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RESEARCH

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ARAŞTIRMA

Açık Erişim

The Relationship Between Emotional Autonomy, Functions of Identity and Career Adaptability in Psychological Counselor Candidates: The Mediating Role of Career Decision-Making Self-Efficacy

Psikolojik Danışman Adaylarında Duygusal Özerklik ve Kimlik İşlevleri ile Kariyer Uyum Yetenekleri Arasındaki İlişki: Kariyer Kararı Verme Öz-Yetkinliğinin Aracı Rolü

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ABSTRACT

In this study, the mediating role of career decision-making self-efficacy in the relationship between career adaptability and emotional autonomy and functions of identity psychological counselor candidates who are students of psychological counseling and guidance undergraduate program at the university was examined. The sample of the research consists of 384 psychological counselor candidates studying at state universities. In the study, "Career Adaptability Scale", "Emotional Autonomy Scale", "Functions of Identity Scale", "Career Decision Making Self-Efficacy Scale" were used and data was collected using a personal information form created by the researcher. The theoretically constructed model was analyzed by Structural Equation Modeling (SEM) and bootstrapping technique. According to SEM results, career adaptability is affected directly by emotional autonomy and functions of identity and at same time it is influenced through career decision-making self-efficacy as a mediating variable. The established model was validated by both direct and mediating effects between variables. The results and limitations of the study were discussed within the framework of the past studies.

Article Information

Keywords

Career Adaptability
Emotional Autonomy
Functions of Identity
Career Decision Making Self-Efficacy

Structural Equation Model

Anahtar Kelimeler

Kariyer Uyum Yetenekleri
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ÖZET

Bu çalışmada üniversitede psikolojik danışmanlık ve rehberlik lisans programı öğrencileri olan psikolojik danışman adaylarının kariyer uyum yetenekleri ile duygusal özerklik ve kimlik işlevleri arasındaki ilişkide kariyer kararı verme yetkinliğinin aracılık rolü incelenmiştir. Araştırma örneklemini İstanbul'da devlet üniversitelerinde öğrenim gören, 384 psikolojik danışman adayı oluşturmaktadır. Araştırmada veri toplama araçları olarak Türkçe uyarlamaları, geçerlik ve güvenirlik çalışmaları yapılmış olan "Kariyer Uyum Yetenekleri Ölçeği", "Duygusal Özerklik Ölçeği", "Kimlik İşlevleri Ölçeği", "Kariyer Kararı Verme Yetkinlikleri Ölçeği" ve araştırmacının hazırladığı kişisel bilgi formu kullanılmıştır. Çalışma için oluşturulan model, Kariyer Yapılandırma Kuramı (KYK) temel alınarak oluşturulmuştur. Yapısal Eşitlik Modellemesi (YEM) ve bootstrapping tekniği ile analiz edilmiştir. Yapılan analizlerin sonuçlarına göre duygusal özerklik ve kimlik işlevleri hem doğrudan hem de kariyer kararı verme öz-yetkinliği değişkeni aracılığıyla etkilemektedir. Kurulan model, değişkenler arasında hem doğrudan hem de aracılık etkisiyle doğrulanmıştır. Çalışmanın sonuçları ve sınırlılıkları ile ilgili literatür çerçevesinde tartışılmıştır.

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INTRODUCTION

In light of recent economic, social, and technological developments, considering the ever-evolving new world order; the capacity to be adaptable has become a situation that is expected to be more. Popular career concepts such as variable and unlimited career emphasize the importance of self-management of one's own career and state that this situation has a positive effect on successful career adjustment (Sullivan & Baruch, 2009; Johnston, 2018). Especially due to the worldwide pandemic, the concept of flexibility in the career field has entered the lives of societies even more, with every job being done online. Therefore, it can be said that the importance and necessity of career flexibility has increased due to the COVID-19 pandemic (Spurk & Straub, 2020; Guan, Deng & Zhou, 2020), and the necessity for career skills has also increased. In the career field, career adaptability encompasses the concept of flexibility. Likewise, to explain the concept of workplace flexibility as a concept related to adaptability, it means "the ability of workers to make choices influencing when, where, and for how long they engage in work-related tasks" (Jeffrey Hill et al., 2008). If career development is defined as a journey, adapting in this long journey full of changes is seen as an important and necessary skill. It has become imperative for individuals to recognize their talents, interests, values, expectations and other personal qualities both before they enter working life and while in working life, to be aware of the demands of the age, and to adapt and overcome the changes or difficulties that occur in working life (Savickas, 2019).

Within in this framework, according to all career-related literature, Career Construction Theory (CCT), together with different variable definitions, serves as a useful meta-theoretical perspective to explain the dynamics of lifelong professional behavior (Savickas, 1997, 2002, 2005, 2013; Savickas et al., 2009). CCT, particularly the concept of career adaptability, is the most appropriate model to help individuals plan their career paths. Career adaptability requires the individual to adapt and transition "from [grade to grade], from school to work, from job to job and from occupation to occupation" (Savickas, 2008, p. 2).

