

A Career Adaptability Model for Psychological Counselors*

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Abstract

The main aim of this research is; to propose and test a model of structural equality that examines career adaptability of psychological counselors, career calling and skills used in the fields of vocational identity experience for psychological counselors. This research was designed as a causal pattern. 231 volunteer psychological counselors participated in the study. The data were collected by “career adaptability scale, career calling scale, communication skills scale and perceived self- efficacy in counseling competencies scale”. Structural equation modeling was used for data analysis. According to the research findings, career calling predicts career adaptability in a statistically positive and meaningful way. At the same time, it was found that the skills used in the fields of vocational identity experience (communication skills and competence perception) for psychological counselors positively and significantly predicted career calling. Finally, the relationship between career adaptability and skills used in the fields of vocational identity experience for psychological counselors (communication skills and competence perception) has been shown to have a full mediating effect of career calling. As a result of this research, a career adaptability model for psychological counselors was reached. Experimental programs that will be prepared to increase career adaptability of psychological counselors can include dimensions of the model discussed in this research.

Keywords: Career Adaptability, Career Calling, Fields of Vocational Identity Experience, Counselor

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INTRODUCTION

There are many professions that provide psychological assistance to individuals. One of them is the field of psychological counseling and guidance. The psychological counseling profession is a helping profession (Corey, 2008). The main actors of this assistance profession are counselors. According to Corey (2008), being an effective counselor is a professional identity acquisition process. This acquisition process actually shows the representation of the counselors' suitability for their profession (Savickas, 2013). At this point, the concept of career adaptability, which shows the adaptability of individuals' selves to their profession. Career adaptability is defined as an individual's ability to be ready for changes in dimensions such as decision making, exploration, knowledge, and planning in the career development process (Duffy, 2010). Savickas (2005) is the researcher who contributed the most to career adaptability. He is the theorist who created the career construction theory, which is the first and only theory about career adaptability. Career adaptability is defined by Savickas (2005) as that provides resources to cope with career obstacles, career transitions and career changes that individuals encounter in their business lives. On the other hand, there are various studies in the literature about the dimensions of career adaptability. Stumpf, Colarelli, and Hartman (1983) dimensioned career adaptability into career exploration and career planning. Similarly, by Han and Rojewski (2015) career adaptability was evaluated as a structure consisting of two important components. The first component, career exploration is to reveal whether individuals are consistent in their career development by recognizing themselves and the characteristics required by their profession. The second component is career planning, individuals' determination of goals in career development and their efforts to achieve these goals (Han and Rojewski (2015). Similarly, career adaptability was classified as career exploration and career planning by Eryılmaz and Kara (2016) On the other hand, Savickas (2013) emphasized career adaptability as the most important concept in the center of career construction theory. In addition, it is emphasized that using these adapt abilities in this theory increases career adaptability of individuals. There are various variables that affect career adaptability (Savickas, 2013). One of them is career calling.

Relationships between career adaptability and career calling

Career calling defined as a motivational structure that includes a meaning for the individual, efforts to help others and helps them to actively orient their career development (Duffy & Sedlacek, 2007). In addition, according to Duffy and Sedlacek (2010), career calling consists of three important components. These are, first of all, the motivation of the individual to experience his / her job, then the individual's search for meaning in the career development process, and finally, the desire and tendency to be personally beneficial to others.

It has been revealed in the literature that career adaptability and career calling are related variables (Eryılmaz & Kara, 2018a; Hall & Chandler, 2005; Savickas & Porfeli, 2012; ie, ia, in, & Zhou, 2016). As a result, in this study, it is assumed that career calling is an important variable that predicts career adaptability, based on the above mentioned information.

Relationships between career adaptability and skills used in vocational identity experience areas for counselors:

Another variable that affects career adaptability is the skills used in vocational identity experience areas for psychological counselors. Identity shaped by the individual's emotions, thoughts, behaviors, beliefs, values and social interactions. This shaping presents integrity, continuity and consistency, in short "Who am I?" is the answer given to the question (Erickson, 1994). Vocational identity is defined as a composition formed by the individual regarding who and what person is professionally (Kielhofner, 2002). There are two main theoretical orientations in the literature that emphasize the importance of experience areas in vocational identity development, these are vocational self and vocational identity theories.

There are many researchers who discuss that vocational self-theories develop by influencing the vocational self's experiences in work life. The most important of these is Super. In Super's lifelong life space theory, individuals acquire their vocational selves in the vocational development process. Work life is also an important part of the vocational development process (Super, 1980). Similarly, Betz is the researcher who worked on the above-mentioned theory. Betz; He states that an individual's vocational self is made up of desires, attitudes, thoughts and feelings about himself in work life (Betz, 1994).

Another vocational self theory that emphasizes the importance of vocational experience areas of individuals is the vocational self-crystallization theory. According to this theory, individuals; they form their vocational selves from the needs, interests, attitudes, values and abilities related to their vocational. The field in which needs, interests, attitudes and values manifest itself is the experience of individuals in the work world (Barrett & Tinsley, 1977).

Another area that emphasizes the importance of the vocational experience areas of individuals is the field of identity development. Marcia's theory of identity status provides important information on this subject. Marcia states that the process of identity acquisition evolves through experimentation and decision making (Marcia, 2002). Although identity development is addressed in emerging adulthood (Arnett, 2000), identity acquisition is actually a lifelong process (Erickson, 1994). Identity experiments in this process take place during the period of their education for university students, and work life experiences for individuals who start their vocational life (Winter, 2009).

Theorists who place a direct emphasis on vocational identity experience areas are vocational identity theorists. For example, Christiansen (1999) states that individuals' vocational identities will be structured only if they perform their vocational. Thus, individuals in the process of forming their vocational identities lead a meaningful life by taking part in vocational experience areas, thereby giving meaning to their lives. According to Kielhofner (2002), among the researchers who emphasized this issue, vocational identity consists only of their experiences and experiences in vocational identity experience fields. According to him, vocational identity as a living being consists of vocational habits, experiences and orientations. As a result, it is seen that there are two important theoretical orientations that draw attention to the vocational experience areas of individuals. One of them is vocational self-theorists and the other is vocational identity theorists. In this study, the concept of vocational experience areas is examined from the perspectives of vocational identity theorists.

