



Original Article / Orijinal Makale

The effects of “my career story - online psychoeducation program” on hope, career adaptability and career future perception during covid-19 pandemic: A mixed method research

COVID-19 sürecinde kariyer öyküm çevrimiçi psiko-eğitim programının umut, kariyer uyumu ve kariyer geleceği algısına etkileri: Bir karma yöntemler araştırması

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ARTICLE INFO

Article history

Received: 21 February, 2024

Revised: 29 March, 2024

Accepted: 14 May, 2024

Key words:

Hope, career adaptability, career future perception, online group practice, mixed methods research.

MAKALE BİLGİSİ

Makale Hakkında

Geliş tarihi: 21 Şubat 2024

Revizyon tarihi: 29 Mart 2024

Kabul tarihi: 14 Mayıs 2024

Anahtar kelimeler:

Umut, kariyer uyumu, kariyer geleceği algısı, çevrimiçi grup uygulaması, karma yöntem araştırması.

ABSTRACT

As a worldwide crisis, COVID-19 pandemic both posed a threat for human health and brought about some challenges that are difficult to cope with due to the economic problems it triggered. Just like all age groups, young people also had to deal with the problems caused by the pandemic. This study dealt with the effects of a group practice designed for university students who had to stay at home during the lockdowns. Specifically, it examined the effects of an online career group program developed according to the principles of the narrative approach on university students' hope, career adaptability and career future perception. “My Career Story Group Practice” is a 7-week psychoeducation program developed based on the narrative and structural approaches adopted in the field of career development. The quantitative design of this mixed methods research used semi-experimental single group pre-test, post-test and follow-up model while the qualitative part was conducted through a question form and focus group interviews developed according to phenomenological approach. The participants of the study included 31 university students (age range: 19 - 24) who voluntarily applied to participate in the study. Hope, career adaptability and career future perceptions of the participants were measured quantitatively while their experiences regarding the group practice were analyzed quantitatively. According to the findings, “My Career Story Group Practice” positively affected university students' hope, career adaptability and career future perceptions; however, this effect was not a long-lasting one. In addition, the study collected data regarding the participants' opinions about group practice experiences, their gains, non-group processes and online practices. The results were found to be consistent due to the similarities between the quantitative and qualitative findings.

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ÖZ

Tüm dünyayı etkisi altına alan COVID-19 pandemisi, insanların sağlığını tehdit ederken, yarattığı ekonomik sıkıntılarla içinden çıkılması ve baş edilmesi zor durumlara sebep olmuştur. Bu çalışmada COVID-19 pandemisinde, toplumsal karantina döneminde evde kalmak zorunda olan üniversite öğrencilerine yönelik grup çalışmasının etkileri ele alındı. Araştırmada öyküsel yaklaşıma dayalı çevrimiçi kariyer grup programının üniversite öğrencilerinin umut, kariyer uyumu ve kariyer geleceği algısına etkileri incelendi. Kariyer Öyküm Grup Çalışması, kariyer gelişiminde öyküsel ve yapısalcı yaklaşımları temel alan yedi haftalık yapılandırılmış bir psiko-eğitim programıdır. Araştırma bir karma yöntemler araştırmasıdır. Araştırmanın nicel deseni yarı-deneysel desende tasarlanmış tek gruplu ön-test, son-test ve izleme modelinde; nitel kısmı fenomenolojik yaklaşımla hazırlanan soru formu ve odak grup görüşmeleri ile yürütüldü. Katılımcılar, programa başvuran ve araştırmaya gönüllü olarak katılmayı kabul eden 19-24 yaş arasındaki 31 üniversite öğrencisiydi. Umut, kariyer uyumu ve kariyer geleceği algısı nicel ölçüldü ve ayrıca katılımcıların deneyimleri de nitel analiz edildi. Bulgulara göre Kariyer Öyküm Grup Çalışması, üniversite öğrencilerinin umut, kariyer uyumu ve kariyer geleceği algısını olumlu yönde etkiledi ancak bu etki uzun süreli olmadı. Ayrıca katılımcıların grup deneyimleri, grup sürecindeki kazanımları, grup dışı süreçleri ve grubun çevrimiçi oluşu hakkındaki görüşleri ortaya kondu. Nicel ve nitel verilerden elde edilen sonuçların benzer olması nedeniyle bulunan sonuçlar tutarlılığı tespit edildi.

Cite this article as: Başar Gençler, D., Bican, B., Yıldırım, Ş., Zeren, Ş. G. (2024). The effects of “my career story - online psychoeducation program” on hope, career adaptability and career future perception during covid-19 pandemic: A mixed method research. *Yıldız Journal of Educational Research*, 9(1), 1–19.

INTRODUCTION

Having spread worldwide, COVID-19 pandemic gave way to considerable devastating effects in many aspects of life. Countries closed their borders, did not allow their citizens to travel across the country and all international and domestic flights were cancelled. Moreover, schools, workplaces, restaurants, cafes, sports and art centers and shopping centers were closed in many countries. People were given permission to leave their homes only to meet their urgent needs. Some new rules were issued such as keeping social distancing, washing hands frequently, wearing masks and using disinfectants.

According to the data published by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 2021, schools were closed in 130 countries and 990.324.537 students (56.6% of the students worldwide) were affected directly by COVID-19 pandemic. Also, a considerable number of studies were conducted to explore mental health problems that have been observed more frequently due to COVID-19 such as stress, suicidal behavior, anxiety and depression (Aristovnik et al., 2020; Duan & Zhu, 2020; Islam et al., 2020; Savage et al., 2020; Sundarasan et al., 2020; Tasnim et al., 2020; Watheled et al., 2020). According to Duan and Zhu (2020), the pandemic had certain negative effects on mental health. Global and local effects of the pandemic led to a universal crisis that unsettled individuals' trust in institutions, intensely affected the prevailing social and economic order, compelled people to

question the existing values and was chiefly characterized with uncertainties and apprehension (Bozkurt et al., 2020). In Turkey, the government decided to provide compulsory online educational services throughout the country for two years as of March 13th 2020. As a result, university students had to leave their dormitories and the cities where they received their university education and return to their hometowns reluctantly. Moreover, those younger than 20 years old were allowed to go out of their homes only for several hours at the specified times during the day due to the pandemic.

Some studies conducted prior to the pandemic found that career-related issues were one of the most common challenges faced by university students (Aluede et al., 2006; Atik & Yalçın, 2010; Erkan et al., 2012; Gizir, 2005; Schweitzer, 1996; Yerin-Güneri et al., 2003; Zeren, 2015). A study carried out with 30.383 university students from 62 countries in order to determine the effects of COVID-19 concluded that the participants experienced anxiety and frustration about career-related issues and academic studies (Aristovnik et al, 2020). Similarly, the study done by Sundarasan et al. (2020) listed financial restrictions, compulsory online education, and uncertainties about their academic performances and future career expectations as the most common stressors for university students during COVID-19 pandemic.

