

# Investigation of the Relationship Between Psychological Counselors' Psychological Resilience and Organizational Happiness\*

Hilal GÜZEL KAYAALP<sup>1</sup>, Fatih CAMADAN<sup>2</sup>

**Abstract:** In this study, the relationship between psychological counselors' psychological resilience and organizational happiness was examined. This research was carried out within the scope of the relational screening model. As a data collection tool in the research; Well-Being at Work Scale, Brief Resilience Scale and Personal Information Form were used. The research was conducted with 310 psychological counselors. The organizational happiness of the psychological counselors did not show a significant difference according to the variables of gender, type of organization, level of organization the situation of the psychological counselors being assigned to another organization other than the organization where they work did not and term of office. However, it showed a significant difference according to being assigned in jobs other than psychological counseling. In addition, it was determined that there is a positive, moderate, and significant relationship between the psychological resilience of psychological counselors and organizational happiness levels and psychological resilience predicts 20% of organizational happiness. In future research, psychological counselors' organizational happiness and psychological resilience may be examined by considering different variables such as personality traits, professional self-efficacy perceptions, professional sense of self, the number of students per counselor, the number of psychological counselors working in the organization and the facilities of the organization.

**Keywords:** Psychological Counselor, Psychological Resilience, Happiness, Organizational Happiness

## Psikolojik Danışmanların Psikolojik Sağlımlıkları ile Örgütsel Mutlulukları Arasındaki İlişkinin İncelenmesi

**Öz:** Bu çalışmada, psikolojik danışmanların psikolojik sağlımlıkları ile örgütsel mutlulukları arasındaki ilişki incelenmiştir. Bu araştırma ilişkisel tarama modeli kapsamında gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak; Örgütsel Mutluluk Ölçeği, Kısa Psikolojik Sağlamlık Ölçeği ve Kişisel Bilgi Formu kullanılmıştır. Araştırma, 310 psikolojik danışman ile gerçekleştirilmiştir. Psikolojik danışmanların örgütsel mutluluğu cinsiyet, görev yaptığı kurum türü, görev yaptığı kurum düzeyi, görev süresi ve çalıştığı kurum dışındaki başka bir kurumda görevlendirilme durumu değişkenlerine göre anlamlı bir farklılık göstermezken; psikolojik danışmanlık dışındaki işlerde görevlendirilme durumu değişkenine göre anlamlı bir farklılık göstermektedir. Ayrıca psikolojik danışmanların psikolojik sağlımlıkları ile örgütsel mutluluk düzeyleri arasında orta düzeyde, pozitif ve anlamlı bir ilişki bulunduğu ve psikolojik sağlamlığın örgütsel mutluluğun %20'sini yordadığı belirlenmiştir. İleride yapılacak çalışmalarda psikolojik danışmanların örgütsel mutlulukları ve psikolojik sağlımlıkları, kişilik özellikleri, mesleki öz yeterlik algıları, mesleki benlik saygısı, psikolojik danışmanlara düşen öğrenci sayısı, kurumda görev yapan psikolojik danışman sayısı ve kurumun imkânları gibi farklı değişkenler dikkate alınarak da incelenebilir.

**Anahtar Sözcükler:** Psikolojik Danışman, Psikolojik Sağlamlık, Mutluluk, Örgütsel Mutluluk

Received: 13.11.2021

Accepted: 14.04.2022

Article Type: Research Article

\* This study is a partially expanded version of the author's Master's thesis titled "Psikolojik Danışmanların Psikolojik Sağlımlıkları ile Örgütsel Mutlulukları Arasındaki İlişkinin İncelenmesi" submitted to Recep Tayyip Erdoğan University Institute of Social Sciences.

<sup>1</sup> Recep Tayyip Erdoğan University, Faculty of Education, Education Sciences, Rize, Turkey, e-mail: [hilalguzelkayaalp@gmail.com](mailto:hilalguzelkayaalp@gmail.com), ORCID: <https://orcid.org/0000-0002-9918-617X>

<sup>2</sup> Recep Tayyip Erdoğan University, Faculty of Education, Education Sciences, Rize, Turkey, e-mail: [faith.camadan@erdogan.edu.tr](mailto:faith.camadan@erdogan.edu.tr), ORCID: <https://orcid.org/0000-0003-1516-4350>

**To cite:/Atıf için**

Güzel Kayaalp, H., & Camadan, F. (2022). Investigation of the relationship between psychological counselors' psychological resilience and organizational happiness. *Yaşadıkça Eğitim*, 36(2), 434-452.

While business life may sometimes be a happy environment, it may sometimes adversely affect employees. In order for an organization to have a continued development, it must consider emotions, thoughts and attitudes of its employees (Saenghiran, 2013). In addition, individuals may improve their lives by working with better organizations (Gavin & Mason, 2004). Happiness of an individual in the working environment may be considered under the concept of organizational happiness. Organizational happiness is described as individuals' revealing their potential by experiencing different emotions in the organizational environment and aiming to be happy in this environment (Warr, 2007). Brief and Weiss (2002) define organizational happiness as the positive emotions of the employees in the organization are more intense than their negative emotions. The concept of organizational happiness is defined as happiness at work according to Fisher (2010) and as workplace happiness according to Pryce-Jones (2010). The organizational happiness of the individual is also proportional to the interpretation of their job and the extent to which they reveal their potential in that job (Paschoal & Tamayo, 2008).

It is stated that happy employees contribute more to the achievement of the organizational goals (Acton & Glasgow, 2015; Arens & Morin, 2016). If people are happy in the organizations they work, they may achieve the goals of the organization by using their capacities at a high level. It is important for the person to fully use their capacity and to have support of their positive behaviors (Terjesen et al., 2004). However, it may be said that some jobs in organizations do not contribute to the happiness of individuals. Therefore, the structure of the organization should be arranged by the managers in a way that the employees can be happy and their needs and expectations are met (Gavin & Mason, 2004). In addition, according to Pryce-Jones'e (2010), contribution, trust, culture, commitment and satisfaction affect the happiness at work. On the other hand, Hackman and Oldham (1976) state that the more positive feedback the individual receives from their work, the higher the job motivation of the individual and the happier their individual skills will be.

Organizational happiness may also be affected by the individual's personal state. Adoption of the job, feelings during work, job satisfaction and motivation can be given as examples of these states (Fisher, 2010). Paschoal and Tamayo (2008), on the other hand, defend the view that organizational happiness will increase at that level as the individual adopts their job and reveals their potential. Pryce-Jones (2010) states that one's self-perception and self-awareness affect organizational happiness. Danna and Griffin (1999) state that organizational happiness depends on the person; the personality and character of the individual also determines their organizational happiness. As factors affecting organizational happiness; Maenapothi (2007) mentions inspiration and leadership, Pryce-Jones (2010) mentions moving away from negative emotions and approaching positive ones, and Zhou and Qui (2013) mention commitment and self-actualization.

It is thought that one of the factors thought to affect the organizational happiness of the individual is psychological resilience. Terzi (2005), explained psychological resilience as the strength of self-recovery, which means that individuals who can cope with the facts of life. Psychological resilience may also be defined as the individual's development of strength in the facts of life (Silliman, 1994). According to Luthar and Cichetti (2000), psychological resilience is a dynamic process in which individuals do not disrupt their life harmony despite the difficult situations and shocks they face. According to Masten (2001) psychological resilience is the state of being able to recover and return to the former state despite the risks that an individual faces and experiences.

