



Moderating Role of Effective Counselor Characteristics in the Relationship between the Behaviors of Counselors' Supervisors and their Professional Pride and Job Satisfaction*

Hacer YILDIRIM KURTULUŞ**, Fulya YÜKSEL ŞAHİN***

Article Information	ABSTRACT
<i>Received:</i> 01.04.2021	<p>This study explored the moderating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and the professional pride and job satisfaction of counselors. The study group consisted of 661 counselors. The researchers used the "Supervision Questionnaire", "Effective Counselor Characteristics Assessment Scale", "Professional Pride Scale", the "Job Satisfaction Scale", and a "Personal Information Form" to collect the study data and Regression-Based Bootstrapping Technique for data analysis. The research results demonstrated a significantly positive relationship between counselors' professional pride and job satisfaction on one hand and their effective counselor characteristics and supervisors' behaviors on the other. The researchers found that the behaviors of counselors' supervisors directly, positively, and significantly predicted their effective counselor characteristics. They also found that effective counselor characteristics directly, positively, and significantly predicted counselors' professional pride and job satisfaction. Another finding was that effective counselor characteristics played a partial moderating role in the relationship between the behaviors of counselors' supervisors and their professional pride. The results suggested that counselors' job satisfaction is directly, positively, and significantly predicted by effective counselor characteristics. Effective counselor characteristics also played a partial moderating role in the relationship between the behaviors of counselors' supervisors and their job satisfaction. The research results were discussed in the light of literature.</p> <p>Keywords: Supervision, supervisor behaviors, effective counselor characteristics, professional pride, job satisfaction</p>
<i>Accepted:</i> 09.05.2023	
<i>Online First:</i> 17.05.2023	
<i>Published:</i> 31.07.2023	
doi: 10.16986/HUJE.2023.489	Article Type: Research Article

Citation Information: Yıldırım Kurtuluş, H., & Yüksel Şahin, F. (2023). Moderating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their professional pride and job satisfaction. *Hacettepe University Journal of Education*, 38(3), 317-334. doi: 10.16986/HUJE.2023.489

1. INTRODUCTION

Counseling is a professional relationship aiming to help individuals, groups, and families attain mental health, well-being, academic, and career goals (ACA, 2016). It has a theoretical background and is maintained through structured sessions (Gladding, 2013). To provide this help effectively, counselors are expected to have received "supervision", which is an important part of their training process. As Hart (1982) and Blocher (1983) argue, the supervision process aims to enhance the quality of counselors' professional behaviors and ensure their professional improvement through supervisors' careful examination of the counseling experiences of counselors/trainee counselors. Counselors with "effective counselor characteristics" who have "received qualified supervision through effective supervisor behaviors" are expected to have positive feelings toward and be satisfied with their profession and enjoy "professional pride". Moreover, they are also expected to attain happiness and "job satisfaction" by enjoying their production during professional practice.

Counselors work in professions such as school counseling, mental health counseling, career counseling, family and marriage counseling, and rehabilitation counseling (Kaya & Sarı, 2018). Despite this variety, most of the counselors who graduate from counseling and guidance programs in Turkey are employed as "school counselors" in educational institutions (Kozan, 2020). Therefore, the researchers conducted this study with school counselors. School counseling is a help service that improves students' ability to assume responsibility for the decisions they make from among the choices they have and to accept the results

* This study is based on a PhD dissertation. Ethics board approval was obtained from Yıldız Technical University (meeting dated 18.07.2019, no 2019/08).

** Dr., Ministry of Education, School Counselor, İstanbul-TÜRKİYE. e-mail: haceryildirim91@gmail.com (ORCID: 0000-0002-0880-1318)

*** Prof. Dr., Yıldız Technical University, Educational Sciences, Guidance and Psychological Counseling, İstanbul-TÜRKİYE. fulya_sahin@hotmail.com (ORCID: 0000-0003-3454-2142)

of their choices (Arfasa & Weldmeskel, 2020). This service creates an important opportunity for students to gain the ability to cope with their educational, personal, social, and professional needs (Neyland-Brown et al., 2019). School counselors who have adequate physical resources, time, and qualifications and can offer necessary interventions in a timely manner when performing their services create change in students' academic performance, behavioral problems, and negative actions like dropout (Paolini, 2019; Scholl, McGowan, & Hansen, 2013). On the other hand, school counselors experience diverse problems when carrying out their services, which include prejudiced attitudes toward guidance and counseling services and lack of knowledge and cooperation on the part of administrators and teachers, not clearly defined job definition, the title problem, overcrowded student population, unrealistic expectations, and uncaring and uncooperative parents, physical impossibilities, lack of time, and appointments from outside the field (Erdur-Baker & Çetinkaya, 2007; Tuzgöl-Dost & Keklik, 2012).

1.1. Statement of the Problem

Counseling is among the professions that offer psychological help. A counselor who carries out mental health services is a counseling specialist who provide clients with psychological help (Patterson & Welfel, 1994; Gladding, 2013). For effectiveness, it is vital for counselors to be able to offer qualified counseling services (Corey, 2008; Hackney & Cormier, 2008; Şeker, 2019). And their ability to offer qualified mental health services depends on their feelings of professional pride and satisfaction in practice and having the required knowledge and skills about their profession (Crutchfield & Borders, 1997; Furr & Carroll, 2003; Meydan, 2014; Yüksel-Şahin, 2018). Supervision received during university years and the supervision environment play a critical role in counselors' professional knowledge and skills (Larson and Daniels, 1998). Supervision services offered for practical courses during college training significantly contribute to the development of a professional identity for trainee counselors (Marini & Stebnicki, 2008).

Supervision is a support service offered to the trainees of helping professions to help them improve their professional knowledge and skills (Watkins, 1997; Corey et al., 2014). In counselor training, supervision is defined as a process based on oversight through which experienced and well-trained professionals provide other professionals with less experience and training with support in preparing for professional practice, enriching their practicum experiences, improving themselves professionally, and maintaining clients' well-being (Bernard & Goodyear, 2009; Hart, 1982; Horrocks & Smaby, 2006). In addition, supervision practices ensure upholding the quality of counseling and professional standards, so it is a crucial factor to have certain standards in place for supervision offered during university training (Şeker, 2019). The Council for Accreditation of Counseling and Related Programs (CACREP), which accredits counselor training programs in the US, has identified certain standards for supervision practices carried out in counseling programs. These standards for professional practice set forth by CACREP (2016) involve requirements for three stages, which are prepracticum, practicum, and internship. These standards require a minimum of 100 hours of supervised counseling sessions for the practicum stage, of which at least 40 hours should be conducted with actual clients, to be followed by 600 hours of supervised counseling internship, of which 240 hours should be direct service with actual clients. Moreover, throughout practicum and internship, counselors are supposed to participate in one hour per week of individual or triadic supervision and an average of 1½ hours per week of group supervision on a regular basis. Creation of such criteria testifies to the importance that is attributed to the supervision process in counselor training.

It is important for supervisors to follow a supervision model in supervision training so that they can conduct practicum systematically (Erkan-Atik, Arıcı, & Ergene, 2014). The supervision model used by the supervisor serves as a theoretical guide in selecting the supervision methods and techniques, organizing the knowledge and skills to be acquired by the trainee counselors, and assessing them (Borders & Brown, 2005). Supervision models include psychotherapy-based models such as psychodynamic, behaviorist, and cognitive supervision, as well as developmental supervision models and social role models (Bernard & Goodyear, 2014). Given the lack of a common understanding about the supervision processes offered in the counselor training in Turkey and the differences among the course instructors in the knowledge and qualifications pertaining to individual counseling and supervision, prioritizing support for supervisor training seems critical. Clearly, both the need for supervision in counselor training and the question of how to structure the supervision process require paying attention to supervisor training (Koçyiğit-Özyiğit & İşleyen, 2016).

Clearly, supervision practices play a key role in counselor education (Beutler et al., 2004; Milne, 2007). A faculty member who provides supervision in counselor education is termed as supervisor (Atik, 2017). During supervision process, the supervisor supports the development of trainee counselors through a relational intervention process based on oversight and feedback; safeguards the well-being of trainee counselors and clients; and ensures that the counseling process is carried out within the boundaries of ethical principles (Bernard, 1979; Bernard & Goodyear, 1998; Meydan 2014). In this process, supervision and feedback from the supervisor should be clear, tangible, and systematic, aiming to improve, support, and meet the needs of the counselor. In addition, a supervisor should bolster the professional development of trainee counselors, collaborate, and build a purposeful relationship with them, and be aware of various relational factors (Borders et al., 2014; Bordin, 1983; Campbell, 2000). In a similar vein, Ronnestad and Skovholt (1993) note that the supervisor's attitude and relationship with the supervisor is an essential criterion for the effectiveness of supervision. Haynes, Corey, and Moulton (2003) identified the purpose of supervision practices as supporting the professional development of trainee counselors, keeping their knowledge and skills under supervision through counseling practices, enhancing their self-control, and safeguarding clients' well-being. Obviously, supervision practices and supervisor behaviors play a critical role for the acquisition of professional skills in counselor education (Giordano, Clarke, & Borders, 2013; Morran & Stockton, 1980; Voltan-Acar, 2009). It increases counselors'

effectiveness to reinforce theoretical information presented during university education with practical experience and provide trainee counselors with qualified supervision (Mayfield, Kardash, & Kivlighan, 1999; Bernard and Goodyear, 2014). Özyürek (2009) highlighted the importance of giving counselors the opportunity to put their theoretical information from their university education into practice for them to feel more competent and be more effective. Offering qualified practical experiences during university years will ensure improving cognitive and therapeutic skills and training effective counselors (Borders & Brown, 2005; Carroll, 2014; Hodges, 2011).

