

The Effect of the Psycho-Education Program Developed Based on Career Construction Theory on University Students' Attitudes towards the Future

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Abstract: This study aims to test the effect of the psycho-education program based on Career Construction Theory on individuals' attitudes towards the future. The study used a quasi-experimental design consisting of an experimental group 1, an experimental group 2, and a control group to which a pre-test, a post-test and a follow-up test were administered. The study group consisted of 45 individuals, 15 in each of the three groups. Data were collected through the Personal Information Form and the Attitudes Towards the Future Scale. While the participants in experimental group 1 and experimental group 2 were administered a 6-session psycho-education program, the participants in the control group were not administered any interventions. The "Two-Factor Analysis of Variance for Repeated Measures on a Single Factor" technique, which allows repeated measurements for unrelated measurements and time-dependent changes, was used to test the time*intervention common effect. The findings revealed that the psycho-education program was effective in improving individuals' attitudes towards the future, which was found to be maintained after 8 weeks as well.

Keywords: Career construction theory, career adaptability, attitudes toward future

Kariyer Yapılandırma Kuramına Dayalı Olarak Geliştirilen Psiko-Eğitim Programının Üniversite Öğrencilerinin Geleceğe Yönelik Tutumlarına Etkisi

Öz: Bu çalışma, Kariyer İnşa Kuramı temel alınarak tasarlanan psiko-eğitim programının bireylerin geleceğe yönelik tutumları üzerindeki etkisini test etmeyi amaçlamaktadır. Araştırma deney grubu 1, deney grubu 2 ve kontrol grubundan oluşan yarı deneysel desende tasarlanmış olup ön test, son test ve izleme testi uygulanmıştır. Çalışma grubu her üç grupta da 15'er kişi olmak üzere toplam 45 kişiden oluşmuştur. Verilerin toplanmasında Kişisel Bilgi Formu ve Geleceğe Yönelik Tutum Ölçeği kullanılmıştır. Araştırmada deney grubu 1 ve deney grubu 2'deki katılımcılara 6 oturumluk psikoeğitim programı uygulanmış, kontrol grubu katılımcılarına ise herhangi bir müdahale programı uygulanmamıştır. Çalışmanın analizlerinde zaman*müdahale ortak etkisini test etmek amacıyla ilişkisiz ölçümler ve zamana bağlı değişimler için tekrarlı ölçümlere olanak sağlayan "Tek Faktör Üzerinde Tekrarlanan Ölçümler İçin İki Faktörlü Varyans Analizi" tekniği kullanılmıştır. Bulgular, psikoeğitim programının bireylerin geleceğe yönelik tutumları üzerinde etkili olduğunu ve bu etkinin sekiz hafta sonrasında da devam ettiğini ortaya koymuştur.

Anahtar kelimeler: Kariyer yapılandırma kuramı, kariyer uyumu, geleceğe yönelik tutumlar

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Introduction

Individuals make sense of their lives not only in the past or present but also in the future. In this regard, they create a perspective on the future. Therefore, their attitudes towards the future is one of the attitudes that individuals have in the time dimension (Eryılmaz & Askeroğlu, 2019). Attitudes towards the future refer to the positive or negative approach individuals currently show to their environment towards the life they want in the future (Van Calster et al., 1987; Toker & Kalıpçı, 2021). In almost every period of life, attitudes towards the future are important, but this importance increases even more in some life periods. Especially young adulthood is a critical period in which attitudes towards the future are shaped because designs for the future are made in this period (Erikson, 1968). Young individuals can predict their own development after making these designs by anticipating the future and directing their current behavior by setting goals for the future (Ateş, 2015). In other words, individuals' personal goals and the actions they want to take in the future affect their attitudes towards the future (Rand, 2009).

Those who have a positive outlook on the future tend to be highly optimistic and view it with a sense of hope (Toker & Kalıpçı, 2021). Individuals who look to the future with optimism and hope, on the other hand, make more persistent efforts to achieve their goals and do not give up easily (Eryılmaz, 2011; İmamoğlu & Güler-Edwards, 2007). In this regard, it is considered highly important for university students, who have a long future ahead of them, to shape their attitudes towards the future positively (Toker & Kalıpçı, 2021). Positive attitudes towards the future are associated with psychological well-being (Ehtiyar et al., 2017; Nawa & Yamagishi, 2024) and happiness (Foo & Prihadi, 2021; Toker & Kalıpçı, 2021). Individuals with positive attitudes towards the future tend to use stronger coping strategies (Chang et al., 2020; Fortunato & Furey, 2011). Moreover, having a positive outlook on the future plays a key role in fostering motivation, shaping expectations, and making the right plans (Toker & Kalıpçı, 2021) because it is assumed that a sense of purpose for the future motivates individuals to engage in activities that will achieve the results they want (Koçyiğit, 2014). On the other hand, negative attitudes towards the future are associated with decreased well-being and unhappiness (Augusto-Landa et al., 2011; Blasco-Belled et al., 2022). Individuals with negative attitudes about the future are reported to tend to demonstrate problematic behaviors (Iovu et al., 2018) and procrastination (Sirois, 2014). As the related literature reports, attitudes towards the future are closely related to individuals' various areas of life. Therefore, the identification of the factors that could influence individuals in developing positive attitudes towards the future is considered important.

Several factors (such as economic factors, environmental-social factors, and traumatic events) are effective in shaping attitudes towards the future, yet career experiences is one of the important factors (Santilli et al., 2017a; Zhang et al., 2017). Yan et al. (2014) found that individuals' career was related to their future designs, and their career perspectives are fed by their competencies (Arghode et al., 2021). Individuals create designs in line with these perspectives on career competencies (Strauss et al., 2012), which could affect their perspective of the future positively or negatively. Among these, career adaptability skills is one of the most important competencies (Savickas, 2005). Therefore, a rise in the career adaptability skills of college students may be an effective factor in their positive attitudes towards the future.