Individuals with high psychological resilience show more commitment to their routine work, they have the control of their lives, and they can create opportunities for development by turning unexpected changes in their favor. Individuals with low psychological resilience, on the other hand, have withdrawal from life, focusing on stressful situations, and have resistance to changes (Klag & Bradley, 2004). Aydoğdu (2013) states that psychological resilience is a personality trait that reduces stress and illness when a person is faced with a stressful situation or a traumatic event, helps the person to make decisions about their lives, the job they are dealing with, and makes it easier to adapt to life and the environment. Hanton et al. (2003) states that persons with strong psychological resilience are individuals who have the ability to influence their physical and social environment and that these people have the motivation to turn negative situations into opportunities. Psychological resilience arises as a result of the interaction of personal traits and environmental conditions

(Prince-Embury, 2010). Meredith et al. (2011) emphasizes that instead of describing a person as psychologically resilient or not, it will be more accurate to express the degree of psychological resilience. Ögülmüş (2001) states that psychological resilience is a process rather than a personality trait. Developing a positive perspective in negative situations, being able to act rationally in the face of problems, and being able to act harmoniously in the face of new situations are also associated with psychological resilience (Karairmak, 2006). Psychological resilience has different meanings at group level and individually. At individual level, it means the ability to love, being brave, perseverance, forgiveness, tolerance and well-being; at group level, it includes the characteristics that lead to responsibility, politeness, moderation, not acting selfishly, work ethics and being a good citizen (Seligman & Csikszentmihalyi, 2000).

When the explanations about psychological resilience are examined, the emphasis on the concepts of risk factors and protective factors is encountered. Risk factors are defined as factors that will increase the emergence of undesirable problems or that are effective in maintaining the existing situation (Kirby & Fraser, 1997). Gürkan (2006) evaluates risk factors in two groups as internal (individual) and environmental (external). While having negative experiences, being born prematurely, academic failure, chronic diseases are internal factors; factors such as war, natural disasters, abuse, social violence, low socioeconomic status etc. are considered external factors. Protective factors are the factors that alleviate or eliminate the risk situation or the effect of a difficult life and enable the individual to adapt (Masten, 1994). Protective factors are divided into two as internal and external. While the source of internal protective factors is personality traits, external protective factors are situations such as having social and economic support (Karairmak, 2006).

While schools can sometimes be an environment that makes their employees happy; in some cases, they can be a source of negative situations. The following can be given as examples of negative situations in schools; disciplinary problems, crowded classrooms, indifferent behaviors and attitudes of students, excessive paperwork, lack of equipment, unpermissive or indifferent families and managers' failure to provide the necessary support to their employees (Baysal, 1995). According to Roffey (2012), the relations in the educational organization can have the quality to increase or decrease the happiness level of the employees. An understanding that makes education competitive and evaluates the meaning of the job only with student and class success can cause employees to move away from positive emotions (Acton & Glosgow, 2015).

The teaching profession is based on relationship and emotion. One of the reasons why it is seen as such is being in interaction with students and paying close attention to them (Spilt et al., 2011). Psychological counseling is one of the branches that interact with and support students at a high level. Psychological counselors have a great role in the education system. In order for psychological counseling and guidance to be comprehended accurately, it is necessary to know what the purpose of this profession is. Psychological counseling and guidance help the individual for self-actualization. At the same time, it aims to help people understand themselves, make the best choices for themselves, and make realistic, balanced and right decisions (Yalçın et al., 2013). The duties of the psychological counselor are expressed as adding and increasing social and emotional competencies, providing positive holistic development in individuals, creating healthy emotions and thoughts, and raise behavioral control (İkiz, 2016). When these tasks are examined; it can be said that psychological counselors carry out studies on the happiness of individuals.

It is an important issue how happy the psychological counselors who work on the happiness of people in the organizations they work for are happy. It may be said that psychological counselors, which is one of the occupational groups open to stress and burnout, support individuals in directing their lives and helps them to grow healthier individuals and shape the society. In addition, psychological counselors provide psychological support to students and serve as role models for hope, happiness and recovery (Arslan, 2018a). Psychological counseling, which requires a great responsibility, may become more tiring when other responsibilities in the work environment are added. Possible conflicts experienced by psychological counselors with administrators, other teachers, students and parents may adversely affect their motivation, productivity and happiness (Aykaç, 2016). It is understood that the responsibilities of psychological counselors who serve more than one person in the organization are at a high level. It is thought that the organizational happiness of psychological counselors with this degree of responsibility is a subject worth examining. As a

matter of fact, considering that psychological counselors provide psychological support to other individuals, it is expected that their mental health and happiness in the environment they work should be at a good level. It does not seem realistic to expect a psychological counselor with a low level of organizational happiness to be efficient in their work and to benefit people.

In the relevant literature, no research has been found directly on the organizational happiness of psychological counselors. However, there are various studies on the organizational happiness of employees. Carver (2003) revealed that individuals who are happy in the organization make effective decisions, adopt the goals of the organization, communicate effectively with other employees in the organization and have positive energy. According to the research conducted by Hempfling (2015), it has been determined that the personnel who receive support within the organization are happier. Chairpravit and Santidiraku (2011) identified five factors that affect organizational happiness. These are; attaching a meaning to work, having common values shared in the organization, interpersonal relations, quality of the work environment and management. In the research conducted by Ertong (2018), factors affecting organizational happiness are revealed as being appreciated, the product obtained, respect, love, tolerance, sense of belonging, empathy and sufficient income. At the same time, it is stated that complaints should be paid attention to in order to increase organizational happiness, additional budget should be provided to the organization and individuals should be treated without prejudice. In some studies, it has been determined that organizational happiness is positively related to job satisfaction (Buragohain & Hazarika, 2015), organizational virtue (Özen, 2018), organizational trust (Gürbüz, 2020) and organizational forgiveness (Bayram, 2020). Whereas, organizational happiness is negatively related to organizational silence (Moçoşoğlu & Kaya, 2018) and organizational cynicism (Kahveci & Köse, 2019).

It is predicted that there may be a significant relationship between the organizational happiness of psychological counselors and their psychological resilience. In order for psychological counselors to be happy and productive at work, it is thought that it is important for psychological counselors to remain psychologically resilient and balanced in the face of the problems experienced by people who expect psychological support from them. As a matter of fact, since the psychological counseling service is an intense process that reduces the energy of the person providing this service, the specialist should have enough power to help the individual in front of them (Skovholt, 2012). It is estimated that a psychological counselor who loses this psychological resilience may not be happy and it may be difficult to contribute to the happiness of other people. As Egan (2011) emphasizes, a specialist who provides psychological support must first of all be in good mental health. As a matter of fact, considering that psychological counselors provide psychological support to other individuals, it is expected that their own mental health and psychological resilience to be at a good level. It is estimated that the psychological resilience of psychological counselors at a good level may positively affect their organizational happiness. As a matter of fact, it is thought that people who can cope with the difficulties they face and who can pull themselves together will be able to overcome the negativities in the workplace, so that they can be satisfied and happy with their job. From this point of view, the relationship between psychological resilience and organizational happiness of psychological counselors was found worth examining in the study.

Considering the studies examining organizational happiness and psychological resilience variables; no research has been found that examines the relationship between these variables. In the study conducted by Brouskeli et al. (2018), a significant and positive relationship was found between psychological resilience and occupational well-being. Toprak (2014) determined that psychological need satisfaction and psychological resilience significantly predict happiness and life satisfaction. Van Schaick (2010), found that there is a positive and significant relationship between psychological well-being and psychological resilience.

In the light of the explanations above, it is aimed to examine the psychological resilience and organizational happiness of psychological counselors and to reveal the relationship between these characteristics. In addition, it is tried to determine whether the organizational happiness of psychological counselors differed in terms of demographic variables. When the relevant literature is examined, no research

has been found directly on this subject. It is thought that the results to be obtained from the research may contribute to the relevant literature at this point. Answers to the following questions are sought in the study.

1. What is the organizational happiness and psychological resilience level of psychological counselors?
2. Do the organizational happiness levels of psychological counselors differ significantly according to demographic variables (gender, type of organization, level of organization, status of being assigned to another organization other than the current organization, status of assignment to jobs other than psychological counseling, term of office)?
3. Is psychological resilience of psychological counselors a significant predictor of their organizational happiness?