The number of studies on the supervision process provided in the guidance and counseling education in Turkey is limited. In a study that examines the supervisees' opinions about the practicum process, Kurtyılmaz (2015) found that the trainee counselors experienced confusion, fear, anxiety, tension, and curiosity about the process. In the study, the students' fear and anxiety are attributed to their ambitions to become professional and effective counselors and to manage their counseling skills. Still, the trainee counselors expressed positive opinions about the impact of the supervision process upon their skills. Ülker-Tümlü (2019) analyzed the effect of group supervision based on discrimination model on the self-efficacy of the trainee counselors in a master's program. She observed that at the end of the process, the trainees' self-efficacy improved as their counseling performance skills, cognitive counseling skills, professional behaviors, and self-awareness enhanced. In addition, they had decreased anxiety about the supervision process. In another study on the supervision relationship in counselor training, Meydan and Koçyiğit-Özyiğit (2016) argued that supervision training is a critical component of counselor training and the supervision relationship between the supervisor and supervisee is a key factor in the supervisee's professional development. As the literature clearly demonstrates, both the supervision process and the relationship with the supervisor plays a crucial role in counselors' professional development.

Effective counselor characteristics are defined as having an intellectual background, self-awareness, observation and assessment skills, and practical experience (Sommers-Flanagan & Sommers-Flanagan, 2015). Yet, there are various definitions of effective counselor characteristics in the literature. Corey (2008) describes effective counselors as helping or therapeutic individuals who establish and maintain therapeutic relationships with their clients, apply counseling skills and interventions in accordance with clients' needs, and are able to control their responses originating from their personal life. Eryılmaz and Bek (2018) characterize effective counselors with a certain set of characteristics, including attachment with the client, executing the process in a scientific manner, forming therapeutic conditions and use of skills, being supportive, changing the client's perspective, involving the counselor's positive personality traits into the process, maintaining a high level of counselor motivation, being emotionally comfortable, having an impressive tone of voice, being comforting, taking a close interest, effective listening, exploring the causes of problems and carrying through the process. On the other hand, Hackney and Cormier (2008) listed effective counselor characteristics as self-awareness and understanding, mental health, understanding the effects of ethnic origins and cultural factors on oneself and others, being open-minded, objectivity, competence, reliability, and having charm in interpersonal relations. Neukrug (2016) identified empathy, unconditional acceptance, sincerity, adopting the well-being perspective, having cultural competence, personal factor, adopting and observing a certain theoretical model, self-competence, and cognitive complexity among the counselor traits that influence the therapeutic relationship between the counselor and the client. According to Cormier and Cormier (1991), effective counselor characteristics consist of intellectual competency, energy, flexibility, support, goodwill, and self-awareness. Intellectual competency in this context is defined as a counselor's ability to think fast and creatively and constant desire to learn. Energy refers to maintaining efficiency and vitality for a counselor even if s/he holds successive sessions with multiple clients throughout the day. Flexibility is the ability of counselors to use the skills, techniques, methods, and theories that are suitable for each client when they are faced with different clients and problems in their practice. Support refers to a counseling process in which the counselor encourages his/her clients to make their own decisions, instills hope in the clients, and accepts them as they are. Goodwill denotes a counselor's attempts to carry out the counseling process in line with ethical principles and to prioritize the client's interests. Finally, self-awareness refers to the counselor's awareness of his/her own personality traits, including the boundaries of his/her own perceptions, expectations, and weakness and strengths.

It is a key factor for a counselor to possess effective counselor characteristics for an effective and successful counseling process (Hackney & Cormier, 2008; Voltan-Acar, 2013; Yüksel-Şahin, 2018). Furthermore, as Larson et al. (1999) argue, counselors' professional interest and devotion increase when they can practice as effective counselors. A counselor is said to have professional pride if s/he has awareness about the profession and its requirements and has positive feelings toward his/her chosen profession (Emerson, 2010; Jae-Jin et al., 2019). In their professional counselor identity model, Remley and Herlihy (2007) categorized professional pride as a dimension of professional identity and defined professional pride for a counselor as having positive feelings toward their career, appreciating the history of the profession and its underlying philosophy and beliefs, and communicating proudly with others about their profession. The feeling of pride for one's profession is based on appreciation of the profession's history, devotion to current practices, and a firm belief in future development of the profession (Vacc & Loesch, 1987; VanZandt, 1990). Counselors' perceptions about their profession, their appreciation of counseling as a result of their professional knowledge and skills, and professional advocacy are all regarded as requirements of professional identity (Haverkamp, Robertson, Cairns, & Bedi, 2011; Myers, Sweeney & White, 2002). Similarly, Gray (2001) describes professional pride as a keystone of professional identity. Being proud of one's profession will both help sustain social recognition for the profession and increase job satisfaction for professionals.

It is another essential factor for counselors to experience professional pride in their practice as they have received effective supervision, possess adequate professional knowledge and skills through the help of their supervisors, have positive feelings about being a member of the profession, and proudly participate in working life. A person is expected to be satisfied with their profession as long as they fulfill their job requirements, have positive feelings, thoughts, and attitudes about their profession, can meet their needs, have a professional environment that fits their personal characteristics, earn monetary gains from the job, and produce something (Arisoy, 2007; Galanou, Georgakopoulos, Sotiropoulos, & Dimitris, 2010; Şimşek-Akgemci & Çelik, 2007). As a concept, job satisfaction is defined as what the members of a profession feel and think about their profession as a whole and the congruence between a person's expectations and the benefits and opportunities of the job (Barnett and Miner, 1992; Landy, 1978). Locke and Latham (1990) defined job satisfaction as positive emotional assessment of one's job and professional experiences and feeling satisfied with one's job. In another definition, job satisfaction is one's personal evaluation of the conditions in his or her workplace and the results s/he has obtained through job performance (Schneider and Synder, 1975). Job satisfaction fulfilment might be characterized as a worker's emotional state which covers the total scope of feelings from good to negative (Adamopoulos & Syrou, 2022). People inevitably expect to meet some of their physical, social, and psychological needs through their job, which occupies a large portion of their daily life. If the job fails to meet such needs, then the employee becomes dissatisfied with the job and thus might develop physical and mental problems. Continuing to work in the presence of such problems may lead to a decrease in employee performance, efficiency, and motivation and the person's overall may be adversely affected (Adamopoulos & Syrou, 2022; Dua 1996; Matrunola, 1996; Saari & Judge, 2004; Wibowo & Sumartik, 2022).

Counselors will harbor positive feelings toward their profession and have job satisfaction when they actively use their knowledge and skills and practice as an effective counselor (Emerson, 2010; Daniel & Larson, 2001; Haverkamp et al., 2011; Jae-Jin et al., 2019; Wiggins & Weslender, 1986). The literature contains research on counselor supervision (Lambert & Ogles, 1997; Özyürek, 2009; Siviş Çetinkaya & Kararımak, 2012; Meydan, 2014; Hill et al., 2016), effective counselor characteristics (Smith, 2004; Halinski 2009; İkiz & Totan, 2014; Eryılmaz & Bek, 2019; Heinonen & Nissen-Lie, 2020), counselors' professional pride (Emerson, 2010; Gümüş, 2017; Apakay & Kararımak, 2019), and counselors' job satisfaction (Uslu, 1999; Baggerly & Osborn, 2006; Umay, 2015; Francis, Oswald, & Neyland-Brown, 2018; Patton, 2019; Fye, Schumacker, Rainey & Miller, 2022). On the other hand, there is a scarcity of research on the behaviors of counselor's supervisors and their professional pride. Thus, the present study holistically explores the relationships between supervisor behaviors, effective counselor characteristics, counselors' professional pride, and job satisfaction and aims to examine the moderating role of effective counselor characteristics in the impact of the behaviors of counselors' supervisors upon their professional pride and job satisfaction. We hope that the study's results may make some contribution to the literature. We also believe that it may contribute to the quality of practicum courses offered at universities as it will help reveal the effects of counselor supervision during university education and supervisor behaviors on the professional pride and career satisfaction of practicing counselors. Given that the lack of knowledge and understanding about professional identity, which is an integral part of the counseling profession, is more common in Turkey when compared to other countries (Gümüş, 2017), exploring the mechanisms that underlie counselors' satisfaction with and pride about their profession is critical to the development of the profession. In addition, the authors believe that this study is also significant in that it sheds light on the impact of the quality of counselor training upon the professional knowledge and skills of practicing counselors and the feelings they experience when practicing the profession such as satisfaction and pride.

1.2. Purpose of the Study

The research aims to explore the moderating role of effective counselor characteristics in the impact of the behaviors of counselors' supervisors on the professional pride and job satisfaction of practicing counselors. For this purpose, the mediation models tested in the relevant literature are presented in Figures 1 and 2.