Vocational identity experience areas are defined as individuals' making judgments about the professions they want to have by experiencing different experiences in their career development processes (Tierney & Rhoads, 1994). In addition to these, there are theoretical explanations about the vocational identity experience areas of those working in different fields in the literature. For example, according to Winter (2009), the experience processes of individuals during their doctorate education shape their vocational identities. On the other hand, Beijaard, Meijer, and Verloop (2004) emphasize that teachers' vocational identities develop based on their work lives. In addition to these, Day, Kington, Stobart and Sammons (2006) found that factors affecting teachers' vocational identities; demonstrated that they have a distinct purpose, self-efficacy, motivation, commitment and job satisfaction. What has been explained so far includes theoretical information about the vocational identity experience areas of those working in different professions.

While there is theoretical information about the vocational identity experience areas of those working in different fields, there is no research on the vocational identity experience areas of counselors. However, the characteristics of each vocation and career development processes for that vocation are different from each other. In addition, the vocational knowledge, skills and self-structures required for each vocation group to perform their vocation differ (Super, 1980). Therefore, this research was conducted because there are no studies that reveal the necessary skills related to the vocational identity experience areas of counselors. The information and findings in the literature suggest that counselors should be able to reveal the skills necessary for vocational identity experience areas (Eryilmaz & Mutlu, 2013; Korkut, 2005; Larson & Daniels, 1998).

In this study, the vocational identity experience field skills of the counselors are discussed under two headings, based on the literature. These are communication skills and skills related to competence (Clark & Parker, 2002; Çam, 2016; Eryılmaz & Mutlu, 2013; Hill & O'Brien, 1999; Ivey & Ivey, 2003; Korkut, 2005; Larson & Daniels, 1998). It has been supported in both theoretical explanation (Larson & Daniels, 1998) and empirical research (Eryılmaz & Mutlu, 2013) that competence skills are an important part of the vocational identity experience field skill of counselors. In addition, communication skills are an important component of the vocational identity experience field skill of psychological counselors both in theoretical explanations (Hill & O'Brien, 1999; Ivey & Ivey, 2003; Korkut, 2005) and empirical research (Clark & Parker, 2002; Çam, 2016) has been proven. As a result in this research; based on the above-mentioned theoretical and empirical research, it was assumed that communication skills and competency skills are one of the vocational identity experience field skills for counselors.

In the literature, the relationships between career adaptability and skills used in vocational identity experience areas for counselors are handled indirectly in three focuses. The first focus is on research between vocational identity and career adaptability (Haibo, Xiaoyu, Xiaoming, & Zhijin, 2018; Merino-Tejedora, Hontangas, & Boada-Grau, 2016). The second focus is on research that examines the relationships between career adaptability and the concept of work experience related to the career field (Fasbendera, Wöhrmann, Wang, & Klehe, 2019; Urbanaviciute, Udayar, & Rossier, 2019). The third focus is on research between skills related to communication and competence and career adaptability (Jiang, Hu, & Wang, 2018; Koto, Febriaty & Nasution, 2019; Pan, Guan, Wu, Han, Zhu, Fu & Yu, 2018; Sawin, 2018). As a result, in this study, it was accepted that the skills used in the vocational identity experience areas for counselors affect career adaptability, based on all the information and findings inferred from the three focuses mentioned above.

Relationships between career calling and skills used in vocational identity experience areas for counselors

In the literature, the relationships between career calling and skills used in vocational identity experience areas for counselors are discussed from two aspects. The first is the research between career calling and vocational identity experience areas. The second is the research between skills related to communication and competence and career calling among the vocational identity experience field skills. In the studies between career calling, which is the first direction, and vocational identity experience areas (Duffy, Autin, England, Douglass & Gensmer, 2018; Klotz, Billett, & Winther, 2014; Dalla Rosa, Vianello, & Anselmi, 2019), these two variables were found to be related.

Another aspect of the relationship between career calling and skills used in vocational identity experience areas for counselors is the research between skills related to communication and competence from skills in vocational identity experience areas and career calling. Studies within this scope (Duffy, Allan & Dik, 2011; Nath, 2017; Praskova, Creed, & Hood, 2015; Zhang, Hirschi, Dik, Wei, & You, 2018) found a relationship between these concepts. In conclusion, in this study, it was accepted that the skills of counselors used in vocational identity experience areas, communication and competence skills, are an important variable that predicts their career calling, based on the above-mentioned findings, information and logical inferences.

When the literature is examined, it is seen that there is a limited number of studies on field-specific career adaptability. For example; Guan, Capezio, Restubog, Read, Lajom, and Li (2016) evaluated the relationship between career adaptability and career decision self-efficacy among Chinese undergraduate students studying in engineering. Acar and Ulutaş (2017) evaluated the career adaptability of the students of the Department of Computer Education and Instructional Technologies. In addition, Ömeroğlu (2014) developed a career adaptation psycho-education program for the fourth grade students of the Police Academy. The above mentioned information and findings are intended to explain the career adaptability of individuals working in different professions. In this research, it is predicted that it will contribute to the literature as it is aimed to empirically test the field-specific career adaptability specific to counselors. Because career adaptability has a psycho-social structure

that empowers individuals. In other words; by increasing the career adaptability of individuals, job engagement (Rossier, Hansenne, Baudin, & Morizot, 2012), job performances (Haibo, Xiaoyu, Xiaoming, & Zhijin, 2018), job self-efficacy (Jiang, Hu, & Wang, 2018), job satisfaction (Urbanaviciute, Udayar and Rossier, 2019), emotional intelligence (Merino-Tejedor, Hontangas, & Petrides, 2018), self-esteem (Duffy, 2010), resilience (McIlveen et al., 2019), subjective well-being (Hartung & Taber, 2008), hope and their optimism (Santillia, Nota, and Hartung, 2019), life satisfaction (Ramos & Lopez, 2018), career optimism and self-efficacy (McLennan, McIlveen, & Perera, 2017), career decision self-efficacy (Guan, Capezio, Restubog, Read, Lajom & Li, 2016) and career satisfaction (Ocampo, Restubog, Liwag, Wang, & Petelczyc, 2018) are rising. Also; as individuals' career adaptability increases, job stress (Fiori, Bollmann, & Rossier, 2015), career barriers (Eryilmaz & Kara, 2018b), and career anxiety (Shin & Lee, 2019) decrease.

In conclusion, in line with the theoretical explanations and empirical findings mentioned above, it is known that individuals with a high level of career adaptability both have positive mental health development and experience a positive career development process. In addition, researches to increase the career adaptability of counselors can contribute to a positive career development process. This research; the counselor is important as it is thought to make a significant contribution to the field of career development, the field of counseling training and the field of counselor career adaptability.

