

## Career Satisfaction of Islamic Guidance and Counseling Teachers: Addition of Gratitude Variables to Greenhaus Theory

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### ABSTRACT

Greenhaus's Theory assesses career satisfaction through five key dimensions: career achievement, goal fulfillment, income, career advancement, and skill development. However, in the context of Islamic guidance and counseling teachers, gratitude should be considered as an additional determinant. Gratitude, as a core spiritual value, plays a significant role in career satisfaction for Muslim educators, yet it is often overlooked in traditional career satisfaction models. This study aims to expand Greenhaus's Theory by incorporating gratitude as a sixth dimension. A quantitative approach was applied using Confirmatory Factor Analysis (CFA) with SmartPLS to validate the six-dimensional career satisfaction model. A random sample of 121 Islamic guidance and counseling teachers from Tasikmalaya participated in the study by completing a career satisfaction questionnaire. The findings confirm that career achievement, goal fulfillment, income, career progress, skill development, and gratitude are all valid and reliable indicators of career satisfaction. Gratitude significantly contributes to teachers' overall career fulfillment, reinforcing its importance as a spiritual dimension in career satisfaction models. The inclusion of gratitude enhances the applicability of Greenhaus's model in Islamic cultural contexts, addressing the gap in traditional career satisfaction frameworks. Recognizing gratitude as a career satisfaction factor provides a more comprehensive understanding of teacher well-being in religiously influenced educational environments. The adaptation of Greenhaus's Theory with the inclusion of gratitude offers a more holistic perspective on career satisfaction for Islamic educators. Future research should explore its implications across diverse cultural and religious settings.

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## 1. INTRODUCTION

Teacher career satisfaction has been identified as being related to teaching performance across many aspects, including mutual reinforcement and professional development (Özkan & Akgenc, 2022; Wu et al., 2024). Mutual reinforcement means that increased teacher involvement can lead to greater career satisfaction, while higher career satisfaction can enhance teachers' willingness to engage actively in their schools. Professional development involves opportunities for professional growth, which play a significant role in enhancing both involvement and satisfaction. Schools that invest in professional development initiatives see improvements in teacher morale and effectiveness. Additionally, career satisfaction is also associated with positive working conditions, such as a collaborative culture, which has been identified as a factor contributing to the rapid development of the educational environment (Hoque et al., 2023; Toropova et al., 2021). In summary, teacher engagement and career satisfaction are essential for improving teacher well-being, retention, and overall school success. Focusing on these factors within educational institutions enables stakeholders to create a more supportive learning environment that positively impacts both teachers and students.

Teacher involvement is very important to ensure high satisfaction, strong performance, and significant contribution to the school. To achieve this involvement, school leaders not only need to reduce teacher fatigue but also create an environment that encourages greater teacher involvement (ILO, 2000). Teacher fatigue can become a serious problem due to the significant emotional burden teachers face, which can lead to a loss of commitment (Fink, 2003). Therefore, it is essential for school leaders to fully understand the conditions that cause teacher fatigue and promote positive outcomes – namely, work engagement (Bakker et al., 2007; Maslach et al., 2001). Work engagement is generally acknowledged as an optimal state of worker well-being that is associated with greater satisfaction, commitment, and productivity (Schaufeli, 2004). Consequently, it is in the interest of school administrators to reduce teacher burnout and promote a supportive environment that fosters teacher involvement.

Gratitude in the Islamic context is a deeply important concept that not only involves expressing thanks to Allah for the blessings He has granted but also reflects an attitude of appreciation towards life and all its aspects. In both the culture and religion of Islam, gratitude is considered one of the profound spiritual values, teaching believers to always be thankful for what they have, whether material or non-material. This concept is reflected in various teachings from the Qur'an and Hadith, where Allah SWT states that through gratitude, blessings will be multiplied (QS. Ibrahim: 7). In the context of career satisfaction, gratitude can play a valuable role in supplementing traditional models of career satisfaction, which often only measure satisfaction based on material achievements such as income, position, or professional recognition. By incorporating gratitude as a factor in the career satisfaction model, we can see how feelings of satisfaction and gratitude towards one's job, career development, and contributions can potentially enhance emotional well-being and a more holistic sense of job satisfaction. In this context, gratitude not only enriches the work experience but also provides a new perspective that connects career satisfaction with spiritual dimensions and inner well-being, in line with Islamic teachings that emphasize the balance between the worldly and the hereafter.

