

Effect of Core Self-Evaluation and Career Competencies on Employee Well-Being in the New Normal Era

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Abstract. Employee well-being is a crucial aspect for companies, as it enables employees to perform optimally and make their most significant contributions. Therefore, this study aimed to investigate the effect of core self-evaluation and career competencies on employee well-being in the new normal era. The sample population consisted of 366 employees in the Greater Jakarta area from several industrial sectors, such as trade, services, education, military, civil service, and telecommunications. The results showed that core self-evaluation and career competencies had a simultaneous effect on employee well-being in the new normal era. The dimension of self-esteem within core self-evaluation variable had the highest influence on employee well-being, particularly the psychological well-being dimension. The findings of this study were expected to provide insight to employees and agencies regarding the importance of self-evaluation in maximizing the competencies of employees and achieving prosperity in the workplace, social environment, and daily life.

Keywords: career competencies, core self-evaluation, employee well-being, new normal, welfare

Efek Evaluasi Diri Inti dan Kompetensi Karir pada Kesejahteraan Karyawan di Era Kenormalan Baru

Abstrak. Kesejahteraan karyawan menjadi perhatian penting bagi perusahaan agar pekerja dapat melaksanakan pekerjaannya secara maksimal dan dapat memberikan kontribusi terbaiknya bagi perusahaan. Penelitian ini dilakukan untuk mengetahui pengaruh evaluasi diri inti (*core self-evaluation*) dan kompetensi karir (*career competencies*) terhadap kesejahteraan karyawan (*employee well-being*) di era kenormalan baru (*new normal*). Sebanyak 366 pekerja Jabodetabek dari berbagai sektor seperti dari beberapa sektor industri, seperti perdagangan, jasa, pendidikan, militer, Pegawai Negeri Sipil (PNS), dan telekomunikasi menjadi responden dalam penelitian ini. Hasil penelitian menunjukkan bahwa evaluasi diri inti dan kompetensi karir berpengaruh secara simultan terhadap kesejahteraan karyawan pada pekerja di era kenormalan baru. Dimensi harga diri (*self-esteem*) pada evaluasi diri inti memberikan pengaruh terkuat kepada kesejahteraan karyawan, khususnya terhadap dimensi kesejahteraan psikologis (*psychological well-being*). Hasil penelitian ini diharapkan dapat memberikan wawasan kepada pekerja dan instansi terkait pentingnya evaluasi diri (*self-evaluation*) dalam memaksimalkan kompetensi pekerja untuk mencapai kesejahteraan karyawan di lingkungan sosial sekitar dan kehidupan pekerja secara keseluruhan.

Kata Kunci: evaluasi diri inti, kenormalan baru, kesejahteraan karyawan, kesejahteraan kompetensi karir

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The survival of employees and the growth of various organizations around the world are largely dependent on employee well-being (Spreitzer & Porath, 2012). Therefore, it is important to note that companies and employees are mutually dependent, with employees serving as important assets for organizational growth and sustainability (Ramadhany et al., 2013; Wardani et al., 2023; Wardani & Amaliah, 2020; Wardani & Firmansyah, 2021). According to a previous study, the smooth functioning of companies is contingent on the presence and dedication of employees. Meanwhile, these employees depend on the organization as the primary source of livelihood and income, facilitating the provision of support to their families. This indicates that employees represent invaluable assets for companies, necessitating reciprocal treatment from organizations to ensure their well-being. This, in turn, can facilitate optimal work performance and foster positive contributions from the workforce.

Indonesia is currently navigating a transitional phase amid the ongoing COVID-19 pandemic, demanding individuals to adapt to a new way of life. Companies must also be prepared to face various forms of change, including increased business targets during the pandemic. A senior economist from the Institute for Development of Economics and Finance (INDEF) emphasized the importance for organizations to adjust their business projects despite the widespread of the virus in Indonesia.

Moreover, the government is set to implement a new regulation known as the “New Normal.” This indicates that business projects must adapt to the demands of this pandemic situation (Sulaeman, 2020).

For example, sectors involved in service-oriented businesses continue to experience increased targets and additional responsibilities even amid the pandemic. Consequently, the achievement of these targets is majorly dependent on the contribution of employees. This study surveyed employees in several corporate sectors in the Greater Jakarta area, including the industries, commerce, service, education, military, civil service, and telecommunications. The results revealed that efforts to achieve work targets were higher during the pandemic. Employees find themselves compelled to explore innovative solutions to achieve business objectives. This situation has triggered negative emotions, such as fatigue, psychological stress, and concern about health risks, which negatively impact well-being.

