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Do Dispositional Hope and Career Engagement Contribute to a Better Flourishing Among College Students?

Üniversite Öğrencilerinde Sürekli Umut ve Kariyer Adanmışlığı Daha Yüksek Bir Iyi Oluşa Katkı Sağlar mı?

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ABSTRACT

The present study aims to investigate the associations between dispositional hope, career engagement, and flourishing among Turkish college students. Based on the study's hypotheses, a structural model was developed and tested. A total of 412 college students volunteered, comprising 291 females (70.6%) and 121 males (29.4%). The Demographics Information Form, the Flourishing Scale, the Hope Scale, and the Career Engagement Scale were utilized as data collection tools. The results demonstrated that the direct effects of dispositional hope on career engagement and flourishing were significant. Additionally, the direct effect of career engagement on flourishing was found to be significant. Furthermore, it was also revealed that dispositional hope exhibits significant total and indirect effects on flourishing. The structural model demonstrated a good fit to the data (CMIN/DF = 1.227, CFI = 0.999, NFI = 0.996, GFI = 0.994, RMSEA = 0.023, SRMR = 0.008). The present findings provide valuable insights into how positive traits and dispositions contribute to enhanced engagement and flourishing in life. Interventions targeting the empowerment of positive characteristics and career-oriented commitments among college students may enrich both personal and societal outcomes. The results are discussed in line with the existing literature.

Keywords: Dispositional hope, career engagement, flourishing, college students

ÖZ

Bu çalışma, Türkiye'deki üniversite öğrencilerinde sürekli umut, kariyer adanmışlığı ve iyi oluş (flourishing) arasındaki ilişkileri incelemeyi amaçlamaktadır. Çalışmanın hipotezlerine dayanarak yapısal bir model geliştirilmiş ve test edilmiştir. Araştırmaya 291'i kadın (%70,6), 121'i erkek (%29,4) olmak üzere toplam 412 üniversite öğrencisi gönüllü olarak katılmıştır. Veri toplama aracı olarak Demografik Bilgi Formu, Psikolojik İyi Oluş Ölçeği, Umut Ölçeği ve Kariyer Adanmışlığı Ölçeği kullanılmıştır. Sonuçlar, sürekli umudun kariyer adanmışlığı ve iyi oluş üzerindeki doğrudan etkilerinin anlamlı olduğunu göstermiştir. Ayrıca, kariyer adanmışlığının iyi oluş üzerindeki doğrudan etkisi de anlamlı bulunmuştur. Bununla birlikte, sürekli umudun iyi oluş üzerindeki toplam ve dolaylı etkilerinin de anlamlı olduğu ortaya konmuştur. Yapısal modelin veriye iyi uyum sağladığı görülmüştür (CMIN/DF = 1,227, CFI = 0,999, NFI = 0,996, GFI = 0,994, RMSEA = 0,023, SRMR = 0,008). Elde edilen bulgular, olumlu kişilik özelliklerinin ve eğilimlerin yaşamda artan katılım ve iyi oluş durumuna nasıl katkı sağladığına dair değerli içgörüler sunmaktadır. Üniversite öğrencilerinde olumlu kişilik özelliklerinin ve kariyer adanmışlıklarının güçlendirilmesini hedefleyen müdahaleler, hem bireysel hem de toplumsal düzeyde olumlu sonuçları artırabilir. Bulgular, mevcut literatür doğrultusunda tartışılmıştır.

Anahtar Kelimeler: Sürekli umut, kariyer adanmışlığı, iyi oluş, üniversite öğrencileri

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Introduction

The concept of well-being has a strong foundation based on decades of research and theoretical discussions. One of the latest products of these extraordinary efforts is the notion of flourishing. There is no consensus on the elements that constitute flourishing, yet it is viewed as a developing area of research interest (Agenor et al., 2017). The term "flourishing" is often used as a synonym for well-being and mental health in the literature (Huppert, 2009). For instance, Keyes (2002) explicitly emphasized that flourishing can be achieved by being mentally healthy. He also notes that having mental health problems is the opposite of flourishing, and it is called languishing. However, others refute these claims and argue that flourishing is more than being free from psychological illnesses (Huppert & So, 2013). Along with this discussion, researchers agree on the idea that flourishing represents the ultimate state of the human psyche (Fredrickson & Losada, 2005; Schotenus-Dijkstra et al., 2016; Seligman, 2011).