## Method

### Research Model

This research was carried out within the scope of the relational screening model, in order to demonstrate the relationship between psychological resilience and organizational happiness of psychological counselors. This model is a method preferred to determine whether there is a relationship between two variables and, if so, at what level (Ary et al., 1996).

### Population and Sample

The population of the research consists of 1092 psychological counselors working in private and public institutions affiliated to the Ministry of National Education in Diyarbakır in the 2020-2021 academic year. Convenience sampling method was used in the selection of the sample due to the difficulties in terms of time and effort in reaching the participants. Convenience sampling method is a sampling method that is not based on probability and collects data from accessible participants (Creswell, 2012). The sample of the research consists of 310 psychological counselors. Information on the sampling is presented in Table 1.

**Table 1.** Demographic Information of Participants

Variable	Group	N	%
Gender	Female	202	65.2
	Male	108	34.8
	Total	310	100.0
Type of Organization	Public	195	62.9
	Private	115	37.1
	Total	310	100.0
The Level of the Organization	High School	167	53.9
	Secondary School	77	24.8
	Primary School	49	15.8
	Counselling and Research Centre	17	5.5
	Total	310	100.0
Term of Office	1-3 years	131	42.3
	4-6 years	93	30.0
	7 years and above	86	27.7
	Total	310	100.0
Status of Being Assigned to Another Organization Other Than Organization They Work	No	266	85.8
	Yes	44	14.2
	Total	310	100.0

Status of Assignment to Jobs Other Than Psychological Counseling	No	172	55.5
	Yes	138	44.5
	Total	310	100.0

### Data Collection Tools

**Well-Being at Work Scale (WBWS)** WBWS was developed by Paschoal and Tamayo (2008); translated into English by Demo and Paschoal (2013). Arslan and Polat (2017) adapted this scale from English to Turkish. The Turkish version of the WBWS has three dimensions: Positive Emotions, Negative Emotions, and Realization of Potential, and a total of 29 items. The scale is used by taking the sum of the sub-dimensions. The higher the scores of the scale, the higher the organizational happiness. WBWS is a 5-point Likert-type scale. The Cronbach Alpha ( $\alpha$ ) coefficient for the whole scale was calculated as 0.96. A Confirmatory Factor Analysis (CFA) was performed and the chi-square value was 1479.26 and  $p < .00$  was significant. When the fit indices are examined; it was calculated as SRMR=.061, NNFI=.97, CFI=.97, RMSEA=.09, and GFI=.77. In addition, it was determined that the factor loads of the sub-dimensions of the scale ranged from .53 to .96, and the three-factor structure of WBWS was confirmed as a result of the CFA (Arslan & Polat, 2017). In this study, the Cronbach Alpha ( $\alpha$ ) coefficient was recalculated of the total measurement tool and the result was found to be .95.

**Brief Resilience Scale (BRS)** BRS was developed by Smith et al. (2010) and was adapted into Turkish by Doğan (2015). The higher the scores of the scale, the higher the psychological resilience. BRS is a 5-point Likert-type 6-item measurement tool. As a result of the tests, a single factor structure was obtained that explained 54% of the total variance of the scale. It was determined that the item-total correlation values were between .49 and .66. At the same time, CFA was made for BRS and as a result; it was understood that the single factor structure of the scale was confirmed ( $\chi^2/sd$  (12.86/7)=1,83, GFI=0.99, CFI=0.99, NFI=0.99, SRMR=0.03, RMSEA=0.05). The Cronbach Alpha ( $\alpha$ ) was found to be .83 for the total of the scale (Doğan, 2015). In this study, the Cronbach Alpha ( $\alpha$ ) coefficient was recalculated of the total measurement tool and the result was found to be .81.

**Personal Information Form** This form was created by the researcher. In the form, questions about the gender of the participants (female, male), the type of institution they work for (public, private), the level of the institution they work for (primary school, secondary school, high school, counselling and research centre), graduation status (undergraduate, graduate), graduation major (psychological counselling and guidance, sociology, philosophy, psychology), marital status (single, married), the status of being assigned to another institution other than the institution they work for, status of being assigned to another organization other than the current organization, status of assignment to jobs other than psychological counseling and term of office were included.

### Data Collection

In order to collect data, first of all, necessary permissions were obtained through e-mail from the researchers who adapted the scales used. After this stage, the approval of the Recep Tayyip Erdogan University Social Sciences and Humanities Ethics Committee was obtained in order to apply the scales (Meeting Date: 01.06.2020, Meeting No: 2020/44). Later, the Research Application Permit was obtained from the internet address "ayse.gov.tr". At the end of all these permissions, the measurement tools were applied to the volunteers of the psychological counselors working in the public organizations and private organizations affiliated. The data collection of the study was completed in approximately one month.

### Data Analysis

Descriptive statistics about psychological resilience and organizational happiness of psychological counselors are demonstrated. In addition, it is tried to determine whether the organizational happiness levels of psychological counselors differ according to demographic variables by t-test and ANOVA. Correlation and simple regression analysis were used to examine the relationship between psychological resilience and organizational happiness of psychological counselors. In the regression analysis, first of all, Durbin-Watson statistics, normal distribution and whether linearity assumptions are met were tested. The results obtained

from testing these assumptions are presented below.

**Durbin Watson Statistics** Durbin-Watson statistics is a test that measures whether there is autocorrelation between errors. According to the simple regression analysis findings in this study, the Durbin-Watson statistic value was found to be =1.887. This value shows that there is no autocorrelation between the variables, that is, the assumption required is met (Field, 2013).

**Normal Distribution** In order to perform regression analysis, variables should show normal distribution. Normality may be evaluated by looking at the skewness and kurtosis coefficients. The fact that these coefficients are between -1 and +1 means that there is not much deviation from normality (Büyüköztürk, 2017). The skewness and the kurtosis values are presented in Table 2. According to these results, it is understood that the dependent and independent variables show normal distribution. The normal distribution graph before the regression analysis is presented in Figure 1. When this figure is examined, it is concluded that the variables show a normal distribution.

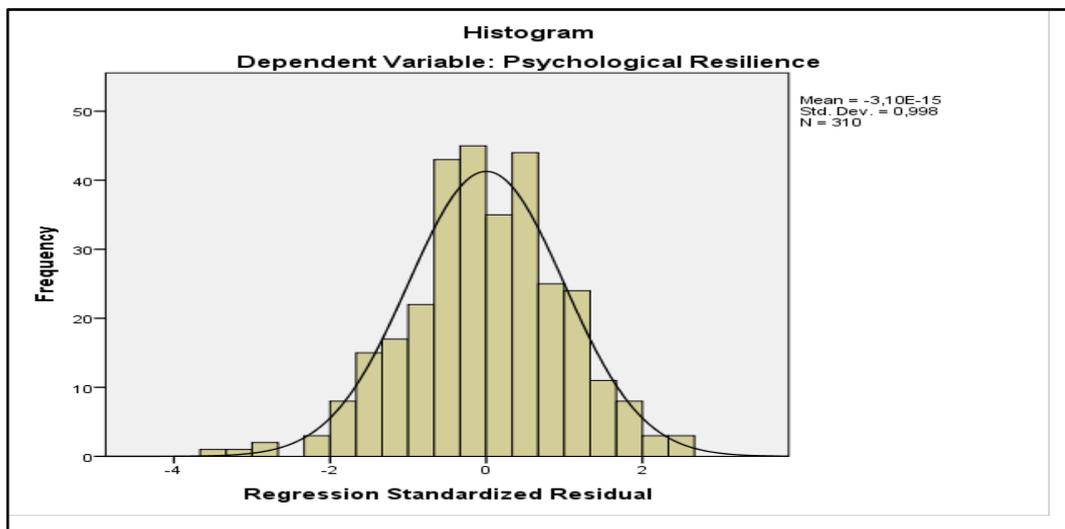


Figure 1. Graph for the normality of distribution of variables

**Linearity** Another assumption that must be provided in regression analysis is that the relationship between dependent and independent variables is linear. Figure II presents the graph for the linearity of the variables. When this figure is examined, it is clear that there is a linear relationship between the variables.