In addition to these, when career adaptability studies are examined, it is seen that more general research has been done (Savickas, 2005, Zacher, 2014, Zikic & Klehe, 2006). However, the characteristics of each profession and the career development processes for that profession are different from each other. In addition, the professional knowledge, skills and self-structures required for each occupational group to perform their profession differ (Super, 1980). Therefore, this research is extremely important in terms of addressing career adaptability on counselors.

However, based on the above mentioned information and findings; although there are separate theoretical and empirical explanations about the relationships between career calling, vocational identity acquisition for counselors and career adaptability, there are no studies in the literature that address these three variables in a structural model.

It is thought that conducting such a research will meet the aforementioned need. As a result, the main purpose of this research is tested a structural equation model that addresses the career adaptability, career calling, and the skills (communication skills and competence-related skills) skills used in vocational identity experience areas for counselors. The theoretical model suggested in the research is shown in Figure 1. The hypotheses created in line with this general purpose are included in Table 1.

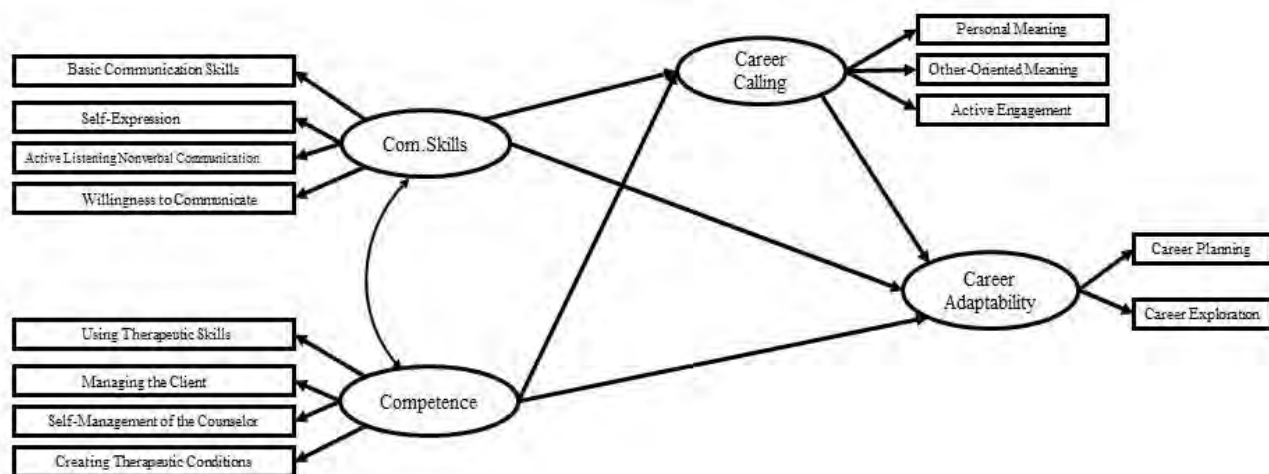


Figure 1. Theoretical Model

Note. Com.Skills: Communication Skills; Competence: Competence Related Skills

Table 1 Research Hypotheses

H ₁ : The competence related skills of counselors are a significant predictor of career callings.
H ₂ : The competence related skills of counselors are a significant predictor of career adaptability.
H ₃ : Communication skills of counselors are a significant predictor of career callings.
H ₄ : Communication skills of counselors are a significant predictor of career adaptability.
H ₅ : Career callings of counselors are a significant predictor of career adaptability.
H ₆ : Career callings have a mediating effect on the relationship between counselors' communication skills and career adaptability.
H ₇ : Career callings have a mediating effect on the relationship between counselors' competence related skills and career adaptability.

METHOD

Research Model

This research was conducted in a causal pattern. The causal research design is used when it is assumed that there are cause and effect relationships between variables (Neuman, 2016). In this study, career calling and vocational identity experience fields for counselors are cause and career adaptability is the result variable.

Participants and Procedure

In this study, 567 counselors who worked at the Ministry of National Education for at least four years were first reached. Eighteen of these 567 counselors were excluded from the study because they stated that they had a negative attitude towards their vocation. 318 of the remaining 549 counselors stated that their service area was educational guidance.

In the field of educational guidance service, counselors focus on providing information to clients about facilitating their learning and increasing their success. On the other hand, in the field of counseling, counselors aim to contribute to their personal development and adaptation by applying their counseling skills to their clients during the counseling process. In this study, 318 counselors who stated that their service area was educational guidance was not included in the study because active use of counseling skills of the participants in the counseling process was taken as the exclusion criterion. As a result, a total of 231 counselors who both stated that they have a positive attitude towards their vocation and who provide active counseling constitute the study group of this study.

Table 2 Demographic Characteristics of the Study Group

Options		1	2	3	4	Total
Gender		Female	Male			-
	n	162	69			231
	%	70.1	29.9			100
School Type		Primary school	Middle School	High school		-
	n	60	74	97		231
	%	26.0	32.0	42.0		100
Age		20-30	31-40	41-50	51+	-
	n	124	55	41	11	231
	%	53.7	23.8	17.7	4.8	100
Seniority		4-9	10-14	15-20	20+	-
	n	144	30	21	36	231
	%	62.3	13.0	9.1	15.6	100

Data Collection Tools

In this study, the data were obtained using four different measurement tools. Information about the psychometric properties of the measurement tools to be used in the research is given below.

Career Adaptability Scale (CAS)

This scale was developed by Eryılmaz and Kara (2016) to determine the career adaptability levels of individuals and is in the 10-item 5-point likert type. It consists of two dimensions: career exploration and career planning. There is no reverse substance. When the score calculation of CAS is examined; highest score: 50; lowest score: 10. As the scores of individuals on this scale increase, their career adaptability levels increase. Validity and reliability analyzes were made by Eryılmaz and Kara (2016). In this context, exploratory and confirmatory factor analysis techniques were used for construct validity.

In the exploratory factor analysis findings made by Eryılmaz and Kara (2016), it is seen that the factor loads of CAS are between .57 and .80, the explained variance is 55.87% and it has a two-dimensional structure. In addition, in the confirmatory factor analysis findings, it was determined that CAS had goodness of fit indexes (X^2 / df 70.75 / 34 = 2.08; RMSEA: 0.07; CFI: 0.98; NFI: 0.95; AGFI: 0.90; NNFI: 0.97 and GFI: 0.94). On the other hand, reliability analyzes were evaluated by Eryılmaz and Kara (2016) with test-retest and internal consistency coefficients. In this direction, it was determined that internal consistency is in reliability analysis findings (career exploration: .84; career planning: .71 and all of the cas: .85). In addition, test-retest reliability analysis findings (career exploration: .82; career planning: .87) were determined.