According to Zheng et al. (2015), employee well-being encompasses the overall sense of wholeness experienced by employees in their personal lives and with family members. At work, it involves various work-related aspects, including job satisfaction, positive feelings, emotions, compensation, benefits, and protection from the company. Furthermore, Zheng et al. (2015) stated that it had three dimensions, namely life, workplace,

and psychological well-being. Life well-being is an integral part of employee welfare and related to personal experiences with family members (Page & Vella-Brodrick, 2013; Stoia, 2018; Wardani & Noviyani, 2021; Wulandari & Wardani, 2021). The workplace dimension consists of work-related elements, compensation, benefits, labor protection, logistics service, management style, and work arrangements (Ip, 2009; Spence Laschinger et al., 2011; Thiruchelvi & Supriya, 2012). Ryff (1989) divided psychological well-being into six main dimensions, including self-acceptance, positive relationships with others, controlling the environment, having a purpose in life and growth, self-development, and autonomy.

Several factors contribute to the demanding nature of work, particularly during the new normal period. A crucial aspect is the necessity for employees to perform at their highest level to achieve well-being. Moreover, individuals with high levels of self-esteem, self-control, and self-awareness can effectively overcome various difficulties and challenges, such as increasing company goals. The presentation of a strong commitment to achieving well-being can lead to the eligibility of employees for promotion. These values are encompassed in the concept of core self-evaluation.

The concept of core self-evaluation refers to the extent to which employees perceive themselves as effective and capable of controlling the environment, as well as the

overall self-satisfaction (Judge et al., 2003). Furthermore, it elucidates the belief held by employees who exhibit behavioral indicators of competencies and abilities, enabling them to overcome any challenge, persist in the pursuit of success, and maintain a good outlook on life (Kammeyer-Mueller et al., 2009; Wardani & Anisa, 2021).

Judge et al. (1998) suggested that core self-evaluation was based on four dimensions, including self-esteem, generalized self-efficacy, locus control, and neuroticism. Self-esteem refers to the overall value that individuals place on themselves as humans (Risnawati et al., 2021; Rosopa et al., 2019; Sharma & Misra, 2017). Furthermore, generalized self-efficacy evaluates the extent to which people can do things in various situations (Li et al., 2014; Wardani, Depati et al., 2022). Neuroticism tends to have a negative cognitive or explanatory style and focuses on self-related aspects (Gardner & Pierce, 2010; Judge & Bono, 2001; Stumpp et al., 2010). Locus of control is a belief about the causes of events in a person's life and emphasizes the need for self-confidence in controlling the outcome (Anwar & Wardani, 2021; Atika & Wardani, 2021; Prasetya et al., 2021; Rosopa et al., 2019; Tyler et al., 2020; Wardani, Sholihah et al., 2022).

According to Judge et al. (2003), the core factors of self-evaluation are extracted from the correlations among these four dimensions. These general factors are important positive predictors of life satisfaction and also serve as

negative predictors of stress, tension, and depression (Tims & Akkermans, 2017). Judge et al. (2005) defined core self-evaluation as the basic assessment of an individual's competencies and abilities. The presence of a positive self-perception can empower people to overcome various challenges and problems.

The utilization of key self-evaluation principles in the workplace holds the potential to foster employee well-being. Apart from these principles, employees must embrace other positive values to achieve wholeness (Chang et al, 2012; Konopaske et al, 2017; Köppe & Schütz, 2019; Stoia, 2018), such as a successful career. Furthermore, a successful career necessitates a comprehensive set of skills possessed by employees, known as career competencies (Amaliah & Wardani, 2021). This concept reflects the knowledge and skills centered on the development of an individual's profession (Wardani et al, 2021). (Akkermans, Schaufeli, et al, 2013) defined career competencies as sources of knowledge, skills, and abilities centered on career development, which were influenced by employees. According to Akkermans et al (2013), it encompasses two specific defining dimensions, namely reflection on motivation and reflection qualities. Reflection on motivation involves contemplating values, passions, and motivations regarding personal profession (Akkermans & Tims, 2017; Tims & Akkermans, 2017; Wardani & Amelia, 2022). Meanwhile, reflection on qualities describes the self-reflection on strengths, weaknesses, and

career prospects based on the acquired skills (Akkermans, Schaufeli, et al, 2013; Akkermans & Tims, 2017).

