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The Role of Leader-Member Exchange on Subjective Career Success among Teachers

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Abstract. *Teacher's subjective career success can be evaluated from their career satisfaction. When evaluating the career, the teachers feels a sense of comfort in their work environment and career, that arises from the support provided by the leader to the teacher. The purpose of this study was to determine whether there is a role for leader-member exchange on subjective career success for teachers. Participants in this study were 320 teachers. The method used in this study used quantitative methods. The instruments used in this research are Leader-Member Exchange Multidimensionality (LMX-MDM) and the Subjective Career Success Inventory (SCSI) scale. This study used two data analyzes, the first using a simple linear regression test with a total score of significant results ($b = 0.356$; $p < 0.001$). Second, multiple linear regression tests with per-dimensional analysis obtain a significant result on the contribution dimension to the recognition dimension and the affect dimension to the overall dimensions of subjective career success ($b = 0.146 - 0.282$; $p < 0.001$). The results of this study can be used as a reference in the development of psychology related to leader-member exchange and subjective career success.*

Keywords: *leader-member exchange; subjective career success; teacher*

INTRODUCTION

In educational institutions, teachers are placed at the center of academic activities. Teachers are required to run the prevailing education system. The success of the implementation in the education milieu is determined by the accomplishments achieved during the learning process by the teacher; the learning process is essential in order to achieve the learning objectives. Teachers are perceived to be in the vanguard of this country's advancement. The learning process is determined by the function and role of the teacher. In the Great Dictionary of the Indonesian Language, a teacher is defined as a person who has a teaching profession or job. Apart from being a profession, a teacher is one noble profession, in which the actor carries out duties sincerely and unfeigned. Success in education is certainly influenced by the quality of teachers as agents of learning in schools. To improve the quality, teachers should possess a specific area of expertise and teacher-specific expertise is obtained from enrolling in higher education and participating in formal teacher professional programs.

Law Number 14 of 2005 Article 1 Paragraph 1 on Teachers and Lecturers explains that teacher is a professional educator whose main tasks are to educate, teach, guide, direct, train, and

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assess learner in the formal early child, elementary, and secondary education. According to data from DAPODIK (Basic Data of Education) in 2021, there are 3,292,120 teachers in Indonesia.

Despite the large number of teachers in Indonesia, the teachers in Indonesia is not equally distributed. This is due to the lower interest of teaching graduates to work as teachers. The lack of interest in teacher training graduates to become teachers is based on the fact that several students majoring in teaching training are forced to take this department since they are not accepted in their initial option (Leonard, 2015). Nevertheless, there are reasons admitted by education graduates not to become teachers, including the unpromising future of a teacher.

In addition to the problem of equal distribution of teachers in Indonesia, some problems are frequently encountered by teachers in Indonesia, which is a lack of welfare granted to teachers. It is a common understanding that the welfare level of teacher is still very concerning (Sakti, 2020). Such situations have forced some teachers to seek additional income outside of their main duties as teachers. Low welfare disabled teachers to carry out the demands of the assigned work. Besides, teachers are indifferent about their job and feel unsatisfied with their careers so they have not been able to fully live their careers so far, which results in their incapability to evaluate their careers positively (Khoirani, 2018).

The majority of teachers in Indonesia aim for the success of their careers. Successful teachers in their careers will be more satisfied with their work, thus showing more active performance. Principally, the career success of teachers in Indonesia is always measured objectively, where teachers with civil servant status will be prejudiced to be more successful than those honorary teachers. This is in line with the research conducted by Adabi, & Muchtar (2017) that most teachers assess their career success more objectively, in which teachers will see their career achievements through salary, position, status at work, and promotions.

Gunz & Heslin (2005) argue that individuals who earn high salaries and high ranks are often dissatisfied with their careers. Currently, income is not the main component that indicates success but happiness and job satisfaction are equally important. Employees' perceptions of their career success are quite dependent on work and career satisfaction, both of which are essential for employees and their organizations because these two aspects will prompt loyalty (Aryee & Chayt, 1994; Bozionelos, 2008), and can contribute to higher productivity and organizational performance (Peluchette, 1993).