In addition to the negative effects of COVID-19, some already existing but rarely preferred practices became an integral part of our daily lives (Telli & Altun, 2020; Zeren et

al., 2020). One of these practices is online psychological counselling. The studies comparing online and face-to-face psychological counselling services revealed that counsees receiving online psychological counselling were as satisfied as those receiving face-to-face psychological counselling and online psychological counselling is thought to be as effective as face-to-face psychological counselling (Zeren et al., 2020; Zeren, 2015). A study that compared online career psychological counselling with a group to face-to-face career psychological counselling with a group found that online intervention group significantly differed in terms of career planning and career attitude and was more effective than the other group (Pordelan et al, 2018).

Individuals make a lot of decisions about their careers during their university education. One of the variables affecting these decisions is considered to be hope, which is defined as “one’s ability to adopt different methods to achieve his goals and his motivation to put them into practice their lives (Snyder, 2002). The ability to adapt to changes during career development is related to hope (Niles et al, 2010). Being hopeful and optimist even under the most displeasing experiences facilitate one’s ability to cope with challenges. There are some studies in the literature reporting that hope affects career development (Betz et al., 2005; Büyükgöze-Kavas, 2016; Demir, 2014; Diemer & Blustein, 2007; Niles et al., 2016; Owen, 2018; Sung et al., 2013; Taş & Alparslan, 2017; Yeni & Yeni, 2017). In addition, hope was emphasized as a significant psychological facilitator to overcome certain problems due to career changes such as psychological distress and anxiety. Besides, some research reported negative effects of hopelessness on career development (Dieringer et al., 2017; Heppner et al., 1991; Heppner et al., 1994; Senécal & Guay, 2000; Ulas & Yıldırım, 2019; Wildansky, 1997).

Hope played a more significant role in university students’ career plans during the pandemic than academic satisfaction (Zhong et al, 2021). The related literature suggests that studies dealing with students’ mental problems triggered by the pandemic should encourage hopeful thinking (Zhai & Du, 2020). One of the ways to achieve this is allowing students to visualize their future careers (Ho & Law, 2020). According to the findings of a qualitative study conducted with university students in England, COVID-19 did not only have negative effects. The participants reported that they were more hopeful about developing a critical point of view for work life and the possibility of integrating social empathy encouraged during the pandemic into daily life after the pandemic was over. In addition, they stated that they felt better equipped to cope with possible challenges in their future because the pandemic gave them hope by teaching them how to value and foster their well-being (Nunn et al., 2021). Thus, due to the above-mentioned reasons, hope is a significant variable in terms of university students’ career, mental health and taking actions.

Adaptivity is shaped depending on one’s flexibility and adaptation to changes (Savickas & Porfeli, 2012), and career adaptability is a significant concept when planning career future is concerned (Savickas, 2002). Career adaptability refers to one’s ability to adapt his new roles and cope with foreseen or unforeseen challenges and changes during career transitions (Savickas, 1999). It is also about readiness to deal with unforeseen changes entailed by professional roles and working conditions (Rottinghaus et al., 2017; Savickas, 1997). Career adaptability plays a crucial role in one’s fulfilling the requirements of work life that often demands frequently changing working environments and different qualifications (Zacher, 2014).

The literature lists some studies reporting correlations between career adaptability and various variables (Ateş, 2018; Ayaz, 2017; Bölükbaşı, 2017; Creed et al., 2009; Erus & Zeren, 2017; Eryılmaz & Askeroğlu, 2019; Eryılmaz & Mutlu, 2017; Genç, 2016; Hirschi, 2009; Johnston, 2018; Kara, 2016; Maggiori et al., 2013). Creed et al. (2009), in their study, found that making decisions and self-discovery alleviate career anxiety of young individuals by improving their career adaptability skills. The study conducted by Hirschi (2009) with young adult immigrants concluded that young immigrants face more challenges than non-immigrant ones during their career developments, which might explain the discrimination in career adaptability during vocational education. Maggiori et al. (2013) suggested that employment status (i.e job insecurity and unemployment etc) affects both career adaptability resources and other issues related to well-being. According to Eryılmaz and Mutlu (2017), career development correlates with mental problems such as anxiety, depression, neuroticism, suicidal behavior and irrational beliefs. Similarly, Erus and Zeren (2017) emphasized that university students’ career adaptivity is closely related to conscious choice of profession and being placed in a specific university department according to the score obtained from the university entrance exam rather than other variables such as gender, marital status and department. Eryılmaz and Eroğlu (2019) found that students attending education faculties had higher levels of career adaptability levels than those studying at engineering faculties.

As a variable affecting career development of university students, the effects of career adaptability during COVID-19 pandemic were examined in a number of studies (Lee & Jung, 2021; Rivera et al., 2021; Wang et al., 2022; Zhuang et al., 2021). The findings of these studies revealed that COVID-19 pandemic as an unforeseen crisis with a potential to affect working conditions, job expectations and academic and personal lives negatively had also negative effects on career adaptability (Rivera et al., 2021). In addition, stress was found to be a factor affecting career adaptability negatively (Zhuang et al., 2021). Besides, some studies reported that different dimensions of anxiety had different effects on career adaptability. While inhibitory

anxiety affected career adaptivity positively, a positive correlation was found between prospective anxiety and career adaptability (Lee & Jung, 2021). Although social support is believed to have a positive effect on career adaptability just like on hope, online social support programs that became quite widespread during COVID-19 pandemic did not predict students' career adaptability. According to the findings of a study conducted with African foreign students, some of those with high levels of career adaptability preferred to get support from offline social networks rather than online ones (Wang et al., 2022).

Career adaptability and career optimism are the basic components shaping career future perception (Rottinghaus et al., 2005). According to Rottinghaus et al. (2005), it is essential to support individuals' optimistic personality traits so that their career adaptability levels can be determined because optimistic individuals can be motivated more easily to cope with problems they encounter on their career path, they can try harder to achieve their career goals and they are more successful in setting and pursuing personal goals (Carver & Scheier, 1998; Geers et al., 2009; Patton et al., 2004). Proposing the term "career optimism" instead of "optimist personality traits", Scheier and Carver (1987) define career optimism as "one's adopting a positive point of view towards career future by trying hard to reach personal goals even when expectations regarding his career plans are quite difficult to achieve. Another definition of career optimism suggests that it refers to one's tendency to expect the best consequences from his career development or develop the most positive point of view (Rottinghaus et al., 2005).