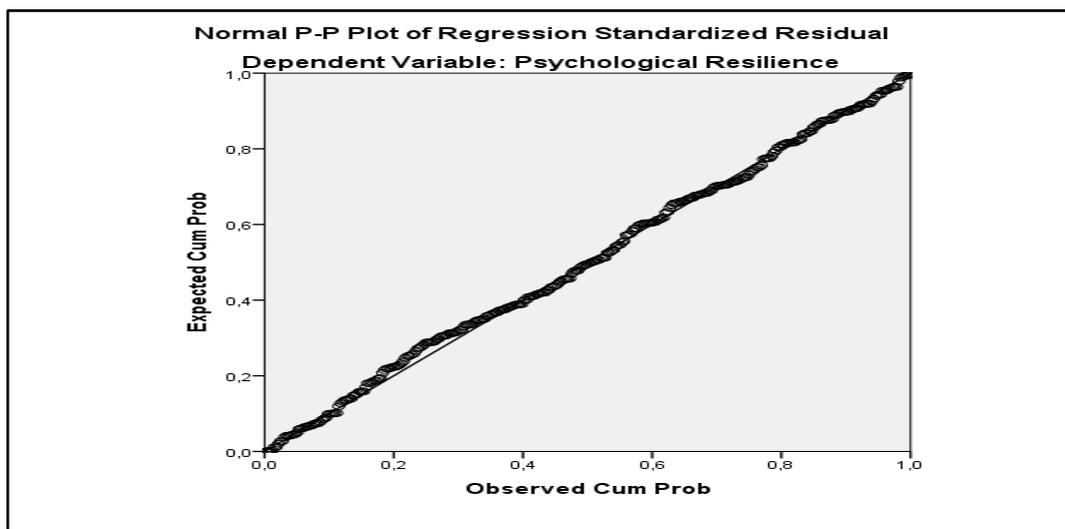


Figure 2. Graph for the linearity of relationship between variables

## Findings

Under this heading, first of all, the mean, standard deviation, skewness and kurtosis values of psychological counselors' levels of psychological resilience and organizational happiness are presented. After that, it was examined whether the organizational happiness levels of psychological counselors differ in terms of some demographic variables. Finally, the findings on the relationship between psychological counselors' psychological resilience and organizational happiness and whether psychological resilience predicts organizational happiness are included. Descriptive statistics about psychological resilience and organizational happiness levels of psychological counselors are presented in Table II.

**Table 2.** Descriptive Statistics on Psychological Resilience and Organizational Happiness

Variable	N	Min.	Max.	$\bar{x}$	Sd	Skewness	Kurtosis
Organizational Happiness	310	1	5	3.47	.81	-.20	-.50
Psychological Resilience	310	1	5	3.40	.85	-.27	-.07

According to Table 2, since the scores of psychological counselors' levels of psychological resilience and organizational happiness were collected from a five-point Likert-type scale; organizational happiness ( $\bar{x}$ =3.47; SD=.81) and psychological resilience ( $\bar{x}$ =3.40; SD=.85) levels were found to be above the medium level.

**Table 3.** Organizational Happiness Levels of Psychological Counselors According to Gender

Variable	Gender	N	$\bar{x}$	Sd	t	df	p	Levene's Test	
								F	P
Organizational Happiness	Female	202	3.46	.85	-.23	308	.81	2.02	.15
	Male	108	3.49	.74					

When Table 3 is examined, the organizational happiness levels of psychological counselors do not differ statistically according to the gender ( $t_{(308)}=-.23$ ;  $p>.05$ ).

**Table 4.** Organizational Happiness Levels of Psychological Counselors According to Type of Organization They Work

Variable	Type of Organization	N	$\bar{x}$	Sd	t	df	p	Levene's Test	
								F	P
Organizational Happiness	Public	195	3.48	.77	.25	308	.80	2.41	.12
	Private	115	3.46	.88					

When Table 4 is examined, the organizational happiness levels of psychological counselors do not differ statistically according to the type of organization they work ( $t_{(308)}=-.25$ ;  $p>.05$ ).

**Table 5.** Organizational Happiness Levels of Psychological Counselors According to the Level of Organization They Work

The Level of the Organization	N	$\bar{x}$	SD	Source	Sum of squares	df	Mean of squares	F	p	Levene's Test	
										F	p
Primary School	49	3.49	.67	Between Groups	1.34	3	.44	.67	.57	2.63	.06
Secondary	77	3.49	.73	Within	203.98	306	.66				

School	Groups					
High School	167	3.43	.86	Total	205.32	309
Counselling and Research Centre	17	3.71	1.05			
Total	310	3.47	.81			

According to Table 5, the organizational happiness levels of the psychological counselors do not differ statistically according to the level of the organization they work ( $F_{(3-306)}=.67$ ;  $p>.05$ ).

**Table 6.** Organizational Happiness Levels of Psychological Counselors According to the Status of Being Assigned to Another Organization Other Than the Organization They Work

Variable	Status of Being Assigned to Another Organization Other Than Organization They Work	N	$\bar{x}$	SD	t	df	p	Levene's Test	
								F	p
Organizational Happiness	Yes	44	3.31	.68	-1.37	308	.17	4.09	.07
	No	266	3.50	.83					

When Table 6 is examined, the organizational happiness levels of the psychological counselors do not differ statistically according to the status of being assigned to another organization other than the organization they work for ( $t_{(308)}=-1.37$ ;  $p>.05$ ).

**Table 7.** Organizational Happiness Levels of Psychological Counselors According to the Status of Being Assigned to Jobs Other Than Psychological Counselling

Variable	Status of Assignment to Jobs Other Than Psychological Counseling	N	$\bar{x}$	SD	t	df	p	Levene's Test	
								F	p
Organizational Happiness	Yes	138	3.24	.82	-4.57	308	.00	.33	.56
	No	172	3.65	.75					

When Table 7 is examined, the organizational happiness levels of psychological counselors differ statistically according to status of being assigned to jobs other than psychological counselling ( $t_{(308)}=-4.57$ ;  $p<.05$ ). It was found that the organizational happiness of the psychological counselors who were not assigned to jobs other than psychological counseling ( $\bar{x}=3.65$ ) was at a higher level than those who were assigned ( $\bar{x}=3.24$ ).

**Table 8.** Organizational Happiness Levels of Psychological Counselors According to the Term of Office

Term of Office	N	$\bar{x}$	SD	Source	Sum of squares	df	Mean of squares	F	p	Levene's Test	
										F	p
1-3 years	131	3.50	.80	Between Groups	1.72	2	.86	1.29	.27	.11	.89

4-6 years	93	3.36	.84	Within Groups	203.60	307	.66
7 years and above	86	3.55	.79	Total	205.32	309	
Total	310	3.47	.81				

When Table 8 is examined; the organizational happiness levels of psychological counselors do not differ statistically according to their term of office ( $F_{(2-307)}$ ;  $p>.05$ ).

**Table 9.** Predicting Psychological Counselors' Organizational Happiness

Dependent Variable	Independent Variable	B	Standard Error	$\beta$	t	p	Zero Order	Partial
Organizational Happiness	Constant	1.76	.19		9.29	.00		
	Psychological Resilience	.47	.05	.45	8.81	.00	.45	.45

R= .45 R<sup>2</sup>=.20  $F_{(1-308)}=77.77$  p=0.00

It is seen in Table 9 that there is a positive, moderate and significant relationship between the psychological resilience of the psychological counselors and their organizational happiness levels. Also, psychological resilience of psychological counselors predicts 20% of their organizational happiness ( $R=.45$ ;  $F_{(1-308)}=77.77$ ;  $R^2=.20$ ;  $p<.01$ ).