The literature on career satisfaction models, particularly the framework developed by Greenhaus et al., emphasizes the individual's role in managing their career paths. This model posits that career satisfaction arises from both intrinsic and extrinsic factors, including personal achievements, income, and opportunities for advancement (Greenhaus, Parasuraman, & Wormley, 1990). It underscores the importance of self-awareness and goal setting in the career development process while recognizing that organizational support plays a limited role in shaping individual career trajectories. Positive emotions, such as gratitude, significantly enhance employee well-being and can serve as a vital component in understanding career satisfaction. Research indicates that employees who cultivate gratitude tend to experience higher levels of job satisfaction and engagement, which can mitigate stress and foster a more positive work environment. Gratitude encourages individuals to appreciate their achievements and the support they receive, thus contributing to a more fulfilling career experience.

Moreover, cultural factors play a crucial role in shaping perceptions of career satisfaction. Different occupational contexts influence how individuals interpret success and satisfaction within their careers. For instance, the values associated with various professions can affect what employees prioritize in their careers, such as autonomy versus job security. This cultural lens highlights the need for tailored approaches to enhance career satisfaction across diverse work environments. Overall, integrating positive emotions like gratitude into traditional models of career satisfaction offers a more comprehensive understanding of employee well-being and fulfillment in their professional lives. This cultural lens highlights the need for tailored approaches to enhance career satisfaction across diverse work environments. Overall, integrating positive emotions like gratitude into traditional models of career satisfaction offers a more comprehensive understanding of employee well-being and fulfillment in their professional life.

Career success refers to the positive outcomes a person experiences throughout their career, assessed based on objective and subjective criteria (Ng et al., 2005). Objective career success highlights observable career achievements, such as salary history and promotions, while subjective career success reflects a person's positive feelings of satisfaction and achievement in their career experience (Greenhaus et al., 1990; Lortie-Lussier & Rinfret, 2005; Ng et al., 2005). School climate and leadership also influence teacher satisfaction. Teacher interactions with students, parents, and school staff are vital, and a positive school culture is associated with greater teacher satisfaction (Mares, 2013).

The expression of positive emotions helps employees gain social support and fosters psychological resources (Nezlek et al., 2019; Williams & Bartlett, 2015). However, few studies have explored the impact of specific positive emotions, such as gratitude, on employee performance and subjective career success. Expressions of gratitude involve recipients acknowledging appreciation toward benefactors (Lambert et al., 2010; Lambert & Fincham, 2011). Experts have shown that gratitude, as a typical positive emotion, is one of the most meaningful and connective experiences among humans (Fredrickson, 2013; Yoshimura & Berzins, 2017). Gratitude to God increases blessings and rewards in this life and the afterlife, while ingratitude brings about consequences both in this life and the hereafter. Gratitude serves as a primary motivation in worship, making it sincere and enduring without personal gain (Madany, 2015). Nonetheless, previous research on the expression of gratitude in social science has largely focused on its interpersonal benefits and individual subjective well-being (McCullough et al., 2002). In recent years, there has been a call for more research to explore the benefits of gratitude in organizational contexts (Fehr et al., 2017).

Gratitude has been proven to play a mediating role in the relationship between subjective happiness and life satisfaction, as well as between positive emotions and life satisfaction. Among the variables examined, positive affect shows the strongest positive correlation with life satisfaction, followed by subjective happiness and gratitude. For male participants, life satisfaction increases when they experience fewer negative emotions. In the mediation model, gratitude acts as a mediator between subjective happiness and life satisfaction, and between positive affect and life satisfaction (Scurtu-Tura, Fernández-Espinosa, & Obispo-Díaz, 2024). Additionally, other studies report that gratitude significantly increases life satisfaction among Muslims (Al-Seheel, Noor, & Noor, 2016). It can therefore be predicted that this may also apply in the context of career satisfaction among Muslims. Furthermore, in the context of Indonesian education, especially in Tasikmalaya, Muslim Guidance and Counseling teachers are more prevalent.