Career adaptability and optimism have a determining role on one's career future while career planning allows one to find appropriate jobs by acquiring necessary skills and gaining experience. One's opinions regarding to what extent his career personalities match his career plans and his optimistic point of view towards achieving his career goals provide a strong basis for his career future perception (Almıaçık et al., 2021). Career future also involves evaluation of one's attitudes, expectations and feelings regarding his career. (Rottinghaus et al., 2005). Besides, thanks to career future, we can understand relationships between self-efficacy, personality traits, personal interests, setting career goals and how to cope with possible problems by evaluating and analyzing cognitive features of adolescents and young adults such as being well-organized, self-discovery, collecting information about the job, making decisions and adaptation to reality (Kalafat, 2012; Rottinghaus et al., 2005).

Career future perception has been examined according to different variables (Almıaçık et al., 2021; Duru et al., 2020; Güldü & Ersoy-Kart, 2017; Rottinghaus et al., 2009; Sönmez et al., 2018). Those making decisions about career future are less prone to depression than indecisive ones (Rottinghaus et al., 2009). The study conducted by Güldü and Ersoy-Kart (2017) showed a positive correlation be-

tween career planning, career future perception and career adaptability. Sönmez et al. (2018), in their study done with students attending nursing departments, found high levels of career future perceptions and career values as well as a positive correlation between these two concepts. Similarly, the findings of the study by Duru et al. (2020) revealed that career future predicts individuals' career decisions. Also, the university students who participated in the study carried out by Almıaçık et al. (2021) reported that psychological resilience affects career future perception both directly and indirectly. As for the indirect effect, career future perception is negatively affected by psychological resilience through hope.

The researchers designed an online psychoeducation group work titled My Career Story Online Psychoeducation Program (MCSOPP). This program is based on the narrative approach for career psychological counselling practices with a group. In this narrative approach, which is one of the approaches reported to have effective results in the literature (Clark et al., 2004), counselees metaphorize their careers as a story by involving their feelings and the meaning they assign to their career story (Sharf, 2017). They play an active role as the hero of the story. They also give some hints to counsellors about their personality through the presentation style they prefer. According to the findings of a group practice carried out by adopting a narrative approach, personality traits of group members and their experiences with their surroundings, families and life in general created a more holistic approach as the stories emerged (Clark et al., 2004).

Career-related interventions improves career adaptability, increases hope, makes future more realistic for an individual and helps him develop positive attitudes, be aware of future consequences of his current behaviors and develop a career awareness (Savickas, 2005; Seligman & Schulman, 1986; Wanberg, 1997). According to "Career Construction Theory", meanings assigned to professional behaviors by people are related to their personal and interpersonal experiences (Savickas, 2005). An individual can achieve his career goals when he shapes his current behaviors by learning from his past experiences (Herr & Crammer, 1996).

There are some studies in the literature reporting a significant correlation between career and hope (Alemdar, 2018; Betz et al., 2005; Demir, 2014; Diemer & Blustein, 2007; Niles et al., 2016; Owen, 2018; Sung et al., 2013; Tarık, 1999; Taş & Alparslan, 2017; Yeni & Yeni, 2017). In addition, career adaptability ability is a variable affecting hope.

Despite the presence of studies examining hope, career adaptability and career future perception variables, there are not any experimental studies dealing with these variables in the literature. University education is one of the most important milestones in one's career path; therefore, the present study examined university students' hopes about their careers, career adaptability and career future

perceptions. The present study aimed to examine the effects of an online psychoeducation program on university students' hopes about their careers, career adaptability and career future perceptions. Additionally, the present study is important since it is the first online group practice study conducted in Türkiye. It aims to examine the effects of an online psychoeducation group program based on narrative approach on university students' hope, career adaptability and career future perceptions. To achieve this purpose, the study seeks answers to the following questions:

1. Is there a significant difference between the pre-test, the post-test and the follow-up test mean scores of the university students who participated in MCSOPP and their hope, career adaptability and career future perception levels?
2. How were the participants' experiences with MCSOPP?
3. How do participants' experiences related to the MCSOPP affect their levels of hope, career adaptability, and career future perception?

METHOD

Research Model

The study was carried out according to the principles of explanatory sequential (sequential quantitative --- qualitative) mixed methods research design (Toraman, 2021). Within the scope of the study, the quantitative data were collected first and the qualitative data later to ensure data triangulation and integration of findings.

Single group pre-test, post-test and follow-up test model, which is a pre-experimental model, was preferred for the quantitative data collection. Pre-experimental models have certain limitations since they are not a true experimental design (Karasar, 1991). These repetitive measurements determine whether participants' behaviors differ significantly in time. However, since young people were not allowed to leave their homes during COVID-19 pandemic due to lockdowns, no control group was formed and all volunteer participants were in the experimental group. Pre-test, post-test and follow-up measurements were administered to determine whether MCSOPP practice resulted in a significant difference in university students' hope, career adaptability and career future perceptions levels. The qualitative data were collected by adopting the phenomenological methodology in order to explore the participants' experiences regarding MCSOPP. Phenomenological studies allow researchers to explore phenomena that emerge due to one's experiences and understand the essence of these experiences (Carpenter, 1995 cited by LeVasseur, 2003; Cresswell & Poth, 2016; Hammersley, 2012).

Participants

A total of 42 university students applied to take part in MCSOPP and all of them were interviewed prior to the study. Two students were excluded from the study; one of

them was quite older than other participants and the other one asked to participate in the study only as an observer. Initially, 5 groups of 8 participants were formed according to the following criteria: the characteristics of online sessions, effective interaction among group members and ideal number of participants in group psychological counselling. Unfortunately, 9 students dropped out due to various reasons. Finally, 31 volunteer university students (8 male and 23 female) whose ages range between 19 and 24 participated in the study. The consent form was sent to the participants via e-mail, who were asked to sign the form to confirm their voluntary participation. Later, they were coded as Member 1, Member 2 etc. (see Table 1).

The group leaders responsible for leading the MCSOPP sessions were graduates of psychological counselling bachelor's degree programs and were doing their Master's degree. 4 female and 1 male group leaders had completed certain theoretical and practical courses such as Group Psychological Counselling, Psychological Counselling Practices with a Group or Individuals and Career Counselling. They had at least 10-hour experience as group members. The supervisor was an academician who was experienced in psychological counselling and supervision.

