

HOW THE INTERACTION BETWEEN SUBJECTIVE HAPPINESS AND EFFECTIVE COUNSELOR CHARACTERISTICS MODERATE CAREER ADAPTABILITY?

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Article Info

Research Article

DOI: 10.35379/cusosbil.1052240

Article History:

Received 01.01.2022

Revised 28.03.2022

Accepted 15.04.2022

Keywords:

Subjective Happiness,

Effective Counselor

Characteristics,

Career Adaptability.

ABSTRACT

Although evidence exists for individuals who are much happier in their lives and then easily adapt to their career in their vocational development, little is known about how much their characteristics moderate this relationship. The main aim of this study was to assess the moderating role of effective counsellor characteristics in the relationship between subjective happiness and career adaptability. More specially, the subjective well-being perspective explained by integrating into career adaptability. The participants were 448 [259 women and 189 men; ($Mean=1.42$, ($SD=.49$))] counselors from different parts of Turkey and North Cyprus. Data collected by using the Effective Counselor Characteristics Assessment Scale, Subjective Happiness Scale and Career Adapt-ability Scale. The research illustrated that subjective happiness of counselors has a positive and significant association with career adaptability; accounting for 61 % of the variance and establishing the moderating roles of effective counselor characteristics in the subjective happiness and career adaptability relationships. Specialized counselor education programs should consider and cover in the curriculum the subjective happiness of counselors and effective counselor characteristics for career adaptability.

ÖZNEL MUTLULUK VE ETKİLİ PSIKOLOJİK DANIŞMAN NİTELİKLERİ ARASINDAKİ ETKİLEŞİM KARIYER UYUMUNU NASIL FARKLILAŞTIRMADIR?

Makale Bilgisi

Araştırma Makalesi

DOI: 10.35379/cusosbil.1052240

Makale Geçmişi:

Geliş 01.01.2022

Düzeltilme 28.03.2022

Kabul 15.04.2022

Anahtar Kelimeler:

Öznel Mutluluk,

Etkili Psikolojik Danışman

Nitelikleri,

Kariyer Uyumu.

ÖZ

Yaşamlarında daha çok mutlu olan bireylerin daha sonra mesleki gelişimlerinde kariyerlerine daha kolay uyum sağladıklarına ilişkin kanıtlar olsa da kariyer özelliklerinin bu ilişkiyi nasıl farklılaştırdığı bilinmemektedir. Bu çalışmanın temel amacı psikolojik danışmanların öznel mutluluk ve kariyer uyumu arasındaki ilişkide etkili psikolojik danışman niteliklerinin farklılaştırıcı rolünü ölçmektir. Özellikle, öznel iyi oluş bakış açısı kariyer uyumuna entegre edilerek açıklanmıştır. Katılımcılar Türkiye'nin farklı bölgelerinden ve Kuzey Kıbrıs'tan 448 [259 kadın ve 189 erkek, ($Ort.=1.42$, ($SS=.49$))] psikolojik danışmanlardır. Veriler Etkili Psikolojik Danışma Nitelikleri Değerlendirme Ölçeği, Öznel Mutluluk Ölçeği ve Kariyer Uyum Yetenekleri Ölçeği kullanılmıştır. Araştırma, psikolojik danışmanların öznel mutluluğu pozitif ve anlamlı olarak kariyer uyumu ile ilişkidir; %61 varyans değerinde, etkili psikolojik danışman nitelikleri özel mutluluk ve kariyer uyumu ilişkisini farklılaştırmaktadır. Psikolojik danışman uzmanlaştırma programları, danışmanların kariyer uyumu için onların öznel mutluluk ve etkili psikolojik danışman niteliklerini içermesi gerekmektedir.

100-138 nolu Etik Kurul Onayı ile uygun bulunmuştur.

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Alıntılanmak için/Cite as: Özbiler, Ş., Ardiç, İ., Ümmet, D. (2022), How The Interaction Between Subjective Happiness and Effective Counselor Characteristics Moderate Career Adaptability?, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 31 (1), 242-254.