Communicative Career Competencies, namely the ability to communicate effectively with other people, are important to increase success in any profession. These competencies have been shown to have two specific dimensions, including networking and self-profiling. Networking refers to an individual's awareness of their profession and value, as well as the ability to expand networking as a goal. Furthermore, it involves presenting knowledge and self-communication skills to external markets. Self-profiling refers to the ability to communicate the knowledge and skills possessed by a person to the internal and external labor market (Wardani et al, 2021). Behavioural Career Competencies focus on shaping a career by taking proactive actions. Within this dimension, there are two sub-dimensions, namely work exploration and career control. Work exploration is defined as the act of actively exploring and seeking job-related and career-related opportunities in the internal and external labor market (Wardani & Amelia, 2022). In comparison, career control refers to the ability of an individual to set goals, plan their careers, and meet basic needs.

Core self-evaluation and career competencies are significant skills that must be possessed by professional employees to successfully handle various challenges in their workplace, such as company targets and rising

job objectives. Employee well-being can be attained with these skills since people are often happier while making significant career progression. According to Valickas and Pilkauskaite-Valickiene (2014), career competencies only led to increased subjective well-being and positively impacted the society. The long-term compatibility of people, jobs, and professions, which is also related to subjective well-being, can be improved through these skills. This assertion promotes the development of a study on the impact of core self-evaluation and career competencies on employee well-being, particularly for those working in Greater Jakarta in the new normal period.

Judge et al (1998) on a model hypothesized that core self-evaluation had a direct effect on job and life satisfaction. In explaining the previously mentioned relationship between core self-evaluation and job satisfaction. Furthermore, this relationship was mediated by the individuals' perception of their jobs as having intrinsic characteristics. For example, people with positive self-esteem are more likely to find their work interesting compared to those with negative self-esteem. Similar findings were also obtained by Judge and Bono (2001), where people with positive self-esteem were more satisfied with their work. Judge et al. (2005) found a strong relationship between core self-evaluation and life satisfaction.

Tims and Akkermans (2017) examined core self-evaluation, which correlated with work engagement but was mediated by job

resources, job crafting, and career competencies. The results showed that the variable was a significant organizational value. Career competencies were also found to play a role as mediators in the relationship between core self-evaluation and work engagement. Core self-evaluation motivated employees to get involved in the workplace to advance their careers favorably. Akkermans et al. (2013) in their study on "The role of career competencies in the Job Demands — Resources model" revealed that career competencies did not only contribute to career success but could also lead to prosperity or well-being. The Job Demands Resources (JDR) model developed by Demerouti et al (2001) was used in this study to examine the relationship between career competencies and employee well-being. The data collected in this shows a relationship between career competencies and well-being (Bakker & Demerouti, 2007).

Gibson and Hicks (2018) attempted to establish a relationship between psychological capital, core self-evaluation, and psychological well-being in the work environment among adult employees. Based on the results, core self-evaluation consisted of locus control, self-esteem, generalized self-efficacy, and neuroticism, serving as positive predictors. Furthermore, the variable was reported to be a mediator between psychological capital and well-being. Psychological capital and core self-evaluation could also be used and implemented in the workplace for assessment, selection,

training, and career development to improve the life quality of employees. Valickas and Pilkauskaite-Valickiene (2014) conducted a similar study, entitled "The role of career competencies on subjective well-being," and the sample population consisted of public sector employees. The results of this study concluded that employees with career competencies values could achieve a higher level of subjective well-being.

Based on the results of these previous studies, this current study was carried out to identify the factors contributing to employee well-being and their significance level in context. Core self-evaluation has been extensively studied in various reports, but there is limited information on career competencies and overall employee well-being. The current conditions could be novel and unique, specifically during the COVID-19 pandemic's transitioning phase, where several company sectors applied a new normal system at work. Therefore, this study aims to determine the impact of core self-evaluation and career competencies on life, workplace, and psychological well-being. Based on the study objectives, it was hypothesized that core self-evaluation and career competencies simultaneously had an impact on employee well-being in the new normal era. This study could provide benefits in the form of new scientific data in the field of psychology, particularly organizational industrial psychology, positive psychology, management,

and other related areas. The results are expected to allow employees to self-evaluate and enhance personal career competencies as a way to promote employee well-being, particularly during the new normal period.