Data Collection Tools

Dispositional Hope Scale (DHS): Developed by Snyder et al. (1991), the scale was adapted to Turkish by Tarhan and Bacanlı (2015) This 12-item scale has two dimensions: alternative pathways thinking and agentic thinking. Each dimension is measured by four items and one item includes statements referring to the past, two to the present and one to the future. The remaining 4 items are fillers that are not related to hope. The scale has 8-point Likert-type ranking and the filler items are not scored for the analysis. The scores obtained from Alternative Paths Thinking and Agentic Thinking dimensions are added to calculate dispositional hope levels. The maximum score to be obtained from the scale is 64 and the minimum one is 8. The internal consistency coefficient for agentic thinking dimension was found to be between .71 and .76, for alternative pathways thinking between .63 and .80 and for the overall scale between .74 and .84. Test-retest method was used for the reliability of the scale and the reliability coefficient in three-week interval was calculated as .85, in 8-week interval as .73 and in 10-week interval as .76. Explanatory factor analysis performed for the Turkish Form of Dispositional Hope Scale showed that %61 of the variance was explained. The items accumulated under two factors. The good-fit index values were calculated as GFI = .96, AGFI = .92, RMR = .08, NNFI = .94, RFI = .90, CFI = .96 ve RMSEA = .077 according to Confirmatory Factor Analysis. Test-retest reliability coefficient was calculated as 0.81 for Agentic Thinking and 0.78 for Alternative Pathways Thinking and 0.86 for the overall scale (Tarhan and Bacanlı, 2015).

Table 1. Information of Participants

Members	Gender	Age	University	Department	Grade
Member 1	Male	23	Foundation	Counseling	4th grade
Member 2	Female	21	State	Counseling	4th grade
Member 3	Female	20	State	Social Work	3rd grade
Member 4	Female	21	State	Counseling	3rd grade
Member 5	Female	19	State	Counseling	1st grade
Member 6	Male	22	State	Counseling	4th grade
Member 7	Male	21	State	Counseling	1st grade
Member 8	Male	20	State	Primary School Teaching	2nd grade
Member 9	Female	22	State	Counseling	3rd grade
Member 10	Female	22	State	Primary School Teaching	4th grade
Member 11	Female	22	State	Counseling	4th grade
Member 12	Female	23	State	Counseling	4th grade
Member 13	Female	22	State	Counseling	3rd grade
Member 14	Male	22	State	Counseling	4th grade
Member 15	Female	22	Foundation	Psychology	2nd grade
Member 16	Female	22	State	Counseling	4th grade
Member 17	Female	21	State	Counseling	3rd grade
Member 18	Female	21	State	Counseling	4th grade
Member 19	Male	23	State	Counseling	3rd grade
Member 20	Female	21	Foundation	Psychology	3rd grade
Member 21	Female	23	State	City and District Planning	4th grade
Member 22	Male	20	State	Counseling	3rd grade
Member 23	Female	20	State	Physiotherapy and Rehabilitation	1st grade
Member 24	Female	21	State	Counseling	4th grade
Member 25	Female	20	State	Counseling	1st grade
Member 26	Male	23	State	Industrial Engineer	3rd grade
Member 27	Female	22	Foundation	Medical School	4th grade
Member 28	Female	22	State	Counseling	4th grade
Member 29	Male	22	State	International Relations	3rd grade
Member 30	Female	20	State	Counseling	4th grade
Member 31	Female	22	Foundation	Counseling	3rd grade

Career Adaptability Scale (CAS): Developed by Eryılmaz and Kara (2016), the scale has two dimensions: career discovery and career plan. This 10-item scale uses 5-point Likert-type rating and the minimum score to be obtained from CAS is 10 and the maximum score is 50. A high score from CAS indicates high levels of career adaptivity. The internal consistency-reliability coefficient was calculated as .84 for Career Discovery dimension and .71 for Career Plan dimension. According to the results of exploratory factor analysis, %55.87 of the variance can be explained. The confirmatory factor analysis showed that RMSEA value (.0071) is within the acceptable limits and degree of freedom was found to be 34 and Chi Square value 70.75. Finally, the goodness of fit index of CAS was higher than .90 (Eryılmaz & Kara, 2016).

Career Futures Inventory (CFI): The inventory was developed by Rottinghaus et al. (2005) in order to determine individuals' positive career attitudes. Psychometric features of the inventory for Turkish sampling were examined by Kalafat (2012). This 25-item scale has three dimensions: career adaptability, career optimism and perceived knowledge. The internal consistency coefficients were calculated as .83 for career adaptability, .82 for career optimism and .88 for perceived knowledge dimension. Item correlations were calculated in order to evaluate item discrimination. The calculated values were between .23 and .58, which are within the acceptable range (Kalafat, 2012).

Interview Form: As for the qualitative data collection procedures, the researchers prepared a semi-structured question form to obtain detailed information about the

participants' opinions. The form was used in focus group interviews and filled out by the participants individually prior to the interviews. Focus group interviews is one of the data collection methods employed in mixed method research (Toraman, 2021). The questions in the form were prepared by the researchers according to the principles of phenomenological approach and sent via e-mail to several academicians studying in the field of psychological counselling to receive expert opinions. The form was finalized according to the feedback obtained from these experts. The questions were given in the appendix section of this paper.

Personal Information Form: Prepared by the researchers to collect demographic information data about the participants, the form included questions related to the participants' age, gender and educational background.

Data Collection Process

Prior to the study, ethical committee approval was granted from a state university in Türkiye. MCSOPP was developed by the researchers and the psychological counsellors who were involved in the study as the group leaders. Different activities were planned for 7 weeks, piloted for the sessions by the researchers and necessary revisions were made accordingly to finalize MCSOPP. Later, it was introduced to the participants via social media. In addition, the digital brochures designed to achieve this purpose was sent to university students via academicians working in different

universities in Türkiye and student clubs. Each participant who filled out the digital application form was conducted online interviews that lasted approximately 15 minutes. During these interviews, the participants were given brief information about the purpose of the study, procedural rules (confidentiality and voluntary participation etc.) and other necessary details and they were asked about why they applied for MCSOPP.

The participants were assigned to five different groups so that those from the same university and department would not be placed in the same group as much as possible. At that time, there were lockdowns in Türkiye at the weekends due to the pandemic; therefore, MCSOPP sessions were carried out via Zoom application once a week at the weekends simultaneously for seven weeks. Each session lasted approximately 90 minutes (see Table 2).