Career Calling Scale (CCC)

This scale was developed by Praskova, Creed, and Hood (2015) to evaluate the career calling of individuals, and its Turkish adaptation, validity and reliability analyzes were performed by Seymenler, Küçü, and Siyez (2015). CCC is a 15-item and 6-point rating type. CCC is 3 dimensional. These dimensions are: personal meaning, other-oriented meaning and active engagement. CCC score calculation is as follows: The highest score that can be obtained from this scale is 90, while the lowest puran is 15. It can be interpreted that the increase in the scores of the individuals from the CCC indicates that their career desire is high. In addition, in the internal consistency reliability analysis findings conducted by Seymenler, Küçü, and Siyez (2015), it was found that the internal consistency coefficient values between CCC sub-dimensions ranged from .80 to .88.

Communication Skills Scale (CSS)

This scale was developed by Owen and Bugay (2014) in order to reveal individuals' perceptions of communication skills, and validity and reliability analyzes were conducted. CSS is in the style of 25-item and 5-point Likert. It contains 4 dimensions. These; basic communication skills, self-expression, active listening nonverbal communication and willingness to communicate. When the score calculation of CSS is examined, the highest 125 and the lowest 25 points are obtained. The high scores of individuals in CSS can be interpreted as their perception of communication skills is successful.

Looking at the validity and reliability analysis made by Owen and Bugay (2014); Exploratory and confirmatory factor analysis was used for construct validity, and internal consistency coefficient method was used for reliability. In the exploratory factor analysis findings used in construct validity, the explained variance of IAS was 45.95% and its four-dimensional structure was confirmed. In the confirmatory factor analysis findings, goodness of fit values were determined as (X^2 / sd = 1.40; RMSEA: 0.04; CFI: 0.91; IFI: 0.91; TLI: 0.90 and GFI: 0.94). For the reliability analysis, the internal consistency coefficient (basic communication skills: 0.79; self-expression: 0.72; active listening non-verbal communication: 0.64, and willingness to communicate: 0.71) was determined.

Counselors' Perceptions of Counselor Competencies Scale (CPCCS)

This scale was developed by Eryılmaz and Mutlu (2013). CPCCS consists of 13 items. GAS is a four-point rating type measurement tool. CPCCS has a 4-dimensional structure. These dimensions are; using therapeutic skills, managing the client, creating therapeutic conditions, self and management of the Counselor.

CPCCS validity and reliability study was conducted by Eryılmaz and Mutlu (2013). For the construct validity study, the exploratory factor analysis technique was used. When the exploratory factor analysis results were examined, a scale with four dimensions and explained variance of 61.91% was obtained. In the reliability analysis, the internal consistency coefficient technique was used. Considering the reliability coefficients calculated for the overall scale and subscales; using therapeutic skills was calculated as .65, managing the client .69, creating therapeutic conditions .68, management of the Counselor .71, and .81 for the of the all scale.

Data Analysis

Data were analyzed by two-step structural equation modeling. The Maximum Likelihood Method was used as the estimation method. In this two-step structural equation modeling, the measurement model is tested first. In the measurement model, whether the observed variables have significant contributions to the implicit variables and the significance of the cyclical relationships between the implicit variables are tested. After this measurement model was verified, in the second stage, the theoretical structural model was tested. In the structural model, regression paths are established to determine the cause-effect relationships between implicit variables, and whether these path coefficients are significant and the goodness of fit indexes are examined (Kline, 2019).

The types and names of the goodness of fit indices used in this study are as follows: Chi-square statistics [χ^2 , Chi square], [df, degrees of freedom] and χ^2 / df 's ratio), [NFI, Normed Fit Index], [CFI, Comparative Fit Index], [GFI, Goodness of Fit Index], [AGFI] and [RMSEA, Root Mean Square Error of Approximation] indexes were used. (Meydan and Şeşen, 2015). In this study, the nested models strategy was used to test the mediation effect. Testing the mediation effect according to the nested models strategy is based on determining the deterioration or improvement in the model by chi-square difference test by removing or adding the mediation-related paths from the structural model.

Finally, the significance level of the indirect effects in the model was also tested with the Bootstrapping method (Shrout & Bolger, 2002). In this method, a statistical significance range is calculated by obtaining a certain number of samples from the sample within the scope of the study with the help of the program. In this study, for the significance of the indirect effects in the structural model, 1000 bootstrap (resampling) was performed and confidence intervals with lower and upper limits and bootstrap coefficient were created. As an acceptance criterion, the fact that the lower and upper limits in the confidence interval do not include zero as a result of the bootstrap procedure indicates that their indirect effects are significant (Hayes, 2017). Within the scope of the research, the level of significance in statistical operations was determined as .05.

RESULTS

Preliminary Analysis

Preliminary Analysis were made regarding the prerequisites of structural equation modeling before testing the measurement and structural models that were wanted to be tested within the scope of the research. These preliminary analysis are explained below:

Normal distribution: Kurtosis and skewness values were taken as basis to control the conformity of the data to normal distribution (Kline, 2019). In the study, it was determined that the

skewness and kurtosis values of twelve variables are below +/- 3, but the dimension of self-expression is 3.46. Accordingly, it can be stated that kurtosis and skewness values of the observed variables in the structural model in this study do not show excessive deviation from the normal (Finney & DiStefano, 2006). As a result, the skewness-kurtosis values for variables are shown in Table 4.1.

Multicollinearity assumptions: Multicollinearity assumptions means that the variables are extremely interrelated. It poses a problem when the relationship between variables is .90 and higher. In this study, when checking whether there is a multicollinearity problem between variables, it was determined that the correlation coefficient between any variables was not above .90 (see Table 4.4). In addition, it is stated that VIF and tolerance values should be taken into consideration when checking the multicollinearity assumptions (Kline, 2019). The fact that the VIF value is less than 5 and 10 and the tolerance value is greater than .10 indicates that there is no multicollinearity problem (Hair et al., 2010). When the values in this study are examined; It was seen that the VIF values ranged from 1.22 to 1.57 and the tolerance values ranged from .63 to .81. As a result, it has been proven that there is no multicollinearity problem in this study.