High career satisfaction reduces teacher turnover. Teachers who are satisfied with their work are more likely to stay and contribute over the long term (Ingersoll, 2001). Career satisfaction also contributes to teachers' mental and physical well-being. Satisfied teachers tend to experience lower stress levels and enjoy better health (Kyriacou, 2001). Satisfied teachers are often more enthusiastic and creative in their teaching methods, thereby improving the quality of education provided to students (Day & Sachs, 2005). Satisfied teachers are usually more motivated to perform well and show greater productivity in their teaching tasks (Skakon et al., 2010). Career satisfaction is often associated with greater involvement in professional development, which can enhance teachers' skills and knowledge

(Darling-Hammond, 2000). Additionally, satisfied teachers contribute to a positive and supportive school culture, which influences the overall learning environment (Marsh & Martin, 2011). Tasikmalaya, where approximately 99.6% of the population is Muslim, is known as the "Kota Santri" due to its roughly 700 Islamic boarding schools that educate hundreds of thousands of students (Zubaidy, 2008). This term underscores Tasikmalaya's strong Islamic identity. This research aims to explore how the addition of the gratitude variable can enrich the Greenhaus model for measuring career satisfaction among teachers in Tasikmalaya, particularly in the context of Islamic Guidance and Counseling teachers and provide further insights into factors that influence career satisfaction and work involvement.

## 2. METHODS

This study is a quantitative research project utilizing a confirmatory factor analysis model, aiming to test whether the career satisfaction of guidance and counseling teachers, according to Greenhaus' Theory, remains empirically valid with the addition of one manifest variable—namely, "gratitude"—in the context of Islamic guidance and counseling. This quantitative study uses Confirmatory Factor Analysis (CFA) to test the addition of gratitude to Greenhaus's career satisfaction model. Data were obtained through the Tasikmalaya Guidance and Counseling Teachers Association with bureaucratic support from the Tasikmalaya City and West Java Province Education Offices. The population in this study consisted of 165 guidance and counseling teachers in Tasikmalaya City. The researcher attended a workshop with 121 representatives of guidance and counseling teachers in Tasikmalaya City, and all attendees were included as research participants by convenience sampling (Golzar, J., Noor, S., & Tajik, O, 2022).

Career satisfaction in this study was assessed using a Likert scale questionnaire, with response options ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was designed based on Greenhaus's Career Satisfaction Theory (Jeffrey H. Greenhaus & Callanan, 2006; Jeffrey H. Greenhaus, Callanan, & Godshalk, 2019), which evaluates career satisfaction through five core dimensions: (1) career achievement, (2) fulfillment of career goals, (3) income, (4) career advancement, and (5) skill development during a career.

To better align with the spiritual and cultural context of Islamic guidance and counseling teachers, this study introduced an additional manifest variable—gratitude—as a determinant of career satisfaction. Gratitude plays a crucial role in shaping educators' perceptions of career fulfillment and job meaning, especially in religiously guided professional environments. With this inclusion, the study tested a six-dimensional career satisfaction model, examining the validity and reliability of each variable in measuring overall career satisfaction among guidance and counseling teachers.

The Likert scale applied in this study followed the Summarized Ratings Method, offering five response choices that allowed participants to express the degree to which they agreed with each statement. This method ensures a nuanced measurement of career satisfaction, capturing variations in individual perceptions. Table 1 presents the Career Satisfaction Indicators, detailing the six manifest variables examined in this study.

**Table 1.** Indicators of Career Satisfaction

No.	Indicator	Questionnaire	Statement	Likert Scale
1	Career Achievement (CA)	I am satisfied with the success I have achieved in my career so far.	SS (Strongly Agree) S (Agree)	5 4
2	Career Goal Fulfillment (CG)	I am satisfied with the achievement of my overall career goals.	R (Undecided) TS (Disagree)	3 2
3	Income (I)	I am satisfied with the progress made in meeting the income requirements.	STS (Strongly Disagree)	1
4	Career Progression (CP)	I am satisfied with the progress made in meeting my career advancement goals.		
5	Career Development (AD)	I am satisfied with the progress made in developing new skills on the job.		
6	Gratitude (G)	I am grateful for the blessings that God Almighty has bestowed on life.		

Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990) explain that career achievement refers to how individuals assess their success in their professional endeavors. This includes external recognition such as awards, promotions, and other forms of acknowledgment, as well as internal satisfaction with the completion of significant tasks and contributions to their field. Goal fulfillment pertains to the extent to which individuals feel they have achieved their career objectives. This can include reaching specific career milestones, balancing work and life, or obtaining a desired job. Satisfaction with goal fulfillment reflects personal contentment with meeting professional aspiration. Income is one of the key indicators of career satisfaction, as it represents the tangible rewards individuals receive for their work. This includes salary, bonuses, benefits, and other financial incentives. Satisfaction with income reflects how well individuals perceive their financial compensation relative to their work and expectations. Career advancement refers to the opportunities individuals have to progress in their careers, including promotions, increased responsibilities, and the chance to engage in more challenging and rewarding tasks. Career advancement is a crucial factor in long-term career satisfaction, as it signifies growth potential within the organization or profession. Skill development refers to the opportunities for learning and improving one's abilities within their career. This includes on-the-job training, education, and the ability to gain new competencies. Satisfaction with skill development arises when individuals perceive their work as a platform for continuous personal and professional growth.

The construct validity test in this study uses confirmatory reflective construct validity to evaluate how well the results obtained from the measuring instruments align with theoretical references for defining the Career Satisfaction construct. Construct validity includes two tests: a) Convergent validity, which measures the degree of correlation between item scores and construct scores, assessed based on loading factors. According to Hair et al. (2017), a higher loading factor score indicates a more significant role of the loading in interpreting the factor matrix. The minimum threshold for a significant loading factor is  $>0.5$ , with an average variance extracted (AVE) value  $>0.5$ . b) Discriminant validity is assessed by ensuring that the square root of the AVE for each construct is greater than the correlation between latent variables.

The questionnaire development was revalidated by experts, involving three specialists for construct, content, and language validation. The experts provided many qualitative notes. The first five indicators are standard instruments in measurement theory within the guidance and counseling context, and the instrument is considered reliable for measuring career satisfaction. However, with the addition of a latent variable, gratitude, the researcher needed to re-evaluate its reliability. A total of 121

guidance and counseling teachers in Tasikmalaya were randomly selected to complete the career satisfaction questionnaire.

**Table 2.** Construct Validity, Content, and Language According to Experts

Indicators	No.	Item	VALIDITY								
			Construct			Content			Language		
			Validator 1	Validator 2	Validator 3	Validator 1	Validator 2	Validator 3	Validator 1	Validator 2	Validator 3
Career Achievement (CA)	1	I am satisfied with the success achieved in my career up to now.	M	M	M	M	M	M	R	R	M
Fulfillment of Career Goals (CG)	2	I am satisfied with the overall fulfillment of my career goals.	M	M	M	M	R	M	R	R	M
Income (I)	3	I am satisfied with the progress made in meeting income requirements.	M	M	M	M	R	M	R	R	M
Career Progress (CP)	4	I am satisfied with the progress achieved in fulfilling my career advancement goals.	M	M	M	M	M	M	R	R	M
Development of Abilities During a Career (AD)	5	I am satisfied with the progress made in developing new skills in the job.	M	M	M	M	M	M	R	R	M
Gratitude (G)	6	I am grateful for the blessings that Almighty God has bestowed on life.	R	M	M	R	M	M	R	R	M

Reliability testing is conducted to demonstrate the internal consistency of the measuring instrument by examining the composite reliability and Cronbach's alpha values. Higher values indicate better consistency of each item in measuring the latent variable. According to Hair et al. (2017), the expected composite reliability and Cronbach's alpha values are > 0.7, though a value of 0.6 is still acceptable. Cooper (Hair et al., 2017) explain that internal consistency is also met if the extract validity criteria are fulfilled, as the average variance extracted (AVE) value reflects internal consistency. Therefore, a valid construct is considered reliable, but a reliable construct is not necessarily valid. Data in this study were analyzed using SmartPLS 4.1.0.3, utilizing reflective constructs through First Order CFA.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