Attitudes towards the Future in the Context of Career Adaptability

Career adaptability is one of the most important building blocks of Career Construction Theory (CCT) put forward by Savickas (2005). CCT is a meta-theoretical approach that offers a

perspective to explain the dynamics in lifelong occupational behaviors (Savickas, 1997, 2002, 2005). CCT (Savickas, 2005) encourages individuals to adopt various viewpoints on their careers as they progress through life. Savickas proposes that individuals make subjective career definitions based on their past memories, present experiences, and expectations about the future (Korkut-Owen & Niles, 2018). CCT argues that individuals hold three different viewpoints regarding their careers; first as actors, then as agents, and finally as authors. Actor perspective refers to following the guideposts; namely, norms and rules. This situation leads to taking their own responsibilities and creating their own goals in a way that can be improved. Then, individuals become authors and write their stories entirely on their own. Career adaptability is one of the most important elements in ensuring these transitions; namely constructing a career (Savickas, 2005). Strong career adaptability enables individuals to become the authors of their careers and shape their future.

Career adaptability refers to individuals' ability to manage present and anticipated tasks, transitions, and challenges within their professional roles (Savickas & Porfeli, 2012). Career adaptability is reported to be a resource that affects the development of positive attitudes towards the future (Ginevra et al., 2016). Several studies detected a significant relationship between career adaptability and future orientation (Ferrari et al., 2010; Santilli et al., 2017b). Individuals with high career adaptability are more interested in their future lives and believe in themselves to overcome challenging tasks in life (Avram et al., 2019). Individuals' making plans for the future and their efforts to achieve these plans are effective in developing positive reactions and attitudes towards the future (Van Calster et al., 1987). Career adaptability in CCT is based on four basic constructs including concern, control, curiosity, and confidence. While concern refers to the need to be oriented towards the future, plan, and prepare for tomorrow, control refers to individuals' beliefs of competence and responsibility towards their careers. Curiosity reflects inquisitive attitudes towards one's career and oneself to learn about themselves and their environment and, thus, to achieve a good fit between the two. Lastly, confidence is individuals' expectation to succeed in building their career by performing efficiently, solving complex problems, overcoming obstacles, and learning new skills (Savickas, 2005; Savickas & Porfeli, 2012). Career adaptability refers to having these four basic resources, which are resources that help individuals successfully manage their current and expected career transitions (Savickas, 2005).

Concern refers to the individual's future orientation (Savickas, 2005; Savickas & Porfeli, 2012). The individual is future-oriented rather than past-oriented, which may help future attitudes to be positive by enabling the individual to be interested in the future and to build the future. Control refers to individuals' self-confidence in creating their future (Savickas, 2005). Individuals see the control over creating their future in themselves, which may be a source of developing positive attitudes towards the future. Curiosity helps individuals to wonder about their future and to explore the future (Savickas, 2005; Savickas & Porfeli, 2012). Attitudes towards exploring the future may be effective in creating positive attitudes towards future as a source for the individual to see better alternatives. Finally, confidence refers to individuals' beliefs in themselves and their skills (Savickas, 2005). With increased confidence, individuals can develop positive attitudes towards the future by developing a perspective that they will be successful in future performance situations. As the definitions of the four basic components of career adaptability indicate, these constructs could have effects on individuals' attitudes towards the future.

Present Study

People's thoughts about and attitudes towards the future are important factors affecting their current lives and should be taken seriously (Fırıncı-Kodaz, 2016). For example, individuals who develop positive attitudes towards the future will develop a positive and determined perspective by better understanding the value of the present moment to achieve the goal for which they worked (Scheier & Carver, 1985). A strong perception of positive attitudes towards the future brings along strong motivation and good academic achievement in a positive sense (Fırıncı-Kodaz, 2016). In addition, positive future orientation helps individuals to develop clearer goals, plan better, and make more effort to overcome obstacles in the future (Johnson et al., 2014). Previous research (Adelabu, 2008; Kerpelman & Mosher, 2004) indicates that individuals' attitudes towards the future have significant positive effects on their lives. Therefore, the development of programs to help individuals develop positive attitudes towards the future is considered to be useful and functional, which is one of the main motivations for conducting this research.

Career experiences are one of the key factors influencing how individuals form attitudes towards the future (Santilli et al., 2017a; Zhang et al., 2017). Arik and Seyhan (2016) discovered a positive correlation between cultivating optimistic outlooks on the future and engaging in career planning. In today's landscape of career competencies, career adaptability is one of the key skills individuals are expected to possess. In this regard, an increase in career adaptability, which is the main component of CCT (Savickas, 2005), may contribute to individuals' positive attitudes towards the future. Thus, the present research aims to foster positive attitudes towards the future among university students through initiatives designed to enhance their career adaptability skills, guided by CCT. This is because an increase in career adaptability (e.g., showing more curiosity, interest, control, and confidence) increases one's goal clarity, perceived competencies, and motivation to perform career-related behaviors (Guan et al., 2017; Rudolph et al., 2017), which could result in the cultivation of positive outlooks on the future. Hence, Ginevra et al. (2016) found that career adaptability is a positive predictor of positive attitudes towards the future. Besides, adaptive development is reported to play an important role in having positive attitudes towards the future (Sun & Shek, 2012). Therefore, improving career adaptability could contribute to forming positive attitudes towards the future. Although theoretical views and correlational research results reveal that career adaptability contributes to developing positive attitudes towards the future, no studies were found to have tested this experimentally, which is an important gap. Addressing this gap is another reason for undertaking this research. In this regard, the goal of the current study is to develop a psycho-education program based CCT and evaluate its effectiveness. Hypotheses formed to test the effectiveness of this program are presented below:

H₁: The Attitudes Towards the Future Scale mean score will increase significantly in experimental group 1 and experimental group 2 participants, who participated in the psycho-education program, based on CCT compared to the control group participants, who did not participate in this program.