Data Collection

The data collection instruments were sent to the participants as a Google form via e-mail as the pre-tests following the pre-study interviews, as the post-tests after the last session and 8 weeks later as the follow-up tests in order to collect quantitative data of the study. In addition, semi-structured interview questions were sent to the participants again via e-mail following the last session of MCSOPP. When the participants replied to these forms, they were sent to a researcher who was not a group leader in the study (the blind

Table 2. MCSOPP Sessions and Contents

Session	Content
1.	Explaining the purposes and the rules (confidentiality, respect, informing about audio and visual recording, use of "I" and "you", and attendance rules) and confidentiality contract Icebreaking Game, determining behavioral goals of the group members Stickman drawing activity (the present me and the future me) Feedback session (feelings, opinions and evaluations of the group members regarding the session) and closing
2.	Reminding group rules by the leader Life Line activity (Sharf, 2017, p.313), marking on the lifelines the important events in one's life chronologically Feedback and closing
3.	A brief explanation by the leader regarding professional values and their significance in occupation selection Occupation Rain Activity (MEB, 2011) Feedback and closing
4.	Career Success Stories Panel Session summary by the group members Feedback and closing
5.	Six-piece Career Story Activity (Lahad, 2012) Feedback and closing
6.	Award Ceremony Imaging Feedback and closing
7.	Stickman Activity Discussion about to what extent behavioral objectives have been achieved and sharing unforeseen outcomes Farewell and closing

researcher). Later, this researcher invited the participants to the focus group interview by providing them with two date options. The focus group interviews were done via Zoom software. As a result, the qualitative data for the study were obtained by transcribing focus group interview recordings and individual answers provided by the participants in the question form.

Data Analysis

The data analysis was performed in two phases; quantitative and qualitative data analysis. Since skewness and kurtosis coefficients of *Career Futures Inventory* and *Dispositional Hope Scale* total scores were between -1.5 and +1.5, the data from the scores were assumed to display normal distribution (Tabachnick & Fidell, 2013). Thus, the data were analyzed by using variance analysis in repetitive measurements (ANOVA), which is a parametric test. In order to identify differences between groups, Bonferroni test, which is a post-hoc test, was performed. The pre-test, post-test and follow-up test total scores in *Career Adaptability Scale* did not have normal distribution since their skewness and kurtosis values were not between -1.5 and +1.5. Therefore; total scores of *Career Adaptability Scale* were analyzed by using Wilcoxon Signed Ranks Test, which is a non-parametric test. IBM SPSS 22 Software was preferred while analyzing the quantitative data at .05 degree of significance.

The dataset used for the analysis of the qualitative data was the answers provided in interview forms and the transcripts of focus group interviews. The blind researcher anonymized the names in the dataset prior to the qualitative data analysis. Two researchers received MAXODA-supported qualitative data training and organized most of the procedures in the qualitative data analysis phase of the study. The technique preferred in the analysis of the qualitative data was thematic analysis, which is performed to identify, analyze and report the recurring patterns within data (Braun & Clarke, 2006). The qualitative data analysis involved several coding phases. First, two qualitative researcher read 10% of the data set and coded the data independently. They formed two different code books by using the coded data. The first coding phase started with a total of 34 codes such as increase in hope, increase in career decisiveness, unexpected gains from the group practice, self-knowledge, positive effects of the group practice on the pandemic conditions and prejudice towards online group sessions. In the second phase, all the codes and memos in both code books were examined one by one and the researchers agreed on 29 codes, prepared a new code book and final revisions were made accordingly. The consistency between the coders were calculated as 93.1%, which was sufficient since a consistency value between coders higher than .80 indicates an acceptable agreement (Miles & Huberman, 1994; Patton, 2022). Later, the themes were determined after all the qualitative data were coded by using the

codes in the code book. Two coders matched all the codes with the themes independently and the qualitative data were analyzed through these themes. MAXODA software was used for the analysis of the qualitative data.

Validity and Reliability

The following precautions were taken to ensure validity and reliability in qualitative data analysis of the present study.

1. Defining researcher-participant relationships: In qualitative studies, it is essential to define researcher's role in detail so that validity and reliability are guaranteed (Johnson, 1997; Merriam, 1995; Yıldırım, 2010). In the present study, two of the researchers were the group leaders and the supervisor was also one of the researchers. The group leaders did not communicate with the participants at all except during the sessions. The supervisor never met any participants. Finally, a blind researcher collected and anonymized the qualitative data (i.e MEMBER 1, MEMBER 2 etc) in order to eliminate any conscious and unconscious effects during qualitative data collection procedures.
2. Content Validity of the Interview Form: The interview form was prepared by receiving expert opinions from three different academicians who have conducted studies on career psychological counselling.
3. Data triangulation: The data of the study were collected by using more than one data collection technique (question forms and focus group interviews), the data analysis was done by more than one researcher (Yıldırım, 2010) and the consistency between the coders were taken into consideration.

RESULTS

Quantitative Findings

The presence or absence of a significant difference between the participant university students' hope and career future perception levels and pre-test, post-test and follow-up test mean scores was tested by performing ANOVA (see Table 3).

Wilcoxon Signed Ranks Test was done to determine whether there was a significant difference between their career adaptability levels and pre-test, post-test and follow-up test mean scores (see Table 5).

According to Table 3, there is a significant difference between career future perception ($F_{(1,23-34,39)} = 7.25; p < .05$) and hope levels ($F_{(1,74-48,67)} = 6.74; p < .05$) in pretest, post-test and follow-up test scores. Eta-squared values revealed a medium level effect size. Bonferoni test was performed to find out which two groups differed and it was found that hope and career future perception pre-test scores were significantly lower than post-test and follow-up test scores (see Table 4).

Table 3. Hope Scores Analysis of Variance (ANOVA) Results.

Variables	n	M	SD		Sum of Squares	df	Mean square	F	p	n ^a
Hope										
Pre-test	29	64.93	7.52	Time	209.17	1.74	120.33	6.74	.004*	.19
Post-test	29	67.82	6.20							
Follow-up test	29	68.41	7.17							
			Error		869.49	48.67	17.86			
Career Futures										
Pre-test	29	64.93	7.52	Time	1464.36	1.23	1192.18	7.25	.007*	.21
Post-test	29	67.82	6.20							
Follow up-test	29	68.41	7.17							
			Error		5652.96	34.39	164.37			

*p<.05.

Table 4. Dispositional Hope and Career Future Bonferroni Test Results

Tests	Mean Difference	Std. Error	p
Dispositional Hope			
Pre test-Post test	-3.52	1.20	* .02
Pre test-Post test	-3.00	1.08	* .03
Post test-Follow up	-.52	0.78	1.00
Career Future			
Pre test-Post test	-9.31	1.20	*.00
Pre test-Follow	-7.31	2.94	*.04
Post test - Follow up	1.38	3.29	1.00

p* < .05.

Wilcoxon Signed Rank Test was used to determine whether there was a significant difference between the participant university students' pre-test, post-test and follow-up test mean scores for career adaptability levels (see Table 5).

Table 5 shows that the difference between career adaptability pre-test and post-test scores was significant in favor of the post-test (p=.00) and the difference between post-test and follow-up test scores were significant (p=.005) in favor of the post-test.

