$ . Thus, it can be concluded that the better the personal work and

non-work aspects of guidance and counseling teachers, the better their career self-regulation actions through career self-management will be. The resulting path coefficient model can be seen in Figure 1.



**Figure 1.** Model Path Plots

## Discussion

Counselors' work and non-work aspects have been shown to directly influence one's career self-regulation (Firoozabadi et al., 2018), this also supports research by (Bittner et al., 2022) which states vice versa individual career self-regulation variables as a regulatory process independently can influence learning and career processes in the workplace of a person, one of which is a school counselor. Therefore, if an individual has work and non-work aspects that support such as having clear contextual roles, sufficient resources and low barriers from work and non-work aspects, school counselors will have the ability to organize concrete steps to achieve the goals of the career in which they work (Aryania et al., 2020; Kelly et al., 2020; Umar, 2021).

A school counselor with proper work and non-work aspects encourages a school counselor to have a good personal level and directly a school counselor can go through the career process and reach the level of achieving career goals (Dose et al., 2022). This finding is in line with the results of research (Van der Heijde, 2014) that a school counselor who is able to live and achieve these career goals has high career self-regulation at work, and they are aware of the many advances in career goals achieved

(Aryani & Umar, 2020; N. F. Umar et al., 2022).

Thus, work and non-work aspects have contributed to one's career regulation actions, if a counselor has good family support, cultural values, sets commitment and standards for work, has good performance can support the career achievement of a school counselor (McConnell et al., 2020; Patton, 2019) and passion for work, they can commit to having a balance in terms of the demands of their work and this enables them to survive in their careers and reach the career peaks they have previously set (Benitez et al., 2023; Koh & O'Higgins, 2018).

In addition, other aspects of work and non-work are also a support for a school counselor to have good career regulation actions, including having support from spouses and from leaders where work is very important (Handoyo & Sulistiani, 2018; Sinring & Umar, 2023; N. Umar et al., 2021; Williams et al., 2019), it is also said that individuals who have self-esteem, hope, are able to be competent, and have cognitive abilities will also make someone able to survive in the workplace (Ashford et al., 2018; Bozani et al., 2020; Branden, 2021). However, if the work and non-work aspects, namely the individual has such high barriers, it will affect the low self-regulation of an individual's career which can make him unable to survive in his career, the things that can

prevent a school counselor from being able to survive his career are unsupportive partner behavior, discrimination in the world of work, anxiety, gender bias, and external locus of control (Ahmed et al., 2022; Bakker & de Vries, 2021; Chang et al., 2023; Huffman et al., 2014).

Furthermore, the variable aspects of work and non-work also indirectly affect the self-regulatory actions of school counselor careers through career self-management. The results of the study show that individuals who have high levels of work and non-work aspects will have good career self-management, the career concept emphasizes the individual's role in managing their own careers and considers career self-management as a condition for career success (Akkermans et al., 2018; Sinring & Umar, 2023; Soares & do Céu Taveira, 2022), in this case that a school counselor who can manage his career well can survive in his work (Holman et al., 2019; Limberg et al., 2022). Thus, work and non-work aspects are said to influence individuals' ability to undergo and make career decisions if they can reduce career barriers and increase career resources based on contextual role aspects, resources, and barriers (Leventhal et al., 2016; Zhu et al., 2023).

In addition, career self-management is a process of action regulation that is oriented towards the process of developing, selecting goals, planning and monitoring individual careers (Hirschi et al., 2022; Xu & Savickas, 2022), therefore apart from work and non-work aspects directly contributes to having an influence on the self-regulation of a school counselor's career, but indirectly it is also influenced by career self-management which has an important role in predicting self-regulation at work, individual job satisfaction, and leads to having prosperity in his career (Hirschi, 2020; Karekla et al., 2019; Shoesmith, 2018), as well as self-management strategies for choosing goals and being able to implement them in improving their careers can support individual career success so that they are able to survive in the world of work (Brown & Lent, 2019; Coetzee, 2019).

### **Implications**

The findings of this research indicate that good career self-regulation has important implications for increasing the competence of school counselors in dealing with challenges and pressures at work. In efforts to increase competency, it is important to integrate training

and development of career self-regulation skills in school counselor education and training programs. School organizations and educational institutions also need to provide adequate support and resources, including effective supervision, advanced training, collaboration with colleagues, and counseling and psychological support services (Qurniati et al., 2022). In addition, the importance of policy and institutional support that supports school counselors also needs attention. In this regard, a deeper understanding of the influence of work and non-work aspects on counselor career self-regulation needs to be improved through education and training. Career self-management is also an important aspect of achieving career success, and counselors need to develop effective career self-management strategy skills (Nugroho, 2022; Sabrina, 2023).

### **Limitation and Strengths**

This research has several limitations. First, the relatively small sample size of 112 school counselors, especially in South Sulawesi, limits the generalizability of the findings of this study to other provinces. Second, the use of quantitative data collection methods can limit a deeper understanding of individual experiences related to career self-regulation. Nonetheless, this research has advantages in a comprehensive research design so as to provide a more complete understanding of the factors influencing self-regulation of counselor careers, strong ethical approval, and contribution to increasing the competence of school counselors which has important implications for efforts to increase the competence of counselors. , and the potential for generalization despite the limited sample size, this study took a representative sample of Guidance and Counseling teachers in several districts in South Sulawesi.

### **CONCLUSION AND SUGGESTION**

This research contributes to our understanding of the role of the work-non-work aspects of school counselors on career self-regulation, and also that career self-management has an indirect influence on individual career self-regulation action processes. Based on the results of this study it can be concluded that 1) the work and non-work aspects of a counselor directly have an influence on career self-regulation, because the higher the work and non-work aspects which consist of contextual role

aspects and good resources, and the barriers aspect the lower, the better one's career self-regulation, 2) work and non-work aspects of a school counselor have an indirect influence on career self-regulation through career self-management, so in addition to work and non-work aspects affect career self-regulation, but career self-management also contributes to it, with this individual who has good career management will influence a school counselor to survive in carrying out his work and be at a level of prosperity and career success.

The advice given in this study is to increase awareness and understanding of school counselors about the importance of career self-regulation in maintaining the quality and success of their careers. Through professional training, counselors can learn the necessary strategies and skills. Integrate work and non-work aspects in counselor development programs. In an effort to improve counselor competence, it is necessary to pay attention to how these aspects can influence each other and how career self-management can be integrated as an important part of the professional development of school counselors. The authors also hope to encourage further research to understand other factors that might influence school counselor career self-regulation. Research could involve variables such as social support, career motivation, or other individual characteristics to gain a more holistic understanding of the factors influencing career self-regulation, and could consider expanding the research sample to cover more areas or involve school counselors from different educational levels. By implementing these suggestions, it is hoped that school counselors will be able to improve their competence and work quality and face the challenges and pressures that may arise in their work.

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