INTRODUCTION

The global effects of the coronavirus (COVID-19) pandemic have set new challenges in everybody’s career life. Not only for global COVID-19 pandemic crisis, but also because of the career identity conflicts of counselors (King & Strech, 2013; Özyürek, 2019), they are facing more difficulties in their career adaptability. Therefore, it is important to take into account the career adaptability of the counselors. Career Construction Theory (Savickas, 2013) conceptualizes human development as an adaptation process in the integration of the environment and the goals of individuals. In the view of the Career Construction Theory, career adaptability is the central concept and it is defined as an individual’s resources for self-regulation, coping with complex, ill-defined problems and transactions in their career life (Savickas & Porfeli, 2012). Career adaptability is measured in terms of adaptability competencies. Additionally, career worry, career interest, career control, and career confidence are examples of adaptability competencies (Kara, Eryılmaz & Çubukçu 2020). Counselors should be able to show the skills that required for vocational identity (Eryılmaz & Mutlu, 2013). Counselors' competence skills are important aspect of their vocational identification experience field skill (Eryılmaz & Mutlu-Süral, 2014). A recent study result maintained the career adaptability model for psychological counselors, which is the link between the career adaptability and counselor skills, completely mediates professional calling as one of the influence variables of career adaptability (Kara & Eryılmaz, 2021). In this study, we focused on the career construction model of adaptation assumptions (see Savickas, 2013). In the consequences of this model, the results of the adaptation are related to the achievement of success, satisfaction, and well-being. This model provides a framework for subjective happiness could be conceptualized as a potential antecedent of career adaptability. Thus, by considering the career construction model of adaptation, in the current study, we focused on how the association between subjective happiness and the effective counselor characteristics, which are the core elements of the counseling process, moderates career adaptability. In the conceptual framework (see figure 1), researchers assumed subjective happiness and effective counselor characteristics directly impact on career adaptability (see Figure 1, b_1 and b_2). With this model, the interaction between subjective happiness and effective counselor characteristics how to moderate career adaptability was tested.

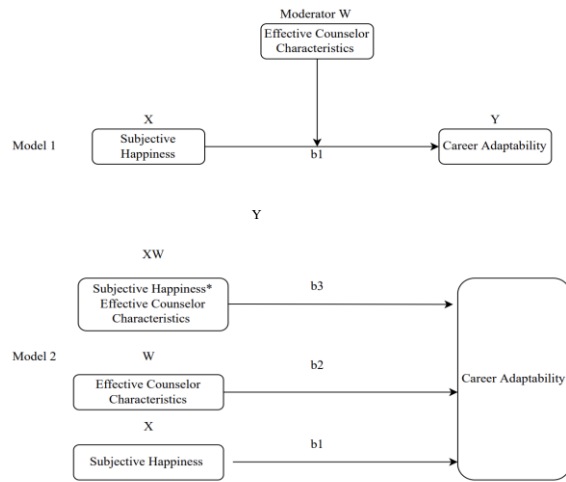


Figure 1. Conceptual and Statistical Models of Moderating Effect of Effective Counselor Characteristics on The Relationship Between Subjective Happiness and Career Adaptability.

LITRATURE REVIEW

Subjective Happiness Directly Impact on Career Adaptability

The hedonic view of subjective well-being is usually known as happiness which includes the balance of positive and negative emotions and life satisfaction (Diener, 2000; Schimmack, 2008). In the current study, subjective well-being was operationalized as subjective happiness. The impact of happiness on career

adaptability is well documented. Researchers, (e.g., Öztemel & Yıldız-Akyol, 2021; Eryılmaz & Kara, 2019, Rego & Cunha, 2008; Sattar, Rasheed, Khan, Tariq & Iqbal, 2017; Quick & Quick, 2004) have proposed that employers with a high level of happiness are more career adaptive. Additionally, happiness encouraged employees to better perform at work (Fisher, 2010). Similarly, happiness develops as a result of positive work-related affects (Kruger, 2014). In contrast, people who are unhappy can reduce productivity and adaptability in workplaces (Fereidouni, Najdi, & Amiri, 2013; Wesarat, Sharif, & Majid, 2015). Similar to previous studies, researchers expected that subjective happiness would positively predicts the career adaptability of counselors (see Figure 1, path b1). Therefore, it is hypothesized that,

Hypothesis 1 (H₁): The subjective happiness would positively predict career adaptability of counselors.

