

Psychological Resilience Levels and Career Barriers Regarding University Students*

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Current study was conducted for examining psychological resilience levels and career barriers of university students, who continue their education online due to the Covid-19 pandemics. This study was performed by applying the correlational survey model of research type. Participants of the research include 461 university students, 288 women and 173 men, who continue their education online in the 2020-2021 academic year under the influence of the Covid-19 pandemics period. "Career Barriers Scale" and "Adult Resilience Scale" were implemented for collecting data in the research. It was found that career barrier levels of university students were positively related to their psychological resilience levels and to the self-perception, future perception, structural style, and social resources sub-dimensions of the psychological resilience. Additionally, it was found that psychological resilience is negatively correlated with family harmony sub-dimension. Moreover, psychological resilience level and career barriers of university students did not indicate meaningful difference with regard to gender and grade level variables.

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Keywords: University students, career barriers, psychological resilience

INTRODUCTION

The concept of career, which is used to express the development process of individual gaining an occupation, includes periods of personal professional development as well as many other dimensions from the leisure time of individuals to their social roles (Yeşilyaprak, 2013). Career has an effect on the whole of a person's life, including the values and abilities which individuals acquire or develop throughout their lives (Kalafat, 2019). The issue of professional problems has been described as a career barrier affecting the work done (Ulaş & Kızıldağ, 2019). Crites (1969) defined a career barrier as any factor which interferes with the achievement of career goals. In another definition, career barriers have been defined as difficulties which prevent people from achieving their desired career and realizing their plans (Swanson et al., 1996; Swanson & Woitke, 1997). The concept of career barriers is included in the social cognitive career theory (Lent et al., 2000) and used to express the factors which prevent people from achieving their career goals.

Social cognitive career theory offers a framework which explains career development as a multifactorial and dynamic process including personal input, time, and environmental and situational effects (Schoenfeld et al., 2017). Social cognitive career theory states that the environment, family, and other external factors can affect the career development of the individual (Lent et al., 2000) and emphasizes the importance of self-efficacy for achieving personal career goals by means of these factors (Durmus et al., 2019). In this theory, self-efficacy is defined as the individual's belief that he or she can cope with these difficulties when faced with a problem or a barrier. The self-efficacy of individuals is related to their expectations and intentions in respect of the result and their personal and outcome goals are related to their future performance. Outcome expectation includes personal beliefs about the result after the effort (Segal et al., 2002). Self-efficacy, personal goals and outcome expectations have been stated to be an individual's cognitive factors in social cognitive career theory (Lent et al., 1994). Self-efficacy is the concept that expresses progress and accumulation within the career process (Betz, 2000).

According to the social cognitive career theory, individuals are responsible for shaping and have the capacity to shape their own career development. In the career development process, external career barriers such as social and economic conditions and situations which arise outside the individual's will are emphasized (Durmus et al., 2019; Sürücü, 2011). According to this theory, these career barriers must be minimized in their career development process and the support provided to individuals to help them to do this should be increased as much as possible.

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Perceived career barriers refer to the barriers which an individual believes to exist or that he or she will encounter in the future, regardless of their likelihood and accuracy (Albert & Luzzo, 1999). The perceived career barriers of individuals directly affect their career development (Kalafat, 2019). In the career development process, individuals can encounter many barriers, such as the glass ceiling (Karcioğlu & Leblebici, 2014), gender discrimination, a career plateau, multiple careers (Akoğlan-Kozak & Dalkıranoğlu, 2013), moonlighting problems, frustration, stress and burnout, mobbing problems (Kır and Salkım-Er, 2017), dismissal, disgrace (Bingol, 2017), the work environment, familial support, stereotypes (Bingol & Gündoğdu, 2020), education deficiencies, socio-economic inadequacies (Duru et al., 2020), different origins and low self-esteem (Amil, 2015).