H₂: There will be no significant difference between the Attitudes Towards the Future Scale follow-up test mean scores and post-test mean scores in the experimental group 1 and experimental group 2 participants, who participated in the psycho-education program developed based on CCT.

Method

Research Design

This study used a quasi-experimental design, which refers to situations where one or more of the causality conditions are not met (Erkuş, 2021). The recruitment of participants into groups

was not random, and not all confounding variables could be identified and controlled. Table 1 presents the research model, which includes an experimental group 1, an experimental group 2, and a control group, incorporating pre-test, post-test, and follow-up test measurements.

Table 1

Research Model

Groups	Pre-test	Process	Post-test	Follow-up Test
Experimental group 1	X	Psycho-education Program based on CCT (6 Weeks)	X	X
Experimental group 2	X	Psycho-education Program based on CCT (6 Weeks)	X	X
Control	X	-	X	X

Note. X = Attitudes towards the Future Scale.

Study Group

The study group consists of 45 students enrolled in the Department of Psychological Counseling and Guidance at a state university in Turkey in the 2023-2024 academic year. Firstly, the psycho-education program information poster and participation form were shared in all class groups of the through "WhatsApp" to form the study group. A total of 53 students applied to the program following the announcement made 3 days in a row. After the pre-interviews, 8 students stated that they gave up participating in the program, and the number of students in the study group remained 45. Hence, the Attitudes Towards the Future Scale was administered to 45 students. Then, the scores were sorted into sets of three closest to each other, and 15 sets of three scores were formed. Then, members from each triple score set were randomly assigned to the experimental group 1, experimental group 2, and control group, respectively. Thus, each group was formed to consist of 15 participants to form groups with equivalent pre-test averages. The participants' ages ranged between 19 and 23, with a mean age of 21.7. Table 2 presents the participants' demographic characteristics.

Table 2

The Participants' Demographic Characteristics

Group	Gender						Year Level									
	Female		Male		Total		First Year		Second Year		Third Year		Fourth Year		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	9	20	6	13.3	15	33.3	4	8.9	4	8.9	5	11.1	2	4.4	15	33.3
2	10	22.2	5	11.1	15	33.3	3	6.6	5	11.1	4	8.9	3	6.6	15	33.3
3	10	22.2	5	11.1	15	33.3	6	13.3	3	6.6	4	8.9	2	4.4	15	33.3
Total	29	64.5	16	35.5	45	100	13	28.8	12	26.6	13	28.9	7	15.4	45	100

Note. 1= Experimental group1, 2 = Experimental group 2, 3 = Control Group.

Procedures and Ethics

Informed consent was obtained from all the participants in this study. The study followed the principles of the Declaration of Helsinki and was approved and registered by the Ethics Committee of Çukurova University.

Data Collection Tools

Personal Information Form

The Participant Information Form was developed by the researcher to collect data about the participants' age, gender and grade levels.

Attitudes towards the Future Scale

The Attitudes towards the Future Scale was developed by Bodur and Harmancı-Seren (2020) to evaluate individuals' attitudes towards the future. The 21-item scale is responded on a 5-point Likert scale with options ranging between “Strongly Disagree” and “Strongly Agree” (e.g. I make plans for the future). The scale has four sub-scales: thinking and planning for the future, positive future design/optimism, innovation, and managing the future. The increase in the scores obtained from the scale indicates individuals' positive attitudes towards the future. Cronbach's alpha value calculated within the scope of reliability analysis was found to be .91 for the whole scale. Content validity ratios performed with the Lawshe technique showed that the content validity index of the scale had an acceptable level of .83.

Program Development and Implementation Process

Related literature both in our country and in the world was reviewed in detail for the development of this program. Following the literature review process, six sessions each lasting around 45 minutes were developed. The purpose, content, and process information about the sessions were presented to two different field experts to receive their feedback. The program was revised based on their feedback, and pilot implementations were started. Both the researcher and an expert psychological counselor piloted the program simultaneously with two different groups. At the end of the pilot implementations, the researcher and the expert psychological counselor came together and evaluated each session and the program as a whole. Difficulties encountered during the process and situations that were incompatible with the purpose of the program were discussed. Then, suggestions for making the sessions and the program more qualified were discussed, and the program was revised accordingly. After the program was revised, both the researcher and another expert psychological counselor applied the program to two different groups on different days. The researcher worked with experimental group 1, while the expert psychological counselor worked with experimental group 2. The effect of the experimental procedure was tested in two different groups and with two different practitioners. The purpose was to neutralize the practitioner effect in testing the effectiveness of the program. The control group in the study did not receive any intervention. After the experimental process, the Attitudes Towards the Future Scale was administered to the participants in all three groups as a post-test. In addition, eight weeks after the completion of the psycho-education program, the Attitudes Towards the Future Scale was administered to the groups again as a follow-up test. Both pilot and actual applications were conducted at Çukurova University Career Center. Table 3 presents the content of each session of the 6-session psycho-education program.

Table 3

Sessions Contents

Session	Content
1	Explaining the psycho-education program, introducing the members to each other, establishing group rules, having information about attitudes towards the future, realizing the effect of career experiences on attitudes towards the future
2	Knowing career adaptability resources, realizing the effect of concern on attitudes towards the future, gaining knowledge and awareness to develop career concern
3	Recognizing the effect of curiosity on attitudes towards the future, gaining knowledge and awareness to develop career curiosity
4	Recognizing the effect of control on attitudes towards the future, gaining knowledge and awareness to improve career control
5	Recognizing the effect of confidence on attitudes towards the future, gaining knowledge and awareness to improve career confidence
6	Expressing the achievements in the group process, awareness and knowledge in the process, making individual evaluations and finalizing the process.