Method

This quantitative correlational study was conducted using three variables, namely employee well-being (Y), core self-evaluation (X1), and career competencies (X2). A total of 512 respondents were initially selected in the Greater Jakarta area, but only 366 were processed further because the remaining were outliers and damaged. Furthermore, the samples were selected using the accidental sampling method.

Data collection was carried out through Google Forms and the questionnaire was distributed on social media, such as Instagram, Facebook, Twitter, WhatsApp large groups, email, and private chat. Respondents in this study were described based on age, gender, position, marital status, field of work, and last education.

This study measured employee well-being using the Employee Well-being Scale (EWBS) developed by Zheng et al (2015). This measuring tool consisted of three Dimensions, namely Life Well-Being (LWB), Workplace Well-Being (WWB), and Psychological Well-Being (PWB), with a total of 18 items. The EWBS was then processed using the translation method that had been carried out in previous studies. Subsequently, the validity and reliability of the try-out value of the new measuring instrument were assessed.

Table 1*Blueprint for Measuring Employee Well-Being*

Dimension	Example of Items	No Item
Life well-being	I am satisfied with my life	1,4,7,10,13,16
Workplace well-being	I am satisfied with my work responsibilities	2,5,8,11, 14,17
Psychological well-being	Now I feel that I am more mature than before	3,6,9,12, 15,18,1

Note. Adapted from "Employee Well-Being in Organizations: Theoretical Model, Scale Development, and Cultural Validation", by X. Zheng, W. Zhu, H. Zhao, and C. Zhang, 2015. *Journal of Organizational Behavior* 36(5), 621–644 (<https://doi.org/https://doi.org/10.1002/job.1990>)

Core Self-Evaluation Scales (CSES) compiled by Judge et al. (2003) were used to measure core self-evaluation. The scales consisted of four dimensions, namely generalized self-efficacy, self-esteem,

neuroticism, and locus of control. Furthermore, CSES comprised 12 statement items regarding self-evaluation, as shown in Table 2.

Table 2*Core Self-Evaluation Measurement Blueprint*

Dimension	Example of Items	Favorable	Unfavorable
Self-esteem	I am confident that I can achieve success	1,3,5	2
Locus of control	New normal situations make me unable to control my work	9	6, 10
Neuroticism	The current situation makes me feel upset and desperate	7	4, 12
General Self-Efficacy	I can handle most of my current problems	1 1	8

The Career Competencies Questionnaire (CCQ), developed by Akkermans et al. (2013), was employed in this study to measure career

competencies. The 21 questions in the CCQ covered the three-dimensional career competencies.

Table 3*Blueprint for Measuring Career Competencies*

Dimension	Example of Items	No Item
Reflective career competencies	I know what I like from my work	1,2,3,4,5,6,7
Communicative career competencies	I know how to ask for advice from people in my network	8,9,10,11,12,13,14
Behavioral career competencies	I know how to develop my skills in my current working environment	15,16,17,18,19,20,21

The measuring instrument in this try-out used a scoring technique consisting of five choices, including Strongly Disagree (SD), Disagree (D), Unsure (U), Agree (A), and Strongly Agree (SA), with values of 1, 2, 3, 4, and 5, respectively. The reliability test was

carried out to assess the consistency of the answers provided by respondents using Cronbach's Alpha scale. On this scale, an Alpha value of < 0.6, 0.6-0.8, and >0.8 indicated low, moderate, and reliability, respectively, as shown in Table 4.

Table 4*Reliability Test Results*

Study Variable	Number of Items	α
Employee well-being	19	.760
Core self-evaluation	12	.658
Career competencies	21	.764

This study used a multiple linear regression analysis approach and a source of evidence for validity, namely CFA (Confirmatory Factor Analysis), which was carried out using the Jamovi software. The following are the results of the CFA for employee well-being variable obtained by core self-evaluation and career competencies. For employee well-being, the Chi square = 258 ($p < .001$), CFI = .895, TLI = .858, RMSEA = .0534 (.0441 - .0627). The Chi square for core self-evaluation = 22.6 ($p = .094$), CFI = .991, TLI = .984, RMSEA = .0348 (.00 - .061). For career competencies, the Chi square = 119 ($p < .001$), CFI = .917, TLI = .905, RMSEA = .0658 (.0514 - .0805).