Lately, researchers have unified the distinct conceptualizations of flourishing from different worldviews and asserted that the term possesses three fundamental components: psychological well-being, subjective (emotional) well-being, and social well-being (Dadandı & Aydın, 2025; Mesurado et al., 2021). From a eudaimonic sense, psychological well-being represents the idea that a good life can be attained by discovering one's true potential, involving oneself meaningfully in life, and finding one's own purpose (Ryan & Deci, 2001). It is not a subjective good, as it is sometimes confused with, but rather an objective good because its essence is worth desiring (Rasmussen, 1999). On the other hand, the hedonic perspective of well-being is based on the notion that true happiness comes from pleasure, avoidance of pain, and satisfying experiences (Diener et al., 1999). Recently, under the leadership of Keyes (2002), psychologists have underlined that there is a third dimension in flourishing. To flourish in life, people need to be in a social environment where they see themselves as valuable contributors and part of it, commit themselves to developing society, have social goals to achieve, and more (Diener et al., 2010; Keyes, 2015). An in-depth review also reveals that there are many attributes at the foundation of these definitions, including accomplishment, optimal functioning, competence, productivity, positive mindset, growth, self-esteem, autonomy, optimism, virtue, financial security, physical health, vitality, emotional stability, and resilience (Agenor et al., 2017; Ryan et al., 2008; VanderWeele, 2017).

Flourishing is important for people of all ages; however, it is vital for individuals who are developing life skills, careers, academic competency, and personality. One potential sample that might be vulnerable and open to harm is college students. They are expected to conquer many tasks and responsibilities including obtaining a good academic degree, developing a career plan and putting it into practice, contributing to society and family, earning money, having a romantic relationship, developing themselves spiritually and morally, and more. Consequently, keeping up with life and sustaining mental health might become challenging for college students under the oppression of these obligations. Hence, research often underlines the risk of depression (Li et al., 2022), anxiety (Beiter et al., 2015), suicidal ideation (Mortier et al., 2018), and self-harm (Toprak et al., 2011) among them. College students might be potential victims of languishing (Keyes, 2002). There is a need for studies to expand the knowledge about the possible detrimental or helpful factors interfering with the flourishing states of the youth. Therefore, the present study aims to investigate factors contributing to flourishing in the college sample.

Hypothesis Development

The Predictor Role of Dispositional Hope

In psychology, traits represent fairly stable tendencies that endure over time and are believed to have control over human thought, emotion, and action in a specific context (Bader et al., 2025; Schmitt & Blum, 2017). Research often underlines the critical role of traits in individuals' overall well-being and flourishing (Ekşi et al., 2022; Romero et al., 2009). A growing body of research suggests that dispositional hope, as a robust personality trait, may have a key role in flourishing (Jeffrey & Mehari, 2023; Muñoz et al., 2020). For example, a study conducted by Belen et al. (2020) revealed that the two components of dispositional hope, agency and pathways, contribute to the flourishing of Turkish college students. It may be a factor that nourishes better well-being and psychological states in individuals who are still developing as emerging adults. Dispositional hope may strengthen college students' psychological well-being by agency, which is the motivation to pursue goals and individuals' belief in their capacities to accomplish these favored goals (Snyder, 2002). In addition, the second component, pathways thinking, refers to a mindset that draws routes to achieve the goals individuals set for themselves (Snyder, 2005). This type of positive thinking may enable college students to achieve their targets and feel a sense of accomplishment, control, esteem, and functioning in life—attributes comprised by flourishing. Therefore, the following hypothesis was developed:

H1. Dispositional hope has a positive effect on flourishing.

The Mediator Role of Career Engagement

College students strive for better academic outcomes

including increased knowledge, skills, and a degree that certifies the efforts put in through the years. All these struggles serve one purpose that can unlock the doors of a better, more comfortable life: having a good career. College students may engage in career activities to varying degrees. Dispositional hope may be a factor determining how much they commit to career activities. For instance, Hirschi (2014) emphasized that dispositional hope is a crucial resource for the career behaviors of college students. Moreover, a study conducted by Ochoco and Ty (2022) demonstrated that dispositional hope contributes to better life satisfaction through its positive effect on career engagement in Filipino high school students. Likewise, college students may better flourish with the help of greater career engagement. As was stressed earlier, accomplishment, competence, optimum functioning, productivity, and financial security are major attributes of flourishing. By engaging more in career activities, college students might feel more productive, competent, and well-functioning, an individual who will be rewarded with financial security for his/her efforts in the future. Thus, in line with the existing literature, the following hypotheses were developed:

H2. Dispositional hope has a direct positive effect on career engagement.