The psychological resilience level of the individual draws attention as an important factor for overcoming the barriers which individuals might encounter during the development of their career. Psychological resilience refers to the features which protect individuals against stressful life events (Karacaoğlu & Köktaş, 2016), enabling them to be affected by them at only a low level and to continue their life in a healthy way and to recover from the stress (Kaplan et al., 1996) or adapt effectively to a new situation (Bonanno, 2004) or as a personality trait (Connor & Davidson, 2003; Terzi, 2008). In other words, psychological resilience is described as the ability of individuals to overcome adversities, to resist negative experiences successfully and to continue the development process by adapting positively to new and unexpected situations (Arslan, 2015; Fraser et al., 1999). In order to talk about psychological resilience, there must be threat, difficulty, risk situation or negativity which the individual must overcome, cope with and adapt to in order to continue his/her life in a healthy way (Buz & Genç, 2019). Individuals with high levels of psychological resilience have similar behaviors in the face of risk situations (Jew et al., 1999). Healthy development despite the risk, being able to maintain sufficiency in the case of stress and being able to recover from trauma can be given as examples of these behaviors (Werner, 1995). Psychological resilience, which is expressed as overcoming the obstacles which all people encounter in their lives, seeing them as a developmental stage, and producing solutions when faced by difficulties, has become an important function for adult individuals. Individuals with high psychological resilience keep their lives under control (Sezgin, 2012), do not give up the struggle and try to get through to the end (Kavi & Karakale, 2018); they devote themselves to their work and see the changes in their lives as opportunities to improve themselves. Career barriers included in the non-individual variables in the social cognitive career theory refer to the factors which negatively affect and complicate career development and can arise from both the individual and the environment (Ulaş & Kızıldağ, 2019). Although some of these career barriers can affect the entire career development process, others arise in the career phase in relation to developmental tasks or the chosen career option (Güldü & Kart, 2017; Kalafat, 2014; 2019).

The concept of psychological resilience was introduced in the 1970s when examining how some children who showed positive development under adverse conditions overcame these difficulties and how they could develop their career process healthily compared with other children (Bonanno & Mancini, 2008; Garnezy, 1993; Öz & Bahadır-Yılmaz, 2009). One of the important components of the concept of resilience is the protective factors associated with the individual. Protective factors are one of the important features for psychological resilience as they enable people to cope with the negativities which they encounter (Luthar et al., 2000). Protective factors contribute to people's affective, cognitive and behavioral development and enable them to overcome the risks which they encounter (Ülker Tümlü & Receptoğlu, 2013) by preventing the formation of negative situations regarding the individual's personal characteristics and environment and by reducing the formation of problems or the effect of an existing problem (Murray, 2003). The positive support which individuals receive such as the attention, love and respect given by their family members, and their own protective factors such as intelligence level, communication power, successful academic life and business life all improve their psychological resilience (Kavi & Karakale, 2018). In other words, it is stated that if the protective factors fulfill their function, the individual is open to self-development, healthy and psychologically resistant. On the other hand, the failure of protective factors to function is associated with a decrease in psychological resilience levels (Öz & Bahadır-Yılmaz, 2009).

Several studies exist in the literature on positive personality traits (Pidgeon & Keye, 2014; Souri & Hasanirad, 2011), career adjustment (Bimrose & Hearne, 2012), stress (Lopez et al., 2004), academic performance (Kotzé & Kleynhans, 2013), academic motivation (Balci, 2023), career decision making (Shin & Kelly, 2015) and career satisfaction (Srivastava & Madan, 2020), which are indirectly related to the barriers associated with career

development. There are also studies on subjects which are related to psychological resilience on, for example, burnout (Bitmiş et al., 2013), life satisfaction (Celik et al., 2017; Ülker Tümlü & Receptoğlu, 2013), future career perception (Ozkan, 2019), unemployment anxiety (Taşgın et al., 2017), adaptation to university life (Kaba & Keklik, 2016) and social support in relation to career development (Aydın & Egemberdiyeva, 2018; Duman et al., 2020; Güngörmüş et al., 2015; Terzi, 2008). However, no study could be found from the literature review in which psychological resilience and career barriers were investigated together. It is thought that examining psychological resilience and career barriers together in university students will extend the understanding of the factors related to psychological resilience and career barriers regarding the career development process of university students and that it could contribute to more efficient and systematic progress of the career process by identifying a gap in the career process literature and suggesting new studies which need to be done. In addition, the career development process and the choice of profession which become increasingly important during the high school and university years are important life tasks for everyone. Knowing the difficulties that university students think they will face in the future and linking them with studies to be done can contribute positively to the career development process and positively support the psychological health of university students (Albert & Luzzo, 1999). Moreover, recognizing the career obstacles faced by individuals in this development process and taking the necessary precautions will help individuals and university students to make healthier and more accurate decisions in their career development process. Therefore, within the scope of this study, it is expected that examining career barriers and the psychological resilience level of university students regarding the career development process will contribute to reducing or eliminating the situations which could endanger the career development and psychological resilience of university students. For these reasons, the purpose of the current study was determined as examining the psychological resilience level and career barriers of university students who were obliged to continue their education remotely due to the Covid-19 pandemic. With this intention, the following research questions were addressed:

1. Are the resilience levels and the career barriers of students attending university significantly related?
2. Are the career barriers and the sub-dimensions of psychological resilience level of students attending university significantly related?
3. Is there any significant difference regarding psychological resilience level and the career barriers of the university students with regard to gender and their grade?

METHOD

The correlational survey model of research was adopted for the study. This model of research describes an existing situation as it is for determining the existence or level of the associations among the variables in the research (Büyüköztürk et al., 2019; Karasar, 2005). In this research, the issue examined was whether there is any association between psychological resilience level and career barriers in terms of gender and grade level in university students.

Participants

The participants in this study were university students who continued their university studies in the 2020-2021 academic period. Due to the Covid-19 pandemic which arose during that academic period and because of the danger posed by the potentially deadly disease, the participants were reached using online measurement tools created with the help of Google Form on the internet, and data were obtained from a total of 461 university students, 288 women and 173 men, who continued their education online. The distribution of these students was 110 in the 1st grade, 107 in the 2nd grade, 76 in the 3rd grade and 168 in the 4th grade.

Data collection scales

The personal data form prepared by the researcher regarding the participants' personal information was based on the Career Barriers Scale (CBS) and the Adult Psychological Resilience Scale (PRSA) (Timur, 2022). Descriptions of these data collecting tools are given next.

Career Barriers Scale (CBS)

This scale was devised by Ulaş and Kızıldağ (2019) for measuring the barriers faced by university students in their career process. It comprises eighteen five-point Likert-type items and contains four sub-dimensions: attitudinal, interactional, social and educational barriers. There are seven items in attitudinal barriers, five

items in interactional barriers, four items in social barriers and two items in educational barriers. The higher the total score in the sub-scales, the more competent the individual sees him/herself in that sub-scale. Both exploratory factor analysis and confirmatory factor analysis were carried out for testing CBS' validity level and it was found by Ulaş and Kızıldağ (2019) that the factor loads of its items were between .40 and .72 for the first dimension; .45 to .67 for the second dimension; .44 to .68 for the third dimension and .50 to .62 for the fourth dimension. The four factors of the Career Barriers Scale explain 47% of the variance. In addition, the scale's items' total correlation values and the correlation range values of the factors are between .324 and .573 for the first dimension; between .316 and .416 for the second dimension; between .414 and .565 for the third dimension and between .318 and .446 for the fourth dimension. Correlation values for test-retest reliability were determined to be 0.93 for the first dimension, 0.81 for the second dimension, 0.89 for the third dimension, and 0.65 for the fourth dimension. Additionally, it was reported that the internal consistency values of the sub-dimensions of the CBS were 0.79, 0.71, 0.71 and 0.52 respectively. Test-retest reliability was found to be 0.93, 0.81, 0.89 and 0.65 respectively (Ulaş & Kızıldağ, 2019). In the data obtained for the present study, the Cronbach Alpha value for the total scale was determined as 0.87. Its sub-dimensions' Cronbach Alpha values were determined as 0.78, 0.75, 0.69 and 0.54 respectively (Timur, 2022). Sample items in the CBS are 'I do not have the conditions that will enable me to look to the future with hope for my career' (5); 'I am unsure of myself in determining my priorities in my career' (7); and 'I think that my skills that I can use in business life are insufficient' (9).