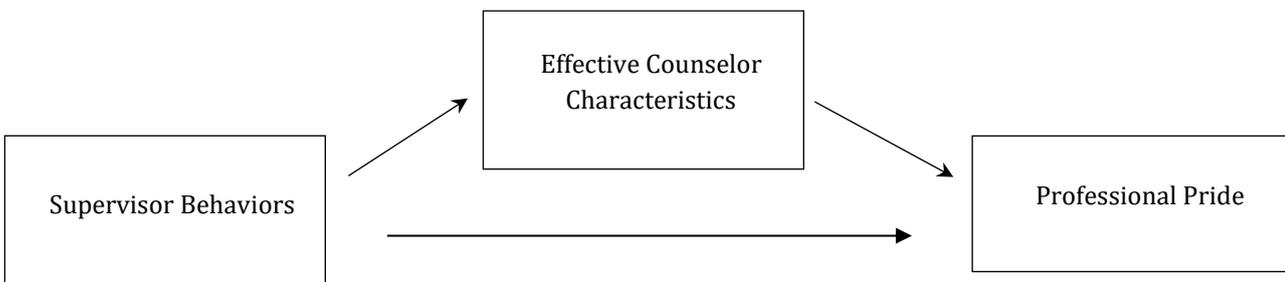


Figure 1: The moderating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their professional pride

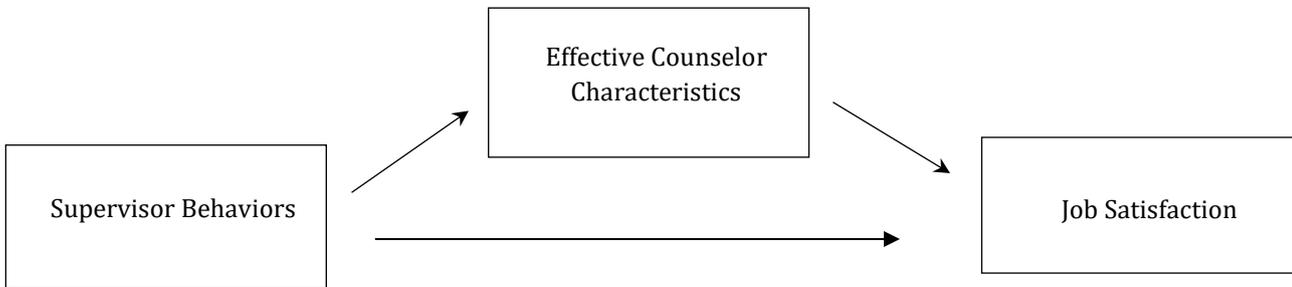


Figure 2: The moderating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their job satisfaction

1.3. Problem of the Study

The study sought for an answer to the following question:

Do effective counselor characteristics play a moderating role in the relationship between the behaviors of counselors' supervisors and their professional pride and job satisfaction?

1.3.1. Sub-problems of the study

The researchers sought for answers to the following purposes/questions to test and detailly examine the mediation model given in Figures 1 and 2.

1. Is there a significant relationship between the behaviors of counselors' supervisors, counselors' professional pride and job satisfaction, and effective counselor characteristics?
2. Are counselors' professional pride and job satisfaction significantly predicted by the behaviors of their supervisors?
3. Are effective counselor characteristics significantly predicted by the behaviors of counselors' supervisors?
4. Are counselors' professional pride and job satisfaction significantly predicted by effective counselor characteristics?
5. Are counselors' professional pride and job satisfaction significantly predicted by the behaviors of their supervisors through effective counselor characteristics?

2. METHODOLOGY

This study uses the correlational survey model, which is one of the general survey models, a type of quantitative research design. Correlational survey model aims to determine the presence and degree of covariance between two or more variables (Karasar, 2009).

2.1. Participants

The study universe consists of 4310 (retrieved through the personnel department at Istanbul Provincial Directorate of National Education) counselors working at public schools (kindergartens-primary schools-secondary schools-high schools) and Guidance Research Centers in İstanbul. The participants include 661 counselors who were selected using convenient sampling method. Upon authorization by the Provincial Directorate of National Education, the researchers contacted the participants in the schools they work and during meetings where all counselors attend. All of these participants graduated from the Psychological Counseling and Guidance Departments at different universities in Turkey or the Turkish Republic of Northern Cyprus. The research criteria required that the participants had graduated from the departments of psychological counseling guidance and received the individual and group counseling applications course during their undergraduate training. Table 1 shows the information on the participants.

Table 1.
Information on the Participants

Variables	N	%
<i>Gender</i>		
Female	473	71.6
Male	188	28.4
<i>Age</i>		
21-30 yearsold	471	71.3
31-40 yearsold	132	20.0
41-50 years and above	58	8.7
<i>Seniority</i>		
0-5 years	316	47.8
6-11 years	228	34.5

12-17 years	55	8.3
18-23 years and above	62	9.4
<i>Educational institution</i>		
Pre-school	33	5.0
Primary school	156	23.6
Middle school	243	36.8
High school	189	28.6
Guidance and Research Center	40	6.1

2.2. Assessment (Data Collection) Instruments Used for the Research

As the data collection instruments in the study, the researchers used the “Supervision Questionnaire”, “Effective Counselor Characteristics Assessment Scale”, “Counselor Professional Pride Scale”, the “Job Satisfaction Scale”, and a “Personal Information Form” they developed.

2.2.1. Supervision questionnaire

The Supervision Questionnaire was developed by Worthington and Roehlke (1979) and adapted to Turkish by Denizli (2010). A 25-item shorter version of the Supervision Questionnaire was adapted to determine its validity and reliability. First, confirmatory factor analysis was performed for the assessment model involving the first-level factors of “Technical Assistance”, “Support”, and “Use of Process”. In the confirmatory factor analysis, items whose R² values were below .20 and items 6, 10, 13, 16, 19, 23b, 24, 25 and 39, 42 and 46 with high error variance were gradually removed from the scale. With the remaining 14 items, confirmatory factor analysis was repeated as single-level CFA. As a result of the confirmatory factor analysis, the 14-item Supervision Questionnaire with a Chi-Square value of $\chi^2=108.88$ and $df=74$ was found to be significant at $p<.01$. The ratio of Chi-square to the degree of freedom indicated a good fit value, which is smaller than 2. As for the fit values of the assessment model, we found GFI value as .93, AGFI as .91, CFI as .95, and RMSEA as .044. Of these values, GFI and AGFI indicated an acceptable fit, while CFI and RMSEA values indicated a high level of fit (Schermeller-Engel, Moosbrugger, & Müller, 2003; Şimşek, 2007). Thus, it was confirmed that the 14-item shorter Turkish version of the Supervision Questionnaire measures effective supervisor behaviors in general and also has a two-level factorial design with three factors, which are technical assistance, support, and use of process. As a result of this study, the Supervision Questionnaire was shortened to 14 items and a brief Turkish form (SÖ-K) was obtained with quite adequate psychometric qualities (Denizli, 2010).

2.2.2. Effective counselor characteristics assessment scale (ECCAS)

Based on the qualities and effective helper characteristics required for effective counselors, the scale was developed by İkiz and Totan (2014) to identify the flexibility, goodwill, self-awareness, energy, support, and intellectual competency characteristics of counselors. The 26-item and six-factor scale is a five-point Likert-type assessment instrument. For a counselor, a high score on the scale indicates a high perception of being an effective counselor. Confirmatory Factor Analysis (CFA) was performed to determine the validity of the scale. The results revealed that in the Confirmatory Factor Analysis, the six-factor construct of the Effective Counselor Characteristics Assessment Scale was confirmed by all goodness-of-fit coefficients except for GFI ($\chi^2=695.8$, $sd=262$, $\chi^2/sd= 2.66$, NFI =.93, CFI =.95, GFI= .87, IFI =.95, RMSEA= .06, RFI =.93). The range of values that indicate the extent to which the items account for the corresponding factors is .55-.92 for energy, .51-.81 for intellectual competency, .66-.87 for self-awareness, .48-.77 for flexibility, .41-.81 for support, and .39-.64 for goodwill. An improvement was obtained in the fit coefficients as a result of the boundedness of item error covariances ($\chi^2=615.37$, $sd=259$, $\chi^2/sd= 2.38$, NFI =.95, CFI =.97, GFI= .90, IFI =.96, RMSEA=.06, RFI =.92). Having been subjected to second-order confirmation, the model was then repeated at the first order to allow for a chi-square comparison between the models. The Chi-square test revealed a significant difference between the two models. Consequently, it was concluded that the items in the Effective Counselor Characteristics Assessment Scale significantly account for the corresponding factors.

The Effective Counselor Characteristics Assessment Scale was also subjected to reliability analyses, which revealed the internal consistency coefficients of .80 for intellectual competency, .73 for energy, .70 for flexibility, .78 for support, .63 for goodwill, .79 for self-awareness, and an overall internal consistency coefficient of .90. The test-retest coefficients are .77 for energy, .78 for intellectual competency, .68 for support, .72 for flexibility, .75 for self-awareness, .67 for goodwill, and .74 for the overall scale. The internal consistency and test-retest coefficients indicate the reliability of the scale. The researchers also item-total correlations and item discrimination power in the upper and lower 27 percentiles. The results suggest that all the scale items are psychometrically adequate (İkiz & Totan, 2014).

2.2.3. Counselor professional pride scale

The Professional Pride Scale is a subscale of the Counselor Professional Identity Measure developed by Emerson (2010). This subscale was adapted to Turkish by Gümüş (2017) under the title “Counselor Professional Pride Scale” (CPPS). The six-item Likert-type scale is a unidimensional scale with 11 items. In order to test the construct validity of the CPPS, it was subjected to exploratory factor analysis (EFA) with principal components analysis. The unrestricted analysis indicated an 11-item, three-

factor (common variance 57%) structure. Yet, the analysis was repeated as certain items had very low loadings. When the analysis was restricted to a single factor, the common variance accounted for was 39% and item loadings ranged between .27 and .82. The scale has a Cronbach's Alpha coefficient of .76.

2.2.4. Job satisfaction scale

Developed by Kuzgun, Sevim and Hamamcı (2005), this scale is a five-point Likert-type scale with 20 items. The high assessment scores obtained by the scale indicate a high level of job satisfaction. The results of the factor analysis performed to assess the scale's construct validity revealed that the items' factor loadings range between .47 and .88. Furthermore, the two items identified through the analysis account for a total variance of 48.6%. On the other hand, correlation of each item score with the total score was above .30. The Cronbach's Alpha coefficient for the scale was found to be .90.