Descriptive Statistics and Reliability Findings Regarding Observed Variables in the Structural Model

While the structural model determined within the scope of the research are tested, descriptive statistics and reliability findings regarding the observed variables in the models are given in Table 4.1

Table 4.1 Descriptive Statistics and Reliability Findings of the Observed Variables in the Structural Model

Variables	\bar{X}	Sd	Skewness	Kurtosis	α
Personal Meaning	22.50	4.63	-0.58	0.09	.45
Other-Oriented Meaning	25.37	3.68	-0.97	1.12	.84
Active Engagement	20.71	3.68	-0.18	-0.18	.80
Career Exploration	25.32	3.99	-0.85	0.55	.91
Career Planning	16.16	2.87	-0.65	0.56	.83
Basic Communication Skills	43.09	5.31	-0.64	-0.01	.84
Self-Expression	17.53	2.36	-1.41	3.46	.84
Active Listening Nonverbal Communication	26.28	3.04	-0.68	0.39	.79
Willingness to Communicate	21.34	2.80	-0.65	0.09	.80
Using Therapeutic Skills	8.50	1.74	-0.16	0.43	.66
Managing the Client	9.96	1.86	-0.88	1.00	.80
Self-Management of the Counselor	12.80	2.55	-0.68	0.40	.80
Creating Therapeutic Conditions	9.90	1.89	-0.82	1.01	.78

When the given values were examined, it was observed that the skewness and kurtosis values of twelve variables were below +/- 3, but the dimension of self-expression was 3.46. According to these findings, it is seen that the values of skewness and kurtosis are within the multivariate normality criteria (Finney & DiStefano, 2006).

Testing the Measurement Model

Since the two-stage approach is adopted in the model test, the measurement model related to the model is tested before testing the structural model determined to be tested (Figure 3.1). Goodness of fit indices of this model formed as a result of the analysis are given in Table 4.3.

Table 4.3 Goodness of Fit Indices of the Measurement Model

Goodness of Fit Indices	Values
χ^2/df (126.47/59)	2.14
RMSEA (% 90 CI = 0.054; 0.087)	.071
NFI	.92
CFI	.96
GFI	.92
AGFI	.88

When the goodness of fit values for the model are examined, it can be stated that the measurement model of the model fits well with the data. The model obtained as a result of the analysis is given in Figure 4.1.

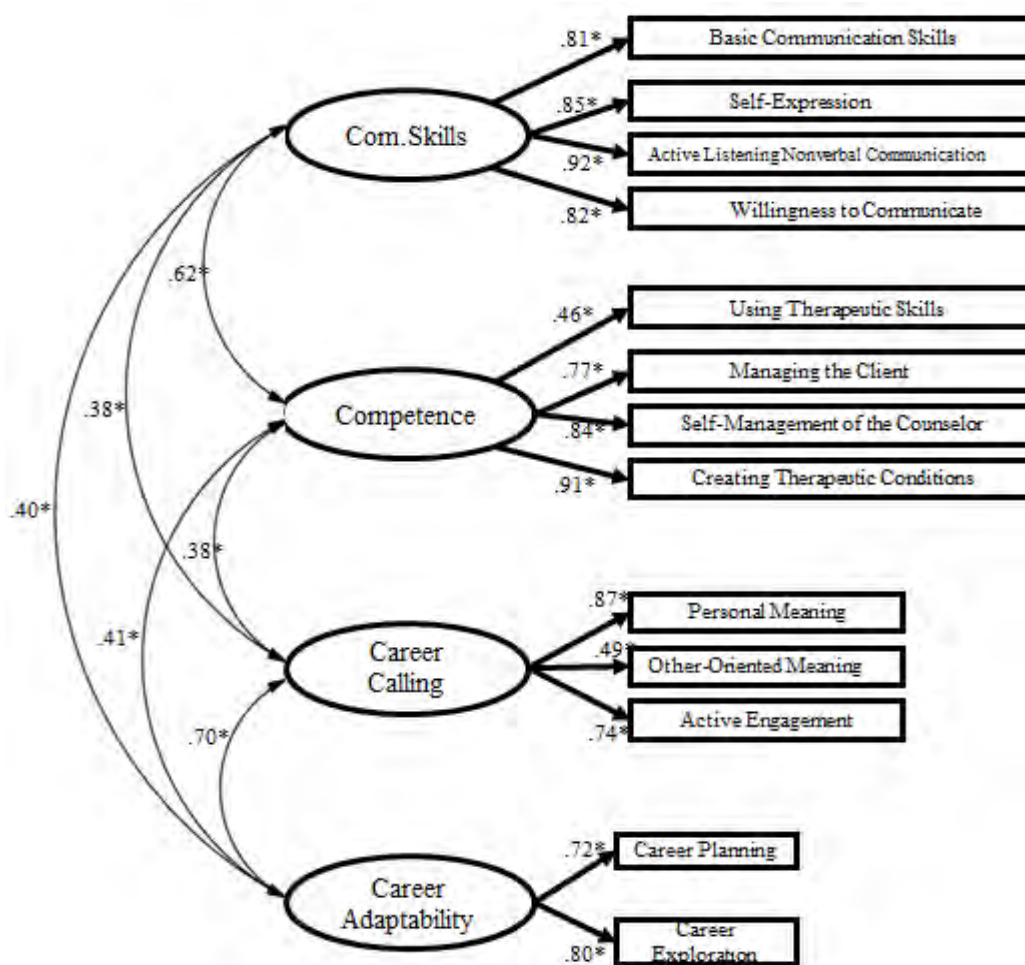


Figure 4.1. Standardized Factor Loads of the Measurement Model *p<.01.

Note. Com.Skills: Communication Skills; Competence: Competence Related Skills

When the measurement model was tested, correlations regarding implicit variables were obtained. Correlation values obtained are presented in Table 4.4.

Table 4.4 Correlations Related to the Implicit Variables in the Structural Model

Implicit Variables	1	2	3	4
1. Communication Skills	-			
2. Competence Related Skills	.62*	-		
3. Career Calling	.38*	.38*	-	
4. Career Adaptability	.40*	.41*	.70*	-

Note. *p<.01

When the given correlation values are examined, it is seen that all relations are statistically significant. While the highest relationship between the implicit variables was observed in a significant, positive and high level ($r = .70, p < .01$) between career calling and career adaptability, the lowest relationship was found between career calling and communication skills, career calling and competence related skills. was observed in the positive direction and moderate ($r = .38, p < .01$). The correlations between the observed variables in the structural model to be tested are also presented in Table 4.5.