Adult Psychological Resilience Scale (PRSA)

This tool was developed by Friberg et al. (2005) and Basım and Çetin (2011) subsequently adapted it into the Turkish language and conducted a validity and reliability study. PRSA has 33 items and contains six sub-dimensions: self-perception, social resources, family harmony, structural style, social competence and perception of the future. There are four items in the structural style, four items in the perception of the future, six items in the self-perception, six items in the family harmony, six items in the social competence and seven items in the social resources sub-dimensions. In order to test the validity of the scale, construct validity and criterion dependent validity were examined and factor analyses were carried out and it was found by Basım and Çetin (2011) that the results confirmed the fit of the original's six dimensions as perception of self, perception of future, structured style, social competence, family cohesion and social resources. This structure of the six dimensions explained 53.5% of the total variance. Additionally, the Cronbach alpha coefficients of the scale were calculated as .89 for the total, .54 for its structural style sub-dimension, .71 for the future perception sub-dimension; .79 for the family harmony sub-dimension; .73 for the self-perception sub-dimension; .68 for the social competence sub-dimension; and .25 for the social resources sub-dimension (Lök & Bademli, 2021). For the current data, the Cronbach Alpha value of the total scale was determined as 0.89 (Timur, 2022). The internal consistency of the sub-dimensions were calculated as 0.54 for structural style; 0.71 for future perception; 0.80 for family harmony; 0.73 for self-perception; 0.67 for social competence; and 0.65 for social resources. The PRSA has a five-point Likert-type scale. Sample items from the scale are 'My plans for the future are difficult to achieve' (2); 'I enjoy being with other people' (4); and 'It is not important for me to be comfortable/flexible in social situations' (10).

Procedure

Permission to use the PRSA and the CBS for collecting the data was requested and received by email from the researchers who prepared these tools. The approval of the university's ethics committee was also sought and obtained for this research, indicating that it was fully compliant with the relevant scientific research ethics criteria (Kırıkkale University; Approval Number/ID: 19/02/2020-2). Because of the Covid-19 global pandemic, Google Forms, an online platform, was used to collect the data. The survey link prepared on the Google forms was sent to university students in various regions of Turkey by e-mail. Since the scales were completed online, participation was completely voluntary. Participating students were first requested to fill in the personal information sheet, then the 18-item CBS and the 33-item PRSA. It took an average of 10-15 minutes to complete the process. After answering the scales, the students were thanked for their contributions and contact information was provided for any possible questions and for the participants to request the results.

Analysis of the data

The association between psychological resilience and career barriers was determined by conducting the Pearson Product-Moment Correlation after determining that the collected data had a normal distribution. An independent samples t-test was applied to determine whether there were significant differences between the psychological resilience and career barriers of the participants in terms of their gender. An ANOVA was conducted to find whether career barriers were significantly different according to grade level and the Kruskal Wallis H test was applied to analyse their psychological resilience level according to grade.

FINDINGS

The findings from the analysis of the research data are presented in this section.

In order to determine whether the collected data had a normal distribution, a normality test was performed by examining the skewness and kurtosis values. The values of skewness and kurtosis were considered to be excellent, between $-1 \leq X \leq 1$, but in most cases a value between $-2 \leq X \leq 2$ was acceptable (George & Mallery, 2020: 115). In this case, parametric methods were applied for the variables suitable for normal distribution, and non-parametric methods were applied for the variables not appropriate for normal distribution. It was found that all the factors identified in this study were within the desired limits and that the collected data were normally distributed. The data related to the normality distribution test are given in Table 1.

Table 1. Skewness and kurtosis values of the data

<i>Data</i>	<i>Skewness</i>	<i>Kurtosis</i>
Attitudinal barriers	.745	.283
Interactional barriers	.749	-.257
Social barriers	.659	-.427
Educational barriers	-.054	-.772
Structural style	.286	.609
Perception of the future	-.132	1.177
Sense of self	.161	1.081
Family harmony	-.426	.745
Social competence	.017	.313
Social resources	.145	1.283

Findings concerning Research Questions 1 and 2

The findings related to the first and second research questions, 'Are the career barriers and the resilience levels of students attending university significantly related?' and 'Are the career barriers and the sub-dimensions of psychological resilience of students attending university significantly related?' are given in Table 2.

