

The Mediating Influence of Subjective Career Success on the Relationship between Core Self-Evaluations and Career Competencies, and Subjective Well-Being

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Abstract

Using a sample of three hundred and forty two teaching staff from six universities in Saudi Arabia completed the survey, its response rate was 57%. This study examined whether subjective career success mediated the effects of core self evaluations and career competencies, and subjective well-being. Core self-evaluations and career competencies were found to significantly and positively influence career success represented in job satisfaction and career satisfaction, as well subjective well-being. Results also showed that job satisfaction partially mediates the relationship between core self evaluations and career competencies, and subjective well-being, while career satisfaction not mediates this relationship. Implications for current study and practice of findings are discussed.

Key Words: Subjective Career Success, Core Self Evaluations, Career Competencies, Subjective Well-being, Job Satisfaction, Career Satisfaction, Life Satisfaction.

Introduction

Organizations should be concerned with the development of the capacities of its employees by acquiring knowledge, skills, attitudes, behaviors, and competencies that will enable them to carry out their jobs and tasks successfully to achieve efficiency and effectiveness at the individual and organizational level (Beheshtifar, 2011).

Changing business environment and intensive competition require that the individual possesses many attributes and personality traits to achieve career and organizational success, and this can be attained through core self evaluations (CSE), and career competencies. The interest role of personality in shaping career success has dramatically grown over the past two decades. The central role in literature about the effect of personality on career success lead to increasingly important to study CSE and career competency (Ganzach & Pazy, 2014).

Core self-evaluations means the individual assessment of their capabilities, skills, and competencies. When individual's has more favorable perceptions of himself, he is more likely to be successful and happiness in his work and life, and consequently be able to achieve high levels of career success and well-being (Tews et al., 2015; Javed et al., 2014). CSE become a prevalent topic of investigation in the organizational sciences, as it has been linked to a variety of phenomena; for example, job satisfaction, job search behavior, organizational commitment, job burnout, and employee well-being (Lian et al., 2014; Chang el al., 2012).

Kong et al. (2012) found in their study that perceived organizational career management, career commitment, and career competencies contribute significantly to career satisfaction.

Higher education institutions in all its forms and patterns representing the top of educational pyramid in all education systems in the world, it is customary in academic circles that the university has three main functions: teaching, scientific research, and community service. Among these jobs highlights the teaching and research that they the most important and vital. The universities focal point of knowledge and cultural progress and awareness of scientific and social progress and the responsibility to prepare career competencies, create academic climate, support educational desires and push scientific talent to the degrees of creativity and excellence, and detection and innovation, to reach the highest level of benefit to communities.

This study focused on examining the relationships between both core self-evaluations and career competencies, and subjective well-being, in addition to the mediating role of subjective career success in these relationships.

THEORETICAL FRAMEWORK AND HYPOTHESES

Core Self Evaluations

Chang et al. (2012) explained that the CSE theory origins in the writings of Edith Packer in 1985, Judge et al. (1997) developed these ideas and concepts in an integrated theoretical framework takes into an account the

effects on job satisfaction. According to Judge and colleagues, CSE is a higher order trait representing the fundamental evaluations that people make about themselves and their worthiness, competence, and capability (Judge et al., 2004). CSE consists of four broad traits representing a global self-evaluation about oneself and self-worth: self-esteem, generalized self-efficacy, emotional stability, and locus of control (Twes et al., 2015; Cleare, 2013)

Self-esteem, the first CSE trait, it is the general value given by someone to himself. It means that the person to be granted himself positive intrinsic value reflected in the acceptance of the same in his thinking and dealing with others positively lead to self-efficacy in his life with himself and others. Studies showed that self-esteem refers to changes and fluctuations in the short term while showing stability in the long term (Lee & Ok, 2015; IQPAL, 2010).

Generalized self-efficacy, the second CSE trait, it is refers to an appraisal of the fundamental ability to perform and cope successfully across a variety of situations, because the person believed that he has the ability to perform under a wide range of circumstances (Lee & Ok, 2015; Chen et al., 2001). Generalized self-efficacy differs from self-efficacy; that it is not focus on irrespective of the specific task or situation, while self efficacy focus on specific task or situation.

Emotional stability, the third CSE trait, it is a person's ability to control the various emotions and express them as required by the circumstances and in proportion to the situations that called feeling. Case of prudence and flexibility sentimental about the various emotional attitudes that make individuals who tend to this case more happy, smiling, quiet, optimistic, stable mood, and self-confidence. The individual balanced emotionally respond to situations and problems with style which characterized by flexibility, lack of extremism, exaggeration and rush or over-respond to the various emotional positions, and he has psychological stability and freedom to a large extent the feeling of guilt anxiety (Judge et al., 2004; Bono & Judge, 2003).