Table 4.5 Relationships between Observed Variables in the Determined Structural Model

Observed Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Personal Meaning												
2. Other-Oriented Meaning	.42**											
3. Active Engagement	.64**	.38**										
4. Career Exploration	.48**	.28**	.40**									
5. Career Planning	.46**	.16*	.37**	.57**								
6. Basic Communication Skills	.22**	.13*	.20**	.25**	.13*							
7. Self-Expression	.30**	.14*	.26**	.34**	.27**	.65**						
8. Active Listening Nonverbal Communication	.28**	.16*	.25**	.28**	.13*	.78**	.76**					
9. Willingness to Communicate	.32**	.23**	.29**	.41**	.23**	.59**	.74**	.75**				
10. Using Therapeutic Skills	.05	-.11	-.01	.05	.04	.27**	.27**	.21**	.11			
11. Managing the Client	.26**	.11	.20**	.21**	.23**	.38**	.47**	.39**	.38**	.39**		
12. Self-Management of the Counselor	.36**	.14*	.31**	.31**	.30**	.45**	.55**	.47**	.43**	.35**	.62**	
13. Creating Therapeutic Conditions	.27**	.09	.24**	.30**	.25**	.50**	.53**	.45**	.43**	.43**	.70**	.76**

Note. * $p < .05$; ** $p < .01$.

Testing the Structural Model

The research conducted structural model test after testing the measurement model of the model intended to be tested. The goodness of fit values resulting from the analysis are given in Table 4.6.

Table 4.6 Goodness of Fit Indices of the the Structural Model

Goodness of Fit Indices	Values
$\chi^2 / df(126.47/59)$	2.14
RMSEA (% 90 CI = 0.054; 0.087)	.071
NFI	.92
CFI	.96
GFI	.92
AGFI	.88

When the goodness of fit values regarding the model are examined, it can be stated that the model fits well with the data. It is seen that the values of goodness of fit are within acceptable limits. Standardized path coefficients for the model formed as a result of the analysis are given in Figure 4.2.

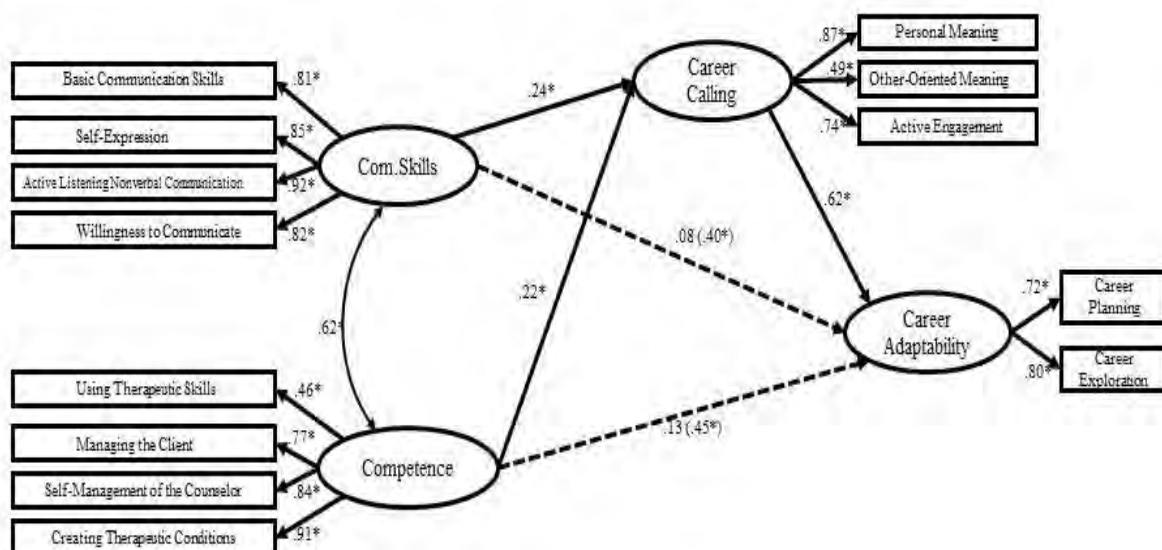


Figure 4.2. Standardized Path Coefficients Calculated in the Structural Model * $p < .05$.

Note. Com.Skills: Communication Skills; Competence: Competence Related Skills

According to the result of the structural model analysis, career calling of competence related skills ($\beta = .22, p < .05$); career calling of communication skills ($\beta = .24, p < .05$) and career calling has a significant predictive effect on career adaptability ($\beta = .62, p < .05$). The mediation effect of career calling in the relationship between competence related skills and career adaptability was found to be 0.14. In addition, the mediating effect of career calling in the relationship between communication skills and career adaptability was calculated as 0.15. The total effect size of competence related skills on career adaptability was determined as 0.27. Finally, it was revealed that the total effect size of communication skills on career adaptability is 0.23. In addition to these, while interpreting the effect size according to Kline (2019); If the standardized path coefficient is higher than 0.50, it is explained as high, if less than 0.30, medium, and if lower than 0.10, it is explained as small. As a result, the evaluation of the structural model is included in Table 4.7.

Table 4.7 Evaluation of the Structural Model

Model pathways	Standardized Coefficients	Effect Size
<i>Direct effect</i>		
Communication Skills \rightarrow Career Adaptability	0.08	Low
Competence Related Skills \rightarrow Career Adaptability	0.13	Moderate
Career Calling \rightarrow Career Adaptability	0.62	High
<i>Mediator Effect</i>		
Communication Skills \rightarrow Career Calling \rightarrow Career Adaptability	0.15	Moderate
Competence Related Skills \rightarrow Career Calling \rightarrow Career Adaptability	0.14	Moderate
<i>Total Effect</i>		
Communication Skills \rightarrow Career Adaptability	0.23	Moderate
Competence Related Skills \rightarrow Career Adaptability	0.27	Moderate

Mediation Test for Structural Model

After testing the structural model, the stage of testing mediation relationships was initiated. In the framework of the research, the mediating effects of career calling, which is considered as a mediator variable, were tested. The nested models strategy was used to test the mediation effect in the study.

Testing the mediation effect according to the nested models strategy is based on determining the deterioration or improvement in the model by chi-square difference test by removing or adding the mediation-related paths from the structural model.

In order to test the mediating effect of career calling in the relationship between competence related skills and communication skills and career adaptability, competence related skills and between communication skills and career adaptability the paths were removed from the model, respectively, and the distortions in the model were evaluated.