2.2.5. Personal information form

The Form prepared by the researchers contains questions aiming to identify the counselors' gender, age, professional experience, education level, current professional title, the number of individual and group counseling supervision sessions received during university training, and their self-perceived adequacy of their university education.

2.3. Data Collection

The researchers obtained permissions through e-mail from the individuals who developed and adapted the scales to be used for data collection. Then, they obtained "Ethics Committee Approval" from a public university declaring that the research process involved no unethical conduct. They also obtained research permits from Istanbul Provincial Directorate of National Education since the study data would be collected from counselors working in preschool education institutions, primary, secondary, and high schools, and Counseling and Research Centers in Istanbul, all of which are operated by the Ministry of National Education. In addition, they converted the assessment instruments into a link to be filled in electronically through Google Forms. Of the datasets, 110 were collected electronically and the remaining 551 were administered either in groups or individually; thus, the researchers accessed a total of 661 individuals.

2.4. Data Analysis

For data analysis, the first step was to examine whether professional pride and job satisfaction have a normal distribution. In order to ascertain whether the scores obtained from the "Counselor Professional Pride Scale" and the "Job Satisfaction Scale", which are the dependent variables of the study, have normal distribution, the researchers checked the skewness and kurtosis of the scores. The skewness coefficients are $\zeta = .76$ for the Counselor Professional Pride Scale and $\zeta = .57$ for the Job Satisfaction Scale. And the kurtosis coefficients are $B = .68$ for the Counselor Professional Pride Scale and $B = .07$ for the Job Satisfaction Scale. A skewness and kurtosis value range between +2 and -2 is acceptable for any dataset (Bachman, 2004). Statistical mediation models explore the correlation between the dependent and independent variables through a third hypothetical variable which is known as the mediator variable and defines it by either partial or complete mediation. What mediation models examine is not the direct correlation between the dependent and independent variables, but the relationship of the independent variable with the mediator variable and of the mediator variable with the dependent variable. This relationship can be assessed through classical regression framework or Structural Equation Modeling (SEM) (Yılmaz & Dalbudak, 2018), and also through the Regression-Based Bootstrapping Technique (Cokley et al., 2018; Kang, O'Donnell, Strecher, & Falk, 2017). Data obtained using this method are statistically replicated to increase the amount of data for better access to the universe. Large datasets are generated from the existing data and values pertaining to direct and indirect effects are obtained from these large datasets. Bootstrapping coefficient, standard error, and confidence intervals can be computed for indirect effects. The significance of the bootstrapped indirect effect is determined according to whether the point estimate for the mediator variable contains zero within the upper and lower limits for 95% confidence interval. If the confidence intervals do not contain zero, then the conclusion is that the indirect effect is significant (Bollen & Stine, 1990; Shrout & Bolger, 2002). This method is applied by importing "Multiple Mediation (INDIRECT)" macro developed by Preacher and Hayes (2008) into IBM SPSS Statistic 22 software. The study was conducted with 10,000 resamplings using the bootstrapping method and 95% confidence intervals were constructed with the bootstrap coefficient.

3. FINDINGS

The study results are given below in order of sub-purposes.

3.1. Results concerning the Relations between Counselors' Professional Pride and Job Satisfaction, Effective Counselor Characteristics, and the Behaviors of Counselors' Supervisors

The research sought to answer the question "Is there a significant relationship between counselors' professional pride and job satisfaction, effective counselor characteristics, and the behaviors of counselors' supervisors?"

The researchers defined four observed variables for these mediation models. These observed variables are professional pride and job satisfaction, which are the dependent variables of the study, supervisor behaviors, which is the independent variable, and effective counselor characteristics, which constitutes the mediator variable for the study. The Observed Variables were measured using the “Counselor Professional Pride Scale”, “Job Satisfaction Scale”, “Supervision Questionnaire”, and “Effective Counselor Characteristics Assessment Scale”.

In order to identify the correlations between counselors’ professional pride and job satisfaction, effective counselor characteristics, and the behaviors of their supervisors, the researchers first performed Pearson’s Moment-Product Correlation Analysis and Table 3 shows the results of this analysis.

Table 2.

Intervariable Correlations and Descriptive Statistics

Variables	1	2	3	4
1. Professional Pride	-	.60**	.47**	.26**
2. Job Satisfaction	.60**	-	.58**	.26**
3. Effective Counselor C.	.47**	.58**	-	.28**
4. Supervisor Behaviors	.26**	.26**	.28**	-
Mean	46.77	75.97	104.19	41.23
Standard D.	5.14	11.59	10.80	14.76

** p<.01

As Table 2 shows, the researchers found a moderately positive linear significant relationship between professional pride and effective counselor characteristics ($r=.47, p<.01$). On the other hand, the relationship of professional pride and supervisor behaviors ($r=.26, p<.01$) is low positive linear significant. Table 3 also shows that there is a moderately positive linear significant relationship between job satisfaction and effective counselor characteristics ($r=.58, p<.01$) and a low positive linear significant relationship between job satisfaction and supervisor behaviors ($r=.26, p<.01$).

3.2. Results on whether Counselors’ Professional Pride and Job Satisfaction are Significantly Predicted by the Behaviors of their Supervisors

The study sought an answer to the question “Are counselors’ professional pride and job satisfaction significantly predicted by the behaviors of their supervisors?” To find the answer, the researchers carried out a Regression Analysis and Table 4 shows the unstandardized regression coefficient, standardized regression coefficient, standard error, critical ratio, and p value for the analysis.

Table 3.

Regression Analysis on whether Professional Pride and Job Satisfaction are Predicted by Supervisor Behaviors

Variables	B	(β)	S.H.	K.D	P
SP → Professional Pride	.09	.26	.01	6.78	.00**
SP → Job Satisfaction	.20	.26	.03	6.85	.00**

**p<.01

Table 3 shows that the direct effect of supervisor behaviors on professional pride was significant ($\beta=.26, p<.00$). Similarly, the direct effect of supervisor behaviors on job satisfaction is also significant ($\beta=.26, p<.00$).

3.3. Results on whether Effective Counselor Characteristics are Significantly Predicted by the Behaviors of Counselors’ Supervisors

The research attempted to answer the question “Are effective counselor characteristics significantly predicted by the behaviors of counselors’ supervisors?” Regression Analysis was performed to find the answer and Table 5 presents the unstandardized regression coefficient, standardized regression coefficient, standard error, critical ratio, and p value for the analysis.

Table 4.

Regression Analysis Examining the Impact of Supervisor Behaviors on Effective Counselor Characteristics

Variables	B	(β)	S.H.	K.D	P
SP → EPDN	.20	.28	.03	7.48	.00**

**p<.01

Table 4 clearly shows that the direct effect of supervisor behaviors on effective counselor characteristics was significant ($\beta=.28, p<.00$).

3.4. Results on whether Counselors’ Professional Pride and Job Satisfaction are Significantly Predicted by Effective Counselor Characteristics

The study also attempted to answer the question “Are counselors’ professional pride and job satisfaction significantly predicted by effective counselor characteristics?” Regression Analysis was performed for this purpose and the unstandardized regression coefficient, standardized regression coefficient, standard error, critical ratio, and p value for the analysis are given in Table 6.

Table 5.

Regression Analysis on whether Professional Pride and Job Satisfaction are Predicted by Effective Counselor Characteristics

Variables	B	(β)	S.H.	K.D	P
EPDN → Professional Pride	.22	.47	.02	13.65	.00**
EPDN → Job Satisfaction	.62	.58	.03	18.17	.00**

**p<.01

Table 5 clearly shows that the direct impact of effective counselor characteristics on professional pride is significant ($\beta=.47, p<.00$) and similarly, the direct impact of effective counselor characteristics on job satisfaction was also significant ($\beta=.58, p<.00$).

3.5. Results on the Mediating Role of Effective Counselor Characteristics in the Relationship between the Behaviors of Counselors’ Supervisors and their Professional Pride and Job Satisfaction

The research also sought an answer to the question “Are counselors’ professional pride and job satisfaction significantly predicted by the behaviors of their supervisors through effective counselor characteristics?” For this purpose, the researchers analyzed the data using Regression-Based Bootstrapping Technique. The analysis aimed to test the mediating role of effective counselor characteristics in the relationship between the behaviors of counselors’ supervisors and their professional pride and job satisfaction.

Figure 3 shows the model illustrating the mediating role of effective counselor characteristics in the relationship between the behaviors of counselors’ supervisors and their professional pride. And Table 6 shows the results of the Bootstrapping Analysis on the mediating role of effective counselor characteristics in the relationship between the behaviors of counselors’ supervisors and their professional pride.