Table 5. Career Adaptability Wilcoxon Signed Ranks Test Results.

Variables		n	Mean rank	Sum of rank	Z	p
Career Adaptability	Post-test/Pre-test					
Pre-test	Negative ranks	2	4.50	9.00	-4.52	*.00
Post-test	Positive ranks	27	15.78	426.00		
Follow up- test	Tie	0				
	Post-test/Follow up test					
	Negative ranks	20	15.25	305.00	-2.79	*.005
	Positive ranks	7	10.43	73.00		
	Tie	2				

Qualitative Findings

According to the data analysis, the participants' experiences with MCSOPP were grouped under six basic themes: "1. Experiences during the group practice, 2. Hope, 3. Career Adaptability, 4. Career Future, 5. The Effects of MCSOPP on Life during COVID-19 Pandemic and 6. The Effects of Online Environment. The findings related to these themes are presented below.

(1) Group Practice Experiences

The following codes were determined under "group practice experiences": positive group experience, self-knowledge, common problems and feelings, group dynamic, feedback and different points of view.

Positive Group Experience: All the participants expressed positive opinions and feelings about the groups: "Generally speaking, My Career Story group practice was an experience that I enjoyed and felt good even when it finished. The sessions were flowing and informative (Member 4). "In fact, it was a useful and enjoyable experience that became better and better as it progressed, so it was an environment that I may want to take part in again if it is repeated. I hadn't had many options in terms of my career plans and alternatives; I used to adopt "this one or that one" mentality; however, my alternatives, my options expanded thanks to the sessions and

counselling experience as well as other participants and the leader.” (Member 22).

Self-knowledge: The participants reported some effects of the practice on self-discovery, developing self-awareness and being aware of their talents, interests and values: “In fact, I was planning to do some research myself to see what I really want, but I realized I had been thinking more differently, more differently, in fact. I realized what I do not want. Actually, I tested what I want and really want and my confidence in them” (Member 4). “We sometimes remembered our past experiences during the sessions and we realized what we had actually achieved and what challenges we had faced in the past. Also, I realized my wishes and tendencies as we talked about them more and more” (Member 24).

Common Problems and Feelings (Universality): The members stated that they realized there were other people also having similar problems and they were not alone: “Especially, we are facing similar problems with my friends as fourth year students. We come to a deadlock when we think about the upcoming graduation; although we are sure of certain things, it seems in fact we are not. It seems there is a mistake or we should question. And here comes hopelessness on this career path (Member 2)”. “There were students like us. This in fact comforted me and I used to think that only I had problems in this issue. Indeed, the fact that everybody had some questions in their minds about their career convinced me that I am not alone” (Member 23).

Group Dynamic: The group members reported that group harmony and gradual transformation of initial disharmony into harmony in time as well as interaction and communication among group members made them feel comfortable: “Some people left the group but our group dynamic were not affected negatively” (Member 28). “We did good activities, we felt we belonged to the group and at the end of the sessions there was an environment in which we felt as if we had been friends for a long time although we did not know each other beforehand” (Member 7).

Feedback: The group members opined that the feedback they received from the leader and other group members affected them positively: “What affected me in addition to the group were most probably putting the decisions I made in the group into practice and receiving feedback about the things I put into practice in life (Member 14)”. “In terms of career, sharing opinions with my friends who study psychological counselling increased my hopes about my department and also about my occupation accordingly (Member 22).”

Developing different point of views: The members stated that learning about the experiences of different people, listening to different opinions and encountering different stories and meeting different people affected them positively in their career paths: “So, I can say, 90% of my indecisiveness was over. Because listening to different people and different career stories and encountering different ideas, different point of views have always enriched me (Member 3)”. “The begin-

ning was a bit negative for me. There were the fourth year students and people who were older than me in the group. Their stress due to the finishing school and what they would do later suddenly passed to me and I felt stressed out. But we were able to manage this during the group sessions, I understood how I could draw a road map for myself after taking lessons from them (Member 17).”

(2) Hope

The codes under “hope” theme were increase in hope and external factors.

Increase in hope: Most of the members said that their hopes about the future increased after the sessions: “To be honest, hopelessness occurs on this career path. So, I think that this program served me good in terms of coping with my hopelessness (Member 2).” “The future is not pessimist and dark for me, now I think there is a bright future for me (Member 21).”

External Factors: The members mentioned non-group factors that affected them during the sessions and supported the positive effects of the group. These external factors included some issues based on personal experiences such as family support, peer support and receiving psychological counselling other than the program and COVID-19 related factors affecting the society: “I got support from my friends or family such as “you can do it, do not bother it” (Member 17). “Supports of my boyfriend and other friends make me feel I can get what I want (Member 28). “Actually, we decided to attend the sessions and started. I mean, I want to think about my future and career. I want to make decisions. I started saying I am tired of being indecisive. This personal decision might have increased my hope. Also, I believe that the extra psychological counselling I receive in addition to this group program had a positive effect on me (Member 21).” “Although my hope level is not quite low, the decrease in the number of COVID-19 cases towards the end of the sessions affected me positively. Returning to our previous life and progressing towards the normal again were a bit comforting for me (Member 22).” “Some coronavirus-related uncertainties started to clear and I am able to see a brighter future, which might have affected my hope level” (Member 28).

(3) Career Adaptability

Motivation increase, personal attempts and increased career alternatives are the codes obtained under the theme “career adaptability”.

Motivation increase: The members stated that group practice increased their motivation and willingness to succeed and take an action: “The program especially helped me to notice that our dreams are in fact achievable. I was not in the leading role of my own story. I was just a puppet. I was feeling like that. It seemed every event was taking me somewhere and it happened even before I made my decision. Now there is a pathway I myself have chosen. It might lead to my goals or not, but it allowed me to realize that I need to try hard and never give up” (Member 21). “This program helped

me to adopt the idea suggesting that I can do it. Actually, I can do nice things, it also helped me realize the idea -I also want to do something” (Member 24).

Personal Attempts: The members reported that doing research about their own career and trying to collect information and their opinions about themselves had positive effects on increasing their hope: “My research about my career and the information I collected from this research might have affected my hope level” (Member 1).

Increased career alternatives: The members stated that this group practice resulted in more career alternatives and emergence of A-B-C options: “It did not get me to make a change in my career plan, but that was not my goal as I said. It just made me start and motivated me to lead a path and decide which way to go and gave an idea to make a B plan or C plan” (Member 7).

(4) Career Future

Under “career future” theme are the following codes: increase in career decisiveness, effect on career future perception and effect on career plans.

Increase in career decisiveness: The members reported indications of decisiveness such as making decisions about their careers as well as clarifying and making these decisions concrete: “My decisions about my future have become more concrete” (Member 8). “In fact, I already had career plans before I joined the group and I was thinking about them. I decided to join the group because I was indecisive. I was planning to change my department. I gave up this idea during the sessions” (Member 28).