Measurement of career success is divided into two, objective and subjective. Objective career success in individuals can be measured and assessed based on salary, increase in income, status, promotions, and other achievements that can be directly evaluated and verified (Abele, & Spurk, 2009). Meanwhile, subjective career success is a construct that appears in individual perception and has no limits in its measurement. Subjective career success has a very strong influence over objective career success, in which subjective career success can affect employee self-confidence, increase employee motivation, and enhance employee loyalty to the organization. Those with higher subjective career success will be happier and more successful since they feel contented with career achievement. This positive influence will modify the company in a positive direction.

Many studies discuss strong predictors of employee subjective career success, one of which is the research conducted by Kim & Beehr (2017). The research's results show that if employee career commitment had a positive relationship with subjective career success, the employees had a better commitment to their career and allowed the employee to evaluate their performance in order to measure subjective career success. Deanella & Ronauli (2020) explain that if there is a negative relationship between subjective career success and employee work anxiety, the employees will evaluate their subjective career success low and subsequently feel anxiety when doing work.

However, if they have a positive perception of their career success, then they will not feel depressed.

The formation of subjective career success among teachers is an important thing to research because many benefits can be obtained from the results of the research. There is one external factor that influences subjective career success, namely the organizational sponsorship factor. Omondi et al. (2019) explain that organizational sponsorship such as mentorship and organizational resources had a significant impact on individual subjective career success. Organizational support, especially support from superiors, is essential to make teachers feel comfortable in the work environment. Koekemoer et al. (2019) suggest that if the leader is interested in and appreciates the work of the employee, then the employee will perceive success in his career. This kind of support is indispensable for employees, especially teachers to perform their duties optimally. This positive support is usually referred to as a leader-member exchange (LMX), where the relationship between leaders and teachers will have a reciprocal relationship that benefits both parties and benefits the organization.

Leader-member exchange (LMX) has garnered much attention from researchers. This theory explains how the relationship between leaders and employees. Such relationship not only improves employee performance but is also able to increase job satisfaction, strengthen positive organizational commitment (Nystrom, 1990) and increase subjective career success (Seibert et al., 2001). This theory focuses not only on the characteristics of leaders when leading their organizations but also focuses on the quality of the relationship between leaders and employees. The leader-member exchange theory is also used to explore, understand, and investigate the concepts surrounding leadership in various settings.

From this point of view, some researchers conduct research related to the effectiveness of leader-member exchange on the performance relationship between leaders and employees. Based on the research conducted by (Atitumpong & Badir, 2018), positive results were obtained if the leader-member exchange could improve innovative work behavior in employees. This directly proves that a positive leader-member exchange will be able to influence employee innovative work behavior so that the organization yields positive results employing this theory.

Based on the description above, researchers are interested in examining the role of leader-member exchange on subjective career success in teachers. In this study, researchers are eager to see whether the leader-member exchange has a role in subjective career success for teachers.

Leader-member exchange

Leader-member exchange is a two-way relationship between leaders and employees, where leaders develop relationships with employees through awards, formal or informal awards so that they will be more committed to the organization (Erdogan & Enders, 2007). Leader-member exchange is the relationship formed by the leader with its members based on interactions that take place from time to time (Amstrong, 2009). From several definitions, it can be concluded that the leader-member exchange (LMX) is a process of establishing a working relationship between leaders and employees that has different levels of quality, a unique approach to each employee so as to create a high level of trust, commitment to the organization, loyalty, and respect for the leadership.

Liden & Maslyn (1998) mention that there are four dimensions to the theory of leader-member exchange, including: (1) Contribution, employees accept offers from the leadership for more work, and in practice, the leadership provides valuable resources for employees (budget, equipment, or material). (2) Loyalty, leaders and employees can develop a relationship of mutual loyalty. In exchange for the loyalty offered by employees, the leader can offer him duties that require higher judgment or responsibility. (3) Affect, the relationship between leader and employee is based on affection which is manifested to establish a better and mutually beneficial relationship. (4)

Professional respect, organizational members can be interested in developing reciprocal relationships with those who have high expert power because they can acquire relevant professional skills and gain access to influential figures inside and outside the organization.