Effective Counselor Characteristics Directly Impact on Career Adaptability

In this study, in order to explore the role of individual characteristics in predicting counselors' career adaptability, we focused on effective counselor characteristics. Effective counselors described as those who can provide a balance between interpersonal and technical competencies (Carkhuff, 2011; Cormier, Nurius, & Osborn, 2009). In order to adapt to their career life, counselors should know helping skills, principles and methods of counseling, theoretical knowledge, and be able to manage sessions (Lent, Hill, & Hoffman, 2003). Additionally, effective counselor characteristics consist of intellectual competence, energy, flexibility, support, goodwill, and self-awareness (İkiz & Totan, 2014). Also, Eryılmaz and Bek (2019) defined fifteen characteristics of effective psychological counselor which are called connecting to a client; conducting the process scientifically; creating the therapeutic conditions, using skills; being supportive; changing client's vision, inserts positive personality characteristics to process; keep motivation at a high level; emotionally comfortable; have an impressive tone of voice; relaxing, taking a close look; listening effectively; finding the cause of the problem; carrying a client through results; solving problem. According to the findings of the study, effective counselor characteristics are positively associated with career adaptability. To illustrate, Savickas (2002) provided that career adaptability is one's attitudes, behaviours, confidence, problem solving, decision making, planning, and being playful. These concerns are essential in counseling sessions. Furthermore, Korkurt, (2005), and Uslu & Arı, (2005) argued that communication skills help counselors to adapt to new careers. Bocciardi *et al.* (2016) claimed that the competence has become a virtual relevant factor to career adaptability. In addition, previous studies' results showed that career adaptability is positively associated with core self-evaluations, including self-esteem (Van Vianen *et al.*, 2012), and tenacious goal pursuit (Tolentino *et al.*, 2013). As a result of the literature, researchers in the current study proposed the effective counselor characteristic to be positively related to career adaptability (See Figure 1, path b2).

Therefore, we theorize that

Hypothesis 2 (H₂): Effective counselor characteristics would predict the career adaptability of counselors.

The Interaction Between the Effective Counselor Characteristics and Subjective Happiness Moderate on Career Adaptability

The relationship between effective counsellor characteristics dimensions and subjective happiness has received some attention, but previous literature has rarely studied it in the counsellor population. Therefore, studies showed a relationship between effective counselor characteristics dimensions and happiness for the sample of adults. Indeed, He & Kim (2013) and González Gutiérrez, et al., (2005) revealed that personality traits (e.g., emotional stability) are positively related to happiness and life satisfaction. A more recent study (Callea, Rosa, Ferri, Lipari & Costanzi, 2019) of 216 Italian participants reported that intelligent meditate happiness and flourishing. Further, it is known that happiness can improve energy (Gailliot, 2012). Also, social support plays an important role in happiness (Moeini, Barati, Farhadian, & Ara, 2020). Thus far, the importance of psychological flexibility for happiness has also been mentioned in literature (Kashdan, & Rottenberg, 2010). However, how the counselor characteristics in their session process effects on their subjective happiness is absent. To our knowledge, no study has been conducted to date among counselor Turkish speaking population to examine the association between effective counselor characteristics and their subject happiness. Then, this evidence can fill the existing knowledge gap on the two variables examined by this current study (see Figure 1, path b3). Thus, we generated the third hypothesis as a,

Hypothesis 3 (H₃): The interaction between the effective counselor characteristics and subjective happiness moderate on career adaptability.

METHOD

Design of the Study

Participants and Recruitments

A total of 448 counselors were included in this study [259 women and 189 men ($Mean= 1.42$, ($SD=.49$)]. The online survey was restricted to (1.) Participants who graduated from a counseling bachelor program and (2.) serve counseling at least one institution. Firstly, participants were recruited via convenience sampling across different parts of North Cyprus and Turkey and completed the online survey. Counselors were invited to participate in the study through advertisements on different social media tools. Ads are created on different media tools with 2 key features: a caption of the study and an ad copy containing a link to the survey website. Ads were shown on media users' newsfeeds. Participants were recruited during 27 consecutive days between December 2020 and January 2021. No reward was offered. A total of 600 counselors responded to the online survey, but 152 participants were excluded from the study because they didn't complete 70% of the questionnaire package and randomly respond to the control questions. The majority of participants reported 86.6% ($n: 388$) have bachelor's degree of counseling, 12.3 %, ($n: 55$) masters' degrees and 5 of them (%1.1) have doctoral degree from any subfield of counseling. Table 1 illustrates detailed demographical information of the participants.