CCT includes the sub-titles of vocational personality, life themes and career adaptability. In this study, the variables of emotional autonomy and identity functions correspond to the life themes in terms of their content in their sub-dimensions; career decision-making self-efficacy corresponds to vocational personality in terms of its scope. Career adaptability is exactly the same as career adaptability in that research. Therefore, CCT theoretically supports the model of the study.

According to current theoretical breakthroughs, people in this evolving working setting must establish their own sense of work life and having a sense of meaning in employees will bring a sense of satisfaction with positive emotions (Zika & Chamberlain, 1992; Wrzesniewski et al., 1997; Bonebright, Clay & Ankenmann, 2000; Maharaj & Schlechter, 2007). The concept of career is changing over time and changes in the work environment, psychological structures, some factors related to mental health, meaning of life and individual-environment harmony appear to be contributing to heterogeneous career patterns. Whole positive feelings, emotions and mental health affects career development positively (Eryılmaz & Mutlu, 2017).

For psychological counselor candidates, it seems almost a necessity for them to have career adaptability when they graduate. Considering the positive variables with which it is in a positive relationship, having career adaptability can be considered as a desirable feature for counselor candidates. When the positive effects are taken into account, the career adaptability of the counselor candidates in their career life and their high career adaptability will positively affect their professional lives. Additionally, when the

psychological counseling literature is examined, it is seen that effectiveness has an important place. In particular, this concept of effectiveness is discussed as the effectiveness of the psychological counseling service, the psychological counseling process and the psychological counselor (Eryılmaz & Bek, 2019). According to Charhuff (2011), one of the expectations of individuals receiving psychological counseling service is that a professional who provides effective psychological support helps them. Having career adaptability, that is, high career adaptability, will have a positive effect on counselor candidates in this context.

Career Adaptability

In the last 10 years, career adaptability has been viewed not only as an essential resource for effective career advancement, but also as a means of responding positively to a variety of career and work obstacles, as well as enhanced well-being (Kepir Savoly, 2017; Eryılmaz & Kara, 2018). Career adaptability is a psychosocial construct that includes both preparation and resources to successfully face professional assignments, career transitions, and unexpected challenges (Johnston, 2018).

As part of CCT which is a base of meta-theoretical perspective, Savickas (2005) defined career adaptability as “a psychosocial construct that denotes an individual’s readiness and resources for coping with current and imminent vocational development tasks, occupational transitions, and personal traumas” (p. 51). Career development, according to CCT, is the result of people's combining their personal requirements with societal expectations and, as a result, they are accommodate to surroundings (Savickas, 2002, 2005). CCT outlines a certain order of adaptation that begins with adaptive readiness, moves to adaptability resources, then to adapting responses and finally to adaptation results (Savickas, 2002, 2005).

The theoretical framework is supported by four existing adaptability resources, also called adaptabilities; concern, control, curiosity, and confidence. It assists individuals in coping with current or upcoming revision. These adaptability resources are self-regulation abilities and actual behaviors that assist individuals in dealing with changing circumstances. Career control is the crucial aspect of career adaptability finding an answer of the question that is who is my future. The answer to the question is sought, which corresponds to the belief that individuals have to build their own career path, it is their responsibility. Concern is combination of tying the history to the present and making plans for the futurity. It addresses the question “do I have a future?” Then, curiosity explores possible selves and various roles. It is like self-career-exploration during career development. Career self-confidence refers to a person's belief in their problem-solving abilities and self-efficacy beliefs, which can support them, build a great future and overcome obstacles. In other words, confidence is the belief that an individual can accomplish choices and succeed their objectives. Career adaptability, which is an outcome of the interrelatedness between the individual and the environment, can be improvable likewise, it is a skill that enables individuals to develop (Savickas & Porfeli, 2012).

In last few years the concept of career has gained importance in every field, the importance of career adaptability has been realized, thus the number of studies in this field has started to increase (e.g., Creed, Fallon & Hood, 2009; Duffy, 2010; Koen, Klehe & Van Vienen, 2012; Maggiori et al. 2013; Rudolph, Lavigne & Zacher, 2017; Eryılmaz & Kara, 2017; Spurk, et. al., 2020 Öztemel & Yıldız-Akyol, 2021 etc.). There are also studies on career adaptability, especially in the context of psychological counseling (e.g., Bimrose & Hearne, 2012; Eryılmaz & Kara, 2020). It is seen that career adaptability is positively related to many personal and environmental variables (Kenny, Bledsoe, 2003; Hirschi, 2009; Savickas, 2013; Zacher, 2014; Ginevra et al., 2016; Siyez & Yusupu, 2015; Negru-Subtirica; Norris, 2016; Kepir-Savoly,

2017; Eryılmaz & Kara, 2017; Santilli et al., 2017; Perera & McIlveen, 2017; Rudolph et al., 2017; Johnston, 2018; Merino-Tejedor, Hontangas & Petrides, 2018; Akkermans et al., 2018; Kara, 2020; Lee et al., 2021). Emotional autonomy, identity and career decision making self-efficacy are some of them.