First of all, when the path from competence related skills to career adaptability is removed from the model and the model is re-tested, the goodness of fit values; χ^2/df (128.44 / 60) = 2.14, $p = .00$, NFI = .92; CFI = .96; IFI = .96; GFI = .92; AGFI = .88; It was determined that RMSEA = .070 (confidence interval for RMSEA = .054 – .087). According to the result of the chi-square difference test, it was determined that removing the path to career adaptability from competence related skills did not cause a significant deterioration in the model (1.97, 1: $p > .01$). Since it was determined that there was no significant deterioration, it was decided to exclude this path from the model.

Then, when the path from communication skills to career adaptability is removed from the model and the model is re-tested, the goodness of fit values; χ^2/df (132.90 / 61) = 2.18, $p = .00$, NFI = .92; CFI = .96; IFI = .96; GFI = .92; AGFI = .88; It was determined that RMSEA = .072 (confidence interval for RMSEA = .055 – .088). According to the results of the chi-square difference test, it was determined that removing the path from communication skills to career adaptability did not cause a significant deterioration in the model (4.46, 1: $p > .01$). Since it was determined that there was no significant deterioration, it was decided to exclude this path from the model.

As a result of the Chi-square difference tests, it was revealed that career calling was a full mediating relationship between competence related skills and communication skills and career adaptability. These findings showed that it is important for counselors to use career callings as well as having communication skills and competence related skills for career adaptability. The mediation test reached as a result of the analysis is given in Figure 4.3.

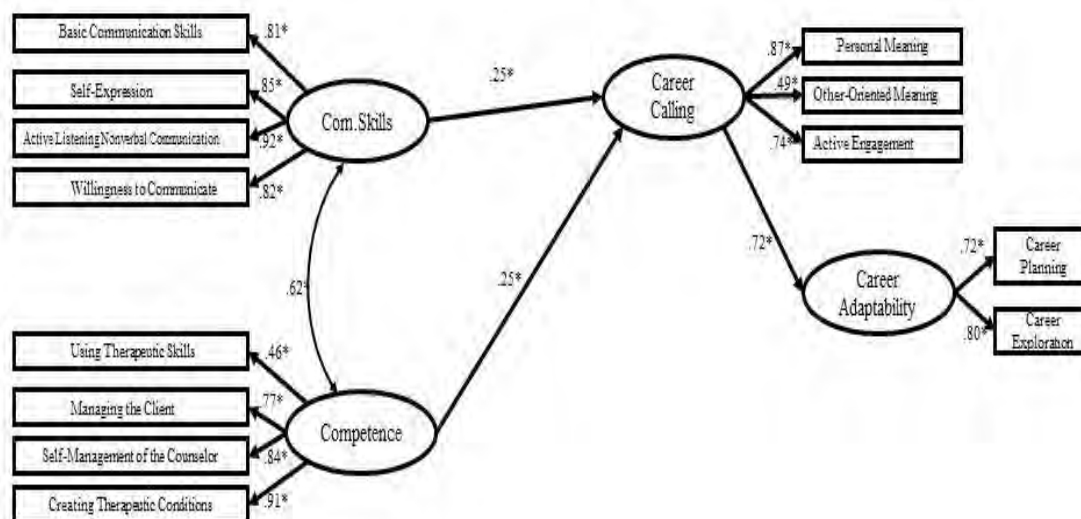


Figure 4.3. Mediation Test Regarding Structural Model * $p < .05$

Note. Com.Skills: Communication Skills; Competence: Competence Related Skills

Significance of Indirect Effects for the Structural Model

The significance level of the indirect effects in the model was also tested with the Bootstrapping method (Shrout & Bolger, 2002). In this method, a statistical significance range is calculated by obtaining a certain number of samples from the sample within the scope of the study with the help of the program. Estimation ranges were calculated for the significance of indirect effects in the structural model, given in Table 4.8.

Table 4.8 Bootstrap Test Results

Independent Variable	Mediator Variable	Independent Variable	Bootstrap Coefficient (β)	%95 CI
Communication Skills	Career Calling	Career Adaptability	.15*	[.048, .288]
Competence Related Skills	Career Calling	Career Adaptability	.14*	[.013, .288]

Note. Bootstrap was conducted on 1000 samples (Hayes, 2017). β = Standardized. * $p < .05$.

When the bootstrapping coefficients in Table 4.8 and the confidence intervals of these coefficients are examined, it is seen that all indirect effects in the model are statistically significant at .05 level. Therefore; It has been proven that career calling has a full mediating effect on the relationship between communication skills and competence related skills and career adaptability.

When the variances explained in the model in general are evaluated, it is determined that communication skills and competence related skills variables explain approximately 18% of the career calling variable, communication skills, competence related skills and career calling variables together, and approximately 52% of the career adaptability variable.

CONCLUSION, DISCUSSION AND SUGGESTIONS

In the research, it has been hypothesized that career adaptability will be affected statistically by career calling. This hypothesis is based on both empirical research results and theoretical explanations between career calling and career adaptability. When the studies of career calling and career adaptability in the literature (Douglass ve Duffy, 2015; Dumulescu, Balazsi ve Opre, 2015; Eryilmaz & Kara, 2018a; Hall & Chandler, 2005; Hirschi ve Herrmann, 2013; Praskova, Hood ve Creed, 2014; Savickas & Porfeli, 2012; Xie, Xia, Xin, & Zhou, 2016), these two variables were found to be related. In the findings of this research, career calling has a positive and significant effect on career adaptability. In line with this finding, this research confirms the findings of the above-mentioned studies and the interpretation of their theoretical explanations.

In the research, it was hypothesized that communication skills may have a statistical effect on career adaptability through career calling. This hypothesis was created based on logical inferences and theoretical explanations (Sawin, 2018; Pan, Guan, Wu, Han, Zhu, Fu, & Yu, 2018). According to Pan, Guan, Wu, Han, Zhu, Fu, and Yu (2018), communication skills bring individuals' career adaptability to a positive point. Likewise, according to Sawin (2018), communication skills contribute to the career development of individuals. However, in this study, it was found that the communication skills of counselors did not have a significant effect on their career adaptability through career calling. Accordingly, this research hypothesis has not been confirmed. This finding in the study differs from the literature information in this respect. This finding can be considered in terms of the characteristics of the study group. It is extremely important to establish whether communication skills are really effective. For this, counselors should be evaluated in two groups as those who use communication skills effectively and those who do not. With this method, it can be revealed to what extent communication skills are effective. Thus, the effect of communication skills on the career development process of 1 counselors can be observed more easily as a process. To achieve this, counselors should be divided into two groups as those who use their communication skills effectively in the career development process and those who do not use them effectively. In this study, counselors were not divided into two as those who use communication skills effectively in the career

development process or those who do not use them effectively. At this point, the career adaptability process will not be the same between counselors who use communication skills effectively in the career development process and those who do not. If this study was conducted on counselors who use communication skills effectively in the career development process, communication skills would have a much greater impact on career adaptability.