### Conclusion and Discussion

In the study, when the scores that the psychological counselors obtained from the sum of the scales regarding their organizational happiness levels were evaluated; it is concluded that their organizational happiness is above the medium level. When the relevant literature is examined, there are no studies that examine the organizational happiness levels of psychological counselors. In addition, there are studies that find the organizational happiness of teachers in different branches above the medium level (Aydemir, 2008; Diener & Diener, 1996; Eren, 2015; Kara, 2010; Moçoşoğlu & Kaya, 2018; Sevindik, 2015; Suhail & Chaudhry, 2004; Tan et al., 2006; Tingaz & Hazar, 2014; Yıldırım et al., 2015). Arslan (2018b), on the other hand, found the organizational happiness of teachers at a moderate level. However, unlike the results of these studies, the studies conducted by Türk Eğitim-Sen (2011), reveal that teachers are unhappy. The fact that the organizational happiness of the psychological counselors is above the medium level may be interpreted as they are supported by their school principals, they work in conditions that may reveal their potential, they are satisfied with their work, they have positive relations with the organization and as a result, they experience positive emotions more than negative ones.

Psychological resilience of psychological counselors was found above the medium level. In the related literature, there are similar studies that support the results of the research. According to the research conducted by Tura and Doğan (2020), psychological resilience of counselors was found above the medium level. Research by Karataş and Camadan (2020), Camadan and Kırac (2020) and Seçim (2020) found that psychological counseling and guidance undergraduate program students have a high level of psychological resilience. There are also studies on teachers on this subject. In the study conducted by Ulukan (2020), it was determined that the psychological resilience of teachers is above the medium level. In the study conducted by Gönen and Kocaballı (2020), it was found that the psychological resilience of teachers was moderate. It is an expected result that the psychological resilience of psychological counselors is above the medium level. It is thought that the undergraduate education undertaken by psychological counselors has an effect on this situation. It may be said that psychological counselors are able to transfer knowledge and skills to their own

lives and daily lives, such as recognizing the nature of human beings in the training they receive, factors affecting human mental health, and how to intervene in psychological problems.

It was found that the organizational happiness levels of psychological counselors did not differentiate according to the gender. In other words, the organizational happiness levels of female and male psychological counselors are similar to each other. No study was found in which the organizational happiness of psychological counselors was examined in terms of gender variable. On the other hand, there are studies showing that teachers' organizational happiness does not differ significantly by gender (Bulut, 2015; Kahveci & Köse, 2019; Konan & Taşdemir, 2019; Korkut, 2019; Moçoşoğlu & Kaya, 2018; Öztürk, 2020). However, there are also research results in which the organizational happiness levels of male teachers are higher than female teachers (Düzgün, 2016; Gürbüz, 2020). Therefore, it can be concluded that results regarding that organizational happiness differs and does not differ according to gender can be obtained. The fact that the organizational happiness levels of the psychological counselors do not show a significant difference in terms of gender according to the results of the research may be explained by the fact that organizations offer similar working conditions to male and female psychological counselors and treat them as equal as possible. In other words, it can be said that both genders face similar problems in organizations and similar factors make them happy. At the same time, it is thought that organizational happiness does not differ depending on gender, due to the decrease in the differentiation between status and roles in terms of being a female or a male in the society.

It has been found that the organizational happiness levels of the psychological counselors do not differ significantly according to the type of organization, and the organizational happiness of the psychological counselors working in public and private organizations is at a similar level. Günel (2020) revealed that the well-being levels of psychological counselors working in the private organizations and psychological counselors working in public organizations are similar. Similarly, Gürbüz (2020) concluded in their research that the organizational happiness of teachers working in public schools and teachers working in private schools did not differ significantly. Özen (2011) concluded in their research that the job satisfaction of psychological counselors working in private organizations is higher than that of psychological counselors working in public organizations. The fact that psychological counselors working in private and public organizations have similar organizational happiness levels may be explained by assigning similar duties and responsibilities to psychological counselors in these organizations. At the same time, this result may be interpreted as those psychological counselors perform their duties well, regardless of the type of organization, and thus they are happy within the organization.

It has been found that the organizational happiness of the psychological counselors working in primary, secondary, high school and counselling and research centre is at a similar level. When the relevant literature is examined, no research has been found directly on this subject. When looking at other studies with teachers, Kahveci and Köse (2019) state that organizational happiness of teachers depends more on their individual feelings and is affected by relationships more than the structure of the organization, and demonstrated that organizational happiness does not differ according to the level of the organization. Moçoşoğlu and Kaya (2018) state that primary school teachers have a higher level of organizational happiness than teachers working at other organization levels. In the study conducted by Çetin and Polat (2021), the organizational happiness level of teachers working in imam-hatip secondary schools was found to be higher than the level of teachers working in general secondary schools. Brouskeli et al. (2018), on the other hand, concluded that the happiness level of secondary school teachers is higher than that of teachers working at other organization levels. The fact that psychological counselors have a similar level of organizational happiness in terms of organization level may be explained by the fact that psychological counseling is a service for students at all levels, and the work performed at each organization level has difficulties and convenience in itself.

It has been found that the organizational happiness levels of psychological counselors did not significantly differ according to the status of being assigned to another organization other than the organization they work. When the relevant literature is examined, no research has been found directly on this subject. As a result of the research, it may be explained by the similar expectations of the organizations in

which the psychological counselors are assigned to the organizations in which they work, organizational culture and psychological counselor. At the same time, it is thought that the fact that psychological counselors continue to work with a similar understanding in each organization they work affects the fact that their organizational happiness does not differ.

It is understood that the organizational happiness levels of psychological counselors differ statistically according to status of being assigned to jobs other than psychological counselling. The organizational happiness of the psychological counselors who were not assigned to jobs other than psychological counseling was found to be higher than those who were assigned. When the relevant literature is examined, there are research results that the job descriptions of psychological counselors are not clear and they are assigned to jobs other than their duties, causing uncertainty about the work expected from them (Dost-Tuzgöl & Keklik, 2012; Erdur-Baker & Çetinkaya, 2007; Yüksel-Şahin, 2008). In the researches, it has been determined that teachers feel uncomfortable when they are assigned to duties that are not in their job description (Çetin & Doğan, 2018; Eren & Uluusyal; 2012; Yüçetürk, 2012). Psychological counselors assigned to jobs other than psychological counseling are expected to have a lower level of organizational happiness than those who are not assigned to other duties. When they are assigned to jobs other than their own duties, their productivity and happiness in business life may be negatively affected. Although the duties of psychological counselors are quite extensive, this situation turns into a challenging situation for them when work that are not actually their duty is expected from them. At the same time, it is estimated that psychological counselors will not be as successful and happy as in their field of duty when they are assigned to jobs other than psychological counseling.

It is concluded that the organizational happiness levels of psychological counselors did not differentiate according to the term of office. No research has been found on psychological counselors on this subject. When research with teachers were examined; Kahveci and Köse (2019) and Gürbüz (2020) found that the organizational happiness of teachers did not differ according to the year of service. Keser (2018) and Korkut (2019) revealed that happiness at work and term of office are directly proportional. Çetin and Polat (2021), on the other hand, concluded that as teachers' seniority increases, their organizational happiness decreases. Therefore, it is understood that there are research results showing that organizational happiness both differs and does not differ according to seniority. The fact that the term of office of psychological counselors has no significant effect on organizational happiness may be interpreted as having similar attitudes towards the organizations of psychological counselors who are new to the working life and have worked in this job for years. The fact that organizational happiness does not vary according to the term of office indicates that the duties and responsibilities of psychological counselors and the problems they face do not differ according to the term of office. In other words, it is thought that psychological counselors are not given different tasks according to their term of office and that their job descriptions are the same regardless of how many years they work.