Table 1. Demographics of Participants (N=448)

| Age | n | % | \bar{X} | SD |
|--|----------|----------|-----------------------------|-----------|
| From 21 to 24 | 89 | 19.9 | 2.33 | 1.153 |
| From 25 to 29 | 25 | 48.8 | | |
| From 30 to 34 | 94 | 21.0 | | |
| From 35 to 39 | 20 | 4.5 | | |
| From 40 to 44 | 18 | 4.0 | | |
| From 45 to 49 | 9 | 2.0 | | |
| 50 and above | 3 | 0.7 | | |
| Work Place | n | % | \bar{X} | SD |
| Psychological Counseling Research Centers | 25 | 5.6 | 4.61 | .09 |
| Ministry of Family and Social Services | 15 | 3.3 | | |
| Schools (Both State and Private)* | | | | |
| a. Kindergarten | 10 | 2.2 | | |
| b. Primary | 77 | 17.2 | | |
| c. Secondary | 103 | 23 | | |
| d. High School | 152 | 33.9 | | |
| e. University | 7 | 1.6 | | |
| Turkish Armed Forces | 13 | 2.9 | | |
| Special Education Center | 20 | 4.5 | | |
| Private Counseling Service Centers | 25 | 5.6 | | |
| Health Service Centers | 1 | .2 | | |
| Professional Seniority Level | n | % | \bar{X} | SD |
| Between 1 and 5 years | 277 | 61.8 | 1.55 | .804 |
| Between 6 and 10 years | 108 | 24.1 | | |
| Between 11 and 20 years | 50 | 11.2 | | |
| 21 years and above | 13 | 2.9 | | |
| Attending conferences/seminars/workshops for professional development in a year** | n | % | \bar{X} | SD |
| Yes | 435 | 97.1 | 1.03 | .168 |
| No | 13 | 2.9 | | |

| Working During COVID-19 Pandemic*** | n | % | \bar{X} | SD |
|-------------------------------------|-----|------|-----------|------|
| Yes | 331 | 73.9 | 1.26 | .440 |
| No | 117 | 26.1 | | |
| Total | 448 | 100 | | |

SD: Standard Deviation, Note 1. * Counselors who are working at schools, their work place did not separate as a state and a private. Note 2. ** Attending conferences /seminars /workshops for professional development in a year restricted as a at least one time in a year. Note 3. *** Working during COVID-19 pandemic process was defined as the first wave of pandemic in Turkey and North Cyprus from March 2020 to December 2020 on online survey.

Ethical Statement

All procedures are performed in accordance with the ethical standards of the first authors' affiliation's Scientific Research Publication and Ethics Committee with the reference number 100-138 and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Data Collections Tools

Effective Counselor Characteristics Assessment Scale (ECCAS).

Effective counselor characteristics of participants were measured by the ECCAS. The ECCAS was developed by İkiş and Totan (2014) in the Turkish language, consists of 26-items, and scored on a 5-likert scale from 1 (Doesn't describe me.) to 5 (Quite describe me.). Six effective counselor characteristics were measured by intellectual competence, (A sample item is: "I have knowledge about counseling theories. "), flexibility, (A sample item is: "I don't use a single theory all my clients. "), energy, (A sample item is: "Even if I'm busy, I feel energetic. "), support (A sample item is: "I support clients in making their own choices. "), goodwill (A sample item is: "I love being a counselor. ") and self-awareness (A sample item is: "I'm aware of boundaries that distribute effective counseling process. "). The higher score was related to the higher performance and effectiveness of the counselor in therapeutic relationships. Internal consistency coefficients were for intellectual competence was $\alpha = .80$, for energy was $\alpha = .73$, for flexibility was $\alpha = .70$, for support was $\alpha = .78$, for good will was $\alpha = .63$, for self-awareness was $\alpha = .79$ and the total scale was $\alpha = .90$ in previous study (İkiş & Totan, 2014). In the present study, the total scale was $\alpha = .93$ respectively.