Locus of control, the fourth CSE trait, it is a personality trait which determines the extent to which people agree they can handle events whether they believe that events are under their own personal control or under the control of others and the situations (Tews et al., 2015; IQPAL, 2010).

The four CSE traits are conceptually similar and appear to have some unique variance. There is a ‘‘considerable redundancy’’ among them, making CSE a higher-order latent construct with four indicators (Boyer, 2007).

Career Competencies

Organizations are very interested in the development of human resources and therefore provides several activities, which in turn contribute to this development, such as training programs, advice, and support communication between superiors, subordinates, and colleagues. Career competencies defined as knowledge, skills, and abilities which are essential for career's development (Kanten, 2014).

Many researchers divided career competencies into three types. The first is knowing-why competencies (why do we do a job), it is associated with one's motivational energy to understand oneself, explore different possibilities, and adapt to ever-changing work situations, and related to career motivation, personal meaning, and identification. The second is knowing-how competencies (how do we do a job), it is involves career-relevant skills and job-related knowledge that accumulate over time and contribute to both organization's and individual's knowledge base. The third is knowing-whom competencies (with whom do we work), it is concerns career-relevant networks and contacts (e.g., Kong & Yan, 2014; Beheshtifar, 2013, 2012, 2011; Kong, 2010; Cappellen & Janssens, 2008; DeFillippi & Arthur, 1994). Kuijpers et al. (2006) regrouped career competencies into six career factors: career-actualization-ability, career reflection, motivation reflection, work exploration, career control, and networking. While Akkermans et al. (2013) presented a model of career competencies consists of three dimensions: reflective competencies (reflection on motivation, and reflection on qualities), communicative competencies (networking, and self-profiling), and behavioral competencies (work exploration, and career control).

When individuals acquire further career competencies may be make them more likely to achieve career success. So, human resources management focus on behavioral competencies that are common to many jobs, hence, career competencies have become increasingly important in the latest years (Kong, 2010).

Subjective Career Success

Baruch et al. (2014) developed their conceptual framework on current career theory which emphasizes subjective well-being as one of the aspects resulting from career success. One of the definitions which received considerable acceptance of researchers and practitioners to career is the unfolding sequence of a person's work

experiences over time. A successful career implies the achievement of the specific desired results of an individual in his or her career (Dolan et al., 2011).

Individuals can identify their career success by comparing what has already been achieved with the desired goals. Career success is divided into objective and subjective. Objective career success is defined by reference to societal or cultural factors and includes lateral (increased job security, longer vacations) or hierarchical (promotion, different job title) factors (Karavardar, 2014; Rasdi, 2011). Subjective career success is defined as individuals' perceptual evaluations of, and affective reactions to, their careers according to subjective criteria such as age, functional stage, career aspirations, and opinions of others, as well references to personal standards and perceived among individuals for life satisfaction in general, and the balance between career and family life (Kong, et al. 2012; Colakoglu, 2011).

Researchers report that an increasingly large percentage of employees define their career success in terms of subjective indicators rather than objective indicators (Littler et al., 2003; Sturges et al., 2002). Chen (2011), mentioned that subjective career success consists of job and career satisfaction. Ng & Feldman (2014) concluded that Job dissatisfaction, low organizational commitment, low occupational commitment, low work centrality, low job motivation, low job involvement, and low work engagement are associated with lower subjective career success.

Subjective Well-being:

Well-being is defined as “optimal psychological functioning and experience”. The well-being construct concerned different meanings to different people (Ryan & Deci, 2001). In organizational behavior literature, well-being has been variously considered as positive and negative affect, mental health, emotional exhaustion, life satisfaction, and subjective, psychological, and emotional well-being (Wright & Huang, 2012).

Well-being is a complex construct, it has been derived from two general perspectives: the first is hedonic approach, or subjective well-being, which focuses on happiness and defines well-being in terms of pleasure attainment and pain avoidance, and the second is the eudaimonic approach, which focuses on meaning and self-realization and defines well-being in terms of the degree to which a person is fully functioning (Ryan & Deci, 2001).

For the past few decades, there was increasing interest in the construct of subjective well-being in an attempt to understand how people evaluate their lives (Tsaousis et al., 2007; Diener et al. 1999; Diener, 1984). Studies also found that subjective well-being is a helpful factor in the workplace, and beneficial to personal life. For instance, happy workers usually have higher incomes, help their coworkers at work, and are also more favored by their boss (Diener & Biswas-Diener, 2002; Cropanzano & Wright, 2001).