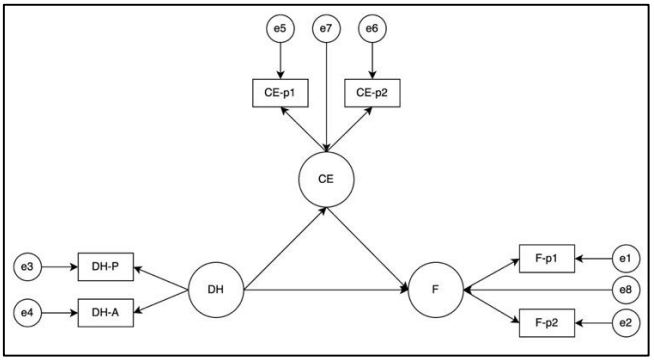
H3. Career engagement has a direct positive effect on flourishing.

H4. Career engagement has a mediating role in the relationship between dispositional hope and flourishing.

The present study aims to investigate the associations between dispositional hope, career engagement, and flourishing in a sample of Turkish college students. More specifically, the mediating role of career engagement in the relationship between dispositional hope and flourishing is examined. In line with this, the four hypotheses were synthesized into a structural model (see: Figure 1). It was expected that the present study would help fill the gap in the literature. More specifically, it may contribute to extending our knowledge of the role of predispositions in flourishing. In addition, it may also enhance our understanding of how career-related factors can be shaped by predispositions and, ultimately, contribute to better functioning in life.

Figure 1

Hypothesized model



Material and Methods

Participants

a province (n = 245, 59.5%), a district (n = 81, 19.7%), or a village/town (n = 54, 13.0%) as their primary residential place. Lastly, participants with a middle-income status constitute most of the sample (n = 356, 86.4%). Participants with low-income and high-income statuses were small in numbers. All demographic information for the sample is presented in Table 1.

Table 1

Demographic information

Variable	Group	n	%
Sex	Female	291	70.6
	Male	121	29.4
Collage grade	Freshmen	70	17.0
	Sophomore	217	52.7
	Junior	69	16.7
	Senior	56	13.6
Primary residential place	Village/Town	54	13.0
	District	81	19.7
	Province	245	59.5
	Metropole city	32	7.8
Perceived socio-economic status	Low	35	8.5
	Middle	356	86.4
	High	21	5.1

N = 412

Data Collection Tools

The Demographics Information Form, the Flourishing

Scale, the Hope Scale, and the Career Engagement Scale were utilized as data collection tools. Necessary information regarding the psychometric properties and contents of the measurement tools is presented accordingly.

The Demographic Information Form: The author created this form to gather basic demographic information about the participants. It comprises six questions regarding sex, age, college grade, primary residential place, perceived socio-economic status, and psychiatric diagnosis.

The Flourishing Scale: The scale was developed by Diener et al. (2010) to measure individuals' well-being and flourishing in life based on self-report. It comprises eight items with a seven-point Likert-type scoring system, all of which are under a single factor structure. Sample items include: "I lead a purposeful and meaningful life" and "I am competent and capable in the activities that are important to me." Individuals who obtained higher scores on the scales were assumed to have higher well-being and flourishing. The scale was adapted to Turkish by Telef (2013). The factorial structure of the scale was retained in the Turkish version. It was reported that the adapted version exhibits evidence of acceptable construct validity (CMIN/DF = 4.545, CFI = 0.95, GFI = 0.96, NFI = 0.94, RMSEA = 0.08, SRMR = 0.04) and good internal consistency reliability (α = 0.96). The internal consistency of the scale was calculated as α = 0.882 with the present data.