Results

This study aimed to determine the interactions between core self-evaluation, career competencies, and employee well-being. The 366 respondents used in this study were employees in the Greater Jakarta area from several industrial sectors, including trade, services, education, military, civil servants, and telecommunications. The results showed that respondents belonged to 3 major age groups, namely 18-22 years (10%), 23-45 years (79%), and 46-65 years

(11%). Based on gender, the sample population consisted of 52% male and 48% female. The participants consisted of Managers, Directors (1%), and Entrepreneurs (2%). A total of 57% of respondents were unmarried, while 41% and 2% had widow and widower statuses, respectively. Based on the field of work, 34%, 24%, 16%, 12%, 6%, 4%, and 4% worked in the military, telecommunications, services, industry, education, civil service, and commerce sectors, respectively. The last education of 39% respondents was S1, while 24%, 17%, 14%, and 6% had high school, Diploma, SMK, and S2, respectively.

After obtaining the data above, respondents were categorized based on the hypotheses developed in this study, and the distribution of their scores was performed. Subsequently, a comparison of the scores obtained was carried out along with an evaluation of tendency. The categorization was performed with the hypothetical statistics of measuring instruments using the mean and standard deviation. Hypothetical categorization of employee well-being, core self-evaluation, and career competencies variables is presented in Table 5.

Table 5*Descriptive Hypothesis of Three Measurement Tools*

Scale	Min	Max	SD	M
CC	21	105	14	63
CSE	12	60	8	36
EWB	19	95	12.7	57

Based on Table 5, the hypothetical SD, Xmin, and Xmax values of career competencies were 14, 21, and 105, respectively. Furthermore, these values affected the hypothetical range value, with 21-49, 50-77, and 78-105 respectively being placed in the low, medium, and high categories. The SD, Xmin, and Xmax of core self-evaluation values were 8, 12, and 60, respectively. The results showed

that these values affected the range of hypothetical values, with 12-28, 29-44, and 45-60 being in the low, medium, and high categories, respectively. The SD, Xmin, and Xmax of employee well-being was 12.7, 19, and 95, respectively. These values affected the hypothetical range, with 19-44.3, 44.4-69.7, and 69.8-95 being in the low, medium, and high categories, respectively.

Table 6*Categorization of Career Competencies*

Category	Range	F	%
Low	21-49	0	0
Moderate	50-77	58	15.8
High	78-105	308	84.2

Table 6 showed that there were no respondents in the low category, while 58

(15.8%) and 308 (84.2%) were in the medium and high career competencies, respectively.

Table 7*Categorization of Core Self-Evaluation*

Category	Range	F	%
Low	12-28	0	0
Moderate	29-44	44	12
High	78-105	322	88

Based on Table 7, none of respondents was in the low category for the hypothetical value,

while 44 (12%) and 322 (88%) had moderate and high core self-evaluation, respectively.

Table 8

Categorization of Employee Well-Being

Category	Range	F	%
Low	19-44.3	0	0
Moderate	44.4-69.7	44	12
High	69.8-95	322	88

Table 8 showed that there were no respondents in the low category, while 44 (12%)

and 322 (88%) had moderate and high employee well-being, respectively.

Table 9

R² Test Results

Model	R	R ²
1	.461	.213

Based on the correlation value (R = .461, R² = .213, p < .001), the results revealed that core self-evaluation and career competencies had a 21.3% effect on

employee well-being. Furthermore, the remaining 78.7% could be attributed to factors outside the variables observed in this study.

Table 10

T Value Regression Test

Model	B	β	p
Constants	35.909	.370	.000
Core Self-Evaluation	.542	.176	.000
Career Competencies	.158		.000

The t-regression test aimed to determine whether the independent variable partially affected the dependent variable. The following hypothesis was developed in this study:

H1: There is an effect of core self-evaluation (X1) on employee well-being (Y).

H2: There is an effect of career competencies (X2) on employee well-being (Y).

The results showed the presence of a correlation between various study variables, including core self-evaluation and employee well-being (R = .431, p < .001), career competencies and employee well-being (R = .304, p < .001), as well as career competencies

and core self-evaluation (R = .348, p < .001). Based on the multiple regression results, an F value of (2,365) of 49.108 (R = .461, R² = .213, p < .001) was obtained. This indicated that core self-evaluation and career competencies simultaneously had a 21.3% effect on employee well-being. The regression equation obtained was $Y = a + BX_1 + BX_2$, and when combined with the results, the equation became $EWB = 35.909 + .542 CSE + .158 CC$. The CSE and CC constants had a positive correlation with the EWB value. Based on these findings, H1 and H2 of this study were accepted.