Emotional Autonomy

The term “autonomy” generally the capacity to make a knowing and free will decision. Specifically, autonomy development is seen as one of the most essential psychosocial issues at growing period of life in adolescent. Translating socially sanctioned standards into personal values is an important part of teenage autonomy development in order to build a sense of control over individual acts while also knowing when to resist outside influence. According to traditional psychoanalytic thinking, autonomy and emotional separation from parents are required for the formation of a healthy sense of self. (Freud, 1958, Bloom, 1980).

The concept of autonomy is divided into three parts: cognitive, behavioral and emotional autonomy. Behavioral autonomy has been defined as operative and individualistic functioning including self-regulation of behavior, self-governance, and taking action on personal choices. Cognitive autonomy is defined as a “sense of self-reliance, a belief that one has control over his or her own life, and subjective feelings of being able to make decisions without excessive social validation” (Sessa & Steinberg, 1991, p. 42). The third component, emotional autonomy, refers to a sense of separation from one's parents and a willingness to let go of one's reliance on them. Emotional autonomy is either changing or maturing one's relationship with one's parents as a person (Steinberg & Silverberg, 1986).

As adolescents grow older, they require more independence. With age, individuals do get more freedom from parental influence. Adolescents are also reporting feeling more detached and individuated (Greenberger, 1994; Greenberger & Sorenson, 1974). They also begin to say that they are less prone to idealize parents and are less likely to act childishly dependent on them (Steinberg & Silverberg, 1986).

To summarize, emotional autonomy refers to the level of emotional independence from parental figures and the ability to overcome childhood ties; emotional separation structure plays an important role in this period (Aydın, 2000; Beyers et al., 2003; Çoban, 2013). Identity formation is a crucial developmental job that people struggle with throughout their lives, especially when they are confronted with significant changes or hardships that threaten their sense of security.

Functions of Identity

Identity development is a process in all adolescents' life and plays vital role through whole life periods (Erikson, 1950, 1968). Identity formation is a crucial developmental task that teens struggle to address during their entire lifespan, especially when they deal with critical alterations or some difficulties faced, which might affect negatively their sense of stability (Erikson, 1950, 1968). Erikson (1963) noted that a “sense of identity provides the ability to experience one's self as something that has continuity and sameness, and to act accordingly” (p. 42). Identity is produced in a constructive interaction within the social reality, according to the psychosocial model. (e.g., Bandura, 2001; Berzonsky, 1989; Markus & Nurius, 1986; Kroger & Marcia, 2011). In the light of such literature, Erikson's (1968) dynamic of identity versus identity confusion comes from opposing forces that commitment based on their childhood identifications is a conceptual fact. It is seen that a sense of security and stability is provided by the commitment mentioned above (i.e., identity coherence or synthesis), query this sense of self is represented by reconsideration (identity confusion). (Crocetti, 2018).

The primary task or function of identity is to provide the person with a sense of internal coherence and continuity. The concept of sense of identity, rooted in Erikson's theory, deals with the issue of identity from a phenomenological (subjective, experiential) perspective. According to this perspective, the sense of personal identity has been defined as a personal, intuitive-reflective relationship that corresponds to the repetitive experience and understanding of one's self (Pilarska, 2015; 2016).

Adams and Marshall's (1996) theory of Erikson's identity formation based on these models embraced identity as a function and have influenced adolescent identity literature. To put it another way, they stated that identity is best understood "as a self-regulatory system" that operates to contribute individuals with "a sense of personal control and free will" in order to simplify the essential role of identity in sustaining well-being.

A self-constructive and sophisticated internal system is a self-constructive identity with its own psychological functions for individuals. These are the functions:

- i. Structure as a function provides a framework for figuring out who one is. According to theory, if adolescents have a strict structure for knowing themselves, they will have high self-esteem and self-acceptance. In accordance with this, identity status has been linked to student self-esteem and the individual's structure for self-certainty come out thanks to a sense of awareness.
- ii. Objectives as a function of identity gives meaning and direction through commitments, beliefs, and goals: Identity serves as a foundation for directing or managing behavior.
- iii. Personal control ensures a sense of free will. People have capacity express themselves and a sense of autonomy as well as personal control thanks to their identity.
- iv. Harmony is an endeavor to be coherence, harmony, and consistency among one's values, views, and convictions. Individuals with a strong identity are more adjusted in specifically in academic area, according to this function.
- v. Future as a function develops the ability to see possibility in future options and decision. Through identity, people have purpose giving chance to achieve their greatest potential for the future (Serafini & Adams, 2002; Demir, 2011).

Career Decision-Making Self-Efficacy

The question of how ready individuals are for career choices reveals the need to examine the psychological processes and variables that affect their career decision-related efficacies (Bolat & Odacı 2017). CCT argues that career decision-making self-efficacy is important in shaping the career development process because it helps individuals develop and practice their professional self-concept in professional roles (Savickas, 2002). Individuals with high career decision-making self-efficacy can better prepare themselves for their careers and persist in their career pursuits than individuals with comparatively lower self-efficacy (Bandura et al., 2001).