Subjective Happiness Scale (SHS).

Subjective happiness was measured by SHS. The English version of the SHS was developed by Lyubomirsky and Lepper (1999), and Turkish adaptation was done by Akin and Satici (2011). The SHS is a 4-item scale, measure of global happiness. The response format is a 7-point Likert scale. In two items, participants answered with their feelings that best characterize them. (A sample item is: "Compared to most of my peers, I consider myself.") ask respondents to characterize themselves using both absolute ratings and ratings relative to peers, whereas the other two items (A sample item is: "In general, I consider myself. ") offer brief descriptions of happy and unhappy individuals and ask respondents the extent to which each characterization describes them (Lyubomirsky & Lepper, 1999). A higher score reflecting higher happiness. Lyubomirsky and Lepper, (1999) reported internal consistency was $\alpha = .79$ for adult community sample. In the Turkish version of the scale Cronbach was $\alpha = .86$ (Akin & Satici, 2011). In the current study was $\alpha = .48$.

Career Adapt-Ability Scale (CAAS).

The career adaptability of participants was examined by CAAS-Turkish Form. The English version of CAAS-International Form was developed by Savickas & Porfeli, 2012. The CAAS is a 5-point Likert (1=Not strong-5= strongest) which has 24 items divided into the four subscales: concern, (A sample is: "Planning how to achieve my goals. ") control, (A sample item is: "Making decision by myself."), curiosity (A sample item is: "Becoming curious about myself.") and confidence (A sample item is: "Overcoming obstacles."). Savickas and Porfeli, (2012) stated internal consistency of the CAAS- International Form was for concern $\alpha = .83$, for control was $\alpha = .74$, for curiosity was $\alpha = .79$, for confidence $\alpha = .85$ and the total scale was $\alpha = .92$. Turkish adaptation of the CAAS was done by Büyükgöze- Kavas, (2014). The reliability of the CAAS- Turkish form was $\alpha = .91$. The current study's internal consistency of the CAAS was $\alpha = .84$ for all items.

Demographics

A background questionnaire in Turkish was constructed by both researchers for this study. It included socio-demographic items for counselor’s age, gender, as well as structured questions about their career development and work status (whether employed during the COVID-19 pandemic).

Data Analysis

In order to test our hypotheses, the SPSS PROCESS macro (Hayes, 2013) was used. The skewness, and kurtosis, of variables were first investigated. Skewness and kurtosis values ranged from -0.92 to -0.41 and -0.76 to 0.40, respectively, and were smaller than the specified criteria (Kline, 2016).

RESEARCH FINDINGS

Preliminary Analyses.

To test relationship between X (Subjective happiness), Y (Career adaptability), W (Effective Counselor characteristics) variables, we run product-moment correlation coefficients analyses. As is shown Table 2, subjective happiness was positively corelated with career adaptability ($r = .36, p < .001$). Therefore, it can be concluded that as subjective happiness of counselor increased, their career adaptability levels also increased. In addition, increased subjective happiness was positively was associated with the effective counselor characteristics ($r = .28, p < .001$). We also found that increased effective counselor characteristics were associated with career adaptability ($r = .78, p < .001$). Hence, participants of the current study who perceived high level of subjective happiness that was related with increased career adaptability and effective counselor characteristics. Increased effective counselor characteristics were related with career adaptability in their life.

Table 2. Mean, Standard Deviation, Correlation Coefficients Analysis of, Subjective Happiness, Career Adaptability and Effective Counselor Characteristics (N:448)

| Variables | \bar{X} | SD | 1 | 2 | 3 |
|-------------------------|-----------|-----|---|-------|-------|
| 1. Subjective Happiness | 4.35 | .76 | 1 | .36** | .28** |
| 2. Career Adaptability | 4.22 | .45 | | 1 | .76** |
| 3. ECC | 4.17 | .45 | | | 1 |

SD: Standard Deviation, Note. ECC= Effective Counselor Characteristics, ** $p \leq .01$,