The Hope Scale: The scale was developed by Snyder et al. (1991) to measure individuals' dispositional hope based on self-report. It comprises 12 items with an eight-point Likert-type scoring system under a two-factor structure. The subscales were named Pathways and Agency, each comprising four items. The remaining four items were used as filler items and were excluded from the calculations. Sample items include "There are lots of ways around any problem" and "I can think of many ways to get the things in life that are important to me" for the Pathways subscale, and "I energetically pursue my goals" and "I meet the goals that I set for myself" for the Agency subscale. Participants who obtained higher scores from the scale were thought to exhibit higher dispositional hope. Tarhan and Bacanlı (2015) adapted the scale into Turkish. The factorial structure of the original scale was retained in the adapted version. The Turkish version of the Hope Scale was reported to have evidence of acceptable construct validity (GFI = 0.96, CFI = 0.96, NNFI = 0.95, RMSEA = 0.077) and good internal consistency reliability, as indicated by test-retest correlations (r = 0.86, p < 0.001). The internal consistency reliability of the scale was also calculated using the present data with Cronbach's alpha. The analysis yielded promising results: 0.856 for Pathways, 0.834 for Agency, and 0.888 for the total scale.

The Career Engagement Scale: The scale was developed by Hirschi et al. (2014) to capture individuals' proactive career behaviors based on self-report. It comprises nine items with a five-point Likert-type scoring system under a single-factor structure. Sample items include "developing goals and plans for my future career" and "taking the initiative to achieve my career goals." Participants who obtained higher scores from the scale were thought to exhibit more proactive behaviors for their careers. The scale was later adapted to Turkish by Korkmaz et al. (2020). The factorial structure of the scale was retained in the Turkish version. It was reported that the Turkish version demonstrated acceptable construct validity (CMIN/DF = 4.92, CFI = 0.95, TLI = 0.93, RMSEA = 0.09, SRMR = 0.06) and good internal consistency reliability (α = 0.88). The internal consistency reliability of the scale was calculated as α = 0.900 with the present data.

Procedures

First, the necessary permissions to use measurement tools were obtained from the researchers. Ethical approval was obtained, and subsequently, the measurement tools were combined into an online questionnaire. The online questionnaire was distributed via social media accounts and instant messaging groups to reach potential participants. An informed consent form was placed on the first page of the questionnaire to ensure that participants were fully aware of their rights and that they were consenting to participate voluntarily. The participants were not asked to provide personal information that might reveal their identity. No compensation was offered for participation in the study.

The study also had some inclusion criteria. The author screened the participants' responses in the Demographic Information Form to exclude cases according to the following criteria. Only college students aged 18 years or older were allowed to participate. In addition, it was confirmed that there were no participants with a psychiatric diagnosis, as such conditions might interfere with flourishing levels. Therefore, in this way, the psychological status of the participants was controlled. No participants were excluded from the study as a result of this investigation.

The present study does not aim to generalize its findings to a clinical sample. Participants with a psychiatric diagnosis may differ from their non-diagnosed counterparts in terms of well-being, as previous studies have indicated that, rather than flourishing, languishing is characterized by psychological symptoms. Therefore, by excluding such cases, the associations examined in this study could be investigated within a non-clinical sample that is free from confounding conditions.

Data Analysis

The present study examined the hypotheses' associations between the variables by developing a structural model and testing it with structural equation modeling. As it was recommended by Anderson and Gerbing (1988), a two-stage process was adopted. First, the measurement model was tested to investigate whether the latent variables are represented by the indicators. Then, the structural model was analyzed to confirm that the specified model exhibits a good fit to the current data. The structural model includes both latent and observed variables. However, since the Flourishing Scale and the Career Engagement Scale, parcels were created based on item-total correlations and used as observed variables. Parceling is a statistical method that allows researchers to aggregate individual items into parcels and then specify them as indicators of latent constructs (Bandalos, 2008). It has several psychometric merits, including enhancing scale communality, reducing random error, increasing modeling efficiency, strengthening estimation stability, and more (Matsunaga, 2008).