Behavioral choices, performance and continuity are affected by self-efficacy, self-efficacy expectations, beliefs about being able to successfully perform a certain behavior (Bandura, 1977, 1986). Moreover, deciding on a career self-efficacy refers to an individual's level of confidence in their ability to complete tasks that require career-related judgments. (Taylor & Betz, 1983). Bandura (1977), in his Self-Efficacy Theory, primarily specifies four sources of information from which expectations of self-efficacy can be learnt and adjusted. Among these sources of information; (i) performance accomplishments i.e., successful performance of those actions; (ii) vicarious (indirect) learning or modeling; (iii) verbal

persuasion such as encouragement and support from others; and (iv) there is emotional arousal such as anxiety associated with the behavior.

Additionally, Taylor and Betz (1983) used the notion of self-efficacy to job choice skills and defined CDMS as an individual's beliefs about how well they can handle various career possibilities in the most basic sense. More specifically, it is assumed that competencies related to the five career choice processes found in the career maturity theory, and mature and immature attitudes about this process facilitate good career decisions (Crites, 1961). Self-efficacy theory characterizes qualification in certain behavioral domains, however the area of interest, competent career decision-making, was defined using Crites' five career choice competences. These five competencies are:

- a) accurate self-appraisal: It includes individuals being aware of their own interests, abilities, goals and values while choosing a career, and making an appropriate and correct assessment for themselves with this awareness.
- b) gathering occupational information: It includes the acquisition of all information about the professions, career fields and job opportunities that individuals are curious about according to their own interests in the career selection process.
- c) goal selection: It includes the definition of career goals or objectives in the career selection process. The choice to be made in this section will be based on each individual's own interests, abilities and values.
- d) making plans for the future: It involves individuals in the career selection process making a plan for the career path where they collect information and set a goal. This plan can be defined as listing the job opportunities related to the career field, the task of preparing and maintaining the application processes for them.
- e) problem solving: It includes assessing the individual's resilience levels when faced with professional obstacles that may be valid in the career choice process of the individual and in her later career life.

Relationships Between Career Adaptability, Emotional Autonomy, Functions of Identity and Career Decision-Making Self-Efficacy

It is not encountered that studies about relationship between career adaptability, emotional autonomy, functions of identity and CDMS directly, but these are some connects between them and according to some researches, variables are doubly related to each other.

The relationship between career adaptability and CDMS is positively significant. (Hou, Wu & Liu, 2014; Duffy, Douglass & Autin, 2015). CDMS significantly predicts career indecision (Büyükgöze-Kavas, 2011; Öztemel, 2012; Fabio et al., 2013) and behaviors and attitudes related to career decision (Sandler, 2000).

There is a positively significant relationship between career adaptability and emotional autonomy (Yıldırım, Meral & Kurtuluş, 2021). It is also seen that emotional autonomy is related to career development and choices (Katz et al., 2018). Young people who are given more autonomy by their parents make better career decisions healthy (Sovet & Metz, 2014) and supportive family environment affects career development positively (Rush, 2002; Constantine, Wallace & Kindaichi, 2005).

Professional identity development is an important predictor of career adaptability (Zhang et al., 2019). Identity statuses associated with identity functions are associated with professional maturity (Salami,

2008). According to the study of Welsh, Schmitt-Wilson (2013), it is seen that identity statuses have an indirect relationship with the career decision making process.

With a detailed literature review, the information obtained from both theoretical and empirical studies shows that career adaptability affects individuals positively. The effect of emotional autonomy and functions of identity on career adaptability would be modulated by career decision making self-efficacy. In other words, this means that the career adaptability in the established model is thought to affect emotional autonomy and functions of identity directly; and career decision making self-efficacy indirectly.

The Study's Basic Hypotheses

According to all information written above, for this research, there are seven hypothesis finding answers.

Hypothesis 1. Psychological counselor candidates' emotional autonomy predicts their career adaptability positively and significantly.

Hypothesis 2. Psychological counselor candidates' emotional autonomy predicts their career decision making self-efficacy positively and significantly.

Hypothesis 3. Psychological counselor candidates' functions of identity predict their career adaptability positively and significantly.

Hypothesis 4. Psychological counselor candidates' functions of identity predict career decision making self-efficacy positively and significantly.

Hypothesis 5. Psychological counselor candidates' career decision making self-efficacy predicts their career adaptability positively and significantly.

Hypothesis 6. Psychological counselor candidates' career decision making self-efficacy has a mediating role between their, functions of identity and career adaptability.

Hypothesis 7. Psychological counselor candidates' career decision making self-efficacy has a mediating role between their emotional autonomy and career adaptability.

METHOD

Participants

The sample of the research consists of a total of 384 psychological counselor candidates (313 female and 71 males, range from 18 to 26), bachelor students at psychological counseling and guidance, studying at state universities in İstanbul.

Considering the distribution of counselor candidates in the research group according to the universities they studied, 44.5% of the study sample is YTU (Yıldız Technical University), 20.3% is MU (Madeniyet University), 19.3% is IU (Istanbul University), 15.9% is IMU (Istanbul Madeniyet University) students.