Ryan & Deci (2001) pointed out that most of the studies that have addressed the issue of the individual pleasure and pain in the workplace used to measure subjective well-being three elements: life satisfaction, the presence of a positive mood, and the absence of negative mood; that achieving together the individual's happiness. In this study, we focus on life satisfaction because it is the core component of subjective well-being.

CSE and Subjective Career Success

Stumpp et al. (2010) explained that the studies on the relationship between CSE and career success was mainly focused on job satisfaction; therefore, this relationship needs further investigation. Several results of empirical studies showed that CSE have positively relationship with job satisfaction and can directly predict the degree of satisfaction regarding living and work (Zhang et al., 2014; Peng et al., 2014; Hirschi, 2011; Piccolo et al., 2005; Judge & Bono, 2001). Some little empirical studies supported the relationship between CSE and career satisfaction, (Stumpp et al., 2010; Wallace, 2001). These studies emphasized that there are a positive relationships between CSE and subjective indicators of career success.

Judge & Hurst (2008) argued that people with high CSE enjoy faster growth in career success than people with low CSE, both with regard to extrinsic success (operationalized in terms of pay and occupational status) and with regard to intrinsic success (operationalized in terms of job satisfaction), they also suggested that individuals with high CSE have more ascendant jobs and careers, in part, because they are more apt to pursue further education and maintain better health. Ng et al. (2005) had previously confirmed that CSE are related to both aspects of career success.

Career Competencies and Subjective Career success

Haase (2007) in her study, used Career Competencies Indicator (CCI) to measure career competencies including seven subscales: goal setting and career planning, self-knowledge, job-related performance effectiveness, career-

related skills, knowledge of (office) politics, networking and mentoring, and feedback-seeking and self-presentation. Haase explored that there are impact of CCs on objective career success (OCS) and subjective career success (SCS). The CCs contributed to SCS and OCS. For four of the SCS variables, this contribution added to the contribution of the control variables. The CCs further mediated the relationship between career salience and career outcomes.

Beheshtifar, & Zare (2013) explained that there is a meaningful relationship between career competencies and organizational success according to intermediate variables such as age, sex, seniority, and education, also, there is a meaningful relationship between career competencies and speed, flexibility, integration and innovation. The results of Wang's study (2013) showed a moderately relationship between career competencies and career satisfaction, and career competencies had a significantly positive effect on personal satisfaction.

In line with these findings, we suppose a positive relationship between CSE and career competencies, and subjective career success.

Hypothesis 1: CSE and career competencies will have a significantly positive impact on subjective career success.

Hypothesis 1a: CSE and career competencies will have a significantly positive impact on job satisfaction.

Hypothesis 1b: CSE and career competencies will have a significantly positive impact on career satisfaction.

CSE and Subjective Well-being

The relationship between CSE and life satisfaction received considerable interest by researchers. Life satisfaction is a core component of subjective well-being represents a global cognitive evaluation or judgment of one's satisfaction with his or her life (Dabke, 2014). Earlier studies (e.g. Piccolo et al., 2005; Judge & Bono, 2001) argue that CSE is an important source of life satisfaction, in addition the results of these studies confirmed that the four sub-traits underlying CSE have been consistently found to positively relate to life satisfaction. Results of recent studies (e.g. Hirschi 2014; Rey & Extremera, 2015; Yan, Su, Zhu, & He, 2013) strongly agreed with previous studies that reported positive linkages between overall CSE and life satisfaction, and pointing out that people who hold more positive views about themselves are generally also more satisfied with their life.

Some studies focused on the relationship between CSE and the other subsets of subjective well-being, and also found some empirical support for the relationships between CSE and subjective well-being, for example (Sudha & Shahnawaz, 2013; Montasem et al., 2013) found that CSE has positively and significantly relation with life satisfaction.

Career Competencies and Subjective Well-being

The scientific study of subjective well-being has highly expanded in recent years. Various factors are investigated as possible correlates, causes, and consequences of subjective well-being (Diener et al., 2011). Although job has always been central to most people's identities and satisfaction with life. Currently when economic situation in the world is uncertain and constantly changing, job related factors are gaining in importance in the studies of subjective well-being. The relationship between labor market status and subjective well-being is proposed and investigated (Strandh, 2000). Many scholars identify negative and lasting effects of job loss and unemployment on subjective well-being (Young, 2012; Lee & Yoon, 2011; Andersen, 2009). The researchers provide evidences that job satisfaction and mood at work impact or spill over to mood after work (Judge & Ilies, 2004). The findings are presented that well-being depends on the congruence between the worker and his job (Harter & Arora, 2010). Some investigations demonstrate that job attitudes influence subjective well-being (Heponiemi, et al 2010).