Testing the measurement model through CFA, especially when using software such as SmartPLS, requires a large sample size (Muhson, 2022). If the sample size is small, obtaining a Root Mean Square Error of Approximation (RMSEA) value <0.1 becomes challenging. To ensure that confirmatory factor analysis could be conducted based on sample size adequacy, the researcher performed the Kaiser–Meyer–Olkin (KMO) Test. The KMO test is a statistical measure used to assess the suitability of data for factor analysis by evaluating sample adequacy for each variable and for the model as a whole. This statistic indicates the proportion of variance among variables that may constitute common variance; the higher this proportion, the higher the KMO value, and the more suitable the data is for factor analysis (IBM, 2021). The researcher used SPSS 26 to obtain the KMO and Bartlett’s Test results.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	482.446
	df	15
	Sig.	.000

**Figure 1.** KMO and Bartlett's test

Based on Figure 1, the KMO value is 0.892 with a significance level of <0.05, indicating that the 121 samples involved in the study, out of a total population of 165, meet the adequacy requirements for CFA analysis. The outer model test analysis conducted in this study using the SmartPLS 4.1.0.3 program produced the model shown in the following figure:

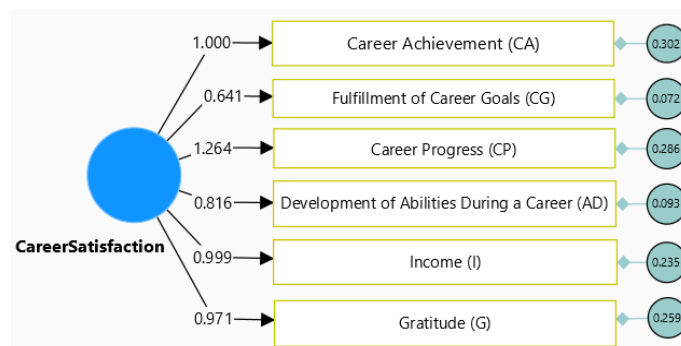


Figure 2. Career Satisfaction Construct Output

The loading factor is a coefficient that indicates the strength of the relationship between the manifest variable and the latent variable, presented in standardized or unstandardized form. Figure 2 shows the unstandardized loading factor values, with all values > 0.70, except for the Fulfillment of Career Goals (CG) indicator, which has a loading factor of 0.641. However, for sample sizes of 200 or fewer, a loading factor of 0.641 is still acceptable or meets the criteria (Hair, Black, Babin, & Anderson, 2010). The standardized loading factor values are shown in the following table. This is also supported by the expert judgment in the CG construct validation table, which reflects consistent assessments from various experts.

Table 3. Standard Loading Factors

Career Satisfaction	External Loading
Career Achievement (CA)	0.755
Career Progression (CP)	0.831
Career Development (AD)	0.860
Career Goal Fulfillment (CG)	0.833
Gratitude (G)	0.770
Income (I)	0.793

Based on Table 3, the standardized loading factor value of all manifest variables is also > 0.70. Thus, based on Figure 2 and Table 3, it can be said that the large contribution of the six indicators measured to the career satisfaction variable meets the convergent validity criteria.

Table 4. Reliability and Validity Constructs

	Cronbach alpha (standardized)	Cronbach alpha (unstandardized)	Composite reliability	Average variance extracted (AVE)
Career Satisfaction	0.918	0.905	0.912	0.653

Table 4 shows the Standardized Cronbach's Alpha value of 0.918 > 0.70, the Composite Reliability value of 0.912 > 0.70, and the Average Variance Extracted (AVE) value of 0.653 > 0.50. It can calculate the square root of AVE  $\sqrt{0.653} = 0.8081$  (Fornell-Larcker Criterion value) obtained through SmartPLS. Thus, the measurement model above meets the criteria of discriminant validity.

Table 5. Model Fit

Suitable Model	Estimated Model	Criteria	Compatibility
RMSEA	0.130	< 0.08	Big
Non-Financial Funds (NFI)	0.945	> 0.90	Fit
TLI	0.936	> 0.90	Fit
CFI	0.962	> 0.90	Fit
SRMR	0.038	< 0.05	Fit
Chi Square/ df	3,000	< 3	Fit

The final stage is to review the Goodness of Fit of the measurement model. Hox & Bechger (2008) explains the Goodness of Fit criteria, including: (1) The RMSEA value must be less than 0.08. While the estimated value of the model in this study is 0.130. The RMSEA value is greatly influenced by the number of samples, see Table 1.