Effect on career future perception: The members stated that they developed a positive attitude towards their career future, dreamed about their careers and had positive feelings about the future: “I can say I am a bit dreamer and a bit realist when I think about the future. The sessions helped me to make more motivated decisions about the future and put them into practice” (Member 14). “I accepted that I cannot change everything about the future by myself. I believe that a good career future is waiting for me” (Member 28).

Effect on career plans: The opinions given by the members indicated that this group practice affected their existing career plans and helped them to prepare a career plan: “I had a complex road map in my mind about the future and the sessions helped me to clarify them. It helped me to decide which paths to follow to reach my career plans in my mind” (Member 7). “My career plans were very complicated but I can say I started to make more clear decisions after the sessions” (Member 14).

(5) The Effects of MCSOPP On Life during Covid-19 Pandemic

The members reported overall positive effects of MCSOPP on COVID-19 pandemic and socialization: “It was not possible to socialize now. I, just like my friend (implying member 7), made a lot of friends here” (Member 17). “I took the advantage of staying at home during this period”

(Member 12). “I also can say that this group practice has been a source of support for me during COVID-19 pandemic” (Member 16).

(6) The Effects of Online Environment

The obligation to carry out the group practice online and its being the first online group counselling experience for all the participants were important factors while measuring the effects of the practice. The following codes were obtained from “effects of online environment” theme: developing positive attitude towards online psychological counselling, advantages of online group practice, disadvantages of online group practice and preferring online or face-to-face psychological counselling.

Developing positive attitude towards online psychological counselling: The opinions of the members regarding this issue are as follows: “I am positive about online psychological counselling. If I had to choose one of them, I would prefer this one” (Member 23). “This was my first group experience. At the beginning, I had some concerns about what kind of people were going to be in the group and its being online. We solved technical problems in time and my concerns are now over” (Member 28).

Advantages of online group practices: The members focused the advantages of the online group practice on variety due to the presence of people from different cities, universities and departments: “If this practice had been organized in İstanbul or Ankara, we could have missed it” (Member 17). “I don’t think I would meet that much a cosmopolite group from different parts of Türkiye and different departments if this were a face-to-face practice” (Member 22).

Disadvantages of online group practice: The members listed the disadvantages of group practice as technical problems and internet outage. Also, one member reported his discomfort due to not being alone at home: “At the beginning I had some concerns thinking that someone might overhear my talks since I do not live alone. All the problems were resolved when I realized that my talks are not heard” (Member 28).

Preferring online or face-to-face psychological counselling: The majority of members stated that they were satisfied with the online service they received as a counselee and they would get online support again when they need while some of them suggested that a face-to-face group practice could be better: Even one of the members were sure that a face-to-face group would be more effective: “It would surely have been more effective if it had been a face-to-face practice” (Member 8).

Integration of Quantitative and Qualitative Results

Integration of qualitative and quantitative data is crucial in mixed methods research design so that detailed analyses can be performed (Teddlie & Tashakkori, 2009). In order to combine two phases of the present study (quantitative and qualitative) in a more effective way, the main quantitative and qualitative findings that deal with each quantitative re-

Table 6. Quantitative and Qualitative Findings regarding the Effects of MSCOPP on Hope and Career Future Perception

Variables	Quantitative Findings			Qualitative Findings
	Pre-test	Post-test	Follow-up	
Hope	M = 64.93 SD = 7.52	M = 67.82 SD = 6.20	M = 68.41 SD = 7.17	The members who were hopeless prior to the group work reported an increase in their hopes and those who were already hopeful were more hopeful about their future after the sessions.
Career Future Perception	M = 64.93 SD = 7.52	M = 67.82 SD = 6.20	M = 68.41 SD = 7.17	The members stated that they developed a positive attitude in the group practice towards their career future, dreamed about their careers and had positive feelings about their career future. Some of the members believed in a better future waiting for them.

sult were taken into consideration (Table 6 and 7). An integrated presentation in a table is both a method and tool to facilitate the integration of quantitative and qualitative data (Greene, 2007).

Table 6 shows a continuous increase in the participants' hope levels and career future perceptions throughout MCSOPP. In addition, the participants reported that their hope levels increased, they developed a positive attitude towards their career future and believed that a better future was waiting for them. The qualitative and quantitative data complemented and supported each other.

According to Table 7, there is a significant difference between the pretest and the posttest scores in terms of the participants' career adaptability levels in favor of the posttest and between the posttest and the follow-up test in favor of the posttest. The participants' career adaptability levels increased throughout MCSOPP (despite a decrease in the follow-up test when compared to the posttest). In addition, the participants stated that their adaptability for their occupations increased. Here, the qualitative and quantitative data complemented and supported each other.

DISCUSSION AND CONCLUSION

The findings of the study showed that MCSOPP significantly and positively affected university students' hope, career adaptability and career future perceptions, and their hope and career adaptability levels increased after MCSOPP sessions. However, this increase did not continue after eight weeks and career future perceptions continued in the follow-up tests. In addition, the participants' MCSOPP experiences were positive because of various reasons such as finding opportunities to know oneself, feeling that they were not alone, group communication and listening to different ideas. MCSOPP increased their hopes for the future, their motivation, personal attempts, career alternatives and career decisiveness and helped the participants spend COVID-19 pandemic by socializing and develop positive attitude towards online psychological counselling.

According to the findings of the study, hope levels of the university students who joined MCSOPP increased, which has been supported by the findings of some similar studies. The career intervention programs prepared by adopting a narrative approach like MCSOPP are known to have

Table 7. Quantitative and Qualitative Findings regarding the Effects of MSCOPP on Career Adaptability

Variables	Quantitative Findings			Qualitative Findings
	n	Mean Rank	Rank Sum	
Career Adaptability				
Post-test/ Pre-test				The group members mentioned about the beneficial effects in terms of self-discovery, self-awareness, developing positive attitude and realizing their talents, interests and values. They also reported that they made more clear decisions, were more hopeful about their occupation and had higher levels of career adaptability after the sessions. One member stated that he had wanted to change his department before the sessions; however, he decided to continue his career in his present occupation after the sessions.
Negative rank	2	4.50	9.00	
Positive rank	27	15.78	426.00	
Equal	0			
Post-test / observation				
Negative rank	20	15.25	305.00	
Positive rank	7	10.43	73.00	
Equal	2			

affected university students' hope levels positively (Santilli & Hartung, 2022). "Lifeline" and "Stickman" activities in MCSOPP sessions aimed to increase hope by encouraging combination and continuity between the past, the present and the future. Hope is an important factor in career psychological counseling and is closely related to the goals associated with certain plans. Besides, hope encourages an individual to set goals for a meaningful target and believe that positive outcomes might be achieved by applying pre-determined plans. It is known that some people receive career psychological counselling since they have concerns about their future career and is eager to put their future career plans into practice (Erdem & Özdemir, 2020; Öztürk et al., 2022; Savickas, 1990). Optimism about the possibility to organize current behaviors to achieve future goals triggers the attempts to put the plans into practice. Individuals recapture their hopes to reach their goals when they started to experience and shape their future by taking actions in the present time in order to build up successful pathways and apply their plans to achieve their goals (Savickas, 1990). Hope has a power to encourage the participants to take action. MCSOPP increased the participants' motivation to take steps towards their future through its hope-provoking activities such as award ceremony and six-piece story. These hope-provoking activities might have affected the participants' career future perception as well.