It has been seen that there is a positive, moderate and significant relationship between psychological counselors' psychological resilience and organizational happiness levels. It was determined that psychological resilience of psychological counselors predicted 20% of their organizational happiness. This result may be interpreted that as psychological counselors' psychological resilience levels increase, their organizational happiness levels also increase. No research has been found that examines the relationship between psychological resilience of counselors and their organizational happiness. However, in the research conducted by Arslan (2018a), it was found that there is a positive and significant relationship between psychological counselors' psychological resilience and their happiness. Moreover, there have been several studies examining the relationship between resilience and happiness. For example, Terzi (2005) has found that psychological resilience has a significant effect on happiness. Yaşar (2015) has determined that subjective well-being and psychological resilience have a positive and significant relationship. Altuntaş and Genç (2020) have found that psychological resilience predicts happiness. Ulukan (2020) has determined that well-being and psychological resilience have a positive and significant relationship. Özocak and Yılmaz (2020) have found a positive relationship between psychological strengthening and organizational happiness. Toprak (2014) has revealed that psychological resilience is a significant predictor of happiness. According to the result of the research, it

has been determined that psychological resilience positively affects the organizational happiness of psychological counselors. Organizational happiness of psychological counselors is important. For psychological counseling is a service aimed at strengthening the individuals who are offered counseling services and increasing their psychological well-being. It is thought that psychological counselors with high organizational happiness and psychological resilience will support individuals who encounter difficult life conditions so that they may struggle more effectively and successfully.

In the light of the results obtained from the research, some suggestions were made for practitioners and future research. In this context, it is thought that it may be beneficial for school principals to take measures to reduce the situations that may negatively affect the psychological resilience of psychological counselors. At this point, it is important for school principals to work in cooperation and harmony with psychological counselors in psychological counseling and guidance services and to assist them in bureaucratic procedures. However, it is thought that the school principals' establishment of a democratic and open organizational climate in the school may contribute to the more comfortable and efficient work of psychological counselors. On the other hand, based on the results of the research, it can be emphasized as a point that should not be given to psychological counselors other than psychological counseling and guidance services. However, in order to achieve this, it is thought that there is a need for legislative regulation in Turkey. As it is known, according to the Ministry of National Education Guidance and Psychological Counseling Services Regulation published on 14 August 2020, graduates of the psychological counseling and guidance programs of universities work with the title of "psychological counselor" in schools. This can be considered as a positive development (Ministry of Education, 2022). However, it is thought that it is a failure that there is a title about the duties that cannot be assigned to psychological counselors, although it is in the previous regulations. Therefore, it is evaluated that the determination of the duties that cannot be assigned to the psychological counselors as well as the duties that can be assigned to the psychological counselors in the regulations will ensure that the task boundaries and fields of work are clear and distinct. On the other hand, it is thought that a more permanent solution to this situation can be realized with the adoption of a mental health law that directly regulates the activities of psychological counseling in Turkey. Another important issue is that the roles and responsibilities of administrators, teachers and parents regarding psychological counseling and guidance services are introduced to them by psychological counselors. In this way, it will be possible to clearly state what to expect and what not to expect from psychological counseling and guidance studies. This situation may provide an opportunity for psychological counselors to work within the limits of their competence, and it may also contribute to the clarification of the work that other stakeholders should do. It is thought that these studies can facilitate the success of the services carried out and reduce the negative results caused by the lack of information. It is predicted that the psychological resilience and organizational happiness of psychological counselors will be positively affected when these recommendations are achieved. According to another result of the study, it has been seen that the postgraduate education of psychological counselors does not make a significant effect to their psychological resilience and organizational happiness. In this sense, it is recommended to make postgraduate education profitable for psychological counselors by making changes in the relevant regulations and directives. With the Teaching Profession Law (Ministry of Education, 2022), it is considered that an important development has been achieved in this regard. It is thought that the decision in this law, "Those who have completed their master's education shall be exempted from the written exam required for the title of specialist teacher, and those who have completed their doctorate education shall be exempted from the written exam for the title of head teacher" is thought to be an incentive for postgraduate education for psychological counselors working in schools. Furthermore, it is thought that the spread of programs in which psychological counselors can receive postgraduate education in sub-fields such as school counseling, career counseling, clinical mental health counseling, marriage, couple and family counseling will be beneficial for the career development of psychological counselors. The fact that the number of people constituting the subgroups of the demographic variables of the research is not close to each other is a limitedness of the research. In future research, it is recommended to work on groups consisting of closer numbers of people. The preferred sampling method in the study is another limitation of the study. The convenience sampling method was preferred in the research. As it is known, since this method is a non-

probabilistic sampling method, the generalizability of the results obtained in the research is limited. In future research, methods in which the sample with a higher power to reflect the population will be selected may be preferred. This research was carried out based on the opinions of psychological counselors working in Diyarbakır. More comprehensive results may be achieved thanks to the researches in which psychological counselors working in other provinces participate. Psychological resilience and organizational happiness of counselors may also be examined according to studies designed based on a qualitative research approach. In this way, more in-depth conclusions may be reached. In future research, psychological counselors' organizational happiness and psychological resilience may be examined by considering different variables such as personality traits, professional self-efficacy perceptions, professional sense of self, the number of students per counselor, number of psychological counselors working in the organization and the facilities of the organization.

### Declarations

**Authors' contributions:** *The first author contributed 55% and the second author 45% to the introduction, method, findings, discussion and conclusion sections of the research.*

**Ethics committee approval:** *The approval of the Recep Tayyip Erdogan University Social Sciences and Humanities Ethics Committee was obtained in order to apply the scales (Meeting Date: 01.06.2020, Meeting No: 2020/44).*

**Competing interests:** *There is no conflict of interest between the authors or with other persons/institutions/organizations in the study.*

**Funding:** *No financial support was received from any institution for this research.*

### References

- Acton, R., & Glasgow, P. (2015). Teacher well-being in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 99-114. <http://dx.doi.org/10.14221/ajte.2015v40n8.6>
- Altuntaş, S., & Genç, H. (2020). Resilience as predictor of happiness: Investigation of teacher sample. *Hacettepe University Journal of Education*, 35(4), 936-948. [doi: 10.16986/HUJE.2018046021](https://doi.org/10.16986/HUJE.2018046021).
- Arens, A. K., & Morin, A. J. S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology*, 108(6), 800-813. <https://doi.org/10.1037/edu0000105>
- Arslan, H. (2018a). The relationship between happiness, resilience and addiction conditions of psychological consultants. *Journal of Education in Health Sciences*, 1(1), 17-35.
- Arslan, Y. (2018b). *The relationship between teacher perceptions of diversity management perspectives and organizational happiness* [Unpublished doctorate thesis]. Kocaeli University.
- Arslan, Y., & Polat, S. (2017). Adaptation of well-being at work scale to Turkish. *Educational Administration: Theory and Practice*, 23(4), 603-622. [doi: 10.14527/kuey.2017.019](https://doi.org/10.14527/kuey.2017.019).
- Ary, D., Jacobs, L.C., & Razavieh, A. (1996). *Introduction to research in education*. Harcourt Brace College.
- Aydemir, R. E. (2008). *The relationships between religiosity and happiness: The case of the first adulthood* [Unpublished master thesis]. Ondokuz Mayıs University.
- Aydoğdu, T. (2013). *Attachment styles, coping strategies between psychological hardness examining of the relationships* [Unpublished master thesis]. Gazi University.
- Aykaç, F. (2016). *Mobbing, subjective well-being and vocational satisfaction: a study on psychological counselors* [Unpublished master thesis]. Gaziosmanpaşa University.
- Bayram, S. (2020). *Examining the relationship between the organizational forgiveness perceptions and the levels of organizational happiness of teachers* [Unpublished master thesis]. Recep Tayyip Erdoğan University.