In the research, it was hypothesized that career adaptability would be affected statistically by competence related skills through career calling. This hypothesis has been established in line with the findings of both empirical research and theoretical explanations (Guan, Capezio, Restubog, Read, Lajom ve Li, 2016; Jiang, Hu & Wang, 2018; Koto, Febriaty, & Nasution, 2019; Larson & Daniels, 1998; McLennan, McIlveen ve Perera, 2017). In the study conducted by Koto, Febriaty, and Nasution (2019), a significant and positive relationship was found between career adaptability and career decision-making self-efficacy. Jiang, Hu, and Wang (2018) revealed a significant and positive relationship between job self-efficacy and career adaptability. However, in the finding of this study, the effect of counselors' competence related skills on their career adaptability through career calling is not significant. At this point, this research hypothesis has not been confirmed. In this respect, it differs from research findings and theoretical explanations in the literature.

In the research, the hypothesis has been developed that career calling can be statistically affected by communication skills. This hypothesis was developed based on the information and logical inferences inferred from theoretical explanations (Praskova, Creed, & Hood, 2015, Zhang, Hirschi, Dik, Wei, & You, 2018). According to Praskova, Creed, and Hood (2015), individuals' use of reflection skills in their career development processes and improving their communication skills with their environment contributes positively to their career calling. In addition, it is stated by Zhang, Hirschi, Dik, Wei, and You (2018) that positive development of self-expression skills in individuals will have a positive effect on their career callings. In the findings of this study, communication skills were found to be a significant and positive predictor of career calling. This finding is similar to the literature information.

In the research, it has been hypothesized that competence related skills may affect career calling. This hypothesis was formed based on empirical research findings and logical deductions (Choi, Cho, Jung ve Sohn, 2018; Domene, 2012; Duffy, Allan, & Dik, 2011, Nath, 2017; Park, Sohn ve Ha, 2016). In the research study conducted by Duffy, Allan, and Dik (2011), it was found that there is a significant and positive relationship between career calling and career decision-making self-efficacy. In her qualitative research, Nath (2017) stated that one of the variables that affect the career calling of individuals after they start to receive vocational education is self-efficacy. In this study, the hypothesis that counselors' competence related skills have a significant effect on their career callings was confirmed. This research finding supports the findings of the studies mentioned above.

In the research, it was hypothesized that career calling has a mediating effect on the relationship between skills (communication skills and competence related skills) used in vocational identity experience areas for counselors and career adaptability. This hypothesis was created on the basis of both logical inferences and information derived from theoretical explanations (London, 1983; Savickas, 2005). In the study, the hypothesis that career calling has a full mediating effect on the relationship between skills (communication skills and competence related skills) and career adaptability used in vocational identity experience areas for counselors was confirmed.

The closest theories that explain the findings are career construction model (Savickas, 2005) and career motivation model (London, 1983). In Savickas' career construction model, three important concepts are emphasized in the career adaptability process. These concepts; adaptivity, adaptability resources and adapting responses. Adaptivity is defined as a personality trait that reflects the willingness of individuals while structuring their career development processes. Adaptability resources are expressed as self-regulatory powers or capacities that help individuals cope with current or anticipated changes in their career development. Adapting responses are explained as the real behaviors of individuals such as making career decisions, career exploration and career planning in

structuring career development processes (Johnston, 2018, Sverko & Babarovic, 2019). In line with the above information; When comparing the variables in this study with Savickas' career construction model concepts, it can be said that career calling coincides with adaptivity, skills used in vocational identity experience areas adaptability resources and career adaptability, career exploration and career planning adapting responses.

In addition, this research finding can be explained by the career motivation model developed by London. According to London (1983), career motivation is defined as a multidimensional structure that reflects employees' behavior, thoughts and preferences in their career development and is affected by business elements. There are three important variables in the career motivation model. These variables are individual characteristics, situational variables, and career behaviors and decisions. Individual characteristics are a variable consisting of three domains for individuals to be aware of themselves and their abilities regarding their needs, interests and personality traits in career development processes. These three areas are career flexibility, career comprehension and career identity. Career comprehension is described as the energy source of motivation, which encourages individuals to make career behaviors such as making decisions and career plans in the career development process. Career identity is defined as the direction of motivation. Career flexibility is expressed as the continuity and protection component of motivation (London & Noe, 1977).

Situational variables reflect many elements of the work environment that shape individuals' individual characteristics. Examples of these are employment policies, job design, group cohesion, leadership style, support for learning and skill development, career development and communication programs. Finally, the third variable includes career behavior and decisions, individuals' adaptation to changing environmental conditions, being aware of their abilities and interests, and as a result, determining career goals, discovering their careers and making career decisions (London, 1983). Based on the theoretical explanations stated above; When the variables in this study are matched with the variables in London's career motivation model, career calling corresponds to individual characteristics, skills used in vocational identity experience areas, situational variables, and career adaptability to career behavior and decision. As a result, this research finding was supported by the concepts of career construction model career structuring theory and career motivation model.

Based on the results of this research, suggestions for practitioners and researchers have been developed. As suggestions for practitioners, a career adaptability model for counselors was reached in this study. These model dimensions can be shown as an important source of information for professionals working in university career research centers. The professionals working in this center should take into account the career callings of the counselors in career counseling services that they will develop and implement in order to train a counselor compatible with their career. Before increasing the career adaptability of counselors, they should regulate their career callings. They should also help them gain skills that they can use in vocational identity experience areas. In this research, it was determined that the communication skills, competence related skills and career calling of the counselors positively predicted their career adaptability. From now on, career counseling training programs can be organized in experimental research in the field of career counseling to increase the communication, competence related skills and career calling of counselors, and in this way, they can contribute to increasing their career adaptability.

As suggestions for researchers, the effects of counselors with high career adaptability on their clients can also be addressed in the future. Qualitative research can be conducted to gather in-depth information to discover the causes of career adaptability processes of counselors and the factors that may be effective. This research was conducted with counselors working in schools affiliated to the Ministry of National Education. Similar studies can be conducted on teachers working in the field, counselors working in private schools or institutions, and teacher candidates studying in different undergraduate programs.

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