In the context of rapidly changing world of work, when the person is made to take the responsibility for his/her career and the whole life, when pro-activity, willingness and ability to independently and operatively react to environmental changes is required from the employees, career competencies are growing in importance and becoming a factor which might influence subjective well-being of employees. Valickas & Pilkauskaitė-Valickienė (2014) found that career competencies positively influence occupational identity construction. However, there is a lack of studies investigating the role of interaction of the different categories of career competencies on subjective well-being. In line with these findings, we suppose a positive relationship between career competencies and subjective career success.

Hypothesis 2: CSE and career competencies will have a significantly positive impact on Subjective Well-being.

Subjective Career Success and Subjective Well-being

Subjective career success is associated with individual assessments of career satisfaction. There is a beneficial main effect of all success dimensions on well-being, emotions and health, as well both immediate and acknowledgment success are positively related to well-being (Ryan & Deci (2001). Furthermore, well-being, positive affect, and health positively affect all types of subjective success (Lyubomirsky et al., 2005). Many researchers have indicate to the positive relationship between job satisfaction and life satisfaction (e.g., Colakoglu, 2011; Rode, 2004; Diener et al., 1999). In line with these findings, we suppose:

Hypothesis 3: job satisfaction, and career satisfaction will have a significantly positive impact on subjective Well-being.

The Mediating Role of Subjective Career Success

A few studies have examined subjective career success as a mediating variable. Liu et al. (2015) pointed up that career success mediated the relationship between self-esteem and intention to remain. Although the relationship between job satisfaction (as indicator of subjective career success) and life satisfaction (as indicator of individual well-being) had increasingly attention, a few studies showed that job satisfaction plays a mediating role in the relationship between some variables and life satisfaction. For example, Amah (2014), and Erdogan et al. (2012) emphasized that job satisfaction mediated the relationships between life satisfaction with the work stressors and motivation-to work, and they also indicated that job satisfaction plays very strategic role in how events in the work environment affect life satisfaction. In the other hand, Smedema & Tansey (2014) showed that CSE can be direct and indirect effects on life satisfaction as a component of subjective well-being.

By reviewing the literature, no study evaluated the mediating role of subjective career success in the relationship between either CSE or career competencies and subjective well-being. And as described previously there are direct relationship between career competencies and both subjective career success and subjective well-being. So, we assume that subjective career success may also mediating the relationship between career competencies and subjective well-being, where individual who is satisfied with both his job and his career as a result of having appropriate and sufficient career competencies; in turn may be more satisfy with his life and possess high level of positive affect, and low level of negative affect. Through the above discussion, we suppose a mediating role of subjective career success between both CSE and, career competencies with subjective well-being.

Hypothesis 4: Subjective Career success will have a mediating role between CSE and subjective well-being.

Hypothesis 4a: job satisfaction will have a mediating role between CSE and subjective well-being.

Hypothesis 4b: career satisfaction will have a mediating role between CSE and subjective well-being.

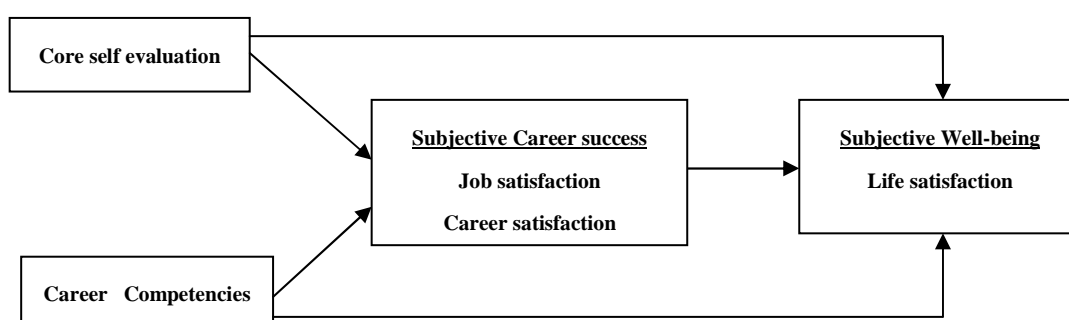
Hypothesis 5: Subjective Career success will have a mediating role between career competencies and subjective well-being.