Table 2. Findings about the correlation between the career barriers scale and the resilience scale and its sub-dimensions

	1	2	3	4	5	6	7	8
1. CBS	-							
2. PRSA	.171**	-						
3. P-SP	.148**	.590**	-					
4. P-GEL	.279**	.502**	.207**	-				
5. P-PF	.121**	.439**	.136**	.179**	-			
6. P-SS	.015	.537**	.159**	.179**	.117*	-		
7. P-FH	-.190**	.506**	.144**	.083	.020	.167**	-	
8. P-SR	.222**	.474**	.156**	.086	.046	.072	-.044	-

**indicate significant correlation

The correlation values shown in Table 2 indicate that there was a significantly positive correlation between CBS’s total score and the total score obtained from PRSA ($r = .171, p < .001$), and a significantly positive relationship between CBS’s total score and self perception [P-SP] ($r = .148, p < .001$); perception of the future [P-PF] ($r = .279, p < .001$); structural style [P-SS] ($r = .121, p < .001$) and social resources [P-SR] ($r = .222, p < .001$), all sub-scales of PRSA. A significantly negative relationship was found between CBS’s total score and perception of family harmony [P-FH] ($r = -.190, p < .001$). In the light of these findings, it can be said that as the scores of the respondents regarding career barriers increased, the values of their psychological resilience levels and the values of the sub-dimensions of psychological resilience increased and the scores related to the perception of the family harmony sub-dimension decreased.

Findings regarding Research Question 3

The findings regarding the third research question, ‘Is there any significant difference regarding career barriers and psychological resilience levels of students attending university in terms of gender and class level?’ are presented in Tables 3, 4, 5 and 6.

Table 3. T-test findings of the CBS and PRSA scores in terms of gender

Gender	N	\bar{X}	Ss	Levene’s Test	t	p
CBS Female	288	2.0972	.71	.019	-.444	.657
CBS Male	173	2.1249	.60			
PRSA Female	288	3.0753	.21	.025	-.116	.908
PRSA Male	173	3.0781	.26			

The t-test analysis findings set out in Table 3 show that there were insignificant differences regarding career barrier scores ($t = -.444, p > .05$) and psychological resilience ($t = -.116, p > .05$) scores according to gender. It can therefore be said that the university students’ scores regarding career barriers and their psychological resilience levels were not significantly different in terms of gender.

In order to determine whether there were significant differences in career barriers according to grade level, ANOVAs were performed and the results are shown in Tables 4, 5 and 6.

Table 4. Average and standard deviation scores of the participants' career barriers by grade level

<i>Grade level</i>	<i>N</i>	\bar{X}	<i>Sd</i>
1st Class	110	2.0354	.644
2nd Class	107	2.1282	.689
3rd Class	76	2.1689	.693
4th grade	168	2.1141	.677

Table 5. ANOVA results of the participants' career barriers by grade

	<i>Sum of squares</i>	<i>df</i>	<i>Mean squares</i>	<i>F</i>	<i>P</i>
Between groups	.912	3	.304	.667	.573
Within groups	208.326	457	.456		
Total	209.238	460			

The ANOVA values set out in in Table 5 show that the respondents' career barrier scores were not significantly different in terms of grade level ($p=.573$, $p>.05$).

Table 6. Results of the Kruskal Wallis test of the respondents' psychological resilience levels by grade

<i>Grade</i>	<i>N</i>	\bar{X}	<i>Sd</i>	<i>Mean Rank</i>	<i>p</i>
1st	110	3.0306	.193	211.05	
2nd	107	3.0980	.222	235.54	
3rd	76	3.0582	.256	225.02	.229
4th	168	3.1008	.251	243.88	
Total	461	3.0764	.234		

The Kruskal Wallis test values set out in Table 6 show that resilience scores of the participants were not significantly different in terms of grade level ($p=.229$, $p>.05$). In view of the the findings shown in Tables 4, 5 and 6, it can be said that the university students' scores regarding career barriers and psychological resilience levels were not significantly different in terms of grade level.

DISCUSSION

Discussions of the findings are given below.

A discussion of the findings related to the levels of career barriers and psychological resilience of the participating university students

The findings presented above show that the participating students' career barriers and psychological resilience levels were positively and significantly correlated. The findings showed that as their career barriers increased, their psychological resilience level also increased. In the theoretical explanations of resilience, an increase in the level of resilience in individuals is associated with a risk situation (Masten, 2001). In this study, the risk situation associated with the participants' psychological resilience level was the career barriers which they faced. This relational situation therefore appears to be consistent with the theoretical explanation.