Subjective career success

Nabi (1999) defines subjective career success as an individual's perception of achievement, future perspective, recognition, and career satisfaction. Jung & Takeuchi (2016) describe subjective career success as a positive evaluation of internal criteria for work and individual career achievement, not external as salary. Ng & Feldman (2014) also interpret subjective career success as a self-evaluation of career development, such as career satisfaction. In addition, Moon & Choi (2017) also explain subjective career success in the form of satisfaction undergone related to the relevant career. From several definitions, it can be concluded that subjective career success is a positive evaluation related to the work done by someone to serve as an indicator of career development and career achievement.

Shockley et al. (2016) mentions several dimensions that are used to measure subjective career success in each individual, including (1) Authenticity, an individual will arrange career direction according to personal needs. (2) Growth and development, an individual's career will develop according to the knowledge and skills possessed. (3) Influence, an individual has an impact on other people in his career. (4) Meaningful work, individuals will carry out work that has individual value as well as the environment. (5) Personal life, a career carried out by each individual will have a positive impact on one's life. (6) Quality of work, an individual at work will produce satisfactory work for oneself and others. (7) Recognition, works done are rewarded by others. (8) Satisfaction is the form of positive feelings possessed by an individual towards his career.

Assessment of subjective career success is different for each individual because it is influenced by two factors that underlie the assessment, namely the individual side and the organizational side. The influencing factors are viewed from the individual side in the demographic conditions of the employee, including gender, marital status, age, and language group (Ng et al., 2005; Judge et al., 1995; Park, 2010). However, demographic factors are more likely to be used in objective career success assessments (Ng et al., 2005).

There are also factors in form of knowledge and individual skills of employees. In the work context, knowledge and skills are significant parts possessed by employees to support career success. This is in line with the opinion expressed by Wang (2013) that knowledge and skills have an adequate influence on individual subjective career success. Personality factors also affect subjective career success, especially in those with a proactive personality. Individuals with a proactive personality tend to challenge new things, such as seeking new opportunities, allowing initiative in their work, and being tenacious in every assigned task in order to usher their organization in a more positive direction (Bateman & Crant, 1999). Every employee should possess the ability to adapt to the work setting, especially to the work they've committed to.

The career success factor seen from the organizational side can be modified by employee work involvement. Nabi (1999) affirms that this factor is deemed as an indicator of subjective career success. The next factor is organizational sponsorship, which this factor can facilitate employees to achieve subjective career success (Ingarianti et al., 2020).

The role of leader-member exchange on subjective career success

The leader-member exchange focuses on a two-way relationship between leaders and teachers, intending to maximize organizational success by establishing positive interactions between

leaders and teachers. Sparrowe & Liden (1997) explain that if employees have a high level of LMX, it will be uncomplicated to integrate themselves into the personal network of leaders. Teachers in organizations will develop interpersonal relationships with leaders. This relationship is based on a sense of trust so teachers will receive attention and support from their leaders. Leaders with a high level of LMX quality frequently feel comfortable with teachers in their work environment so teachers feel more respected by their leaders (Vermeulen et al., 2020). In addition, there is also a fairly large benefit, including social networks beneficial for the organization (Liden & Maslyn, 1998).

Wayne et al. (1994) found that if there is a positive relationship between leaders and their employees, therefore teachers perceive that their work is way more meaningful and they feel more competent which will ultimately lead to positive results in their work. A positive relationship will initiate a better organization; teachers become more competent in their work, are loyal to the organization, and make greater contributions. As a result, teachers will achieve the goals of subjective career success they have.