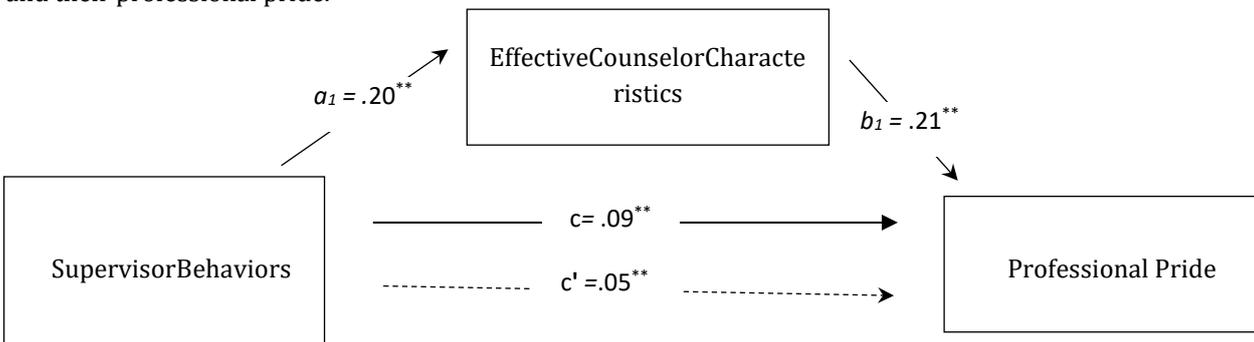


Figure 3. Mediating role of effective counselor characteristics in the relationship between the behaviors of counselors’ supervisors and their professional pride

As is clear from the direct effects illustrated in Figure 3, the behaviors of counselors’ supervisors directly and positively predicted their effective counselor characteristics ($Coeff = .20, p < .001$). Another study finding was that effective counselor characteristics directly, positively and significantly predicted the counselors’ professional pride ($Coeff = .21, p < .001$). Figure 3 also shows that the total effect of supervisor behaviors on professional pride is .09. This effect was reduced to .05 when the mediator variable of effective counselor characteristics was added to the model; yet, the value was still significant. A partial mediation effect can be argued when the coefficient is still significant after adding the mediator variables to the model. Table 6 shows the Bootstrap coefficient and 95% confidence intervals (GA) for exploring whether the indirect effects of partial mediation identified for the model given in Figure 3 are significant.

Table 6.

Results of the Bootstrapping Analysis on the Mediating Role of Effective Counselor Characteristics between the Behaviors of Counselors' Supervisors and Their Professional Pride

Indirect Effects	Bootstrap Coefficient	SH	95% GA		R ²	F _(2, 658)
			Lower Limit	Upper Limit		
SP → EPDN → MK	.042	.006	.029	.055	.24	102.21**
Direct Effects	Coefficient	SH	t value			
SP → EPDN	.20	.027	7.48**			
EPDN → MK	.21	.016	12.17**			

Note: ** $p < .001$; SP: Supervisor Behaviors; EPDN: Effective Counselor Characteristics; MK: Professional Pride; SH: Standard Error; GA: Confidence Interval

Table 6 demonstrates that the partial mediation model is significant [$F_{(2, 658)} = 102.21, p < .00$]. Bootstrapping analysis revealed that effective counselor characteristics has a significant indirect effect in the relationship between the behaviors of counselors' supervisors and their professional pride (Bootstrap Coefficient= .04; GA =%95: AL=.03 – ÜL=.06). Also, the direct effects illustrated in Table 6 show that the behaviors of counselors' supervisors have a significant direct effect on effective counselor characteristics ($t=7.48, p<.05$). The direct effect of effective counselor characteristics on professional pride ($t=12.17, p<.05$) was also significant.

Secondly, Figure 4 shows the model illustrating the mediating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their job satisfaction. And Table 8 presents the results of the Bootstrapping Analysis on the mediating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their job satisfaction.

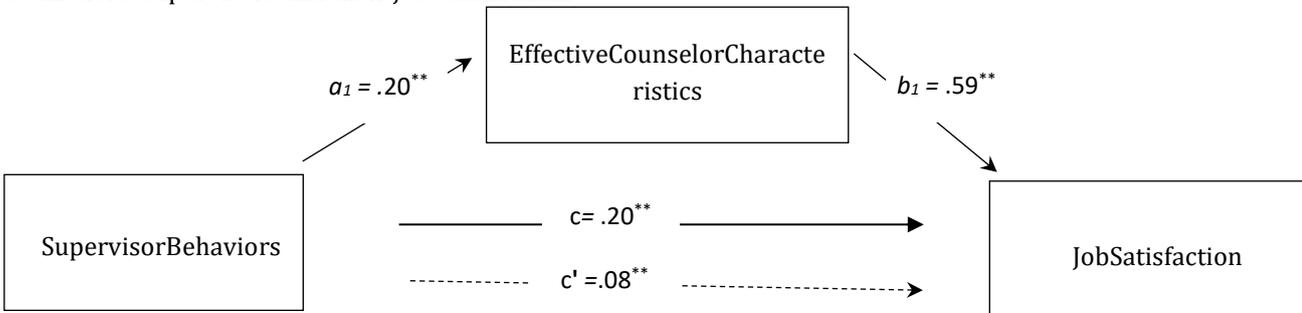


Figure 4. Mediating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their job satisfaction

The direct effects depicted in Figure 4 demonstrate that the behaviors of counselors' supervisors directly and positively predict their effective counselor characteristics (Coeff = .20, $p < .001$). Another finding was that counselors' job satisfaction is directly, positively, and significantly predicted by effective counselor characteristics (Coeff = .59, $p < .001$).

The total effect of the behaviors of counselors' supervisors on their job satisfaction is .20. When the researchers added to the model effective counselor characteristics as the mediator variable, the effect was reduced to .08, which is still a significant value. A partial mediation effect is present when the coefficient is still significant after including the mediator variables into the model. Table 7 gives the Bootstrap coefficient and 95% confidence intervals (GA) to determine whether the indirect partial mediation effects of the model given in Figure 4 are significant.

Table 7.

Results of the Bootstrapping Analysis on the Mediating Role of Effective Counselor Characteristics between the Behaviors of Counselors' Supervisors and their Job Satisfaction

Indirect effects	Bootstrap Coefficient	SH	95% GA		R ²	F _(2, 658)
			Lower Limit	Upper Limit		
SP→EPDN→MD	.120	.019	.084	.161	.34	172.35**
Direct effects	Coefficient	SH	t value			
SP→EPDN	.20	.027	7.48**			
EPDN→MD	.59	.035	16.67**			

Note: ** $p < .001$; SP: Supervisor Behaviors; EPDN: Effective Counselor Characteristics; MK: Professional Pride; SH: Standard Error; GA: Confidence Interval

The partial mediation model is significant, as is clear from Table 7 [$F_{(2, 658)} = 172.35, p < .00$]. The Bootstrapping analysis revealed that effective counselor characteristics have a significant indirect effect in the relationship between the behaviors of counselors' supervisors and their job satisfaction (Bootstrap Coefficient = .12; GA =%95: AL=.08 – ÜL=.16). Furthermore, as the direct effects depicted in Table 7 show, the direct effect of the behaviors of counselors' supervisors on effective counselor characteristics

($t=7.48, p<.05$) was significant. Effective counselor characteristics also have a significant direct effect on job satisfaction ($t=16.67, p<.05$).

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

This research aimed to explore the moderating role of effective counselor characteristics in the relationship between the behaviors of counselors' supervisors and their professional pride and job satisfaction. As a result, the researchers found that effective counselor characteristics are directly, positively and significantly predicted by the behaviors of counselors' supervisors. They also found that counselors' professional pride and job satisfaction are directly, positively and significantly predicted by effective counselor characteristics. Another study finding was that effective counselor characteristics have a partial mediation effect in the relationship between the behaviors of counselors' supervisors and their professional pride. Furthermore, effective counselor characteristics directly, positively, and significantly predict counselors' professional pride. The study results also demonstrated that effective counselor characteristics have a partial mediation effect in the relationship between the behaviors of counselors' supervisors and their job satisfaction.

The researchers found a significantly positive correlation between the behaviors of counselors' supervisors and their professional pride. Thus, they concluded that how counselors' supervisors behave is a significant predictor of counselors' professional pride. Supervision experiences and supervisor behaviors during counselor training play a key role in professional identity development for counselors. Professional identity not only enhances an individual's devotion to their profession, but also ensure that they take pride in the profession itself, its history, practices, and their job title (CACREP, 2001; Gray, 2001; Remley & Herlihy, 2007). On the other hand, supervision experiences increase counselors' awareness about professional practices. Counselors who are well-informed about professional practices are expected to have positive feelings toward the profession and practice it proudly (Emerson, 2010; VanZandt, 1990). Therefore, one can argue that supervision experience and supervisor behaviors lead to positive feelings in counseling practice by improving counselors' professional knowledge and skills, professional awareness, and professional identity perceptions. Since the concept of professional pride has recently been added as a research subject to the relevant literature, the researchers found no research that explores its correlation with supervision and supervisor behaviors. Yet, Talukder (2019) reported that supportive supervisor behaviors enhance a person's devotedness and positive affect toward the profession. Gray (2001) argued that professional pride is a keystone for professional identity. In this vein, professional identity as a concept studied by McNeill, Stoltenberg, and Pierce (1985) could be associated with professional pride. The study in question concluded that having a qualified supervision experience improve counseling knowledge and skills and help professional identity development for counselors.

In the study, the researchers found a significantly positive correlation between the behaviors of counselors' supervisors and their job satisfaction and concluded that behaviors of counselors' supervisors constitute a significant predictor for their job satisfaction. Effective management of supervision and supervisors' behaviors helps counselors acquire adequate professional knowledge and skills and improve their qualifications. Thereby, it is suggested that counselors will define themselves as qualified and effective, have positive feelings toward the profession, and have greater career satisfaction, professional commitment, and job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Çoban, 2005; Doğan, 2020; Larson et al., 1992; Myers et al., 2002). Clearly, the quality of supervision and supervisor behaviors help counselors practice the profession competently and experience career satisfaction. Arguably, counselors who feel self-competent are able to adjust their professional expectations to their competencies and make use of professional resources in accordance with these competencies. O'Driscoll and Beehr (1994) and Talukder (2019) concluded in their research that supportive supervisor behaviors enhance a person's job satisfaction. Adebayo and Ogunsina (2011) found that job satisfaction is influenced by supervisory behaviors. Ladebo (2008) noted that perceived supervisor support during supervision process affects personnel's job satisfaction. In a study examining the effect of supervision on job satisfaction, Schroffel (1999) found that mental health workers who are satisfied with the quality and effectiveness of supervision and supervisory style have greater job satisfaction. Agnew, Vaught, Getz, and Fortune (2000) highlighted the positive impact of group or individual supervision experiences upon counselors' job satisfaction. Furthermore, Satici (2014) noted that trainee counselors' experiences such as the number of supervision sessions they receive and satisfaction they get from supervision also affect their self-efficacy.