Hypothesis 5a: job satisfaction will have a mediating role between career competencies and subjective well-being.

Hypothesis 5b: career satisfaction will have a mediating role between career competencies and subjective well-being.

Based on the above arguments, the theoretical framework that guides the present study is presented in Figure 1.

Figure 1. The research model



Methods

Sample and Procedure

To test the proposed hypotheses empirically, data were collected from Teaching staff in Saudi Arabia universities in Riyadh city (three public, and three private universities). Total of 600 questionnaires were distributed; of the 388 copies returned, 46 were excluded due to incomplete answers, which gave a total 342 effective copies were retrieved with a valid response rate of 57%.

The sample can be described as following: the majority of the respondents about 59% were male. About 15% of the respondents were aged less than 30, 34% between 31 and 40 years, 29% between 41 and 50 years, and the rest were older than 50 years. Approximately 69% of the respondents were married, while the rest were single or divorced. About 18% of the respondents had demonstrator or lecturer, 39% assistant professor, 30% associate professor, and the rest had professor. About 65% of the respondents working in public universities, and the rest working in private universities.

Measurement of variables

Core Self Evaluations (CSE) was measured using a 12-items the Core Self-evaluations Scale (CSES) adapted from Judge et al. (2003), which divided into four elements: self-esteem, generalized self-efficacy, emotional stability, and internal locus of control (e.g., I complete tasks successfully).

Career Competencies were measured using measure's Akkermans et al. (2013) CCQ which consists of 21-item divided into three items assess reflection on motivation (e.g., I know what is important to me in my career), four items assess reflection on qualities (e.g., I am aware of my talents in my work), four items assess networking (e.g., I am able to approach the right persons to help me with my career), three items assess self-profiling (e.g., I can show the people around me what is important to me in my work), three items assess work exploration (e.g., I know how to search for developments in my area of work), and four items assess career control (e.g., I am able to set goals for myself that I want to achieve in my career).

Subjective career success was measured using 10-items divided into five items to measure job satisfaction which developed by Brayfield & Rothe (1951), (e.g., I feel fairly satisfied with my present job), and five items to measure career satisfaction which developed by Greenhaus et al. (1990), (e.g., I am satisfied with the success I have achieved in my career).

Subjective Well-being was measured using life satisfaction by five items adapted from Diener et al. (1985), (e.g., I am satisfied with my life).

All measures were rated on a 5-point Likert-type scale with answers ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Control variables: gender was coded as (1= male, and 2= female), age was coded as: (1 = less than 30 years, 2 = from 30 to less than 40 years, 3 = from 40 to less than 50 years, and 4 = more than 50 years), marital status was coded as (1= single or divorce, and 2= married), functional class was coded as (1= demonstrator, 2= lecturer, 3= assistant professor, 4= associate Professor, and 5= Professor), and university ownership type was coded as (1= public, and 2= private).

HYPOTHES TESTING

The present study

This study aims to contribute to understanding the relations among, core self evaluations, career competencies, subjective career success (job satisfaction, and career satisfaction), and subjective well-being. Hence, the importance of the current study to identify the effects of core self- evaluations, and career competencies in subjective well-being, and to identify as well as the mediating role of subjective career success in these relationships; because it is need to further analysis, and verification, especially that most of the study variables characterized as a multi-dimensional.

Statistical Analyses

The SPSS V.16.0 was used for the descriptive and correlation analyses, and hierarchical regression analyses to testing the study hypotheses.

Descriptive Statistics and Correlation Analyses

Means, standard deviations, internal consistency (Cronbach's alpha), and correlations among all study variables are reported in Table 1. In this study, all scales exceed the criterion of 0.70 for Cronbach's alpha; where ranged

between 0.85 and 0.94; so that their internal consistency is satisfactory, and all correlations are statistically significant at ($P < 0.01$ or $P < 0.05$) (Nunnally & Bernstein, 1994).

Table 1 shows a significant relationships among the variables. Core self evaluations and career competencies were positively related to subjective career success represented in job satisfaction and career satisfaction; as well as were positively related to life satisfaction. Finally, both job satisfaction and career satisfaction were positively related to life satisfaction.

Before test research hypotheses using hierarchical regression analysis. Some tests are performed to ensure adequacy of the data to the assumptions of regression analysis. Values of variance inflation factor were less than (10), and values of tolerance test of independent variables were higher than (0.05), and this is an indication of the lack of a high correlation between the independent variables. Also, data follow the normal distribution where values of Skewness were less than (1). According to these tests, there is no threat to the results.