$$RMSEA = \sqrt{\frac{\max(\chi^2 - df, 0)}{df(N-1)}} \text{ (Shi, Lee, \& Maydeu-Olivares, 2019, p. 313) .}$$

Therefore, CFA requires a large sample size to meet these criteria (Muhson, 2022). Some references even suggest a minimum of 250 samples, though this figure is only an estimate. Statistically, we can verify whether the sample size is adequate using methods like the KMO test. As noted earlier in the findings, the KMO test results for the 121 samples in this study indicate sufficient sample adequacy. Additionally, the following results support the model fit: (1) The NFI value of  $0.945 > 0.90$  and TLI value of  $0.936 > 0.90$  indicate good Goodness of Fit, providing a comprehensive picture of how well the model fits the observed data; (2) The CFI value of  $0.962 > 0.90$  suggests that the proposed model is better than a model assuming no relationships between variables; (3) The SRMR value of  $0.038 < 0.05$  indicates a good fit with the data, interpreted as a measure of model error; and (4) The Chi-Square/df value of 3.000 shows that the model fits the tested data well.

The chi-square test is highly sensitive to sample size; with large samples, minor differences between observed data and the estimated model may result in high chi-square values, potentially leading to the model being considered unfit even when differences are not practically significant. Based on this series of model fit tests, it can be concluded that the six manifest variables—(1) career achievement, (2) fulfillment of career goals, (3) income, (4) career advancement, (5) development of abilities during a career, and (6) gratitude—have been validated and are reliable measures of the Career Satisfaction variable.

### 3.2 Discussion

Based on the research findings, the sequence of validity based on loading factors is as follows: Development of Abilities During Career (AD), Fulfillment of Career Goals (CG), Career Progress (CP), Income (I), Gratitude (G), and finally, Career Achievement (CA). Career satisfaction is the primary focus in career studies, as subjective feelings of success are closely related to various aspects of work behavior and individual well-being (Abele & Spurk, 2009; Ng, Eby, Sorensen, & Feldman, 2005). However, our understanding of how career satisfaction changes over time remains limited. Research in psychology and applied career studies (Hall, 2002; Roe, 2008; Van Der Heijden, Schalk, & Van Veldhoven, 2008) highlights the need for further in-depth study on the role of time, emphasizing dynamic understanding over momentary states (Roe, 2008). The Career Satisfaction Scale (CSS) can be used to measure outcomes in career intervention programs (Raabe, Frese, & Beehr, 2007).

Career satisfaction is often considered the main indicator of subjective career success, reflecting individuals' evaluations of their progress across objective career factors, including income, performance, and overall career development (Abele, Spurk, & Volmer, 2011; Boudreau, Boswell, & Judge, 2001; Hofmans, Dries, & Pepermans, 2008; Ng et al., 2005). One widely used tool for evaluating

career satisfaction is the Career Satisfaction Scale (J.H. Greenhaus, Parasuraman, & Wormley, 1990; Hofmans et al., 2008). This study aims to evaluate the extent to which the CSS can measure changes over time in homogeneous career satisfaction. Additionally, we have developed a career satisfaction instrument by adapting the concept of gratitude to God based on Islamic teachings.

Furthermore, studies indicate that careers are not just work; they are an integral part of life, encompassing personal development and experiences (De Hauw & De Vos, 2010). Greenhaus et al. (1990) define career satisfaction as satisfaction derived from both intrinsic and extrinsic aspects of a career, including overall career objectives, income, advancement, and development. Employees satisfied with their careers typically feel fulfilled by their work, goal achievements, income, career progress, and skill development (J.H. Greenhaus et al., 1990).

To meet teachers' needs, the government should support career satisfaction indicators such as performance, income, career progression, and development (J.H. Greenhaus et al., 1990). Heslin (2005) argues that career satisfaction is a primary criterion for evaluating whether a company provides adequate support through career development. Achieving career satisfaction makes millennial employees feel that organizational support also contributes to their overall life satisfaction. In this context, teachers are more likely to receive strong organizational support if they feel their school supports their career satisfaction through advancement and development, which, in turn, enhances their life satisfaction (Joo & Lee, 2017).