The grade levels of the psychological counselor candidates participating in the study were that 123 students in the 3rd grade group took the first place with a rate of 32%; this was followed by 30.8% of 118 students in the 4th grade group; It is seen that 73 students in the 2nd grade group followed it with 19% and 70 students in the 1st grade group followed it with 18.2%.

Ethical Statement

The necessary permission was obtained from the Yıldız Technical University Ethics Committee before the data were collected. Ethical approval was obtained from the Ethics Committee at Yıldız Technical University (Doc. No: E.2010300009).

The data collection process was carried out online due to the Covid-19 pandemic conditions. The informed consent form was shared with the students who will participate in the research, and they were informed that their participation in the research was voluntary and would only be used for scientific research, and the questions of the participants were answered. In the ongoing study with volunteer participants, the form containing all the instructions prepared by the researcher online was linked and shared to collect data via Google Forms.

Measures

In the study data were collected using Career Adaptability Scale, Emotional Autonomy Scale, Functions of Identity Scale, Career Decision-Making Self-Efficacy Scale and a personal information form created by the researcher.

Career Adaptability Scale (CAS). Career Adaptability Scale was developed by Savickas and Porfeli (2012). This is the original scale including 24 items has a five-point likert type. Higher scores indicate that individuals have a high level of using their career adaptability skills.

The Turkish adaptation of the CAS carried out by Kanten (2012), for the validity study, the construct validity was examined with CFA (confirmatory factor analysis). In the CFA findings, five items (1st, 2nd, 4th, 7th and 18th items) were removed from the scale form. As a result; a four-dimensional scale consisting of 19 items was obtained. In the CFA findings, it was revealed that the goodness-of-fit values of CAS Turkish Form were higher than 0.90. The maximum score that can be obtained from the scale is 95; the minimum is 19. In the reliability analysis of the Turkish form the internal consistency coefficients were calculated as .61 for the interest dimensions, .77 for the control dimensions; .79 for the curiosity dimensions and .81 for the confidence dimensions. The increase in CAS scores indicates that the career adaptability of individuals is high.

Emotional Autonomy Scale (EAS). The Emotional Autonomy Scale including 20 items is four-point likert-type scale developed by Steinberg and Silverberg (1986) that aims to evaluate adolescents' emotional autonomy.

The EAS was adapted to Turkish culture by Deniz, Çok, and Duyan (2013), and its validity and reliability study was conducted. For the validity study of the scale, CFA was performed, and as a result of CFA, the dimension of "parent as an individual" was removed. As a result of the six items removed, the scale was tested as 14 items and three dimensions, and as a result of CFA, it was determined that the scale showed a good fit. In addition, items 4, 6, 10, 12 and 14 are reverse coded. It can give a total score for the scale sub-dimensions separately and for the whole scale. The value of Cronbach's Alpha has been calculated (for the Turkish Form) as .68 for the deidealization dimension, .61 for the individuation dimension, .41 for the nondependency dimension, and .73 for the total scale.

Functions of Identity Scale (FIS). It is a five-point Likert-type scale of self-evaluation, consisting of 15 items. The scale presents a five-dimensional structure, each consisting of three items (Serafini, Maitland, & Adams, 2006). The five sub-dimensions of the scale belong to each dimension and it is calculated by adding the item scores. Accordingly, the scale's scores range from 1 to 15, with 1 being the lowest and

15 being the highest. High scores obtained from the dimensions of the scale indicate that the qualities represented by that dimension are high in individuals.

The Turkish adaptation of the FIS was carried out by Demir (2011). In the reliability analysis of the Turkish form, the internal consistency coefficients were calculated as .70 for the construct dimension, .76 for the concordance dimension, .80 for the purpose dimension, .75 for the future dimension, and .77 for the control dimension.

Career Decision-Making Self-Efficacy Scale (CDMS). The CDMS was developed by Ulaş and Yıldırım (2016), originally in Turkish, as a five-point scale to assess university students' CDMS, or how confident they are in their ability to execute the activities required to make a career selection. The CDMS scale has 45 items, including five subscales: job/occupation knowledge (11 items), self-knowledge (10 items), career choice (6 items), forming a career plan (14 items), and following vocational subjects (4 items) (Ulaş & Yıldırım, 2016). Reliability coefficients were also calculated for the subscales. The Cronbach Alpha values calculated for the CDMS are .97 for the whole scale, for sub dimensions .91 for the job/occupation knowledge, .87 for the self-knowledge, .85 the career choice, .93 the forming a career plan, .81 for the following the vocational subjects.

Personal Information Form. In this study, the researchers employed a personal information form to assess the demographic features of the sample and better define the study group. This form requests information about gender, age and profession from the participants.

Procedure

Data was collected from the participants voluntarily from psychological counseling and guidance majors at state universities in Istanbul. The measures were distributed to students in an online platform. Informed consent was provided before participation.