Since no previous study examining the career barriers and psychological resilience levels of university students together could be found in the literature, the research results indirectly related to those of this study were examined. Srivastava and Madan (2020) stated that career satisfaction is positively related to the level of

resilience; Alnıaçık et al. (2021) and Bimrose and Hearne (2012) reported that psychological resilience was positively related to the perception of career future, and Shin and Kelly (2015) found that psychological resilience is an important variable for coping with career decision-making difficulties. It can therefore be said that the results of those studies indirectly support the results obtained in the current study.

A discussion of the findings on the sub-dimensions of the participating university students' career barriers and psychological resilience

The results of this study showed that the participants' career barriers and their psychological resilience sub-dimension self-perception levels were positively and significantly related. According to this finding, it can be said that as the career barrier levels of the students increased, their self-perception levels also increased. Santos and Soares (2018) studied students continuing their university education and found that as the students' self-perceptions increased, their problem-solving skills also increased, and Thompson (2013) reported that individuals' adaptation and time management problems were among the career barriers which they faced. It can be thought that the increase in the career barrier levels of individuals is positively related to the increase in their psychological resilience levels, and that the career barriers encountered contribute to the strengths and weaknesses of their career development, thus supporting their psychological resilience. It can therefore be said that the results reported by Santos and Soares (2018) and by Thompson (2013) indirectly support the results obtained in current study.

The findings showed that the participants' career barriers and their future perception of the sub-dimension of psychological resilience were significantly and positively correlated. This means that as their career barriers increased, their level of perception of the future also increased. Cetin et al. (2015) reported that individuals who could plan their future showed higher psychological resilience and Alnıaçık et al. (2021) similarly found a significantly positive relationship between individuals' career future perception and their psychological resilience levels. It can therefore be said that the results of those studies are similar to the findings obtained in the current study and support this finding.

The findings also showed that there was a significantly positive correlation between the respondents' career barriers and the structural style and social resources sub-dimensions of resilience. This means that as their career barrier levels increased, their social resources and structural style levels increased. Duru et al. (2020) found a meaningfully positive relationship between career barriers in the career development process of individuals and career indecision and there is also research which determined that the career barriers of individuals were positively related to inadequate guidance (Akoğlan-Kozak & Dalkıranoğlu, 2013). It can therefore be thought that as the career barriers faced by individuals increase, the protective factors which they will develop against these obstacles will increase and they will prepare for and gain resistance to avoid such obstacles. Therefore, it can be said that results of those researches in the literature indirectly support the finding of the current study. Previous studies also found that social support is a significant variable for psychological resilience (Terzi, 2008) and that inadequate social support is a source of problems for individuals (Sakarya & Güneş, 2013). It can therefore be said that those research results indirectly support the findings obtained in the current study.

The findings showed that the respondents' career barriers and their psychological resilience in terms of the family harmony sub-dimension were significantly and negatively correlated. This means that as their career barriers increase, their level of family harmony decreases. Raque-Bogdan et al. (2013), however, found a significantly positive relationship between family support and career barriers and Güldü and Kart (2017) found that the inability to achieve family harmony in the career process was among the career barriers; Chuang (2013) similarly reported that family and social support were among the career barriers. This means that the results of those previous studies indirectly support the finding of the current study.

A discussion of the participants' career barriers and psychological resilience levels by gender

The findings showed that the participating students' psychological resilience level and their career barriers were not significantly different according to gender. This means that the career barriers and psychological resilience levels of male and female university students did not differ significantly. Previous studies reported in the literature (Creed et al., 2007; Maddi et al., 2006; Sivaz, 2021; Ulaş & Özdemir, 2018) similarly found that university students' career barriers and resilience levels were not significantly different by gender. However,

there have been studies with different results. McWhirter (1997) and Raque-Bogdan et al. (2013) found that women's career barrier levels were higher whereas Güldü and Kart (2017) stated that men faced more career barriers than women. In addition, Atan and Ünver (2019), Fishman (2012), Güngörmüş et al. (2015) and Sancar (2021) all found that women's psychological resilience level was higher whereas Açıkgöz (2016), Sezgin (2016) and Taşğın et al. (2017) found that men's psychological resilience level was higher. The different results of those studies do not support the finding obtained in the current study. The different results regarding gender reported in the literature might be associated with the different attitudes of society towards gender roles in terms of careers (Inandi & Gılıç, 2020).