Model with Moderating Variable ‘W’ as Effective Counselor Characteristics X Subjective Happiness

In order to test hypotheses of current study, the variable M (Effective counselor characteristics) measured on continuous scale of 1 to 5 was used to moderate the effect of the variable X (subjective happiness) on the Y (career adaptability). The PROCESS Macro (Hyles, 2012) was used to test this relationship. Table 3 shows the output of the PROCESS Macro for the simple moderation model. As we expected, the term of the integration (Subjective happiness * Effective counselor characteristics) is significant ($p < 0.01$) which shows that there is moderation. The overall model explained 61 % of the total variance in career adaptability [$F = 240.5072; p < .001; R^2 = .6191$]. Table 4 displays bootstrap results for linear regression model parameter. Also, Figure 2 illustrates the simple statistical model of moderation with unstandardized coefficients with standard errors.

Table 3. Moderating Role of Effective Counselor Characteristics in Relationship between Subjective Happiness and Career Adaptability (N:448)

| Model | Coeff. | SE | t | P | LLCI | ULCI |
|---------------------------------------|--------|-------|-----------|---------|--------|--------|
| Constant | 4.2337 | .0138 | .305.8540 | .000*** | 4.2065 | 4.2609 |
| Subjective Happiness | .0648 | .0142 | 4.5694 | .000*** | .0369 | .0927 |
| ECC | .3331 | .0140 | 23.7373 | .000*** | .3055 | .3607 |
| Subjective Happiness* ECC Interaction | .0334 | .0118 | 2.8245 | .004** | .0566 | .0102 |

Note. Coeff. = Unstandardized coefficients, SE= Standard Errors, ECC= Effective Counselor Characteristics, *** $p \leq .01$, ** $p \leq .05$

Table 4. Bootstrap Results for Linear Regression Model Parameter (N:448)

| Model | Coeff. | Boot Mean | BootSE | BootLLCI | BootULCI |
|----------------------------|--------|-----------|--------|----------|----------|
| Constant | 4.2337 | 4.2333 | .0144 | 4.2051 | 4.2616 |
| Subjective Happiness | .08520 | .08477 | .0134 | .0337 | .0905 |
| ECC | .73446 | .73607 | .0169 | .3012 | .3679 |
| Subjective Happiness * ECC | .09676 | .09252 | .0119 | .0548 | .0088 |

Note. Coeff. = Unstandardized coefficients, SE= Standard Errors, ECC= Effective Counselor Characteristics

We also employed path analysis which was using a parametric bootstrap method to test Hypothesis 3 “The interaction between the effective counselor characteristics and subjective happiness moderate on career adaptability.” After introducing effective counsellor characteristics into total effect moderation model of career adaptability, the results revealed that the total effects of subjective happiness on career adaptability was lower in absolute value when the counsellors had effective counselling characteristics, their effectiveness was better than when they did not have effective counselling characteristics. The path analysis results also indicated that in a total effect of the effective subjective happiness on career adaptability at conditional values of effective career characteristics (1 standard deviation above and below the mean) and Hypothesis 3 was supported.

Table 5. The Path Analyses on the Model of Effective Counselor Characteristics (N=448)

| Effect Specifications | Estimate | SE | p | CI |
|--------------------------------|----------|-------|---------|---------------|
| Total effect when EEC at +1 SD | .0685 | .0430 | .000*** | .0805 - .2021 |
| Total effect when EEC at -1 SD | .2141 | .0372 | .000*** | .1409- .2873 |

Note. Coeff. = Unstandardized coefficients, SE= Standard Errors, ECC= Effective Counselor Characteristics, Moderator value(s) defining Johnson-Neyman significance region(s): Value=8500 % below= 79.2411 % above= 20.7589

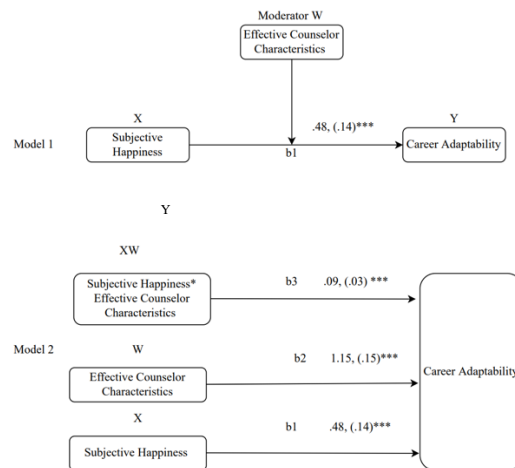


Figure 2. Conceptual and Statistical Models of Moderating Effect of Effective Counselor Characteristics on The Relationship Between Subjective Happiness and Career Adaptability. Note. Unstandardized coefficients were presented (with standard errors in brackets). ***p < .001.