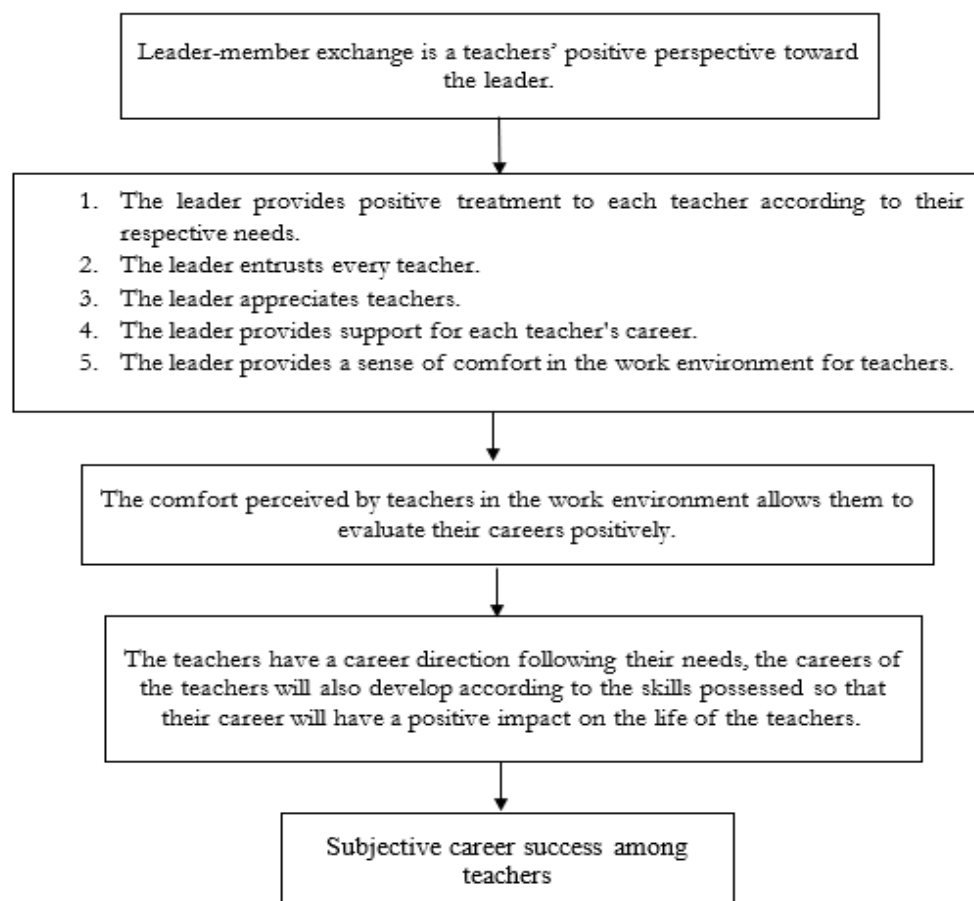


Figure 1.
Framework of Thinking

Hypothesis in this research is H1 : There is a role in the leader-member exchange (LMX) on subjective career success in teachers, H2 : There is a role in the leader-member exchange (LMX) on the subjective career success dimension of teachers.

The LMX relationship that exists between leaders and subordinates can develop a better sense of their own career success by appreciating rewards from the company, in form of formal and informal awards. Byrne et al. (2008) mention that formal awards teachers obtain are in form

of training, career advancement, and salary advancement. In addition, there are informal awards granted to employees, comprising positive reciprocal relationships, enabling employees to feel more satisfied with their superiors so that employees can obtain better subjective career success and are satisfied with their work.

METHOD

Research design

This study used a quantitative approach method. The subjects in this study consisted of 320 teachers. The criteria of the subjects are teacher with a minimum tenure of 5 years, male or female, a bachelor (according to the Teachers and Lecturers Act of 2005), and has a decree of appointment as a permanent/non-permanent teacher of Private School or Civil Servant Teacher (Public School). The sampling technique employed the accidental sampling technique, where the researcher determines the sample based on probability, that is, anyone who coincidentally encounters the researcher can be used as a sample (Sugiyono, 2018).

Research variables and instruments

The independent variable (X) is the leader-member exchange (LMX), the operational definition of LMX according to the researcher is the positive perception of employees towards the leader so that employees feel convenient in the work environment, and employees regard themselves as appreciable before their leaders. The scale in this study applied the leader-member exchange multidimensionality (LMX-MDM) scale developed by Liden & Maslyn (1998) and was then adapted. This scale contains 11 items comprising the affect dimension (3 items), the loyalty dimension (3 items), the contribution dimension (2 items), and the professional respect dimension (3 items). This scale is a type of Likert scale with a score range of 1 to 7, from strongly disagree to strongly agree. The LMX-MDM scale was tested for its reliability and validity on the research sample and obtained a reliability value of 0.876 and a validity value of 0.857-0.876.