- Baysal, A. (1995). *Factors affecting professional burnout in high school and equivalent school teachers* [Unpublished doctorate thesis]. Dokuz Eylül University.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53, 279-307. <http://dx.doi.org/10.1146/annurev.psych.53.100901.135156>
- Brouskeli, V., Kaltsi, V., & Loumakou, M. (2018). Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, 28(1), 43-60.
- Bulut, A. (2015). *Perceptions of high school teachers' organizational happiness: A norm study* [Unpublished doctorate thesis]. Gaziantep University.
- Buragohain, P., & Hazarika, M. (2015). Happiness level of secondary school teachers in relation to their job satisfaction. *SSRG International Journal of Humanities and Social Science*, 2(3), 19-37. <https://doi.org/10.14445/23942703/IJHSS-V2I3P102>
- Büyüköztürk, Ş. (2017). *Manual of data analysis for social sciences*. Pegem.
- Camadan, F., & Kırac, S. N. (2020). Examining self-esteem and various demographic variables as a predictor of university students' psychological resilience. *Journal of Higher Education and Science*, 10(2), 253-263. <https://doi.org/10.5961/jhes.2020.387>
- Carver, C. S. (2003). Pleasure as a sign you can attend to something else: Placing positive feelings within a general model of affect. *Cognition and Emotion*, 17, 241-261. <https://psycnet.apa.org/doi/10.1080/02699930302294>
- Chaiprasit, K., & Santidhiraku, O. (2011). Happiness at work of employees in small and medium-sized enterprises, Thailand. *Procedia-Social and Behavioral Sciences*, 25, 189-200. <http://dx.doi.org/10.1016/j.sbspro.2011.10.540>
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Pearson Education.
- Çetin, A., & Doğan, A. (2018). Problems that mathematics teachers encounter in science and art centers. *Ankara University Faculty of Educational Sciences Journal of Special Education*, 19(4), 615-641. <https://doi.org/10.21565/ozelegitimdergisi.370355>
- Çetin, S. & Polat, S. (2021). The relationship between secondary school teachers' organizational justice perception levels and organizational happiness levels. *MANAS Journal of Social Studies*, 10(1), 171-182. <https://doi.org/10.33206/mjss.800081>
- Danna, K., & Griffin, R.W. (1999). Health and well-being in the workplace: A review and synthesis of the literature. *Journal of Management*, 25, 357-384. <https://doi.org/10.1177%2F014920639902500305>
- Demo, G., & Paschoal, T. (2013). Well-being at work scale: Exploratory and confirmatory validation in the USA. *Paidéia*, 26(63), 35-43. <https://doi.org/10.1590/1982-43272663201605>
- Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, 7, 181-185. <https://doi.org/10.1111%2Fj.1467-9280.1996.tb00354.x>
- Doğan, T. (2015). Adaptation of the brief resilience scale into Turkish: A validity and reliability study. *The Journal of Happiness and Well-Being*, 3(1), 93-102.
- Dost-Tuzgöl, M., & Keklik, İ. (2012). Professional issues in counseling as perceived by individuals working in counseling settings. *Mehmet Akif Ersoy University Journal of Education Faculty*, 12(23), 389-407. <https://doi.org/10.21764/EFD.58582>
- Düzgün, O. (2016). *The interrelation between the happiness levels and the classroom management skills of the secondary school teachers* [Unpublished master thesis]. Gaziosmanpaşa University.
- Egan, G. (2011). *The skilled helper*. Kaknüs.

- Erdur-Baker, Ö., & Çetinkaya, E. (2007). Ethics: breaking point in behavior. A. R. Özyürek, F. Korkut, & D. Owen (Eds.), *Developing psychological counseling and guidance, progress in the professionalization process*. (pp.163-182). Nobel.
- Eren, E., & Uluuysal, B. (2012). Professional problems experienced by information technology (IT) teachers and suggested solutions. *Mersin University Journal of the Faculty of Education*, 8(3), 152-171. <http://dx.doi.org/10.17860/efd.48005>
- Eren, K. A. (2015). *Subjective well-being and the determinants of happiness in Turkey* [Unpublished master thesis]. İstanbul Teknik University.
- Ertong, C. (2018). *Examining the factors which affect organizational happiness at schools* [Unpublished master thesis]. Gaziantep University.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics: And sex and drugs and rock "N" roll*. Sage.
- Fisher, C. D. (2010). Happiness at work. *International Journal of Management Reviews*, 12(4), 384-412. <https://doi.org/10.1111/j.1468-2370.2009.00270.x>
- Gavin, J., & Mason, R. (2004). The virtuous organization: The value of happiness in the workplace. *Organizational Dynamics*, 33(4), 379-392. <https://doi.org/10.1016/j.orgdyn.2004.09.005>
- Gönen, T., & Koca Ballı, A. İ. (2020). Psikolojik sağlamlığın tükenmişliğe etkisi: Özel okullarda çalışan öğretmenler üzerine bir araştırma. *Turizm Ekonomi ve İşletme Araştırmaları Dergisi*, 2(1), 46-60.
- Günel, D. (2020). *The mediator role of psychological flexibility between job satisfaction and psychological well-being among school counselors* [Unpublished master thesis]. Bolu Abant İzzet Baysal University.
- Gürbüz, G. (2020). *The relation between the perceptions of organizational happiness and organizational trust of teachers* [Unpublished master thesis]. Bahçeşehir University.
- Gürkan, U. (2006). *The Effect of the group program of resiliency level of university students* [Unpublished master thesis]. Ankara University.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Hanton, S., Evans, L., & Neil, R. (2003). Hardiness and the competitive trait anxiety response. *Anxiety, Stress, and Coping*, 16(2), 167-184. <http://dx.doi.org/10.1080/10615806.2003.10382971>
- Hempfling, M. S. (2015). *Happiness, work engagement, and perception of organizational support of student affairs professionals* [Unpublished doctorate thesis]. Ohio University.
- İkiz, E. (2016). *Theory and innovative approaches in counseling and psychotherapy*. Nobel.
- Kahveci, G., & Köse, Ö. (2019). An analysis of the role of organizational cynicism on organizational happiness according to primary and secondary school teachers' perceptions. *EKEV Academy Journal*, 23(79), 135-156.
- Kara, M. M. (2010). *The relation of job satisfaction with happiness and success level* [Unpublished master thesis]. Marmara University.
- Kararımak, Ö. (2006). Resilience, risk and protective factors. *Turkish Psychological Counseling and Guidance Journal*, 26, 129-139.
- Karataş, Z., & Camadan, F. (2020). The role of mindfulness and various demographic variables in explaining resilience of university students. *Marmara University Atatürk Education Faculty Journal of Educational Science*, 52(52), 348-370. <https://doi.org/10.15285/maruaeabd.604779>
- Keser, A. (2018). Happiness at work survey. *Paradoks Economics, Sociology and Policy Journal*, 14(1), 43-57.