Next, the dataset was checked for assumptions, including outliers, normality, and multicollinearity (Field, 2024). Since there were no substantial deviations from the recommended interval of ±3 (Tabachnick & Fidell, 2019), standardized z scores were considered free from severe outliers. To investigate normality, skewness and kurtosis values were estimated, and it was observed that the values fell within the suggested interval of ±2 (George & Mallery, 2019). Lastly, the dataset was screened for multicollinearity based on bivariate correlations, variance inflation factor (VIF), tolerance, and condition index. It was found that the observed variables used in the structural model do not have high correlations (e.g., r > 0.70). In addition, VIF values ranged from 1.756 to 3.305, tolerances ranged from 0.303 to 0.569, and the highest condition index was 23.767. The widely adopted guidelines suggest that VIFs should be below 10, tolerance should be over 0.10, as noted, with values above 0.20 being preferable, and the condition index should be below 30 (Field, 2024; Tabachnick & Fidell, 2019). The data screening process confirmed that the dataset is suitable for further analysis.

The two-stage test procedure for structural equation modeling was employed using IBM SPSS and IBM AMOS software. Specified models were created in IBM AMOS software using its graphical interface, and a series of actions were performed, including checking for estimates, model fit, and modifications. The Maximum Likelihood Estimation was used to estimate parameters as the dataset met the necessary assumptions. The model's fit to the data was evaluated based on highly recommended indices including CMIN/df, CFI, NFI, GFI, RMSEA, and SRMR (Byrne, 2016; Whittaker & Schumacker, 2022).

The significance of indirect effects was assessed using a bootstrapping procedure. It enables researchers to create a large sample by simulating the current dataset, thereby increasing its representativeness (MacKinnon, 2017). The bootstrapping procedure produces lower and upper bounds of a parameter estimate, which are used to interpret the significance. The lower and upper bound interval is expected not to include zero (Preacher & Hayes, 2008). Therefore, in the present study, 10.000 bias-corrected bootstraps were used to render the significance of indirect effects.

The adequacy of the sample size was also investigated utilizing power analysis with the help of G*Power software, version 3.1. An a priori analysis based on the parameters set as follows revealed that the current sample size (n = 412) is adequate for the analysis, as the required size was 129: test = multiple regression, effect size = medium (0.15), α = 0.05, power ratio = 0.95, number of predictors = 4 (observed variables used as a predictor in the model).

Results

Preliminary Findings

The correlations among the observed variables in the structural model were initially examined with Pearson's Correlation. The results revealed that parcels for flourishing demonstrated mid correlations with subscales of dispositional hope (*r* between 0.524 and 0.674, $p < .01$) and parcels for career engagement (*r* between 0.494 and 0.565, $p < .01$). Furthermore, it was found that subscales of dispositional hope exhibited mid correlations with parcels for career engagement (*r* between 0.437 and 0.574, $p < .01$). The correlations and the descriptive statistics were presented in Table 2.

Table 2

Preliminary findings and descriptive statistics

Variable	1	2	3	4	5	6
1. Flourishing-p1						
2. Flourishing-p2	0.824					
3. Hope - pathways	0.524	0.535				
4. Hope - agency	0.674	0.666	0.643			
5. Career engagement-p1	0.564	0.565	0.465	0.574		
6. Career engagement-p2	0.494	0.535	0.437	0.513	0.815	
Mean	19.59	19.852	23.716	21.874	17.794	13.425
Standard deviation	4.603	4.283	5.266	5.296	3.760	3.391
Skewness	-0.660	-0.730	-0.838	-0.689	-.511	-0.348
Kurtosis	0.628	0.925	0.973	0.855	0.906	0.141

Note. All correlations are significant at $p < .01$ level, p1 and p2 = parcels

Measurement Model

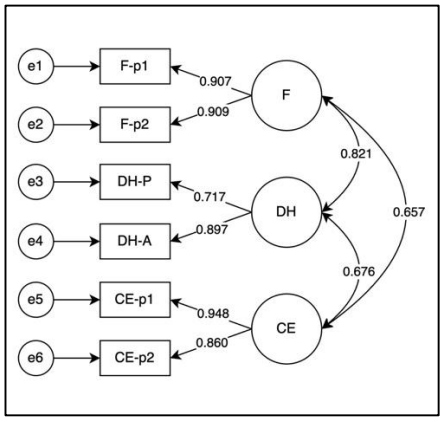
As mentioned earlier, the measurement model was initially tested. The model includes three observed variables – flourishing, dispositional hope, and career engagement –as well as six observed variables (the parcels and subscales), and six error terms. Covariances were drawn between the latent variables. The results revealed that all parameter estimates were statistically significant, and the measurement exhibited evidence of perfect fit to the data (CMIN/DF = 1.227, CFI = 0.999, NFI = 0.996, GFI = 0.994, RMSEA = 0.023, SRMR = 0.008). The results for the measurement model were presented in Figure 2.