Data Analysis

During the data analysis process, firstly normality distribution statistics were examined to determine whether to use parametric or non-parametric tests. The analysis included skewness and kurtosis values. Skewness and kurtosis values between +1.5 and -1.5 indicate a normal distribution (Tabachnick & Fidell, 2012). It was concluded that skewness and kurtosis values of the participants' pre-test, post-test, and follow-up test scores were between +1.5 and -1.5, indicating that the normality assumption was met and parametric tests could be performed (Table 4). In this regard, "Two-Factor Analysis of Variance for Repeated Measures on a Single Factor", which allows repeated measurements for unrelated measurements of groups and time-dependent changes, was used to test the common effect of time*intervention. One-way analysis of variance was performed to test whether there was a significant difference between the pre-test scores of the three groups before evaluating the effectiveness of the experimental procedure. Data were analyzed using the IBM SPSS 26 program.

Table 4

Skewness and Kurtosis Values of the Pre-test, Post-test, and Follow-up Test Scores of the Attitudes Towards the Future Scale for the Groups

Test	Control group		Experimental group 1		Experimental group 2	
	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis
Pre-test	-.22	.16	-.30	.55	.66	-.39
Post-test	-.19	.53	-.79	.73	-.58	.34
Follow-up test	-.88	.53	-.38	-.21	-.96	.98

Findings

Table 5 presents the arithmetic mean and standard deviation values of the pre-test, post-test, and follow-up test scores of the participants in experimental group 1, experimental group 2, and control group.

Table 5

Descriptive Statistics

Scale	Groups	f	Measurements					
			Pre-test		Post-test		Follow-up test	
			M	Sd	M	Sd	M	Sd
Attitudes Towards the Future Scale	Control	15	64.06	9.20	63.26	8.58	62.40	6.21
	Experimental group 1	15	62.40	8.06	77.13	12.03	74.60	10.17
	Experimental group 2	15	63.93	8.38	80.86	11.12	81.46	10.78

As seen in Table 5, the post-test mean scores of the participants in experimental group 1 and experimental group 2 on the Attitudes Towards the Future Scale were higher than their pre-test mean scores. In addition, the post-test and follow-up test scores of the participants in experimental group 1 and experimental group 2 were found to be close to each other. On the other hand, the pre-test and post-test mean scores of the participants in the control group were close to each other. The pre-test mean scores of the Attitudes Towards the Future Scale in all three groups were close to each other before the experimental procedure. First of all, a one-way analysis of variance was administered to test whether the initial level of the groups differed significantly, and the findings are presented in Table 6.

Table 6

One-Way Analysis of Variance Findings on the Attitudes towards the Future Scale Pre-Test Mean Scores

		Source of variance	Sum of Squares	df	Mean Square	F	p
Attitudes Towards the Future Scale		Between Groups	25.733	2	12.867	.175	.840
		Within Groups	3081.467	42	73.368		
		Total	3107.200	44			

As seen in Table 6, it was concluded that there was no significant difference between the pre-test mean scores of the Attitudes towards the Future Scale in all three groups. This finding shows that the groups' attitudes towards the future were at the same level at the beginning. Repeated Measures ANOVA analysis was conducted to test whether the increase in the pre-test and post-test mean scores of the participants in experimental group 1 and experimental groups 2 was significant compared to the participants in the control group and whether there was a significant difference between the post-test and follow-up test mean scores of the participants in experimental group 1 and experimental group 2. The findings are presented in Table 7 and Table 8. Since the Mauchly sphericity assumption is met in the values given in Table 7, Sphericity Assumed analysis findings are included.

Table 7

Repeated Measures ANOVA Findings of the Groups' Attitudes Towards the Future Scale Pre-test, Post-test and Follow-up Test Scores

Source of Variance	Sum of Squares	df	Mean of Squares	F	P	η^2
Between Groups						

Groups (E1, E2, C)	1154.035	2	577.017	7.469	.002	.262
Error (Measurement)	3244.622	42	77.253			
Within Groups						
Measurement (Pre, Post, Follow-up)	2913.881	2	1456.941	64.499	.000	.623
Measurement*Groups	1941.185	4	485.296	23.150	.000	.524
Error	1760.933	84	20.963			

As seen in Table 7, the Attitudes Towards the Future Scale scores of the participants in experimental group 1, experimental group 2, and the control group differed significantly in the pre-test, post-test, and follow-up test measurements. Partial eta squared values were found to be at a large effect level ($F = 7.469$; $p < .05$, $\eta^2 = .262$). In addition, regardless of the groups, the pre-test, post-test, and follow-up test mean scores of the Attitudes Towards the Future Scale were found to differ significantly from each other, and the partial eta squared values were found to have a significant effect level ($F = 64.499$; $p < .05$, $\eta^2 = .623$). In other words, these findings reflect that the subjects' attitudes towards the future differed depending on the experimental procedure, regardless of group distinction. Besides, the measurement*groups joint effect was also found to be significantly different ($F = 23.150$; $p < .05$). When evaluated according to the eta squared statistic, the measurement*groups joint effect was found to have a large effect level ($\eta^2 = .524$). These findings show that the Attitudes Towards the Future Scale scores of the participants in experimental group 1, experimental group 2 and control group in the pre-test, post-test and follow-up test measurements differed. In addition, Wilks' Lambda values for the effect of measurement and group interaction were also examined, and the findings of the analysis are demonstrated in Table 8.