Analysis

First of all, univariate and bivariate statistics were carried out using IBM SPSS Statistics 22. After descriptive statistics, multivariate inferential analyses were computed using SEM performing through AMOS Graphics. Secondly, to examine the psychometric properties of the measures, a measurement model was done through a CFA. Then, we examined the mediational model via the maximum likelihood estimation and the measurement model was confirmed. The model fit using number of indices in the CFA indexes used in this study are (1) chi-square (χ^2), (2) standard deviation (Sd), (3) Normed Fit Index (NFI), (4) Comparative Fit Index (CFI), (5) Incremental Fit Index (IFI), (6) Adjusted Goodness of Fit and (7) Root Mean Square Error of Approximation (RMSEA). The reference values of these indexes are given in Table 2. In addition, the mediating role of career decision-making self-efficacy between emotional autonomy and functions of identity was tested for significance by adopting the bootstrapping estimation procedure (a bootstrapping sample of 10,000 was specified).

RESULTS

In this study, firstly, the findings about the relationships between the variables are given. Finally, the findings related to model fit are mentioned.

Findings on Measurement Model

Table 1. Correlations between variables

Variables	\bar{x}	SS	N	1	2	3	4
1.Career Adaptability	72.27	9.50	384	-			
2.Career Decision Making Self-Efficacy	145.85	18.66	384	.68*	-		
3.Emotional Autonomy	32.18	4.45	384	.22*	.21*	-	
4.Funtions of Identity	43.91	4.63	384	.64*	.70*	.23*	-

*. Correlation is significant at the 0.01 level (2-tailed).

Corelation analysis findings are given in Table 1. According to the results of the analysis, the correlations between the variables are significant at the level 0.01.

When all the correlation values given in the table are examined the highest correlation between latent variables was found to be significant and positive ($r=.68$, $p<.01$) between career adaptability and career decision-making self-efficacy. The lowest correlation was between career decision-making self-efficacy and emotional autonomy, which was significant and positive ($r=.21$, $p<.01$).

Findings on the Structural Equation Model (SEM)

After testing the measurement model of the model intended to be tested, the research conducted a structural model test. Goodness of fit values resulting from the analysis are given in Table 2.

Table 2. Goodness of fit values of the structural equation model

Fitness Criteria	Good Fit	Acceptable Fit	Value	Inference/Comment
χ^2			341,12	
Sd			114	
χ^2/Sd	2	5	2.98	Good fit
RMSEA	$0 < RMSEA < 0.05$	$0.05 < RMSEA < 0.10$	0.08	Acceptable fit
NFI	$0.95 < NFI < 1$	$0.90 < NFI < 0.95$	0.92	Good fit
CFI	$0.95 < CFI < 1$	$0.90 < CFI < 0.95$	0.94	Good fit
GFI	$0.95 < GFI < 1$	$0.90 < GFI < 0.95$	0.90	Good fit
AGFI	$0.90 \leq AGFI \leq 1$	$0.85 \leq AGFI \leq 0.90$	0.86	Good fit

Source: (Schermelleh-Engel et al., 2003).

Table 2 shows the goodness-of-fit values for the structural model. According to these results, it is seen that the values of the structural model are within acceptable limits. In addition, it is concluded that it has good fit values in terms of some fit measures.

The standardized path coefficients for the model formed as a result of the analysis are given in Figure1.

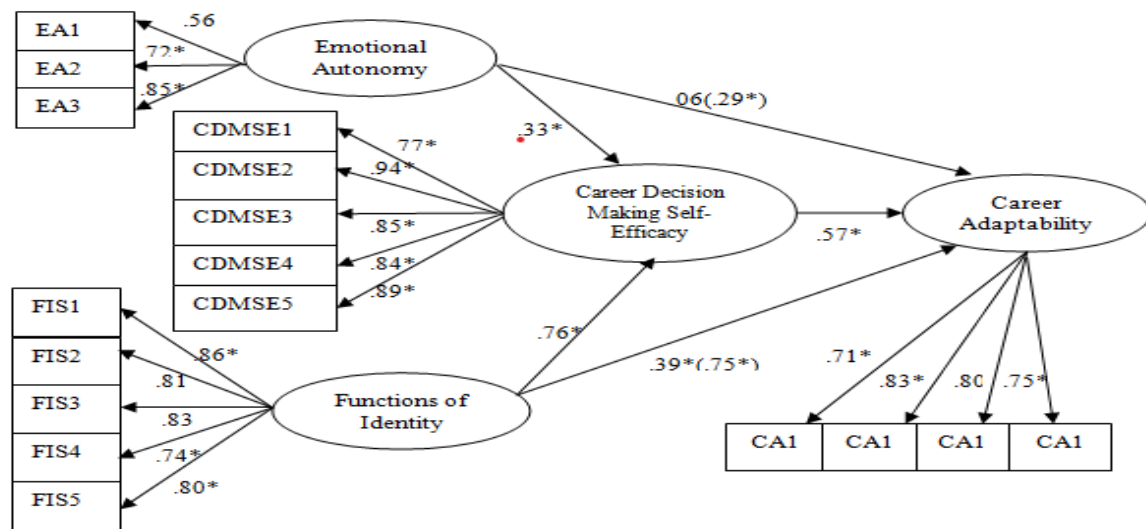


Figure 1. Standardized coefficients for the structural model

Notes: N=384, *p < .05

The direct path from emotional autonomy (the predictor variable) to career adaptability (predicted/depend variable), in the lack of CDMS (mediating variable) is significant ($\beta=.29$, $p < .05$) as seen in Figure 2. The path coefficient going from emotional autonomy to CDMS is calculated as .33 ($p < .05$) and the path coefficient from CDMS to career adaptability as .57 ($p < .05$). On the other hand, adding to CDMS as the mediator variable to the model, the path coefficient between emotional autonomy and career adaptability is not significant value .06 ($p > .05$). This means that CDMS has a fully mediating role between emotional autonomy and career adaptability.