The F test or simultaneous test was also carried out in this study to determine core self-evaluation and career competencies variables that simultaneously affected employee well-being variable. Based on the simple regression results, an F value (2,365) of 49.108 ($p < .001$) was obtained, indicating that the estimated linear regression model could be used to explain the role of core self-evaluation and career competencies on employee well-being.

The ANOVA test was carried out based on the results of the age ANOVA test for employee well-being variable. F values (2,365) of 1.979 ($p = .140$), 0.467 ($p = .627$), and 1.827 ($p = .162$) were obtained for employee well-being, core self-evaluation, and career competencies, respectively, indicating that there was no difference in the variables at the respondents' age.

Based on the education ANOVA test results for employee well-being, the F value (2,365) was .601 ($p = .699$), showing the absence of a difference in the variable at respondents' educational level. Furthermore, an F value (2,365) of .171 ($p = .973$) was obtained for core self-evaluation. This finding indicated that there was variation in the variable at respondents' educational level. For career competencies, the F value (2,365) was .920 ($p = .468$), and this showed that there was no difference in the variable. The marital status ANOVA test results for employee well-being, core self-evaluation, and career competencies showed F values (2,365) of 2.157 ($p = .117$),

2.514 ($p = .082$), and 2.637 ($p = .073$), respectively, indicating that there were no variations in the variables.

Based on the position ANOVA test results for employee well-being, core self-evaluation, and career competencies, the F values (2,365) were 2.316 ($p = .005$), 0.987 ($p = .466$), and 1.459 ($p = .124$), respectively, showing the absence of difference in the variables. The field of work ANOVA test for employee well-being, core self-evaluation, and career competencies found F (6,365) values of .626 ($p = .710$), 1.124 ($p = .348$), and 1.164 ($p = .325$), respectively, indicating that there was no difference in the variables.

Discussion

This study aimed to examine the effect of core self-evaluation and career competencies on employee well-being among workers in the Greater Jakarta area, specifically in the new normal era. The results showed that core self-evaluation had a significant influence on employee well-being. Furthermore, this variable was a characteristic of a stable personality, including an individual's assessment of themselves, their abilities, and self-control. Individuals with a core self-evaluation tended to be more able to think positively about themselves and be confident in their abilities (Bhanthumnavin & Bhanthumnavin, 2015; Jiang, 2015; Konopaske et al, 2017; Sharma & Misra, 2017; Smedema et al, 2022; Stumpp et al, 2010). Therefore, the

main finding in this study was that core self-evaluation had more effect compared to career competencies. This result was in line with Gibson and Hicks (2018) that the variable had a positive correlation with well-being. Gibson and Hicks (2018) explored the influence of core self-evaluation and psychological well-being at work. The results showed that core self-evaluation involving locus control, self-esteem, generalized self-efficacy, and neuroticism were separate positive predictors of well-being.

Employee well-being was also impacted by career competencies. Employees were able to enhance their career in the future and eventually achieve well-being with the possession of career competencies. This result was in line with Valickas and Pilkauskaite-Valickiene (2014) that the variable led to higher subjective well-being. Career competencies could ensure a better match between individuals, jobs, and long-term professions related to subjective well-being (Akkermans et al, 2018; Plomp et al, 2016; Tims & Akkermans, 2017; Valickas & Pilkauskaite-Valickiene, 2014). In a changing world of work, employees should have the knowledge, skills, and attitudes required to understand and deal with the challenges and complexities of modern life.

In the context of career competencies, employees who entered the workforce must be allowed to pay attention to career competencies by the company where they work, specifically in education. Furthermore, there was an effort

to improve employee well-being. These results were in line with Akkermans et al. (2013) and Wardani and Amelia (2022) that the role of career competencies could foster enhanced life quality for employees.

Based on the results of this study, there was a positive influence between core self-evaluation and career competencies. This was due to the strong dimension of core self-evaluation, namely self-esteem, which had the highest influence on the behavioral career competencies dimension with the highest correlation value. From these results, if employees had good self-assessment and self-confidence, they tended to have good behavior that could support career progression. According to a previous study, core self-evaluation and career competencies had a positive influence, but the focus was on the self-efficacy dimension (Akkermans, Schaufeli, et al, 2013; Anwar & Wardani, 2021). Employees with good performance were more likely to have opportunities to develop career competencies (Akkermans et al., 2018; Akkermans & Tims, 2017; Wardani et al, 2023).