A discussion of the participants' career barriers and psychological resilience levels by grade level

The findings showed that participating students' career barriers and psychological resilience level were not meaningfully different in terms of grade level. Several studies in the literature had similarly found that the career barriers and psychological resilience levels of university students were not different with regard to their grade level (Gündoğdu, 2021; Tonga, 2014). The fact that career barriers and resilience levels do not differ significantly according to grade level may be related to the fact that resilience is very comprehensive, and students come from different regions and different economic conditions and have different personal developments. However, there are studies which have reported different results. Raque-Bogdan et al. (2013) found that first-year students had higher levels of career barriers. On the other hand, Gizir (2005) and Ulaş and Özdemir (2018) stated that senior students faced more career barriers than other classes. Moreover, Sancar (2021) found that as the grade level of the students increased, the level of their psychological resilience decreased and Eker (2019) determined that the level of psychological resilience of fourth grade students was higher. The results of those studies in the literature do not support the findings of the current study.

In addition, the career development process and career choice are among important developmental life tasks for young people such as students attending middle school, high school and university (Balcı, 2018). Because of the fact found in this research that the career barrier levels of university students were positively correlated to their psychological resilience levels with regard to their self-perception, future perception, structural style and social resources, it is thought that supportive and informative training programmes and informative course contents such as career guidance courses and activities are necessary for young people from middle school and high school towards the level of higher education (Balcı, 2017). In this way, students attending middle school, secondary and higher education will be informed about the career obstacles that they might face in the future and about how to cope with them. Moreover, implementing such informative course topics by means of school guidance and counseling services and guidance activities (Balcı, 2019) can contribute positively to the career development process and support the psychological health of university students by decreasing their future anxiety regarding career choice and by helping them to make healthier and more accurate decisions in their career development process.

CONCLUSION and SUGGESTIONS

With regard to the findings of this study, it was found that the career barrier levels of university students were positively related to their psychological resilience levels and to the self-perception, future perception, structural style and social resources sub-dimensions of the psychological resilience scale. In addition, it was found that psychological resilience was negatively correlated with the sub-dimension of family harmony. In line with these findings, it was determined that as the scores of the university students regarding career barriers increased, the scores of their psychological resilience levels increased and the scores of the sub-dimensions of psychological resilience increased; the scores on the perception of family harmony sub-dimension, however, decreased. These results indirectly support the findings reported by Alnıaçık et al. (2021), Bimrose and Hearne (2012), Duru et al. (2020), Santos and Soares (2018), Shin and Kelly (2015), Srivastava and Madan (2020) and Thompson (2013). Additionally, it was observed that the university students' career barriers and psychological resilience levels were not significantly different with regard to gender or grade. These results are similar to and support those reported by Creed et al. (2007), Gündoğdu (2021), Maddi et al. (2006), Sivaz (2021), Tonga (2014) and Ulaş and Özdemir (2018).

In this study, career barriers and psychological resilience levels were examined in a group of students who were continuing their education remotely at university. It is suggested that further research could be conducted on groups which include students at the primary and secondary school levels and adults in other

developmental periods and in different regions or cities in order to compare their career barriers and psychological resilience levels. In addition, supportive programmes could be introduced to increase the psychological resilience levels of university students so that they can overcome career barriers, and social support from the environment and from family members could be increased by devising awareness-raising activities for the immediate environment and families of students in order for them to get to know themselves and to increase their positive perceptions about the future and to plan their career appropriately. It is significant to note the limitations regarding the findings of this study. Specifically, this research was carried out by means of the non-random purposive sampling technique by applying two scales online during the period of a global pandemic due to the danger of fatal illness as a result of the Covid-19 coronavirus. Because of this unique circumstance, it is not possible to generalize the findings of this study to other people and other university students in normal times.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Kırıkkale University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Kırıkkale University (Approval Number/ID: 19/02/2020-2). Hereby, we as the authors consciously assure that for the manuscript "Psychological Resilience Levels and Career Barriers Regarding University Students" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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