In the study, the researchers found a significantly positive relationship between the behaviors of counselors' supervisors and effective counselor characteristics. Thus, they concluded that supervisor behaviors are a significant predictor of effective counselor characteristics. Supervisors' behaviors and supervisory relationship during the supervision process influence developing effective counselor characteristics (Bernard & Goodyear, 2009; Hoffman et al., 2005). A constructive relationship between the supervisor and the trainee counselor is argued to increase counselors' self-awareness, knowledge and skillsets, and competencies, helping them benefit more from supervision (Falender & Shafranske, 2004; Fernando & Hulse-Killacky, 2005; Ladany, Ellis, & Friedlander, 1999; Muse-Burke, Ladany & Deck, 2001; Yüksel-Şahin, 2018). Apparently, supervisor behaviors and the quality of counselor-supervisor relationship are crucial for counselors to gain command of cognitive and therapeutic skills and acquire effective counselor characteristics. Arguably, counselors who feel safe and comfortable in supervisory relationship thanks to supervisor's behaviors will gain greater benefits from the process, open up more, acquire greater self-awareness and self-improvement opportunities to become effective counselors. In similar to our findings, Worthen and McNeill (1996) concluded in their study on good supervision that supervisor behaviors are effective in helping trainee counselors recognize and overcome their shortcomings and misconceptions relating to their knowledge and skills. As another

research result confirming our findings, Fernando and Hulse-Killacky (2005) also found in their study on master's-level counseling students that supervisors' approach and supervisory style influence counselors' satisfaction with supervision and perceived self-efficacy with respect to their counseling knowledge and skills. According to Worthen and McNeill (1996), a good supervisor-counselor relationship will help the supervisee become an effective counselor through enhanced knowledge and skills. Efstation, Patton, and Kardash (1990) and Sarıkaya (2017) also conducted research on supervision, where they underlined the importance of the quality of supervision practices and supervisors' approach during university education for training effective counselors. Bernard and Goodyear (1998) and Cashwell and Dooley (2001) also underlined that counselors' supervision experiences play a crucial part in developing and maintaining counseling knowledge and skills. In parallel to our results, Hill et al. (2008) concluded that undergraduate-level counseling students who receive supervision experience increased self-confidence when learning counseling knowledge and skills and feel more self-efficient toward such knowledge and skills. Blocher (1983) highlighted the need for a good supervision environment where the information from theoretical courses are put into practice to train effective counselors.

In the study, the researchers also found a significantly positive relationship between effective counselor characteristics and professional pride of counselors. Thus, they concluded that effective counselor characteristics constitute a significant predictor of counselors' professional pride. Arguably, when counselors feel themselves as self-efficient and effective about using their professional knowledge and skills, their professional commitment is enhanced, they have positive feelings toward the history of the profession, their professional title and practices, feeling proud to be a professional counselor (Gray, 2001; Larson et al., 1999; Sweeney, 2001). Counselors' positive affect toward their profession may result from their perceived professional self-efficacy and effectiveness and possessing effective counselor characteristics. Counselors who are energetic and possess multicultural counseling skills and good communication and problem-solving skills, the ability to use their counseling knowledge and skills in an effective manner and to separate their own feelings and thoughts from the counseling process in their professional practice are argued to feel proud of using the counselor title, feel that they belong to the profession, and play an active part in professional advocacy and for the development of the profession. Similarly, Johnson et al. (1989) noted that counselors with perceived professional self-efficacy and effective counselor characteristics are expected to have positive feelings toward the profession and professional pride. Gray (2001) suggested that a counselor's effectiveness positively influences his or her professional development, professional identity, and thus professional pride. In another research, McLeod (2009) concluded that effective counselors find more meaning in the counseling services they offer to their clients and feel proud of their profession. Scanlan, Meredith, and Poulsen (2013) indicated that a person can have greater professional commitment and feel more positively toward their profession when s/he practice the profession in an effective manner.

Another result of the study is the presence of a significantly positive relationship between counselors' effective counselor skills and job satisfaction, which leads to the conclusion that effective counselor skills constitute a significant predictor of counselors' job satisfaction. It is believed that practicing the profession as an effective counselor results in effective use of counseling interventions, greater motivation toward production and helping others, development of professional qualifications, and thus greater job satisfaction for counselors (Alçekiç, 2001; Caprara et al., 2003; Galanou et al., 2010; Goodyear & Nelson, 1997; Larson et al., 1999; Levitt, 2002; Uslu, 1999). Job satisfaction of effective counselors can be attributed to their feeling of success in the face of different problems and clients in their practice thanks to their knowledge, skills, and qualifications. Counselors who are able to carry out the counseling process successively using their effective counselor skills may feel happy for belonging to the profession. In parallel to our findings, Wiggins and Weslender (1986) found that job satisfaction is higher among effective counselors when compared to other counselors. Karaçam (2019) also reached a similar conclusion, arguing that counselors who feel themselves to be more effective and efficient enjoy greater satisfaction with their professional practice. In addition, exerting themselves to be effective counselors also helps them feel successful and happy in their practice. Ekşi, Ismuk, and Parlak (2015) observed that counselors have greater job satisfaction with increasing listening skills, which is one of the characteristics of effective counselors. On the other hand, Al-Darmarki (2004) and Durmuş (2015) found that counselors' self-perceived self-efficacy and effectiveness influences their job satisfaction. In their research on the cognitive, emotional, and relational characteristics of counselors, Jennings and Skovholt (1999) concluded that these characteristics that make counselors effective also enhance their job satisfaction and happiness in their work environment.

In conclusion, the researchers found in this study that effective counselor characteristics have a significant partial mediation effect in the relationship between the behaviors of counselors' supervisors and their professional pride and also have a significant partial mediation effect in the relationship between the behaviors of counselors' supervisors and their job satisfaction. Based on the results, they suggest future researchers to conduct more research with counselors by using professional pride as a variable as it is a relatively new research topic and also to use qualitative research methods to identify the factors that could increase counselors' professional pride. For counselors, educators, and lawmakers, they suggest that supervision provided as part of practicum during university education should be guided by common standards for all universities and PhD-level counseling programs should include supervisor training for students. The results clearly demonstrate that the quality of supervision and supervisors' approach and behaviors during the supervision process influence counselors' effectiveness and thus their professional pride and job satisfaction during practice. Therefore, the researchers also suggest that supervision practices offered during university education should be improved.

It is a limitation of the study that the researchers obtained the data only from counselors working in educational institutions. They suggest future researchers to explore the mechanisms underlying the professional pride and job satisfaction of counselors

who work in other fields. In addition, they used cross-sectional methods to examine the inter-variable relationships in the study, which might be another limitation. Further research may use longitudinal methods to examine the development of counselors' effective counselor characteristics or self-efficacy and the impact of their supervision experiences.

Research and Publication Ethics Statement

Throughout the research process, the researchers conformed to all ethical standards. The data collected from the participants have not been used outside the scope of the present study and the reporting process was also carried out according to the guidelines for research ethics.

Contribution Rates of Authors to the Article

This research is based on the PhD dissertation of the first author, for which the second author acted as the advisor. Both authors equally contributed to the article.

Statement of Interest

There is no conflict of interest between the authors.

5. REFERENCES

- Adamopoulos, I. P. & Syrou, N. F. (2022). Associations and correlations of job stress, job satisfaction and burn out in public health sector. *European Journal of Environment and Public Health*, 6(2), 1-13. <https://doi.org/10.21601/ejeph/12166>
- Adebayo, S. O. & Ogunsina, S. O. (2011). Influence of supervisory behaviour and job stress on job satisfaction and turn over intention of police personnel in Ekiti State. *Journal of Management and Strategy*, 2(3), 13-20. <https://doi.org/10.5430/jms.v2n3p13>
- Agnew, T, Vaught, C. C., Getz, H. G., & Fortune, I. (2000). Peer group clinical supervision program fosters confidence and professionalism, *Professional School Counseling*, 4, 6-12.
- Alçekiç, K. G. (2011). *Research on psychological counselors' job satisfactions and values according to their career developments* [Unpublished master thesis]. Marmara University Institute of Education Sciences, İstanbul.
- Aladağ, M. & Kemer, G. (2016). Clinical supervision: An emerging counseling specialty in Turkey. *The Clinical Supervisor*, 35(2), 175-191. <https://doi.org/10.1080/07325223.2016.1223775>
- Al-Darmaki, F. (2004). Counselor training, anxiety, and counseling self-efficacy: Implications for training psychology students from the United Arab Emirates University. *Social Behavior and Personality: An international journal*, 32(5), 429-440.
- Arfaş, A. J. & Weldmeskel, F. M. (2020). Practices and challenges of guidance and counseling services in secondary schools. *Emerging Science Journal*, 4(3), 183-191. <https://doi.org/10.28991/esj-2020-01222>
- Arisoy, B. (2007). *The effects of organizational communication over motivation and job satisfaction* [Unpublished master thesis]. Marmara University Institute of Social Sciences, İstanbul.
- Atik, Z. E., Arıcı, F., & Ergene, T. (2014). Supervision models and assessments of the models. *Turkish Psychological Counseling and Guidance Journal*, 5(42).
- Barnett, W. P. & Miner, A. S. (1992). Standing on the shoulders of others: career interdependence in job mobility. *Administrative Science Quarterly*, 37(2), 262-281. <https://doi.org/10.2307/2393224>
- Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision*, 19(1), 60-68. <https://doi.org/10.1002/j.1556-6978.1979.tb00906.x>
- Bernard, J. M. & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*. Allyn & Bacon.
- Bernard, J. M. & Goodyear, R. K. (2009). *Introduction to clinical supervision: Fundamentals of clinical supervision*. MA: Pearson.