Table 1.

Reliability and Validity Index of the LMX-MDM and SCSI Scales after Field Examination

Measurement Tool	Number of Valid Item	Reliability Index	Validity Index
LMX-MDM	11	0.876	0.857 - 0.876
SCSI	24	0.933	0.928 - 0.933

The dependent variable (Y) in this study is subjective career success. Subjective career success is a positive attitude that each individual has towards his career development so that the individual feels satisfied with his career achievements. Subjective career success encompasses eight dimensions; authenticity, growth and development, influence, meaningful work, personal life, quality of work, recognition, and satisfaction. The scale conducted in this study is the subjective career success inventory (SCSI) developed by Shockley et al. (2016) The SCSI instrument contains 24 items with details of each dimension of three items. The instrument used in this study was developed and adapted by Ingarianti, et al. (2022). In form of a Likert scale, with a score range of 1 to 5, the scale response starts from very inappropriate to very appropriate. The SCSI scale was tested for its reliability and validity on the research sample. The reliability value was 0.933 and the validity value was 0.928-0.933. The details of the reliability and validity of both scales are presented in Table 1.

Procedure and data analysis

The first procedure was preparing a research proposal—by conducting a literature review on the independent variable (X) and the dependent variable (Y). The researchers prepared a measuring instrument for each variable. The measuring instrument was attained by studying international journals and previous studies that had been adapted. The SCSi measuring instrument has gone through the process of adaptation to Indonesian by Ingarianti, et al. (2022). In this study, the LMX-MDM measuring instrument was adapted to Indonesian, which the process conducted a theoretical review, selected the appropriate instrument, translated it at a consigned translation agency, involved expert judgment on Industrial and Organizational Psychology experts, and conducted a readability test on four teachers. The distribution of measuring instruments was performed face to face, starting on December 9, 2021. After data collection was complete, researchers analyzed data using multiple linear regression techniques with the assistance of data analysis software of SPSS version 22.

RESULTS AND DISCUSSION

This study involved 320 teachers as participants with inclusion criteria previously determined. Overview of the demographic data of participants is presented in table 2.

Table 2.
Research Demographic Data

Category		Frequency	Percentage
Sex	Man	106	33.12%
	Women	214	66.87%
Domicile	Java	280	87.5%
	Kalimantan	40	12.5%
Education	Diploma	6	1.87%
	Undergraduate	295	92.19%
	Master	19	5.94%
Occupation	Civil Servant	150	46.9%
	Permanent Teacher of Institution	89	27.8%
	Non-Permanent	81	25.3%
Working Unit	Kindergarten	31	9.67%
	Elementary	62	19.37%
	Junior High	108	33.75%
	Senior High/Vocational High School	119	37.2%
Tenure	5-10 years	101	31.25%
	11 - 15 years	53	24.06%
	> 15 years	166	44.61%
Teacher Certificate	Yes	218	68.12%
	No	102	31.87%
Income	< Rp. 5.000.000	249	77.8%
	> Rp. 5.000.000	71	22.2%

The data were initially tested through a normality test using the Skewness-Kurtosis technique presented in Table 3. The leader-member exchange variable was normally distributed

with a Skewness significance of -0.467 and a Kurtosis of -0.019. Subsequently, the subjective career success variable was normally distributed with a significance of Skewness of -0.326 and Kurtosis of 1.565. Data are deemed normally distributed if the significance value for Skewness-Kurtosis is found in the range of -2 to 2 (Santoso, 2000).

Table 3.
Normality Test Results

Variable	Skewness	Kurtosis
Leader-Member Exchange	- 0.467	- 0.019
Subjective Career Success	- 0.326	1.565

The results of the linearity test show that the leader-member exchange variable had a significant value ($p > .05$) on the subjective career success variable. If reviewed based on the linearity test per dimension, it indicates that the linearity test per dimension is fulfilled. One of the requirements that have to be met for the variable to be linear is if the variable yields a linearity score of less than 0.05 or the results on the deviation from linearity are greater than 0.05 (Sugiyono, 2018). In more detail, the data from the linearity test are presented in Table 4.