The independent t-test was conducted between core self-evaluation, career competencies, and employee well-being on gender demographic factors in this study. The results of the t-test showed that there was no difference between men and women for the 3 variables. ANOVA tests were also conducted for these variables based on demographic factors, namely age, education, marital status, position,

and field of work, and the results revealed the absence of variations. These findings were consistent with previous studies, where core self-evaluation distinguished between leaders and other positions (Ding et al., 2020), and individuals with high core self-evaluation characteristics could perform well (Chiang et al., 2014; Hirschi & Valero, 2015; Peng et al., 2016; Rosopa et al., 2019).

After controlling the effects of gender, age, years of education, years of employment, and work position, employee well-being still predicted organizational commitment (Zheng et al., 2015). In terms of career competencies, there was no difference in the age of workers in this study. This result was inconsistent with previous studies, where young workers could benefit from proactive behavior in career development competencies. The results also showed that young employees between the ages of 16 and 30 were more relevant to achieving career competencies (Akkermans, Schaufeli, et al., 2013).

From the interviews with ten employees in Greater Jakarta, they felt tired and stressed in achieving the business targets set by the company during the COVID-19 pandemic's transitioning phase in the new normal period. However, 366 respondents indicated that high core self-evaluation and career competencies could affect their well-being. This showed that an increase in core self-evaluation caused an increment in well-being and career competencies. The findings obtained were in

line with the results of this study, where the higher the career competencies, the higher the well-being, and vice versa. These results were consistent with previous studies, where the variable had a relationship with well-being. Several studies also showed that career competencies had a moderating effect (Plomp et al., 2016). The correlational analysis in this study revealed a positive correlation between the components of career competencies and well-being.

According to Wardani and Noviyani (2020, 2021), psychological capital and climate were influenced by well-being. The results showed that workers with good well-being were likely to make positive contributions to the company. Furthermore, Wardani and Noviyani (2020) concluded that psychological capital and work engagement were influenced by the variable. In this case, the increase in work engagement was observed when the psychological capital exceeded the well-being.

Based on the results of Amaliah and Wardani (2021), psychological empowerment served as a partial mediator in the relationship between psychological capital and employee well-being. This study found that employee well-being increased when it was influenced by psychological capital and psychological empowerment. In this case, companies could also make policies to improve the condition of their workers, leading to optimal performance.

Syaiful and Bahar (2017) reported that spirituality and life satisfaction influenced the

quality of life. The spirituality and job satisfaction variables could also affect the quality of life independently or simultaneously. The results showed that spirituality and life satisfaction had a significant role in the quality of life of young entrepreneurs. Furthermore, Melati et al (2019) found that spirituality in the workplace could affect organizational citizenship behavior. This occurred when employees tried to be useful by showing prosocial behavior. Strong attachment to work could be expressed in the workplace, leading to more positive contributions. Therefore, companies must create activities that could increase spirituality at work with various activities to meet the spiritual needs in the workplace.

Conclusions

In conclusion, this study was conducted to investigate the effect of core self-evaluation and career competencies on employee well-being in the new normal era. The results showed that core self-evaluation and career competencies simultaneously had a significant effect on well-being. Furthermore, there was a positive correlation between core self-evaluation and employee well-being.

The weakness of this study was that a social distance had to be maintained during the distribution of the questionnaires due to the COVID-19 pandemic. Several companies had also implemented a new normal system, which caused a lack of direct access to employees.

Consequently, the questionnaire was made in the form of a survey link and was distributed through social media. This situation led to the inability to control the data filled in by respondents directly. The study team had to meet with several colleagues to guide and ensure that they filled out the questionnaire until it was submitted.

Suggestion

Based on the results, employees were to implement core self-evaluation and career competencies at work. Furthermore, employees must make breakthroughs to achieve targets, specifically in the new normal period. They must also evaluate themselves, have self-control, and have good self-esteem, which were contained in the core values of self-evaluation. The possession of these values by employees could foster the ability to overcome all work challenges, including business and work targets that increased in the new normal. The values of core self-evaluation could also provide an opportunity for promotions, ultimately improving employee well-being. To improve employee well-being, employees were advised to develop a career by honing their communication and networking skills, which were values found in career competencies. The simultaneous combination of core self-evaluation and career competencies by employees could facilitate the achievement of employee well-being.

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