This aligns with the idea that individuals' responses to organizational situations and treatment are significantly influenced by gratitude. Scientifically, gratitude is often referred to as "Thankfulness" or "Appreciation" (Robert A. Emmons & McCullough, 2004). Gratitude emerges as a form of appreciation for blessings received and acknowledgment of these blessings. Gratitude is closely related to optimal acceptance and utilization of what has been received for its intended purpose. Research shows that gratitude can influence organizational behavior. For instance, Ting & Yeh (2014) found that gratitude experienced by teachers positively impacts their trust, satisfaction, and commitment. This aligns with Waters (2012), who found that both personal and institutional gratitude can predict job satisfaction.

The experience and expression of gratitude influence individuals' adaptation to organizational demands, which include norms, values, and codes of conduct that unify and coordinate organizational members, thus operationalizing organizational culture (Warawan, 2007). According to Al-Ghazali (Yakub, 1982), gratitude is the awareness that only God grants blessings. Consistency in expressing gratitude can generate stronger positive emotions compared to negative emotions (Froh, Kashdan, Ozimkowski, & Miller, 2009). Moreover, gratitude can influence individual work performance (Grant & Wrzesniewski, 2010) and can serve as a significant indicator of job satisfaction (Waters, 2012).

Emmons et al. (2003) suggest that gratitude in organizations is key to success and has the potential to enhance individual well-being while reducing negative emotions in the workplace. In general, gratitude correlates positively with individual well-being (Aghababaei & Tabik, 2013) and can also reduce materialistic tendencies (Lambert, Fincham, Stillman, & Dean, 2009). External factors such as recognition of one's work or profession, family support, and a conducive work environment also affect work well-being, in addition to internal factors inherent to the individual (Zhao, Liu, & Chen, 2015). Thus, gratitude plays a vital role in influencing teachers' career satisfaction and overall work well-being.

The measurement of career satisfaction involving gratitude has not been conducted by previous researchers, making this a novel aspect of the current study. However, some studies on gratitude's influence on life satisfaction have been confirmed by previous researchers (Al-Seheel et al., 2016). Several studies indicate a need for further investigation into gender differences regarding the effect of gratitude. Gratitude has been found to mediate the relationship between subjective happiness and life satisfaction, as well as between positive emotions and life satisfaction. Among the factors analyzed, positive affect has the strongest correlation with life satisfaction, followed by subjective happiness and feelings of gratitude. Male participants experience greater life satisfaction when they feel less negative affect. In the mediation model, gratitude serves as a bridge between subjective happiness and life

satisfaction, and between positive affect and life satisfaction. Notably, gratitude tends to be stronger in women than in men (Scurtu-Tura et al., 2024).

This study has several limitations, including the fact that it serves primarily as a measurement study. The authors also acknowledge that this study only validates the Career Satisfaction Scale by Greenhaus with the addition of one gratitude variable. Nonetheless, this contribution is expected to benefit researchers in guidance and counseling by offering a more relevant career satisfaction instrument in a Muslim context. Additionally, the sample of 121 respondents requires further testing by future researchers with a larger sample size. Adding more respondents will strengthen the validity of the study. Authors Suggest future research directions, such as testing this model in different cultural contexts, exploring other spiritual or cultural factors, or using longitudinal data to examine changes in career satisfaction over time. More practically, the authors suggest that subsequent researchers select and test theoretically appropriate treatments that can increase career satisfaction of guidance and counseling teachers. Even more broadly, subsequent researchers can test teacher career satisfaction more generally, not only limited to career satisfaction of guidance and counseling teachers.

#### 4. CONCLUSION

This study expands Greenhaus' Career Satisfaction Theory by introducing gratitude as an additional dimension in assessing career satisfaction among guidance counselors in Tasikmalaya. The findings, validated through Confirmatory Factor Analysis (CFA), confirm that career achievement, goal fulfilment, income, career advancement, career development, and gratitude are all valid and reliable indicators of career satisfaction. The inclusion of gratitude highlights its significant role in shaping career fulfilment, particularly in professions with strong spiritual and social commitments. However, this study has certain limitations, including a restricted geographical focus and a specific sample of guidance counselors, which may limit the generalizability of the findings to other professions or cultural contexts. Future research should explore the broader applicability of gratitude in career satisfaction models across different professions, cultural backgrounds, and educational settings. Additionally, longitudinal studies could provide deeper insights into how gratitude evolves over time and influences long-term career satisfaction and job performance.

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