Table 4.
Linearity Test Results of Factors Per Dimension

Variable	Significance	Deviation from Info.	Linearity
CON -> R	0.000	0.013	Linear
CON -> QW	0.000	0.015	Linear
CON -> MW	0.000	0.027	Linear
CON -> I	0.000	0.001	Linear
CON -> A	0.001	0.021	Linear
CON -> PL	0.004	0.063	Linear
CON -> GD	0.000	0.007	Linear
CON -> S	0.000	0.002	Not linear
LOY -> R	0.000	0.002	Not linear
LOY -> QW	0.000	0.096	Linear
LOY -> MW	0.158	0.003	Not linear
LOY -> I	0.000	0.000	Not linear
LOY -> A	0.362	0.164	Not linear
LOY -> PL	0.015	0.635	Not linear
LOY -> GD	0.018	0.119	Not linear
LOY -> S	0.008	0.011	Not linear
AFF -> R	0.000	0.001	Not linear
AFF -> QW	0.000	0.025	Linear
AFF -> MW	0.000	0.017	Linear
AFF -> I	0.000	0.009	Linear
AFF -> A	0.000	0.012	Linear
AFF -> PL	0.000	0.055	Linear
AFF -> GD	0.000	0.343	Linear
AFF -> S	0.000	0.050	Linear

Variable	Significance	Deviation from Info.	Linearity
PC -> R	0.000	0.010	Linear
PC -> QW	0.000	0.002	Linear
PC -> MW	0.000	0.009	Linear
PC -> I	0.000	0.074	Linear
PC -> A	0.000	0.248	Linear
PC -> PL	0.004	0.026	Not linear
PC -> GD	0.000	0.018	Linear
PC -> S	0.000	0.126	Linear

Note : -> = on; CON = contribution; LOY = loyalty; AFF = affect; PC = professional commitment; R = recognition; QW = quality work; MW = meaningful work; I = influence; A = authenticity; PL = personal life; GD= growth and development; S= satisfaction

The regression results, which are shown in Tables 5 and 6, show that the leader-member exchange was able to explain 12.7% of the variation in subjective career success ($R^2 = .127$; $F(1,318)=46.252$; $p<.001$). Leader-member exchange significantly predicted subjective career success for teachers ($b = 0.356$; $p<.001$). These results indicate that if the hypothesis is accepted, there is a positive role of leader-member exchange on subjective career success among teachers.

Table 5.
Results of Overall Linear Regression Test

Model		Sum of Squares	df	Mean Square	F	p
H1	Regression	4136.668	1	4136.668	46.252	<0.001
	Residual	28440.882	318	89.437		
	Total	32577.550	319			

Table 6.
Coefficient Results of Overall Linear Regression Test

Model		Unstandardized	Standard Error	Standardized	t	p
H0	(Intercept)	96.213	0.565		170.311	<0.001
H1	(Constant)	74.632	3.217		23.200	<0.001
	LMX	0.380	0.056	0.356	6.801	<0.001

Note : $R^2 = 0,127$

As per the understanding, a career is a process of an occupation that lasts a lifetime, develops and grows, and provides benefits to other fields (Ingarianti & Purwaningrum, 2018). The career process lasts a lifetime and the venture of the process requires external support, such as support from superiors in the work environment. Support from the leader is very important because if the teacher receives positive support from the leader, the teacher feels considered, gains trust from the leader, and enables to make s better career goals. Therefore, support from leaders or superiors is required to support positive relationships within the institution.

In this study, it was discovered that the teacher had a positive perception of the leader in the institution ($p < 0.05$). In the school context, the leaders are the principal, the head of the school committee, and the deputy principal with a significant position in the institution. Leaders who provide support to teachers and give full trust to teachers validate teachers to determine career goals according to their needs. The career process lasts a lifetime, the span of the career process requires

external support, one of which is support from superiors at work. In line with the statement of Vermeulen et al., (2020), the leader who possesses a high leader-member exchange will sustain positive support to the teacher and entrust the teacher, making the teacher able to determine his career goals so that the teacher will have subjective career success. This is indicated when the teacher feels satisfied with his career achievements thus far.