DISCUSSION

Our study was carried out using the basic assumptions of Savickas' Career Construction Theory to understand the career adaptability of counselors. According to the findings of our study, there is a positive significant correlation between the career adaptability and subjective happiness (independent variable) and effective counselor characteristics (moderator variable). Besides, subjective happiness and effective counselor characteristics positively predict the career adaptability of counselors for this study. The first result of our study revealed that if subjective happiness increased for counselors, so their career adaptability level of in their career also increased. This result of our study corresponds with Eryılmaz and Kara's (2019) research, which displayed that the teachers' subjective well-being and career adaptability were positively correlated. Like this explanation, Ramos and Lopez's (2018) study also showed that the career adapt-ability and career interest were significantly associated with subjective well-being. Additionally, the results of the study conducted by Katherine and Frederick (2018) that the subjective well-being significantly associated with the career adaptability. Furthermore, Santilli, Nota, Ginevra, and Soresi (2014) claimed that one of the cognitive dimensions of subjective well-being, life satisfaction, is strongly linked to career flexibility in employed adults. The literature review indicated that regardless of their occupation, individuals with a high level of the subjective well-being are likely to earn more money than others (Diener, Nickerson, Lucas & Sandvik, 2002) and more likely be satisfied in their jobs (Lyubomirsky, King & Diener, 2005). To sum up, subjective well-being (subjective happiness), which is one of the core concepts of positive psychology, influences career adaptability supported by literature. These individuals are more insistent on managing their careers, and the resilience characteristics of these individuals positively affect their career adjustment. (Rudolph, Lavigne & Zacher, 2017; Tolentino, et al. 2014). Moreover, the relationship between career adaptability and resilience, which is a concept so closely related to subjective happiness, is remarkable. Individuals with a high level of resilience are determined to overcome the difficulties they encounter in the career process. These individuals are more insistent on managing their careers, and the resilience characteristics of them were positively affect their career adjustment (Bimrose & Hearne, 2012). The participants of this study mainly consist of individuals in the young adulthood period. Although there are certain social variations between the young and middle adulthood, the individual's work, career formation, and career adaptability are among the developmental responsibilities in both times (Arnett, 2015). Career adaptation is a psychological framework that comprises resources for coping with career changes and traumas, and it is an essential responsibility of this developmental phase. As a result, a key element in career adjustment is an individual's well-being (Savickas & Porfeli, 2012). These explanations supported that the subjective happiness can increase career adaptability, in order words people with a high level of subjective happiness associated with a high level of career adaptability as we hypothesized in our study.

One of our findings also showed that the effective psychological counselor characteristics were positively associated with career adaptability. This relationship can be explained by Career Construction Theory assumptions. According to this theory (Savickas, 2012) career adaptation consists of the two-way interactions between the self-perception and the expectation career from society across to the life. Also, this theory highlights the links between the perception of career identity and career adaptability (Savickas & Porfeli, 2012). This means that people who see themselves as a component of their profession have higher career expectations, which increases their career adaptability. Also, this theory is based on how individuals construct and manage their career adaptability (Savickas, 2013). Based on this view when the individual perceives himself/herself as competent in the activities, he/she carries out in his/her career life, also increases their career adaptability. Therefore, our findings with the relationships between the effective psychological characteristics and career adaptability of counselors is an expected result. This result is confirmed by the findings of other studies which have indicated that effective psychological characteristics positively related with the career adaptability (Kalay-Usta & Deniz, 2019). Additionally, cognitive flexibility which is one of the dimensions of effective psychological counselor characteristics is positively associated with career adaptability (Chong & Leong, 2017). Important career theorists, Lent and Brown (2006) characterize self-efficacy and career development as being inextricably linked. They claim that individuals who have strong self-efficacy in their studies have less career hesitation, make more correct job choices, and alter their careers more effectively. According to Bandura (1997) individuals with strong and poor self-efficacy may be distinguished by examining how long it takes them to recover from failure. Therefore, individuals with low self-efficacy recover more rapidly from failure in their career, take action again, and change more swiftly than those with strong self-efficacy. These findings indicated that our hypothesis 2 (H_2 : *Effective counselor characteristics would predict career adaptability of counselor.*) is supported by literature.