- Beutler, L. E., Malik, M., Alimohamed, S., Harwood, T. M., Talebi, H., Noble, S., & Wong, E. (2004). *Therapist variables*. In M.J. Lambert, *Handbook of psychotherapy and behavior change* (pp. 227-306). New York: Wiley.
- Borders, L. D. & Brown, L. L. (2005). *The new handbook of counseling supervision*. Mahwah, NJ: Erlbaum.
- Borders, L. D., Glossoff, H. L., Welfare, L. E., Hays, D. G., De Kruyf, L., Fernando, D. M., & Page, B. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, 33(1), 26-44. <https://doi.org/10.1080/07325223.2014.905225>
- Bordin, E. S. (1983). A working alliance model of supervision. *The Counseling Psychologist*, 11, 35-42.
- CACREP-Council for the accreditation of counseling and related educational programs. (2001). *CACREP Accreditation Manual*. Alexandria, VA: Author.
- CACREP-Council for the accreditation of counseling and related educational programs. (2016). *CACREP 2016 Standards*. <https://www.cacrep.org/for-programs/2016-cacrep-standards>
- Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook for counselor and psychotherapist*. USA: Routledge.
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teacher's job satisfaction. *Journal of Educational Psychology*, 95(4), 821-832. <https://doi.org/10.1037/0022-0663.95.4.821>
- Carroll, M. (2014). *Effective supervision for the helping professions*. USA: Sage
- Cashwell, T. H., & Dooley, K. (2001). The impact of supervision on counselor self-efficacy. *The Clinical Supervisor*, 20(1), 39-47. https://doi.org/10.1300/J001v20n01_03
- Cokley, K., Stone, S., Krueger, N., Bailey, M., Garba, R., & Hurst, A. (2018). Self-esteem as a mediator of the link between perfectionism and the impostor phenomenon. *Personality and Individual Differences*, 135, 292-297.
- Corey, G. (2008). *Psychological counseling, psychotherapy theory and practices*. Ankara: Mentis.
- Cormier, W., Sherilyn, H., & Cormier L. (1991). *Interviewing strategies for helpers*. California: Brooks/Cole Publishing Company.
- Crutchfield, L. B. & Borders, L. B. (1997). Impact of two clinical supervision models on practicing school counselor. *Journal of Counseling and Development*, 75, 219-231. <https://doi.org/10.1002/j.1556-6676.1997.tb02336.x>
- Çoban, A. E. (2005). Peer supervision for school counselors. *Mersin University Journal of the Faculty of Education*, 1(1), 167-174.
- Denizli, S. (2010). *Prediction of client perceived working alliance and session impact levels regarding some variables: The example of Ege University* [Unpublished doctoral thesis]. Ege University Institute of Education Sciences, İzmir.
- Doğan, B. B. (2020). *Investigation of the relationship between resilience, self-efficacy and job satisfaction of school counselors* [Unpublished master thesis]. Kocaeli University Institute of Education Social, Kocaeli.
- Dua, J. (1996). Development of a scale to assess occupational stress in rural general practitioners. *International Journal of Stress Management*, 3(2), 117-129. <https://doi.org/10.1007/BF01857720>
- Durmuş, A. (2015). *The relation between the self-efficacy, job satisfaction and life satisfaction of psychological counselors*. [Unpublished master thesis]. Karadeniz Technical University Institute of Education Sciences, Trabzon.
- Ekşi, H., İsmuk, E., & Parlak, S. (2015). In psychological counselor self-efficacy beliefs and active listening skills as predictor of job satisfaction. *Abant İzzet Baysal University Journal of the Faculty of Education*, 15(2), 84-103.
- Emerson, C. H. (2010). *Counselor professional identity: Construction and validation of Counselor Professional Identity Measure* [Unpublished doctoral thesis]. The University of North Carolina.
- Eryılmaz, A. & Bek, H. (2019). The 15 qualities of effective counselors to expectations of clients. *Kalem International Journal Of Education And Human Sciences*, 9(1), 273-294.
- Falender, C. A. & Shafranske. E. P. (2004). *Clinical supervision: a competency-based approach*. Washington: American Psychological Association.

- Fye, H. J., Schumacker, R. E., Rainey, J. S., & Miller, L. G. (2022). ASCA National Model implementation predicting school counselors' job satisfaction with role stress mediating variables. *Journal of Employment Counseling, 59* (3), 111-119. <https://doi.org/10.1002/joec.12181>
- Fernando, D. M. & Hulse-Killacky, D. (2005). The relationship of supervisory styles to satisfaction with supervision and the perceived self-efficacy of master's-level counseling students. *Counselor Education and Supervision, 44*(4), 293-304. <https://doi.org/10.1002/j.1556-6978.2005.tb01757.x>
- Francis, J. D., Oswald, G., & Neyland-Brown, L. (2018). The impact of professional counselor competency and ethical complaints on job satisfaction in court testimony. *Journal of Forensic Vocational Analysis, 18*(1), 7-14.
- Furr, S. R. & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling & Development, 81*(4), 483-489. <https://doi.org/10.1002/j.1556-6678.2003.tb00275.x>
- Galanou, E., Georgakopoulos, G., Sotiropoulos, I., & Dimitris, V. (2010). The effect of reward system on job satisfaction in an organizational chart of four hierarchical levels: a qualitative study. *Canadian Social Science, 6*(5), 102-123. <http://dx.doi.org/10.3968/j.css.1923669720100605.014>
- Giordano, A., Clarke, P., & Borders, L. D. (2013). Using motivational interviewing techniques to address parallel process in supervision. *Counselor Education and Supervision, 52*(1), 15-31. <http://dx.doi.org/10.1002/j.1556-6978.2013.00025.x>
- Gladding, S. (2013). *Psychological counseling - a comprehensive profession*. Ankara: Nobel.
- Goodyear, R. K. & Nelson, M. L. (1997). The major formats of psychotherapy supervision. In C. E. Watkins, *Handbook of psychotherapy supervision*. (pp. 328-344). Hoboken, NJ, US: John Wiley & Sons Inc.
- Gray, N. D. (2001). *The relationship of supervision traits to the professional development and satisfaction with the supervisor of post-master's degree counselors seeking state licensure* (Unpublished Doctoral Dissertation). University of New Orleans, LA, USA.
- Gümüş, A. E. (2017). Predicting the professional title of the school counselors with the professional pride and counselor self-efficacy. *Ege Journal of Education, 18*(2), 653-675.
- Hackney, H. & Cormier, S. (2008). *Counseling principles and techniques: counseling process handbook*. Mentis.
- Hart, G. M. (1982). *The process of clinical supervision*. University Park Press.
- Haverkamp, B. H., Robertson, S. E., Cairns, S. L., & Bedi, R. P. (2011). Professional issues in Canadian counselling psychology: Identity, education, and Professional practice. *Canadian Psychology, 52*(4), 256-264.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: a practical guide*. Belmont, CA: Brooks/Cole, Thompson Learning. Heppner.
- Hill, C. E., Roffman, M., Stahl, J., Friedman, S., Hummel, A., & Wallace, C. (2008). Helping skills training for undergraduates: outcomes and prediction of outcomes. *Journal of Counseling Psychology, 55*(3), 359-370.
- Hodges, D. (2011). The assessment of student learning in cooperative and work-integrated education. In Coll, R., & Zegwaard, K. (Eds), *International handbook for cooperative & work-integrated* (pp. 282-291).
- Hoffman, M. Any, Clara E. Hill, Stacey E. Holmes., & Gary F. Freitas. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology (52)*, 3-13. <https://doi.org/10.1037/0022-0167.52.1.3>
- Horrocks, S. & Smaby, M. H. (2006). *The supervisory working relationship: its impact on trainee personal and skills development*. VISTAS: Compelling Counseling Interventions.
- İkiz, E. F. & Totan, T. (2014). A scale developing to assess effective counselor characteristics. *Turkish Psychological Counseling and Guidance Journal, 5*(42), 269-279.
- Jennings, L. & Skovholt, T. M. (1999). The cognitive, emotional, and relational characteristics of master therapists. *Journal of Counseling Psychology, 46*(1), 3-11.
- Kang, Y., O'Donnell, M. B., Strecher, V. J., & Falk, E. B. (2017). Dispositional mindfulness predicts adaptive affective responses to health messages and increased exercise motivation. *Mindfulness, 8*(2), 387-397.