Table 1. Means (M), standard deviations (SD), correlations and internal consistencies (Cronbach's α of the study variables are in parentheses.) (n = 342)

Study Variables	1	2	3	4	5	6	7	8	9	10
1-Gender	-									
2-Age	-0.04	-								
3-MS	0.05	0.42**	-							
4-FC	0.11*	0.56**	0.05	-						
5-UOT	-0.04	0.06	0.03	0.02	-					
6. CSE	-0.11*	0.34**	0.13*	0.46**	0.04	(0.89)				
7. CC	-0.14*	0.51**	0.05	0.35**	0.02	0.56**	(0.86)			
8. JS	-0.13*	0.49**	0.10*	0.42**	0.01	0.42**	0.51**	(0.85)		
9. CS	-0.05	0.46**	0.04*	0.58**	0.05	0.54**	0.62**	0.49**	(0.92)	
10. SWB	-0.10*	0.52**	0.23**	0.41**	0.03	0.46**	0.42**	0.55**	0.51**	(0.94)
M	1.25	2.43	1.48	2.76	1.38	3.98	4.18	3.85	3.97	3.66
SD	0.42	1.02	0.46	0.98	0.51	0.82	1.03	1.16	0.94	0.87

Note: Cronbach's alpha appears on the diagonal as a bold numbers in brackets; MS= Marital Status, FC= Functional class, UOT= University ownership type, CSE= Core Self Evaluations, CC= Career Competencies, JS= Job Satisfaction, CS= Career Satisfaction, and SWB= Subjective Well-being. ** $P < 0.01$, * $P < 0.05$

Hypothesis testing

Table 2 shows the results of models hierarchical linear regression analyses predicting job satisfaction and career satisfaction, that were used to test the hypotheses (1a, and 1b) after avoiding effects of demographic variables by dealing with it as controlling variables. Models (2a, and 2b) explained that CSE and career competencies together explained (18.1%, and 22.4%) of the variance in job satisfaction, and career satisfaction respectively. CSE and career competencies have significantly positive impact on job satisfaction (respectively, $\beta = 0.24$, and 0.29 , $p < .01$), and on career satisfaction (respectively, $\beta = 0.35$, and 0.47 , $p < .01$). Thus, Hypothesis (1a, and 1b) were supported.

Table 2 Results of multiple hierarchical regression analysis
 for CSE and career competencies on Job satisfaction, and career satisfaction

Independent Variables	Job Satisfaction		Career Satisfaction	
	Model 1a	Model 2a	Model 1b	Model 2b
Control Variables:				
- Gender	0.09**	0.07*	0.11**	0.07*
- Age	0.07*	0.08*	0.06*	0.09**
- Marital status	0.10**	0.08*	0.12**	0.16**
- Functional class	0.11**	0.14**	0.07*	0.13**
-University ownership type	0.08**	0.10**	0.08*	0.14**
Independent Variables:				
- CSE		0.24**		0.35**
- Career Competencies		0.29**		0.47**
ΔR^2		0.181**		0.224**
R^2	0.075	0.256	0.102	0.326
$F \Delta R^2$	10.23**	18.22**	15.58**	24.27**

** P < 0.01, * P < 0.05

Table 3 shows through model (1, and 2) that CSE and career competencies together explained (15.5%) of the variance in subjective well-being, and they have significantly positive impact on subjective well-being (respectively, $\beta = 0.24$, and 0.29 , $p < .01$). Thus, Hypothesis (2) was supported.

Table 3 Results of multiple hierarchical regression analysis:

CSE, and Career Competencies \longrightarrow Job Satisfaction \longrightarrow subjective well-being

Independent Variables	Dependent Variable: subjective well-being					
	Model 1	Model 2	Model 3a	Model 4a	Model 3b	Model 4b
Control Variables:						
- Gender	0.03	0.02	0.05	0.04	0.04	0.03
- Age	0.06*	0.08*	0.09*	0.07*	0.10**	0.10**
- Marital status	0.12**	0.13**	0.10**	0.07**	0.09**	0.08**
- Functional Class	0.06*	0.05*	0.04*	0.06*	0.04*	0.04*
-University Ownership Type	0.02	0.01	0.03	0.03	0.02	0.01
Independent Variables:						
- CSE		0.27**		0.19**		0.23**
- Career Competencies		0.32**		0.25**		0.28**
Mediator variable:						
- Job Satisfaction			0.512**	0.443**		
- Career Satisfaction					0.255**	0.291**
ΔR^2		0.145**	0.175**	0.245**	0.127**	0.119**
R^2	0.082	0.227	0.257	0.472	0.209	0.346
$F \Delta R^2$	12.51**	17.01**	22.81**	38.64**	16.53**	14.25**