According to Figure 2, the path coefficient going from functions of identity (the predictor variable) to career adaptability (predicted variable) absence of CDMS the mediator variable is calculated as .75 ($p < .05$). Significant path coefficients are found from functions of identity to career decision making self-efficacy ($\beta=.76$ *, $p < .05$) and from career decision making self-efficacy to career adaptability ($\beta=.57$ *, $p < .05$). Adding the CDMS as the mediating variable to the model, the path coefficient between functions of identity and career adaptability drops to .39 ($p < .05$). CDMS has a partial mediating role on the relationship between functions of identity and career adaptability due to the decrease in path coefficient.

Such findings show that all hypotheses are accepted. Also, , the established mediation model was statistically validated. Indeed, career decision making self-efficacy has a mediating role in the relationship between emotional autonomy, functions of identity and career adaptability. When considered together with the content of the research, the high level of identity functions and emotional autonomy, as well as the high level of career decision-making self-efficacy have a positive effect on career adaptability of psychological counselor candidates.

Then, bootstrap test is used for examining the significance of nediating role of variable of career decision making self-efficacy. As seen as Table 3, CDMS has a significant direct effect on career adaptability. This study set the bootstrap valuet to 5000 in order to determine the mediation. It means confidence internal values is calculated over 5000 sub-samples. In direct effect of career decision making sel-efficacy on

career adaptability through emotional autonomy and functions of identity has significant level determined a non-zero value between the upper and lower limits at a 95% confidence interval.

Table 3. Bootstrapping results

Model pathways	Estimated	95 % CI	
		Lower	Upper
Indirect effects			
Emotional autonomy→CDMSE→Career adaptability	0.381	0.260	0.895
Function of identity→CDMSE → Career adaptability	0.711	0.504	0.964

Note: CDMSE=Career Decision Making Self-Efficacy

DISCUSSION

Career development which is stated to be a powerful synthesis of the latest developments of occupational psychology and lifelong psychology (Vondracek, Lerner & Schulenberg, 2019), has an important position by considering human development. The concept of career adaptability, which is an important variable of career development, draws attention especially that many studies have been done on it and it is seen as a positive predictor of many different variables (Kenny, Bledsoe, 2003; Hirschi, 2009; Duffy, 2010; Tian, Fan). , 2014; Savickas, 2013; Büyükgöze Kavas, 2014; Soresi et al., 2014 Zacher, 2014; Rusu et al., 2015; Van Vianen et al., 2012 Ginevra et al., 2016; Siyez, Yusupu, 2015; Chan, Mai, 2015; Negru-Subtirica, Pop, Crocetti, 2015; Kepir-Savoly, 2017; Eryılmaz, 2020; Santilli et al. et al., 2017; Perera, McIlveen, 2017; Rudolph et al., 2017; Johnston, 2018; Akkermans et al., 2018; Lee et al., 2021). Since a feature with such positive effects is seen as a skill that must be acquired in a period that varies so much in the context of career, university students especially need to gain it. Thus, they spend their career processes in more positive way. More specifically, individuals who can better adapt to changes in career life are more able to manage current and looming career obstacles, as well as alter their behaviors to the changing environment. Individuals who master career adaptability resources are better able to deal with the conditions they experience (Akkermans & Tims, 2017). A model was established by seeking an answer to the question of what are the processes, situations or characteristics that affect career adaptability. With the knowledge that the individual and the environment are effective and emotional autonomy, which is defined as a commitment to distance (Allen et al., 1994), a process ensures the individual's existence as an individual, independence and development by not idealizing the parent. The process is supported in parallel with the healthy relationships of the individual with their parents. Identity functions were included in the model by predicting the effect of identity on career adaptability for university students who were in the period immediately after identity crisis (Erikson, 1973). Identity is what is uniquely owned, what distinguishes individuals from other people. The fact that individuals' self-efficacy is an important factor in the career decision-making process (Savickas, 2002), and studies on students with this competency have found that those with this characteristic make more positive and healthy career choices and have less trouble with indecision (Taylor, Betz, 1983; Hargrove et al., 2002).