- Karaçam, S. (2019). *The mediator role of psychological capital in the relationship between effective counselor characteristics with subjective well-being at work and professional quality of life* [Unpublished master thesis]. Eskişehir Osmangazi University, Institute of Education Sciences, Eskişehir.
- Kaya, C. & Sarı, E. (2018). Introduction to rehabilitation counseling: applications in Turkey. *Turkish Psychological Counseling and Guidance Journal*, 8(51), 247- 265.
- Koçyiğit-Özyiğit, M. & İşleyen, F. (2016). Süpervisor training in counseling. *Abant İzzet Baysal University Journal of the Faculty of Education*, 16(4), 1813-1831.
- Korkut-Owen, F. (2007). Psikolojik danışma alanında meslekleşme ve psikolojik danışman eğitimi [*Professionalization and counseling education in the field of psychological counseling*]. In R. Özyürek, F. Korkut-Owen, and D. Owen (Eds.), *Gelişen psikolojik danışma ve rehberlik: Meslekleşme sürecindeki ilerlemeler* [*Evolving psychological counseling and guidance: Advances in the professionalization process*] (pp. 95-123). Ankara: Nobel.
- Kurtyılmaz, Y. (2015). Counselor trainees' views on their forth coming experiences in practicum course. *Eurasian Journal of Educational Research*, 61, 155-180.
- Kuzgun, Y., Sevim, S. A., & Hamamcı, Z. (2016). Developing a Job Satisfaction Scale. *Turkish Psychological Counseling and Guidance Journal*, 2(11), 14-18.
- Ladany, N., Ellis, M. V., & Friedlander, M. L. (1999). The supervisory working alliance, trainee self-efficacy and satisfaction. *Journal of Counseling & Development*, 77, 447-455.
- Ladebo, O. J. (2008). Perceived supervisory support and organisational citizenship behaviours: Is job satisfaction a mediator?. *South African Journal of Psychology*, 38(3), 479-488.
- Landy, F. J. (1978). An Opponent Process Theory of Job Satisfaction. *Journal of Applied Psycholgy*, 63(5), 533-547. <https://doi.org/10.1037/0021-9010.63.5.533>
- Larson, L. M., Clark, M. P., Wesely, L., Koraleski, S. Daniels, J., & Smith, P. (1999). Videos versus role plays to increase counseling self-efficacy in prepractica trainees. *Counselor Education & Supervision*, 38, 237-248.
- Larson, L. M. & Daniels, J. A. (1998). Review of the counseling self-efficacy literature. *The Counseling Psychologist*, 26, 179-218.
- Levitt, D. H. (2002). Active listening and counselor self-efficacy: Emphasis on one microskill in beginning counselor training. *The Clinical Supervisor*, 20(2), 101-115.
- Locke, E. A. & Latham, G.P. (1990). *A theory of goal setting and task performance*. Chicago: Prentice Hall.
- Marini, I. & Stebnicki, M. A. (2008). *The professional counselors' desk reference*. New York: Springer.
- Matrunola, P. (1996). Is there a relationshipv between job satisfaction and absenteeism. *Journal of Advanced Nursing*, 23(4), 827-834.
- Mayfield, W. A., Kardash, C. M., & Kivlighan, D. M. (1999). Differences in experienced and novice counselors' knowled gestructures about clients: Implications for case conceptualization. *Journal of Counseling Psychology*, 46(4), 504-514.
- McLeod, J. (2009). *An introduction to counseling*. UK: McGraw-Hill Education.
- McNeill, B. W., Stoltenberg, C. D., & Pierce, R. A. (1985). Supervisess' perceptions of theirdevelopment: A test of CounselorComplexity Model. *Journal of Counseling Psychology*, 32(4), 630-633.
- Meydan, B. (2014). *Examining the effectiveness of micro counseling supervision model in individual counseling practice: The example of Ege University* [Unpublished doctoral thesis]. Ege University, Institute of Social Sciences, İzmir.
- Meydan, B. & Koçyiğit-Özyiğit, M. (2016). Supervision relationship: a critical element of counseling supervision. *Ege Journal of Education*, 17(1), 225-257.
- Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology*, 46(4), 437-447.
- Morran, D. K. & Stockton, R. (1980). The use of verbal feedback in counseling groups: toward an effective system. *The Journal for Specialists in Group Work*, 5(1), 10-14.

- Muse-Burke, J. L., Nicholas, L., & Deck, M. D. (2001). The Supervisor Relationship. In L. J. Bradley, and N. Ladany (Eds.), *Counselor supervision: principles, process, and practice* (pp. 28-62). Philadelphia: Brunner-Routledge.
- Myers, J. E., Sweeney, T. J., & White, V. E. 2002. Advocacy for counseling and counselors: A professional imperative. *Journal of Counseling & Development*, 80(4), 394-402.
- Neukrug, E. (2016). *The world of the counselor: An introduction to the counseling profession*. Cengage Learning.
- Neyland-Brown, L., John M. L., Jennifer L. R., Kozlowski, K., & Piazza, N. J. (2019). An exploration of supervision training opportunities for school counselors. *Journal of School Counseling*, 17(1), 1-29.
- O'Driscoll, M. P. & Beehr, T. A. (1994). Supervisor behaviors, role stressors and uncertainty as predictors of personal outcomes for subordinates. *Journal of Organizational Behavior*, 15(2), 141-155. <https://doi.org/10.1002/job.4030150204>
- Özteke-Kozan, H. İ. (2020). A bibliometric analysis of school counseling researches: 1980-2019. *The Journal of School Counseling*, 3(1), 1-28.
- Patterson, L. E. & Welfel, E. R. (1994). *The Counseling Process*. Thomson Brooks/Cole Publishing Co.
- Remley, T. P. & Herlihy, B. (2007). *Ethical, legal, and professional issues in counseling*. Upper Saddle River, NJ: Prentice Hall.
- Ronnestad, M. H. & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling & Development*, 71(4), 396-405.
- Saari, M. L., & Judge, A. T. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43, 395-407.
- Sarıkaya, Y. (2017). *The relationship between supervisor roles, styles, supervisory working alliance and counseling self-efficacy* [Unpublished doctoral thesis]. Gaziosmanpaşa University, Institute of Education Sciences, Tokat.
- Satıcı, B. (2014). *Investigation of counseling self-efficacy of counselor trainees in terms of humor styles and supervision experience* [Unpublished master thesis]. Anadolu University, Eskişehir.
- Scanlan, J. N., Meredith, P., & Poulsen, A. A. (2013). Enhancing retention of occupational therapists working in mental health: Relationships between wellbeing at work and turnover intention. *Australian Occupational Therapy Journal*, 60(6), 395-403.
- Schermeller-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Test of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research*, 8, 23-74.
- Schneider, B. & Snyder, R.A. (1975). Some relationship between job satisfaction and organizational climate. *Journal of Applied Psychology*, 60(3), 318-328.
- Schroffel, A. (1999). How does clinical supervision affect job satisfaction?. *The Clinical Supervisor*, 18(2), 91-105.
- Shrout, P. E. & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods*, 7, 422-445.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical interview psychological evaluation principles*. İstanbul: İthaki.
- Sweeney, D. S. (2001). *Counseling children through the world of Play*. Wipf and Stock Publishers.
- Şeker, U. (2019). *Investigating of the counselor candidates' problem-solving skills and counseling self-efficacy perceptions in relation to autonomy, supervision experiences and counseling ethics* [Unpublished master thesis]. Anadolu University, Institute of Education Sciences, Eskişehir.
- Şimşek, Ö. F. (2007). *Yapısal eşitlik modellemesine giriş: temel ilkeler ve lisrel uygulamaları [introduction to structural equation modeling: fundamentals and applications of Lisrel]*. Ankara: Ekinoks.
- Şimşek, Ş. M. Akgemci, & T. Çelik, A. (2007). *Davranış bilimlerine giriş ve örgütlerde davranış [introduction to behavioral sciences and behavior in organizations]*. Ankara: Nobel.
- Talukder, A. M. H. (2019). Supervisor support and organizational commitment: The role of work-family conflict, job satisfaction, and work-life balance. *Journal of Employment Counseling*, 56(3), 98-116. <https://doi.org/10.1002/joec.12125>

- Uslu, M. (1999). *A Comparison of job satisfaction and burnout levels of psychological counselling and guiding professionals working at legal educational institutions according to locus of control and other variables* [Unpublished master thesis]. Selçuk University Institute of Social Sciences, Konya.
- Ülker-Tümlü, G. (2019). *Structuring the group supervision process in the supervision of individual counseling practicum based on the discrimination model* [Unpublished doctoral thesis]. Anadolu University Institute of Education Sciences, Eskişehir.
- Vacc, N. A., & Loesch, L. C. (1987). *Counseling as a profession*. Kilgore Ave., Muncie.
- Van Zandt, E. C. 1990. Professionalism: a matter of personal initiative. *Journal of Counseling & Development* (68), 3, 243-245.
- Watkins, C. E. (1997). *Handbook of psychotherapy supervision*. New York: Willey
- Wiggins, I. D. & Weslander, D. L (1986) The effectiveness related to personality and demographic characteristics of secondary school counselors. *Counselor Education and Supervision*, 9, 26-34. <https://doi.org/10.1002/j.1556-6978.1986.tb00691.x>
- Worthington, E. L. & Roehlke, H. J. (1979). Effective supervision as perceived by beginning counselors-in-training. *Journal of Counseling Psychology*, 26(1), 64-73. <https://doi.org/10.1037/0022-0167.26.1.64>
- Voltan-Acar, N. (2009). *Grupla psikolojik danışma ilke ve teknikleri [Group counseling principles and techniques]*. Ankara: Nobel.
- Voltan-Acar, N. (2013). *Yeniden terapötik iletişim: kişiler arası ilişkiler [Re-therapeutic communication: interpersonal relationships]*. Ankara: Nobel.
- Wibovo, N.B.S. & Sumartik, S. (2022). The effect of work stress motivation and organizational culture on employee performance through job satisfaction as an intervening variable. *Indonesian Journal of Law and Economics Review*, 17, 6-21.
- Yılmaz, V. & Dalbudak, Z. İ. (2018). Research of the effect of mediation variable: an application of the management of high-speed train. *Int. Journal of Management Economics and Business*, 14(2), 517-534. <http://dx.doi.org/10.17130/ijmeh.2018239946>
- Yüksel-Şahin, F. (2018). *Psikolojik danışmanlar için el kitabı [Handbook for counselors]*. Ankara: Nobel.