Structural Model

After confirming the goodness of fit of the measurement model, the structural model was tested. The analysis revealed that the parameter estimates were statistically significant. The model demonstrated evidence of excellent fit to the data (CMIN/DF = 1.227, CFI = 0.999, NFI = 0.996, GFI = 0.994, RMSEA = 0.023, SRMR = 0.008). All the results regarding total, direct, and indirect effects are shown in Table 3. Figure 3 includes the standardized parameter estimates for the direct effects.

Figure 2

Standardized parameter estimates for the measurement model



Focusing on the path coefficients closely, it was found that the total effect of dispositional hope on flourishing was significant (β = 0.908, β = 0.821 [LB = 0.724, UB = 0.892], Bootstrap SE = 0.042). Furthermore, the direct effect of dispositional hope on flourishing (β = 0.767, β = 0.694 [LB = 0.545, UB = 0.851], Bootstrap SE = 0.078) and career engagement (β = 0.639, β = 0.676 [LB = 0.582, UB = 0.761], Bootstrap SE = 0.046) were also found to be significant. Moving to the next, the direct effect of the career engagement on flourishing was significant as expected (β = 0.220, β = 0.188 [LB = 0.033, UB = 0.321], Bootstrap SE = 0.075). Lastly, the indirect effect of dispositional hope on the flourishing of college students through career engagement was found to be significant (β = 0.141, β = 0.127 [LB = 0.027, UB = 0.217], Bootstrap SE = 0.049). All the total, direct, and indirect effects were positive.

Discussion

The present study produces valuable insights into the factors contributing to the psychological well-being of college students. In Türkiye, from the perspective of youth in the educational stage, the future may seem full of uncertainties and unfavorable life conditions. In fact, a recent study conducted by Ertürkmen and İslah (2025) drew attention to educated youths' psychological reactions to the heightened risk of unemployment in Türkiye. The authors emphasized that college students may suffer from unemployment anxiety, which inevitably harms their well-being. Therefore, to protect them from being affected by this negative atmosphere, it may be crucial to implement hope.

The current findings demonstrated that dispositional hope contributes to the career engagement and flourishing of college students. The relevant literature also suggests that hope may elevate students' proactive behaviors toward their careers (Shu et al., 2024). Dispositional hope motivates individuals to set routes to achieve their goals and take action to pursue them (Snyder, 2002). The Hope Theory asserts that hope "serves to drive the emotions and well-being of people" (Snyder et al., 2002, p. 257). Therefore, it enables individuals to exhibit goal-directed behaviors (Oettingen & Chromik, 2017), which demonstrates how committed they are to accomplishing desired outcomes. Likewise, hopeful college students may strive for a better career and make an effort to achieve their career goals, including reading books about their professional area, participating in seminars and conferences, actively planning future steps for job applications, searching for career resources, asking for help from career experts, and more.

Table 3

Parameter estimates for total, direct, and indirect effects

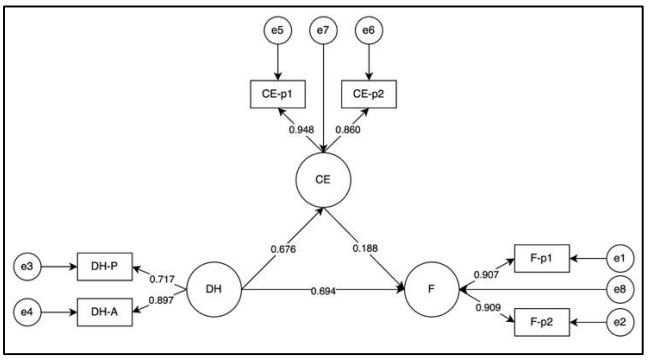
Path	Effect	Standardized effect	95% BC CI for standard effects		Bootstrap SE	CR	*p*
			Lower bound	Upper bound			
Total effects							
Dispositional hope → Flourishing	0.908	0.821	0.724	0.892	0.042		< .001
Direct effects							
Dispositional hope → Flourishing	0.767	0.694	0.545	0.851	0.078	9.636	< .001
Dispositional hope → Career engagement	0.639	0.676	0.582	0.761	0.046	11.903	< .001
Career engagement → Flourishing	0.220	0.188	0.033	0.321	0.075	3.039	.002
Indirect effects							
Dispositional hope → Career engagement → Flourishing	0.141	0.127	0.027	0.217	0.049		.018