Table 8

Attitudes Towards the Future Scale ANOVA Findings According to Repeated Measures Wilks' Lambda Statistics

Effect	Wilks' λ	F	df	P	η^2
Measurement	.276	53.831	2	.000	.724
Measurement*Groups	.340	14.669	4	.000	.417

The analysis results given in Table 8 show that the Attitudes Towards the Future Scale scores show a significant change at the time level (Wilks' $\lambda = .276$, $F = 53.831$; $p < .001$). Similarly, measurement*group interaction effects were also significant (Wilks' $\lambda = .340$, $F = 14.669$; $p < .001$). These findings suggest that the measurement averages differed both among themselves and between the groups. The source of the difference was determined using the Bonferroni correction and multiple comparisons test. Table 9 demonstrates the findings.

Table 9

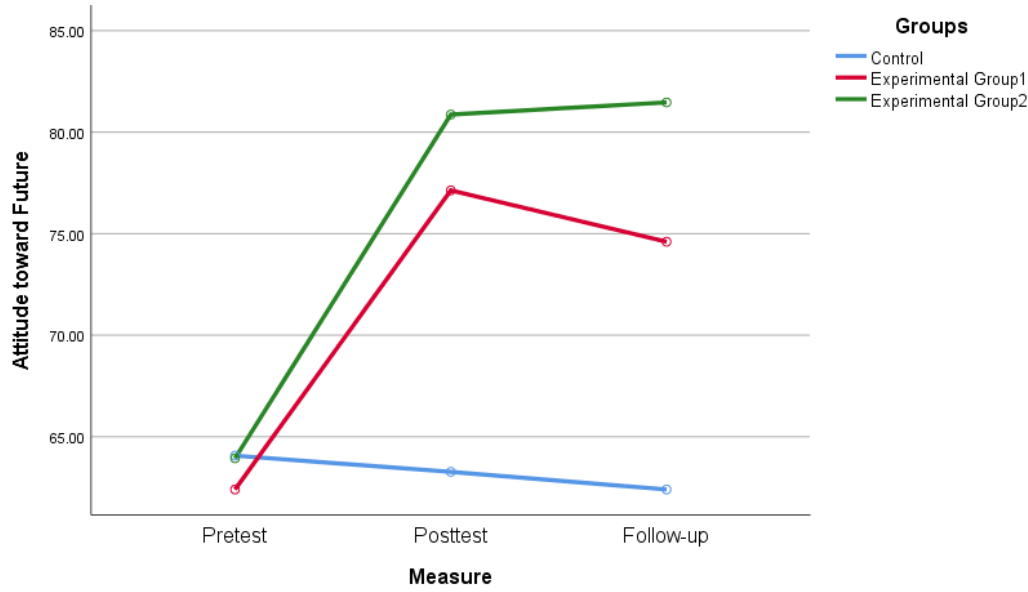
Pairwise Comparison (Bonferroni Corrected) Test Findings for the Groups' Attitudes Towards the Future Scale Pre-test, Post-test, and Follow-up Test Scores

		E1			E2			C		
		Pre-test mean difference	Post-test mean difference	Follow-up test mean difference	Pre-test mean difference	Post-test mean difference	Follow-up test mean difference	Pre-test mean difference	Post-test mean difference	Follow-up test mean difference
E1	Pre-test		14.73*		1.53			1.66		
	Post-test			2.53					13.86*	
	Follow									12.20*
E2	Pre-test				8.13*			.13		
	Post-test						4.04		17.60*	
	Follow									19.06*
C	Pre-test								.80	1.66
	Post-test									.86
	Follow									

As seen in Table 9, the mean scores obtained by experimental group 1 and experimental group 2 in both post-test and follow-up test measurements are significantly higher than the mean scores obtained by the control group in both post-test and follow-up test measurements. The mean follow-up test scores of the participants in both experimental group 1 and experimental group 2 differed significantly from the follow-up test mean scores of the control group participants. In other words, 8 weeks after the completion of the experimental intervention, the significant effect of the increase in the positive attitudes towards the future continues in the participants in experimental group 1 and experimental group 2 compared to the participants in the control group. An analysis of the within-group measurements showed that the post-test and follow-up test mean scores of experimental group 1 and experimental group 2 were significantly different from the pre-test mean scores. In addition, no significant difference was found between the control group' Attitudes Towards the Future Scale pre-test, post-test, and follow-up test mean scores. An interaction graph is presented in Figure 1 to evaluate the findings as a whole.

Figure 1

Plot of the Attitudes Towards the Future Scale Scores of the Experimental group 1, Experimental group 2, and Control Groups from the Pre-test, Post-test and Follow-up Test Measurements



As seen in Figure 1, the participants in experimental group 1 and experimental group 2, who participated in the psycho-education program, had a significant increase in the Attitudes Towards the Future Scale scores compared to the participants in the control group, who did not participate in the psycho-education program. This significant effect was also maintained in follow-up measurements administered 8 weeks after the completion of the program. There was no significant difference in the control group participants' Attitudes Towards the Future Scale scores.

Discussion, Conclusion and Recommendations

The present study was conducted to test the effect of a psycho-education program based on CCT on college students' attitudes towards the future. The study formed three groups including an experimental group 1, an experimental group 2, and a control group. A psycho-education program was administered to the experimental group 1 and the experimental group 2. The control group in the study did not receive any intervention. The Attitudes Towards the Future Scale was administered to all three groups as a pre-test before the interventions. After the interventions were completed, the same scale was administered to each group as a post-test. Finally, 8 weeks after the completion of the program, the same scale was administered to the three groups for the last time as a follow-up test. As a result of the analysis of the measurements made for the groups, it was concluded that the psycho-education program based on CCT had a positive effect on the attitudes towards the future of university students in both experimental groups. It was concluded that this increase detected in the experimental group maintained its effect in the follow-up measurements performed 8 weeks later.