** P < 0.01, * P < 0.05

The three conditions for Baron & Kenny (1986) are availability for the analysis of a mediating effect which represented in: (1) a significant effect of CSE, and career competencies on subjective well-being, (2) a significant effect of CSE, and career competencies on subjective career success,

and finally the third condition showed a significant effect of subjective career success on subjective well-being as mediator effects on subjective well-being even when CSE, and career competencies are controlled, and therefore can be identified to the role mediator of subjective career success (job satisfaction, and career satisfaction).

Results of Table 3 demonstrate that job satisfaction partially mediate the effect of CSE and career competencies on subjective well-being. Generally, CSE and career competencies influence subjective well-being directly and indirectly via job satisfaction, where that (β) decreased from (0.512) to (0.443) but the relationship still remained significant at ($P < 0.01$).

As well, results of Table 3 demonstrate that career satisfaction was not mediated the effect of CSE and career competencies on subjective well-being. where that (β) increased from (0.255) to (0.291): they are significantly at ($P < 0.01$). Thus, the direct relationship between CSE and career competencies, and subjective well-being more presence and impact compared to the indirect relationship.

Baron & Kenny (1986) used Sobel's test to measure a significant indirect effects of the independent variable on the dependent variable in the presence of the mediator variable. Hence previous results would be more significant after the test Sobel, which emphasized significance of mediating role to job satisfaction between CSE and career competencies, and subjective well-being.

Discussion

Career success and employee well-being are concerned to both employees and organizations because employees' success and well-being can eventually contribute to organizational success. Consequently, researchers are trying to identify the individual and organizational factors that facilitate employees' career success and well-being (e.g. Yang, 2014; Rasdi et al., 2011; NG et al., 2005).

Theoretically, this study contributes to the literature by examining the direct influence core self-evaluation and career competencies on both subjective career success and subjective well-being. Although several studies have examined most of these effects, but this study is the first to examine the mediating role of subjective career success in relationships between both core self-evaluation and career competencies on subjective well-being. Based on sample 362 teaching staff from six universities in Saudi Arabia, the results demonstrated these several conclusions:

First: The results of H1 & H2 contribute to the literature by confirming that CSE and career competencies are important factors to predict and enhance subjective career success, by testing H1, we concluded that CSE is positively and significantly influence subjective career success. This result is in line with previous findings (e.g., Judge & Kammeyer-Mueller, 2011; Stumpp et al., 2010) and provides further support to the argument that people with more positive and high CSE are more able to manage their own careers successfully, because they are turning to difficult and challenging jobs which have viewed through individuals as "high status". They also have the ability to success in these jobs, depending on their own desire to show the positive characteristics to themselves and others, and also their ability to perform these jobs is. more effective to achieve success through the optimal use of the available resources to them.

In addition, the findings of the current study provide empirical support for the positive relationships between career competencies and two elements of subjective career success (job and career satisfaction). Some previous studies had reported positive relationships among career competencies, and both job and career satisfaction (Hirschi & Jaensch 2015; Kong, 2013, Wang, 2013; Iertwannawait et al., 2009), which indicated that when employees have high levels of career competencies, they willingness to engage in career-related activities and will consequently they fell high career and high job satisfaction .

Second: Both CSE and career competencies, as expected, have positive and direct impact on life satisfaction, our findings came consistent with the results of previous studies (e.g., Kong et al., 2014; Dabke, 2014; Hirschi, 2014; Sudha & Shahnawaz, 2013), which showed that CSE has direct effect on subjective well-being, and in particular on life satisfaction. It provides support to what previously indicated by Judge et al. (1998) that CSE could be a causal variable of life satisfaction. When individual has a positive evaluation about himself, he will see life events more positively and seek about situations that enhance achievement of the positive role, and minimize negative situations. Consequently he became happier and more satisfied about his life.

Furthermore, the finding of (H4) which supported the result of Valickas & Pilkauskaite-Valickiene (2014) study showed that career competencies positively and directly influence subjective well-being. The current paper research helped to reduce the gap in studying the relationship between career competencies and subjective well-being indicators specially life satisfaction. There is a lack of studies investigating this relationship, although there

are theoretical frameworks presented by (Bridgstock, 2009) demonstrating the possibility of existence link between career competencies and various types of employee well-being and outcomes.