The present study also revealed an increase in the career adaptability levels of the university students who attended MCSOPP, which is also consistent with the findings of similar studies in the literature. To illustrate, Koen et al. (2012) reported the effectiveness of a career adaptability program designed to increase career adaptability levels of university students. In another study, the researcher concluded that a career adaptability program based on Savickas's career theory had a positive effect on increasing psychological counselling students' career adaptability (Kara, 2016). Another study examining the effects of a career intervention program addressing to high school students reported positive effects on students' career adaptability skills and career adaptability reactions (Korkmaz & Kırdök, 2022). Similarly, a career intervention program implemented for university students during COVID-19 pandemic was found to increase the participants' career adaptability, resilience, future orientation and the tendency to determine comprehensive and sustainable actions to take for the future (Santilli et al., 2021).

The reason why the increase in career adaptability did not continue in the follow-up test might be the administration of the test eight months later. Kavas (2016) emphasized that the strategies developing hope, resilience and optimism should be integrated into career intervention programs aiming to improve career adaptability. Similarly, Coolen (2014) suggested that e-portfolios should be prepared to improve career adaptability in strategy development. Although focusing on hope had positive effects in

the present study, the lack of a career planning aiming to take action such as e-portfolio might have led to the fact that the increase in career adaptability did not continue in the follow-up test.

The present study also showed that MCSOPP affected university students' career future perceptions and this affect lasted for eight weeks following the sessions. Güldü and Kart (2017) found a positive significant correlation between career future perception and career adaptability. The students that were hopeful about their futures were found to have higher levels of career future perceptions, career adaptability skills, career optimism and knowledge about business markets (İlgar Doğan, 2022). Although it is not known whether the positive effect on career future perceptions correlates with the increase in hope due to MCSOPP, this might be the reason for this effect. This study might have affected university students' hope levels and career future perceptions in a positive way during COVID-19 pandemic, which was characterized with frequent lay-offs due to the economic crisis.

The qualitative data of the study support the quantitative data. The participants reported that MCSOPP affected hope, career adaptability and career future perception positively and they got extra gains during the group practice. They also stated that MCSOPP provided significant assistance and guidance for them in terms of self-knowledge, socialization, more research about careers, increased motivation and self-confidence, taking action to achieve goals and more career alternatives. Moreover, the participants emphasized that MCSOPP helped them focus on discovering their career-related wishes and goals, find answers to the questions about their future and cope with potential challenges, and it provided opportunities to set the goals they try to achieve. For instance, one of the members reported that she developed a more realistic point of view by saying "I can say I am a bit dreamer and a bit realist when I think about the future. The sessions helped me to make more motivated decisions about the future and put them into practice". Similarly, another member highlighted that she developed a hopeful and positive career future perception despite the presence of some challenges she had to cope with: "I accepted that I cannot change myself everything about the future. I believe that a good career future is waiting for me".

Another finding of the study is that the participants developed a positive attitude towards online psychological counselling. Despite some technical problems and failing to achieve full confidentiality at home, the participants emphasized the positive effects of the participation of people from different cities and universities. The literature suggests that those who do not have a previous online counselling experience are more negative about such practices and the experienced ones were more positive (Erdem & Özdemir, 2020; Öztürk et al., 2022).

Conducting the study online due to Covid-19 pandemic and some technical problems in internet connection during the sessions might have negatively affected the potential benefits of the sessions. In addition, the study was carried out by five different groups and different group leaders. Although all these leaders received the necessary trainings on group tasks and supervision, their different competencies in group leadership and unique personality characteristics might have caused different effects on the group members. The number of participant students attending psychological counselling department were remarkably higher, which might be considered a limitation in terms of group homogeneity. Another limitation of the study was the use of single group pre-test, post-test follow-up test model due to the pandemic. Therefore, it is recommended that future studies should use experimental design since these variables can be more easily controlled in this design.

Since this study was conducted during COVID-19 pandemic, the lockdowns and social isolation might have influenced the participants' hope levels, their career perceptions and their feelings and opinions regarding their career future. The studies conducted during COVID-19 pandemic revealed that the pandemic affected career stress, anxiety, hope levels and career decisiveness (Lee et.al, 2020; Mahmud et.al., 2020). Accordingly, MCSOPP might be practiced with different groups after the pandemic and findings might be compared to those reported by the present study.

In conclusion, the findings of the present study indicate that MCSOPP can be implemented by psychological counselling units and career centers of universities in order to improve university students' hope and career adaptability levels and affect their career future perceptions positively. Also, the findings might be a useful guide for psychological counsellors providing career psychological counselling services and other experts working in the field of mental health.

Acknowledgements

We would like to express our gratitude to psychological counselors Gonca Anaç, Kemal F. Ergin and Senanur Ebil for their invaluable contributions by leading the MCSOPP practice sessions as group leaders, developing MCSOPP, carrying out the pilot studies and finalizing the program.

Ethics: The study procedures were approved by the Yıldız Technical University Scientific Research and Ethical Review Board. All participants provided informed consent and were informed that they could withdraw at any time from the study.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Financial Disclosure: The authors declared that this study has received no financial support.

Etik: Bu makalenin yayınlanmasıyla ilgili herhangi bir etik sorun bulunmamaktadır.

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazarlar, bu makalenin araştırılması, yazarlığı ve/veya yayınlanması ile ilgili olarak herhangi bir potansiyel çıkar çatışması beyan etmemiştir.

Finansal Destek: Yazarlar bu çalışma için finansal destek almadığını beyan etmiştir.

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Appendix 1. Interview Questions

1. How do you define your MCSOPP experience?
 2. How has “My Career Story” affected your hopes for the future?
 3. How has “My Career Story” affected your career plans?
 4. What might have affected your level of hope except the group sessions?
 5. How has the fact that “My Career Story” practice was online affected you?
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