Leader-member exchange has an important role in the formation of subjective career success for teachers. This role is demonstrated by the leader who provides positive treatment to teachers and fair treatment according to the respective needs. In addition to positive treatment, leaders in an institution delegate every teacher to do his job, allowing the teacher to experience satisfaction in every work accomplished. As a result, the teacher can sense career success subjectively. This is according to the research conducted by Park & Jo (2018) that if a strong relationship between leaders and employees is based on a feeling of mutual trust, teachers will provide benefits related to their careers to the institutions, making them realize their careers have a positive impact to their workplace. It also recognizes teachers' satisfaction perceptions toward their careers, thus making teachers feel subjectively successful in their careers.

Teachers who have high leader-member exchange will integrate themselves into the "in-group", where teachers will earn benefits or teachers will penetrate the leader's network. Besides, teachers entering the "in-group" will gain the trust of the leader and can be relied on. When the teacher has been trusted and received positive support from the leader, the teacher will be able to exploit existing resources within the institution. This stimulates the teacher to do the responsibilities optimally and can achieve the goals of the institution. When the teacher performs his career journey ideally, it will be accompanied by positive support from the leader, thus making the teacher feel comfortable at work. Furthermore, the teacher will feel satisfied with his career and he can later assess his career success subjectively. A teacher who has high leader-member exchange will feel congenial in the work environment and feel regarded by leaders, hence subjective career success will be acquired once teacher feels satisfied with their careers (Vermeulen et al., 2020).

Teachers with a high leader-member exchange will be supported and appreciated or acknowledged by the leader. The appreciation or recognition will be eventually rewarded by the leader to the teacher. The appreciation or recognition honored will generate a sense of being valued from the teachers' perspective, thus feeling satisfaction in terms of careers. Therefore, teachers will evaluate their careers positively and be able to achieve career success subjectively. Moreover, there is an encouragement supplied by the leader to the teachers, and therefore they are able to determine their career goals, consequently, the teachers will be satisfied with their careers. This is supported by the statement of Breevaart et al. (2015) that the leader-member exchange is also influenced by encouragement from the leader, in which the leader will positively influence the teachers so that they feel appraised by the leader. Teachers who feel satisfaction in their careers will be able to evaluate them positively.

Based on the data analysis per dimension, leader-member exchange dimensions have a role in subjective career success for teachers. The data are presented in Table 7.

First, the analysis of the contribution dimension to the recognition dimension obtained significant results ($p < 0.05$). The results of the analysis show that when the teachers made a maximum contribution to their work, the teachers were appreciated and recognized by the leader. The recognition and appreciation from the leader allow the teachers to assess their career subjectively, thus they perceive career success subjectively. Simultaneously, if teachers receive an acknowledgment from the leader, they will earn satisfaction in their careers and value career success subjectively (Leow & Khong, 2015).