The last hypothesis of our study was that Hypothesis 3 (H_3): *The interaction between the effective counselor characteristics and subjective happiness moderate on career adaptability* also accepted. According to this finding, subjective happiness and effective counselor characteristics impact on the career adaptability of counselor, in contrast as we can see in Figure 2, the interaction between the effective counselor characteristics (W) and subjective happiness (X) have greater impacts on the career adaptability (Y) and the effective counselor characteristics (W) moderate the relationship between the subjective happiness and career adaptability. In the light of the literature review, this finding can be explained as a greater subjective well-being (subjective happiness) of counselor associated with greater the career adaptability in their career life. Also, if they have effective psychological counseling, these characteristics impact on their subjective happiness. Therefore, the interactions between these two variables have greater impacts on their career adaptation. In other words, if individuals experience positive affects (happiness, joy, satisfaction, gratitude, hope *and etc.*) in their life, they have effective psychological characteristics (flexible, confident *end etc.*) so, they more easily adapt in their career activities. The outcomes of this study should assist counselor educators better educate students to become successful counselors by shedding light on the knowledge of counselors' career adaptability. This model will also be beneficial to career counselors who operate in this field. Based on these findings, subjective well-being awareness activities for candidates in relevant courses such as career counseling, individual counseling, and so on may be undertaken in psychological counselor training. When individuals begin or continue their career life, this insight can help them recognize their subjective well-being sources and enhance their career adaptability. Furthermore, enhancing psychological counselors' effective psychological counseling qualifications in psychological counselor training and in-service training in the field would improve their career adaption. This current study was carried out with counselors. Therefore, we may suppose that if counselors are happier and have better happiness in their professional life, they would adjust more easily to their careers.

CONCLUSION

Based on the current study results, we aspire that our findings will be followed with the career counselors and practitioners who are trying to improve career adaptability and subjective well-being of counselors. Career counselors might use our findings to guide students who are studying counseling, in their career adaptability. According to our findings subjective well-being (happiness) seemed to be essential for career adaptability. As a result, in order to contribute to career adaptability, career counselors should incorporate subjective well-being training into their career guidance. With this current study results we underline, the importance of the subjective happiness and effective career counselor characteristics for career adaptability. This outcome demonstrated that the counselor education curriculums should be considered the activities to improve effective career counselor characteristics as well as their well-being. It seems clear that the counselors with higher score of the subjective happiness and effective counselors' characteristics associated higher career adaptability. Thus, all counselor education programs should not ignore these two variables, in order to provide the career adaptability of counselor in their future professional life. A limitation is that the results could not be compared with other professions that did not participate in our study. Given that, it is possible to conduct different health professional samples (such as; nurses, doctors, psychiatrists, and psychologist). Another limitation is that the current study was carried out with quantitative data. In further research, in order to provide qualitative data, researchers might focus on interview with the counselors. To sum up, as we can see in Figure 2, our all hypotheses have been supported. The current results demonstrated that the counselors who participated in this study have positive emotions and they have effective psychological counseling characteristics in their professional life. When these two variables interacted together, counselors were more easily adapted in their career life.

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Author Contribution Rate

The first author contributed 40 % to the introduction, data analysis-interpretation, drafting the manuscript and critically revising it for important intellectual content; the second author contributed 30% to the study's conception and design, method, and data collection; and the third author contributed 30% to the study's discussion and conclusion. The final manuscript was reviewed and approved by all authors.

Ethical Statement

All procedures are performed in accordance with the ethical standards of the first authors' affiliation's Scientific Research Publication and Ethics Committee with the reference number 100-138 and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.