Additionally, Two of the three main components in Career Construction Theory (CCT) (Savickas, 1997; 2005), identity functions and emotional autonomy variables, which have similar contents with vocational personality and life themes, as well as the third main component being related to career adaptability does not contradict the theoretical knowledge. Career structuring theory suggests that self-efficacy while

making career decisions is important in shaping the career development process (Savickas, 2002). The reason is that this self-efficacy in making this decision helps individuals to develop and apply their professional self-concepts in professional roles. Individuals with high career decision-making self-efficacy can better prepare themselves for their careers and persist in their career pursuits than individuals with comparatively lower self-efficacy (Bandura et al., 2001). CCT, which is taken as a theoretical basis, provides the information that all the variables in the model can be related to each other. It was formed logically from the findings and results of the related studies and the inferences made from the theoretical explanations.

Although many studies have consistently highlighted that career adaptability may be related with decision making (Eryılmaz & Kara, 2018) and more specifically with CDMS (Hou, Wu & Liu, 2014; Katz et al, 2018; Kirazcı & Kavas, 2021), emotional autonomy (Zhang, et al, 2019), and functions of identity (Crocetti et al. 2013; Sica et al, 2016). Apart from these, no research has addressed that career decision making self-efficacy has a mediation role between emotional autonomy, functions of identity and career adaptability for psychological counselor candidates. The study focused on the question of whether decision making self-efficacy plays a mediating role in the association between emotional autonomy, functions of identity and career adaptability. According to all calculations made, the overall effect of both emotional autonomy and functions of identity on career adaptability was found to be statistically significant. The combined influence of emotional autonomy and identity functions on self-efficacy in career decision-making was found to be statistically significant. The mediation effect of the professional decision-making self-efficacy variable was statistically significant in the study of the connection between emotional autonomy and career adaptability. Similarly, when looking at the association between functions of identity and adaptability, the mediation influence of career decision-making self-efficacy as a variable was statistically significant. Considering the whole model analyzed with SEM, self-efficacy in making career decisions was discovered to be the mediating mechanism that explains the relationships between career adaptability, emotional autonomy, and identity functions.

According to results of the research, emotional autonomy and identity functions that predict career adaptability also have positive effects and are enhanced by career decision-making self-efficacy. With the high identity functions and emotional autonomy of psychological counselor candidates who are university students, and their high self-efficacy in career decision making, career adaptability increases in the career process. In other words, if the individual, who becomes independent from his parents and becomes individual, also has a structure of understanding with who he is, a purpose through values and goals, an awareness of adaptation and choices for the future, this individual will have knowledge about his profession/work, a correct assessment of himself, a goal definition, a future. If he has the ability to plan for the future and solve problems, career adaptability is positively affected, that is, it increases. Having emotional autonomy and identity functions that predict career adaptability also have positive effects and increases with career decision-making self-efficacy. With the high level of identity functions and emotional autonomy of psychological counselor candidates who are university students, and their high level of self-efficacy in career decision making, their career adaptability increases in the career process. The effectiveness of psychological counselors and candidates who have high level of career adaptability will be positive and increase accordingly. Due to the fact that the psychological counseling profession is based on interaction, the positive effect of increasing career adaptability of psychological counselor candidates on their psychological structures will be reflected positively on their professional careers.

As Johnston (2018) stated, career adaptability, which is a result of the interaction between the individual and the environment, can be developed and at the same time, it is a skill that enables individuals to develop. In line with the results obtained from the study, suggestions for studies that can be done to increase career adaptability are as follows;

- In order to increase career adaptability, programs and seminars can be organized at universities to provide information on career choices, future plans and goals, which will increase individuals' self-efficacy in career decisions.
- Psychoeducation about decision-making skills can be given to support the emotional autonomy that affects career adaptability and to support independence while making individual decisions.
- Likewise, by supporting emotional autonomy; in order to exist as individuals among peers at universities and to have the ability to communicate with more social environments that will support independence from parents, some organizations and trips can be made where students talk, chat and socialize with each other.
- In order to support having the functions of identity that affects career adaptability, purposeful group guidance with purposes such as self-knowledge and raising awareness can be made in order to improve the structure dimension.
- Informative seminars or psychoeducation can be conducted to increase career decision-making self-efficacy, especially in the context of career, including self-evaluation, goal/goal choices, professional knowledge, research and planning for the future, and problem-solving skills. In addition to this, different group guidance programs can be made covering one sub-dimension of career decision-making self-efficacy.

Suggestions for future research are as follows;

- Psychological counselor candidates constitute the research group. Studies with candidates from different occupational groups can be conducted and the results of the research can be compared.
- The research group consists of psychological counseling and guidance students studying at the education faculties of Turkish state universities in Istanbul, Turkey. A similar study can be carried out with psychological counseling and guidance undergraduate students in different cities and different universities.
- This research was conducted on university students. In new studies, it can be carried out with students at primary, secondary and high school levels and the results of the research can be compared.

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Author Contributions

All of the writers collaborated to undertake this research. At every stage of the research, all of the authors made significant contributions.

Conflict of Interest

The authors have indicated that there is no conflict of interest.

Ethical Statement

The study was permitted by Research and Publication Ethics Committee of Yıldız Technical University. Additionally, only volunteer participants were given access to the study's data tools. All of the subjects gave their informed consent. Participants were also informed that they might leave the study at any moment during the data gathering process.

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