- Kirby, L., Fraser, M., & P. R. Smokowski (1997). Risk and resilience in childhood. A. M. Fraser (Ed.) *Risk and resilience in childhood: An Ecological Perspective* (pp.10-33). NASW.
- Klag, S., & Bradley, G. (2004). The role of hardiness in stress and illness: An exploration of the effect of negative affectivity and gender. *British Journal of Health Psychology*, 9, 137-161. <https://doi.org/10.1348/135910704773891014>
- Konan, N., & Taşdemir, A. (2019). The relationship between teachers' perceptions of organizational hypocrisy and happiness levels. *Scientific Educational Studies*, 3(2), 132-152. <https://doi.org/10.31798/ses.655939>
- Korkut, A. (2019). *An analysis of teachers' perceptions of organizational happiness, organizational cynicism and organizational justice* [Unpublished doctorate thesis]. İnönü University.
- Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12, 857-885. <https://doi.org/10.1017/S0954579400004156>
- Maenapothi, R. (2007). Happiness in the workplace indicator master's thesis. Human resource development. National institute of development administration. *International Journal of Operations and Production Management*, 2(2), 114-130.
- Masten, A. S. (1994). Resilience in individual development: Successful adaptation despite adversity and risk. A. M. C. Wang, & G. Edmund W. (Eds.), *Educational resilience in inner city America: Challenges and prospects* (pp.3-27), Inc.
- Meredith, L.S., Sherbourne, C.D., Gaillot, S., Hansell, L., Ritschard, H.V., Parker, A.M., & Wrenn, G. (2011). *Promoting Psychological Resilience in the U. S. Military*. RAND Corporation <https://www.rand.org/pubs/monographs/MG996.html>
- Ministry of Education (2020). *Ministry of National Education Guidance and Psychological Counseling Services Regulation*. Legal Gazette, No: 31213. <https://www.resmigazete.gov.tr/eskiler/2020/08/20200814-2.htm>
- Ministry of Education (2022). *Teaching Profession Law*. Legal Gazette, No: 31750. <https://www.resmigazete.gov.tr/eskiler/2022/02/20220214-1.htm>
- Moçoşoğlu, B., & Kaya, A. (2018). The relationship between organizational silence and organizational happiness levels of school principals and teachers: The sample of Şanlıurfa province. *Harran Education Journal*, 3(1), 52-70. <https://doi.org/10.22596/2018.0301.52.70>
- Öğülmüş, S. (2001, 29-30 March). *Resilience as a personality trait*. I. National Symposium on Children and Crime: Causes and Prevention Studies. Ankara University, Ankara.
- Özen, F. (2018). The impact of the perception of organizational virtue on the perception of organizational happiness in educational organizations. *Educational Policy Analysis and Strategic Research*, 13(4), 124-140. <https://doi.org/10.29329/epasr.2018.178.7>
- Özen, Y. (2011). Research on school counselors' job satisfactions. *Turkish Journal of Business Ethics*, 4(7), 77-92.
- Özocak, A., & Yılmaz, E. (2020). The effect of teachers' psychological empowerment on organizational happiness. *Journal of Contemporary Administrative Sciences*, 7(1), 80-94.
- Öztürk, B. (2020). *The relationship between the life satisfaction of teachers working in secondary schools and their organizational happiness* [Unpublished master thesis]. Pamukkale University.
- Paschoal, T., & Tamayo, A. (2008). Construction and validation of work well-being scale. *Avaliação Psicológica*, 7(1), 11-22.
- Prince-Embury, S. (2010). Introduction to the special issue: Assessing resiliency in children and adolescents. *Journal of Psychoeducational Assessment*, 28(4), 287-290. <https://doi.org/10.1177/10734282910366830>
- Pryce-Jones, J. (2010). *Happiness at work: Maximizing your psychological capital for success*. Wiley-Blackwell.

- Roffey, S. (2012). Pupil well being-teacher well being: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8-17.
- Saenghiran, N. (2013). Towards enhancing happiness at work: A case study. *Social Research Reports*, 25, 21-33.
- Seçim, G. (2020). The effects of cognitive flexibility and emotion regulation on psychological resilience. *The Journal of Turkish Educational Sciences*, 18(2), 505-524. <https://doi.org/10.37217/tebd.716151>
- Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.
- Sevindik, D. (2015). *The relationship between religiosity and happiness of middle age: Denizli sample* [Unpublished master thesis]. Süleyman Demirel University.
- Silliman, B. (1994). *Resiliency research review. Conceptual and research foundations*. <http://www.cyfernet.org>
- Skovholt, T. M. (2012). The counselor's resilient self. *Turkish Psychological Counseling and Guidance Journal*, 4(38), 137-146.
- Smith, B. W., Tooley, E. M., Christopher, P., & Kay, V. S. (2010). Resilience as the ability to bounce back: A neglected personal resource? *Journal of Positive Psychology*, 5, 166-176. <https://doi.org/10.1080/17439760.2010.482186>
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher well being: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477. <https://doi.org/10.1007/S10648-011-9170-Y>
- Suhail, K., & Chaudhry, R. H. (2004). Predictors of subjective well-being in an Eastern Muslim Culture. *Journal of Social and Clinical Psychology*, 23(3), 359-376. <https://doi.org/10.1521/JSCP.23.3.359.35451>
- Tan, J. S., Tambyah, K. S., & Kau, K. A. (2006). The influence of value orientations and demographics on quality of life perceptions: Evidence from a national survey of Singaporeans. *Social Indicators Research*, 78(1), 33-59. <http://dx.doi.org/10.1007/s11205-005-7158-z>
- Terjesen, M. D., Jacofsky, M., Froh, J., & Digiuseppe, R. (2004). Integrating positive psychology into schools: Implications for practice. *Psychology in the Schools*, 41(1), 163-172. <https://doi.org/10.1002/PITS.10148>
- Terzi, Ş. (2005). *Psychological hardiness model relating to subjective well being* [Unpublished doctorate thesis]. Gazi University.
- Tingaz, E. O., & Hazar, M. (2014). The comparison of emotional intelligence and happiness of the preservice teachers in the department of physical education and sports teaching with some preservice teachers in other departments. *International Journal of Science Culture and Sport*, 1, 745-756. <http://dx.doi.org/10.14486/IJSCS144>
- Toprak, H. (2014). *Psychological resilience and satisfaction of psychological needs as predictors of subjective well-being and life satisfaction in the adolescents* [Unpublished master thesis]. Sakarya University.
- Tura, G. & Doğan, B. B. (2020, 23-24 April). *Examining the resilience of school counselors (guidance teachers) in terms of demographic variables*. 6th International Congress of Social Humanities and Educational Sciences, İstanbul.
- Türk Eğitim-Sen (2011). *Teachers are unhappy and in debt*. <http://www.haberturk.com>
- Ulukan, M. (2020). Investigation of the relationship between happiness and psychological resilience levels of teachers. *Journal of International Social Research*, 13(73) 620-631. <http://dx.doi.org/10.17719/jisr.10978>
- Van Schaick, L. A. (2010). *Predicting resilience and psychological well-being in early adulthood: The role of religion in childhood and adolescence* [Unpublished doctorate thesis]. St. John's University.
- Warr, P. (2007). *Work, happiness and unhappiness*. Lawrence Erlbaum Associates.
- Yalçın, M., Tekin, U., & Sözen, D. (2013). What is psychological counseling and guidance? A. B. Odabaşı (Ed.)

*Guidance and psychological counseling* (pp.9-11). Çizgi.

- Yaşar, K. (2015). *The relationship between the Uludağ University Education Faculty students' subjective well-being, psychological resilience, forgiveness* [Unpublished master thesis]. Uludağ University.
- Yıldırım, K., Arastaman, G., & Daşcı, E. (2015). Developing, testing and implementing the scale of teachers' professional well-being. *Journal of Theoretical Educational Science*, 8(4), 486-506. <http://dx.doi.org/10.5578/keg.8760>
- Yüçetürk, E. (2012). The role of trade unions in preventing of mobbing in the workplaces: A qualitative research. *Work and Society*, 4, 41-71.
- Yüksel-Şahin, F. (2008). Evaluation of school counseling and guidance services based on views of high school students. *International Journal of Human Sciences*, 5(2), 1-26.
- Zhou, S., & Qiu, L. (2013). The differences of factors influencing employees' happiness. *American Journal of Industrial and Business Management*, 3(3),719-724. <https://doi.org/10.4236/AJIBM.2013.38082>