Table 7.
Multiple Linear Regression Test Results per Dimension

Variable Relationship	R Square	Anova Sig.	Coefficient <i>b</i>	Sig.	Information
CON -> R	0.125	<0.001	0.296	<0.001	Significant
LOY -> R	0.125	<0.001	0.035	0.565	Not significant
AFF -> R	0.125	<0.001	0.171	0.004	Significant
PC -> R	0.125	<0.001	-0.092	0.227	Not significant
CON -> QW	0.142	<0.001	0.117	0.119	Not significant
LOY -> QW	0.142	<0.001	0.089	0.146	Not significant
AFF -> QW	0.142	<0.001	0.270	<0.001	Significant
PC -> QW	0.142	<0.001	8.520	0.991	Not significant
CON -> MW	0.095	<0.001	0.099	0.198	Not significant
LOY -> MW	0.095	<0.001	-0.062	0.323	Not significant
AFF -> MW	0.095	<0.001	0.247	<0.001	Significant
PC -> MW	0.095	<0.001	0.048	0.533	Not significant
CON -> I	0.154	<0.001	0.139	0.061	Not significant
LOY -> I	0.154	<0.001	0.156	0.011	Not significant
AFF -> I	0.154	<0.001	0.282	<0.001	Significant
PC -> I	0.154	<0.001	-0.093	0.211	Not significant
CON -> A	0.089	<0.001	0.048	0.530	Not significant
LOY -> A	0.089	<0.001	-0.098	0.120	Not significant
AFF -> A	0.089	<0.001	0.178	0.004	Significant
PC -> A	0.089	<0.001	0.171	0.028	Not significant
CON -> PL	0.050	0.003	0.057	0.468	Not significant
LOY -> PL	0.050	0.003	0.055	0.395	Not significant
AFF -> PL	0.050	0.003	0.146	0.019	Significant
PC -> PL	0.050	0.003	0.30	0.701	Not significant
CON -> GD	0.105	<0.001	0.062	0.421	Not significant
LOY -> GD	0.105	<0.001	0.008	0.904	Not significant
AFF -> GD	0.105	<0.001	0.266	<0.001	Significant
PC -> GD	0.105	<0.001	0.044	0.568	Not significant
CON -> S	0.094	<0.001	0.105	0.171	Not significant
LOY -> S	0.094	<0.001	0.015	0.816	Not significant
AFF -> S	0.094	<0.001	0.214	<0.001	Significant
PC -> S	0.094	<0.001	0.044	0.571	Not significant

Note : Variabel terikat: Recognition; Quality Work; Meaningful Work; Influence; Authenticity; Personal Life; Growth and Development; Satisfaction.

Second, the analysis of affect dimensions obtained significant results ($p < 0.05$) on all dimensions of subjective career success, in which the affect dimension had a significant role on all dimensions of subjective career success. This implies that if the leader builds a positive relationship with the teachers based on feelings of affection, it prompts a good quality relationship between teachers and leader. A good relationship validates teachers' well-regarded presence before the leader. Positive relationships provided by leaders, such as acknowledging the existence of teachers or appreciating teacher careers will dispense pleasure in their careers, making teachers able to

subjectively feel success in their careers (Boehm & Lyubomirsky, 2018).

Many studies have examined the leader-member exchange on subjective career success but each researcher has its own focus regarding the research objectives, both in terms of research participants and the variables involved in the study. The novelty of this research compared to previous research lies in the selection of research participants; the selected ones are those from the teaching profession. The reason for nominating teachers as participants in this research is because teachers in Indonesia assess their careers objectively (Adabi, & Muchtar, 2017). In addition, the analysis in this study was carried out per dimension analysis so that the results obtained were rather specific. Despite this study including only a few dimensions of leader-member exchange that had significant results on the subjective career success dimension, however, from the results of this study, specific and comprehensive results were obtained. The limitation of this study lies in the participants who only came from several cities in East Java and one city from East Kalimantan so they did not represent teachers in Indonesia. In addition, the dynamic nature of career success and changes at every stage of an individual's career makes this research limited in terms of conclusions.

CONCLUSION

Researchers used two analytical techniques; overall and per-dimensional analysis. The overall analysis results indicate a significant role in leader-member exchange on subjective career success among teachers. In the results of the per-dimensional analysis, significant results on the two dimensions of leader-member exchange on subjective career success among teachers were observed. The most significant dimensions are the contribution dimension on the recognition dimension and the affect dimension on the overall dimensions of subjective career success among teachers. The results of the study prove that the leader-member exchange has a role in the subjective career success of teachers.

It is expected that leaders in institutions provide support or build positive relationships with teachers so teachers will feel valued, considered, and entrusted by the leader. Support from leaders should be addressed to teachers to make teachers convenient in the work environment, ultimately enabling teachers to subjectively assess their career success. This study used quantitative methods so limitations in its findings are inevitable. Further studies are expected to use a qualitative approach to collect data, therefore in-depth research data are obtained and can observe the types of support provided by leaders to teachers. This research can be used as a reference in the development of psychology related to leader-member exchange and subjective career success.

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