Third: Similar to the findings of previous studies, results of testing (H3) confirmed that subjective career success influence positively and directly life satisfaction. Numerous studies focused on the relationship of job and career satisfaction with subjective well-being (Dabke 2014; Lounsbury et al., 2004). The results of these studies emphasized that life satisfaction can be predicted through job and career satisfaction. Successful people gain reputation in their occupational and private environment and high reputation may enhance their subjective well-being. Thus the more a person satisfied with in his job and his career becomes the more satisfied in his life and shows himself up as happiness in life because successful people can live up easily to their desires than less successful people.

Finally: In addition to the direct effects, this study also hypothesized that CSE and career competencies have indirect effects on subjective well-being. The results have showed that job satisfaction partially mediates the impact of CSE and career competencies on life satisfaction: the increase of job satisfaction leads to increase the effects of CSE and career competencies on life satisfaction. Conclusion the results found in our research show that CSE has indirect effect on life satisfaction. For example, results of Smedema & Tansey's study (2014) showed that relationship between CSE and life satisfaction was partially mediated by four positive psychology variables. As well, our results contribute to the literature by demonstrating that career competencies could had indirect effects on life satisfaction, where previous studies have focused only on the direct effect (Valickas & Pilkauskaitė-Valickienė 2014).

In conclusion, the results was found that career satisfaction did not mediate the relationship between both CSE and career competencies, and subjective well-being; this means that career satisfaction don't increase effects both CSE and career competencies on life satisfaction. Despite, this study's result underlined the possibility of considering career success as a mediator variable, a little empirical attention has been given to this role.

Managerial Implications

The study's result may provide useful guidance to universities administrators, deans, and heads of academic departments. It showed that CSE and career competencies are major factors to achieve career success and well-being. They must design policies and practices to enhance CSE level of teaching staff and increase their career competencies which in turn will increase their levels of their job performance, career and life satisfaction. Thus it will reflect positively on universities' effectiveness. The methodology which must be adopted from universities' leaders to achievement subjective career success and well-being consists of the following themes:

- Redesign academic jobs on career competencies such as: personal, preparing for a lecture and implementing by focusing on human relations, preparing activities and assessment, scientific and professional mastery, and reinforcement and motivation methods. This will enable teaching staff to complete specific tasks, engage various experiences, talk with competent individuals regarding their capacity, setting goals and planning how to achieve them.
- Universities must use recruitment as an effective instrument putting them on the beginning of the road map to achieve its vision, mission, and strategic objectives through attract and recruit the best members who possess the required career competencies.
- Universities must design selection tools that enable them to select the best candidates for jobs teaching both professional and psychological tests, and depth and in-depth interviews manner that achieve the specific criteria to the prediction and building of CSE trait (such as emotional stability, self-esteem, and etc.).
- Prepare the necessary training programs that builds self-efficacy of teaching staff and expectancy beliefs which helps to ensure that they feel confident and competent to carry out their tasks effectively and enhance their career competencies. As well, it provides professional competencies allow them to choose the appropriate teaching methods and thus match professionally, and become more effective with their students.
- Prepare teaching staff to adopt standards of quality and achieve effective teaching process.
- Universities must provide various kinds of career management activities to enhance career competencies to teaching staff and continuous assessment of their performance and follow-up professional development activities.
- The need for helpful staff allow students to more professional by holding annual training programs, and professional competencies.

- Finally, Saudi universities must adopt a sustainable program for the development of the teaching staff and employees through establishment of a center for this purpose to increase the effectiveness of social relations between members, and the strengthening of cooperation and communication links by establishing regular and variety meetings.

Limitations and Directions for Future Research

Some limitations of our paper should be noted. First, this study applied on six Saudi universities in Riyadh city, then this might not be appropriate to generalize the findings to other universities. Thus, future research are necessary to examine this topic in other Saudi and Arabian universities to achieve better generalization. Second, this research examined the effects of CSE and career competencies on subjective well-being with the mediating role of career success represented in job and career satisfaction. Therefore, future research are suggested to examine some variables such as personality traits (the big five), job demands and resources, emotional intelligence, positive and negative affect, and psychological capital on career success and individual well-being in universities or other organizations.

Third, this study focused on CSE as an independent variable, thus, future research should cover the mediating role of CSE between leadership style and career success represented in objective and subjective success. Another limitation is related to the important of the evaluation the professional skills of teaching staff, and studying obstacles and problems achieving career competencies with faculty members in the Saudi and Arabian universities. Finally, researchers can assess programs proposed to activate the professional qualifications of teaching staff in accordance with the quality standards.

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