Note. BC = bas corrected, CI = confidence interval, SE = standard error, CR = critical ratio, analysis was performed using 10000 bias-corrected bootstraps.

Researchers also suggest that a hopeful career state might contribute to better well-being through career engagement (Liu et al., 2025). These findings also echo the current evidence regarding the positive effect of career engagement on flourishing and its mediating role in the relationship between dispositional hope and flourishing. In a recent study, Niles et al. (2025) emphasized that, in K–12 settings, it is crucial to foster hope in students to sustain engagement in career planning. The Hope Theory and the Hope-Centered Model of Career Development focus on goal engagement, whereby hope enables individuals to become motivated to attain desired outcomes (Niles et al., 2010; Snyder, 2000). This, in turn, may activate a set of emotions and cognitions that contribute to the perception of greater well-being. Similarly, college students fulfilling their career goals might feel accomplishment and self-worth, which may contribute to greater satisfaction in their professional development. For instance, in a study conducted by Fletcher et al. (2025), veterinary technicians reported that they feel accomplished when they work with passion to provide excellent patient care. Being more involved in career activities cultivates a greater perception of accomplishment and satisfaction. Moreover, accomplishment consolidates the sense of self-worth among college students (Glanzer et al., 2024). By achieving rewarding outcomes, they build a mindset that they are valuable individuals in their environment. These feelings improve the satisfaction they obtain from their career-related activities, which is an important domain contributing to well-being. In support of this claim, Harrison et al. (2024) found that career engagement may nourish well-being among North American athletes.

Figure 3

Standardized parameter estimates for the structural model



Previous research provides useful knowledge; however, there are still a limited number of implications on how this interaction occurs. Therefore, the present study is believed to add a valuable contribution to the literature. The present findings advance theory by supporting the view that positive predispositions contribute to greater flourishing. They also strengthen the notion that such predispositions enhance well-being by activating situational factors and motivations. In addition, there are also other factors mediating the link between dispositional hope and well-being, such as future employability (Yırtıcı & Duy, 2025). Future studies may expand the knowledge on this interplay by incorporating the current findings with parallel research evidence.

Limitations and Future Directions

The present study holds some limitations that readers should take into account when interpreting the current results. First, the analysis and results were based on cross-sectional data. Therefore, future studies may use longitudinal data to infer causality and include qualitative methods to capture a clearer picture of the underlying mechanisms in the flourishing of college students. Second, the present study does not include a cross-cultural validation of the hypothesized structural model. Therefore, the current findings may not be generalized beyond the Turkish context. Researchers may investigate whether the current model, based on dispositional hope and career engagement, explains the flourishing of college students in other cultures. Third, the present study employed convenience sampling, which might have limited the diversity of the sample. To ensure greater representativeness of the target population, future studies should include undergraduate students from a variety of faculties. Moreover, in the present study, most of the sample consisted of females (70.6%). The existing literature suggests that gender differences in flourishing remain a controversial issue. Therefore, future studies should test the validity of the current model across gender groups using larger and more balanced samples.

The findings of the present study may also help practitioners and university educators develop career intervention programs to nourish hope and engagement in college students. This might enable prospective professionals to motivate themselves through challenges, exhibit goal-directed behaviors for their career development, and set career routes for themselves. Additionally, practitioners working at university counseling services may incorporate hope and career engagement in support programs for clients seeking help for low career motivation and anxiety about future employment.

Conclusion

The present study revealed useful information regarding the potential contributors of flourishing among college students. The results demonstrated that dispositional hope is a personality characteristic that fosters greater flourishing. It also promotes career engagement, enabling college students to function more effectively in terms of career development, which is one of the most important domains of life. Dispositional hope and career engagement may be integrated into psychological interventions to elevate the overall well-being of university youth.

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