The first hypothesis of the study, H1, suggested that there would be a significant increase in the Attitudes Towards the Future Scale mean scores of the participants in experimental group 1 and experimental group 2, compared to the participants in the control group. The results show that H1 was confirmed. Individuals' career experiences is one of the factors affecting the formation of attitudes towards the future (Santilli et al., 2017a; Zhang et al., 2017). A correlational study found that developing positive expectations and attitudes towards the future is related to an individual's

career experiences (Arık & Seyhan, 2016). The result of this study is consistent with the literature and the aforementioned research findings.

The power of career adaptability, which is an important part of individuals' career experiences, on attitudes towards the future was utilized in this study. The scope of the psycho-education program aimed to develop individuals' curiosity, concern, control, and confidence, which are the components of career adaptability. Curiosity refers to the individuals' interest in exploring the future (Savickas, 2005; Savickas & Porfeli, 2012). An individual's exploration of the future helps them see possible opportunities, advantages, and disadvantages early (Pan et al., 2018). Thus, individuals develop a positive future attitude by feeling control over their future. Hence, curiosity, which is the career adaptability component developed within the scope of the program, could contribute to individuals' positive attitudes towards the future. Concern is another career adaptability component focusing on development in the sessions. Concern refers to the individual's orientation towards the future, being future-oriented, and creating goals and making plans for the future (Savickas, 2005; Savickas & Porfeli, 2012). The concern dimension includes having a positive orientation and concern about the future (Omar & Noordin, 2013). In this regard, the concern of individuals developed within the scope of the program could be an effective source on their attitudes towards the future. Control is yet another career adaptability component that is aimed to be developed within the scope of the psycho-education program. Control refers to individuals' self-confidence in creating their future (Savickas, 2005). Individuals' perceptions of themselves as capable of building their future, rather than external factors, is an effective structure in making their outlook on the future positive. Hence, Taş and Özmen (2019) found a significant relationship between control and positive future expectations. In addition, having a high control mechanism over people's careers allows them to believe that they shape and will build their future rather than factors such as luck (Savickas, 2005). Therefore, developing a positive attitude towards the future could be possible with an increased perception of control. The program also focuses on developing confidence, which is another component of career adaptability. Confidence refers to individuals' beliefs in themselves and their skills (Savickas, 2005). Self-confident individuals who evaluate themselves as competent are likely to have positive attitudes towards the future (Iovu, 2015). As a result of this situation, individuals can develop positive attitudes towards the future due to increased confidence. The psycho-education program implemented within the scope of this research focused on improving these four basic components of career adaptability mentioned above. Therefore, an important impact of career adaptability skills was detected on the significant increase in the attitudes towards the future in individuals in the experimental group 1 and experimental group 2 compared to the individuals in the control group.

The second hypothesis of the study, H2, indicated that there would be no significant difference between the mean scores of the follow-up test and the mean scores of the post-test of the Attitudes Towards the Future Scale administered 8 weeks after the completion of the program of the participants in the experimental group 1 and experimental group 2. The results showed that H2 was confirmed. Career adaptability is associated with individuals' attitudes towards the future (Ginevra et al., 2016). The theoretical foundations of career adaptability emphasize that if these abilities are developed in individuals, individuals can activate these abilities in times of need (Savickas, 2005; Savickas & Porfeli, 2012). In other words, if individuals' career adaptability is developed, they can benefit from these abilities when needed. Therefore, individuals' possession of these abilities could be effective in their current lives as well as in their future lives. Thus, over time, individuals can positively organize their lives by using these adaptation instruments. This

study found that the effect of the increase persisted in the follow-up test measurements made 8 weeks after the completion of the program in experimental group 1 and experimental group 2, who participated in the psycho-education program and went through the process of developing career adaptability skills. As stated above, this is because the career adaptability skills developed by individuals are a structure that can be reactivated over time when needed.

Although this study puts forward important results, it also has some limitations. The study was conducted with students from the Department of Psychological Counseling and Guidance, which provides students with the opportunity to develop various cognitive and emotional skills by gaining awareness in their education processes, and in this direction, it can contribute positively to students' psychological development. Hence, independently of the psycho-education process, individuals' attitudes towards the future may develop positively depending on the undergraduate education they receive. This condition was not controlled in this study, which is an important limitation. Therefore, future studies are recommended to be conducted with students from different departments, or this condition should be controlled and the results should be compared. This study included two different experimental groups, which makes the research strong as it reduces the practitioner effect. However, testing the effectiveness of the program with two different practitioners may affect the results as the application performance of the practitioners may differ. Lack of control of this situation is another limitation of the study. The absence of a placebo group in the study also constitutes a limitation because the Hawthorne effect is another variable that is recommended to be considered in experimental studies. According to Sedgwick (2012), the Hawthorne effect is the situation in which the individuals participating in the research know that they are in an experimental process and assume that there will be positive changes in themselves and act towards the realization of this expectation. It is also recommended to replicate the study by creating a placebo group to eliminate the Hawthorne effect. The study was conducted with university students enrolled in the Eastern Mediterranean Region of Turkey, which should be considered while generalizing the results. In addition, it would be useful to conduct similar studies with individuals from societies with different cultural characteristics.

In line with the results obtained in the study, some suggestions for both researchers and practitioners were presented. This study examined the effect of individuals' career experiences on their attitudes towards the future. In this regard, CCT, which is an important career theory, is taken as the theoretical basis. The literature includes other career theories that have a long history (e.g., Holland's Theory, Social Cognitive Career Theory). Intervention programs could be developed based on different theories and the effect of those programs on individuals' attitudes towards the future could be tested. This would add diversity to the related literature. The control group was administered no interventions in this study. Applying a different program to the control group could reveal to what extent both programs effectively influence individuals' attitudes towards the future. Similar studies could be conducted with different populations (e.g., graduates or working individuals) to improve the effectiveness of the program. This psycho-education program could be applied in university counseling centers and career centers for individuals who have negative attitudes towards the future and have career problems, and contribute to the development of positive attitudes towards the future. Organizations such as seminars, conferences and symposiums to be held in the field of career development, information on developing career adaptability skills could be conveyed and recommendations to improve these skills of individuals could be presented. Thus, individuals could be supported to develop positive attitudes towards the future. Professionals working in the field of psychological health, providing individual or group psychological

counseling services, while working with individuals who have problems due to having negative attitudes towards the future and receiving support in this regard, could thematize career adaptability skills of these individuals in sessions and practice and assign them tasks to improve these skills.

Ethics Committee Permission Information: All procedures in this study involving human participants were conducted in accordance with the ethical standards of the 1975 Declaration of Helsinki and were approved by the Çukurova University ethics committee (04.05.2023-No:2).

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Geniş Özet

Giriş

Genç yetişkinlik bireyler geleceğe yönelik tasarımlarda bulunduğu bir dönemdir (Erikson, 1968). Gelecek tasarımı olumlu olan bireyler geleceğe iyimser ve umutla bakarlar (Toker ve Kalıpçı, 2021). Geleceğe iyimserlik ve umutla bakan bireyler ise hedeflerine ulaşmak için daha ısrarlı çaba gösterirler (Eryılmaz, 2011; İmamoğlu ve Güler-Edwards, 2007). Bu bağlamda önlerinde uzun bir gelecek olan üniversite öğrencilerinin geleceğe yönelik tutumlarını olumlu yönde şekillendirmelerinin oldukça önemli olduğu düşünülmektedir (Toker ve Kalıpçı, 2021). Geleceğe yönelik tutumların şekillenmesinde etkili olan önemli faktörlerden biri kariyer yaşantılarıdır (Santilli vd., 2017a; Zhang vd., 2017). Yan vd. (2014) bireylerin kariyerinin gelecek tasarımlarıyla ilişkili olduğunu bulmuşlardır. Bireylerin kariyer perspektifleri yetkinliklerinden beslenir (Arghode vd., 2021). Bireyler kariyer yetkinliklerine ilişkin bu bakış açıları doğrultusunda tasarımlar oluştururlar (Strauss vd., 2012). Bu tasarımlar ise bireylerin geleceğe olumlu ya da olumsuz bakmalarında etkili olmaktadır. Bu yetkinliklerin en önemlilerinden biri kariyer uyum becerileridir (Savickas, 2005). Dolayısıyla üniversite öğrencilerinin kariyer uyum becerilerinin artması, onların geleceğe yönelik olumlu tutumlarında etkili bir faktör olabilir.

Kariyer uyumluluğu, Savickas (2005) tarafından ortaya atılan Kariyer Yapılandırma Kuramı'nın (KYK) önemli yapı taşlarından biridir. Kariyer uyumluluğu, bireyin mesleki rollerdeki mevcut ve beklenen görevlerle, geçişlerle ve travmalarla başa çıkma kaynağı olarak tanımlanmaktadır (Savickas ve Porfeli, 2012). KYK'da kariyer uyumu dört temel yapıya dayanmaktadır. Bunlar ilgi, kontrol, merak ve güvendir. Bu dört temel kaynağa sahip olmayı ifade eden kariyer uyumu, bireylerin mevcut ve beklenen kariyer geçişlerini başarılı bir şekilde yönetmelerine yardımcı olan kaynaklardır (Savickas, 2005). Kariyer uyumluluğunun geleceğe yönelik olumlu tutumların geliştirilmesinde etkisi olan bir kaynak olduğu vurgulanmaktadır (Ginevra vd., 2016). Ayrıca yapılan araştırmalarda, kariyer uyumu ile geleceğe yönelim arasında bir ilişki bulunmuştur (Ferrari vd., 2010; Santilli vd., 2017b). Dolayısıyla kariyer uyum yeteneğinin geliştirilmesi geleceğe yönelik olumlu tutumların oluşmasına katkı sağlayabilir. Teorik görüşler ve ilişkisel tasarım araştırması sonuçları, kariyer uyumunun geleceğe yönelik olumlu tutumların geliştirilmesine katkı sağlayacağını ortaya koysa da bunun deneysel olarak test edildiği bir araştırmaya rastlanmamıştır. Bu önemli bir boşluktur ve deneysel olarak sınanması önemli olarak değerlendirilmektedir. Bu bağlamda mevcut araştırmanın amacı KYK'ya dayalı bir psiko-eğitim programı geliştirmek aynı zamanda geliştirilen programın etkili olup olmadığını sınamaktır. Bu amaç doğrultusunda oluşturulan hipotezler aşağıda sunulmuştur:

(1) KYK temelli psiko-eğitim programındaki hem deney-1 hem de deney-2 grubundaki katılımcıların Geleceğe Yönelik Tutum Ölçeği ortalama puanları, kontrol grubundaki katılımcılara göre anlamlı düzeyde artacaktır.

(2) KYK'ya dayalı olarak geliştirilen psiko-eğitim programındaki hem deney-1 hem de deney-2 gruplarındaki katılımcıların Geleceğe Yönelik Tutum Ölçeği izleme testi ortalama puanları ortalamaları ile son test ortalama puanları arasında anlamlı fark olmayacaktır.

Yöntem

Bu araştırma yarı deneysel bir çalışmadır. Yarı deneysel tasarımlar, nedensellik koşullarından bir veya birkaçının karşılanmadığı durumları ifade etmektedir (Erkuş, 2021). Araştırma deney-1, deney-2 ve kontrol gruplarından oluşan ön test ölçümü, son test ölçümü ve

izleme testi ölçümünün yapıldığı bir araştırmadır. Araştırmanın katılımcı ekibini 2023-2024 eğitim-öğretim sürecinde Türkiye'de bulunan bir devlet üniversitesinde eğitim alan 45 öğrenci oluşturmaktadır. Araştırmadaki katılımcı kişilerin yaşları 19 ile 23 arasında değişmektedir. Verilerin toplanmasında “Kişisel Bilgi Formu” ve “Geleceğe Yönelik Tutum Ölçeği” kullanılmıştır. Araştırmada deney-1 ve deney-2 grubundaki katılımcılar 6 oturumluk psikoeğitimi almışlardır, kontrol grubu katılımcıları ise bir müdahale programı almamışlardır. Çalışmanın analizlerinde zaman*müdahale ortak etkisini test etmek amacıyla ilişkisiz ölçümler ve zamana bağlı değişimler için tekrarlı ölçümlere olanak sağlayan "Tek Faktör Üzerinde Tekrarlanan Ölçümler İçin İki Faktörlü Varyans Analizi" tekniği kullanılmıştır.

Bulgular

Gruplardaki katılımcıların Geleceğe Yönelik Tutum Ölçeği öntest puanları, sontest puanları ve izleme testi puanlarının anlamlı bir şekilde farklılık gösterdiği ortaya konmuştur. Ayrıca, gruplardan bağımsız olarak, Geleceğe Yönelik Tutum Ölçeği öntest, sontest ve izleme testi puan ortalamalarının birbirlerinden anlamlı bir şekilde farklılaştığı bulunmuştur. Başka bir deyişle, bu bulgular katılımcıların geleceğe yönelik tutumlarının grup ayrımı gözetmeksizin deneysel uygulamadan kaynaklı bir şekilde farklılaştığını yansıtmaktadır. Diğer yandan ölçüm*gruplar ortak etkisinin de anlamlı bir şekilde farklı olduğu bulunmuştur. Bu bulgular, deney-1, deney-2 ve kontrol grubundaki katılımcıların öntest, sontest ve izleme testi ölçümlerinde elde ettikleri Geleceğe Yönelik Tutum Ölçeği puanlarının farklılaştığını göstermektedir.

Ölçüm*grup etkileşimi Wilks' Lambda değerleri incelenmiştir. Analizlerde Geleceğe Yönelik Tutum Ölçeği puanlarının zaman düzeyinde anlamlı değişim gösterdiğini görülmüştür. Benzer şekilde, ölçüm*grup etkileşim etkileri de anlamlıdır. Bu bulgulara göre ölçüm ortalamalarının hem kendi aralarında hem de gruplar arasında farklılaştığı görülmektedir. Deney-1 ve deney-2 gruplarının hem sontest hem de izleme testi ölçümlerinde elde ettikleri ortalama puanlar, kontrol grubunun hem sontest hem de izleme testi ölçümlerinde elde ettiği ortalama puanlardan anlamlı derecede yüksektir. Hem deney-1 hem de deney-2 gruplarındaki katılımcıların izleme testi puanları, kontrol grubu katılımcılarının izleme testi puanlarından önemli ölçüde farklıdır. Yani, deneysel uygulama tamamlandıktan sonraki 8 haftalık süre sonunda, hem deney 1 hem de deney 2 gruplarındaki katılımcıların kontrol grubundaki katılımcılara kıyasla geleceğe yönelik olumlu tutumlarındaki artışın anlamlı etkisinin devam ettiği görülmektedir. Grup içi ölçümler incelendiğinde, deney-1 ve deney-2 gruplarının sontest ortalamaları ve izleme testi ortalamaları, öntest ortalama puanlarından anlamlı düzeyde farklı olduğu görülmüştür. Kontrol grubunun Geleceğe Yönelik Tutum Ölçeği öntest, sontest ve izleme testi puan ortalamaları arasında anlamlı fark bulunmamıştır.

Sonuç ve Tartışma

Bu çalışmada KYK temelli psikoeğitim programının üniversite öğrencilerinin geleceğe yönelik tutumları üzerinde etkisi test edilmiştir. Gruplara yönelik yapılan ölçümlerin analizi sonucunda KYK temelli psikoeğitim programının üniversite öğrencilerinin geleceğe yönelik tutumları üzerinde olumlu etki yarattığı ve bu etkinin 8 hafta sonra yapılan izlem ölçümlerinde de etkisini koruduğu sonucu elde edilmiştir. Çalışmada ulaşılan bulguların yol göstericiliğinde bazı öneriler paylaşılmıştır. Bu araştırma kapsamında geliştirilen program KYK temelinde hazırlanmıştır. Bunun dışında uzun bir geçmişi olan başka kariyer kuramları da (Hollanda Teorisi, Sosyal Bilişsel Kariyer Teorisi gibi) bulunmaktadır. Farklı kuramlara dayalı müdahale programları geliştirilebilir ve bu programların bireylerin geleceğe yönelik tutumları üzerindeki etkisi test

edilebilir. Bu çalışmada kontrol grubuna herhangi bir müdahale yapılmamıştır. Kontrol grubuna farklı bir program uygulanarak her iki programın da bireylerin geleceğe yönelik tutumları üzerinde ne ölçüde etkili olduğu ortaya çıkarılabilir. Programın etki alanı geliştirmek için farklı kitlelerle (mezunlar veya çalışan bireyler) benzer bir çalışma yapılabilir. Geleceğe yönelik olumsuz tutumları olan ve kariyer sorunu yaşayan bireylere üniversite danışma merkezleri ve kariyer merkezlerinde bu program uygulanarak geleceğe yönelik olumlu tutum geliştirilmesine katkı sağlanabilir. Kariyer gelişimi alanında yapılacak seminer ve konferans gibi çalışmalarda kariyer uyum becerilerini geliştirmeye yönelik bilgiler aktarılabilir ve bireylere bu becerileri geliştirmeye yönelik öneriler sunulabilir. Böylece bireylerin geleceğe yönelik olumlu tutum geliştirmeleri desteklenebilir.