THE ROLE OF HOPE IN UNIVERSITY STUDENTS' CAREER TRANSITIONS

(Research article)

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Abstract

This article offers a theoretical, empirical, and practice-oriented examination of the central role that "hope" plays in university students' post-graduation career transitions. It first addresses the concept of career, the nature of career transitions, and the uncertainty, anxiety, and stress factors that arise during this process. The article highlights the key needs of students as they form their professional identities, develop competencies, set future goals, and access support resources. Subsequently, the text situates hope within career development theories—particularly Career Construction Theory and Social Cognitive Career Theory—and outlines the theoretical foundations of hope through the lens of positive psychology. Snyder's Hope Theory is used to define hope in terms of goal-directed thinking, pathways thinking, and agency thinking. Emphasis is placed on how hope enhances students' psychological well-being, transforms uncertainty into a challenge, and fosters flexibility and resilience. From a cultural perspective, the article explores economic, familial, and societal factors influencing Turkish university students' levels of hope. It also addresses the measurement and evaluation of hope, proposes hope-based interventions, and offers recommendations for career counseling practices. Ultimately, hope emerges as a fundamental psychological resource that enables students to approach the future more constructively, adaptively, and resolutely.

Keywords: Career transitions, hope, university students.

1. Introduction

University education represents a critical transitional phase that significantly shapes individuals' future career trajectories (Kidd, 2008). During this period, students work toward constructing their vocational identities, exploring values, interests, and abilities, preparing for the labor market, and striving to select a meaningful profession (Niles & Harris-Bowlsbey, 2017). However, this stage often involves confronting uncertainty, anxiety, stress, and rapid changes (Savickas, 2005). Global structural transformations in labor markets, technological innovations, and economic fluctuations all have profound effects on students' perceptions and expectations for their future (Lent, Brown, & Hackett, 1994).

Within such an environment of uncertainty, internal psychological resources that can guide students, offer intrinsic motivation, and enhance their capacity to cope effectively with challenges are crucial (Gysbers, Heppner, & Johnston, 2014). One of these key psychological resources is "hope." Hope encompasses individuals' positive future-oriented expectations, their capacity to set goals and develop pathways to achieve these goals, as well as their resilience and flexibility in the face of obstacles (Konuk & Yılmaz, 2023a; Snyder, 2002; Snyder, Rand, & Sigmon, 2005).

This article examines the role of hope in the career transition processes of university students through theoretical foundations, empirical findings, and practical implications. We begin by discussing the concept of career, career transitions, and the psychological dynamics inherent in these processes. The article then situates the concept of hope within career development

theories, focusing on Savickas's Career Construction Theory, Social Cognitive Career Theory (SCCT), and insights from positive psychology (Konuk & Yılmaz, 2023b; Lent et al., 1994; Savickas, 2005; Seligman & Csikszentmihalyi, 2000). Following this, the hope construct is explored in detail, guided by Snyder's Hope Theory and related perspectives within positive psychology, with particular attention to how hope is understood in the Turkish cultural context. We also illustrate how hope influences university students' experiences in facing career-related uncertainties, emotional and cognitive challenges, and contextual barriers. Additionally, we discuss assessment methods for evaluating hope and offer suggestions for integrating hope into career counseling and guidance. Cultural and social dimensions of hope are considered, alongside recommendations for future research and practice.

In bringing together theoretical and empirical studies from both national and international literature, this article aims to present an original, in-depth analysis of the role of hope in career transitions. Specifically, it addresses Turkish university students' unique circumstances, relevant research, scale adaptations, and intervention programs, thereby contributing original insights to the field.

2. The Concept of Career and the Nature of Career Transitions

Career can be defined as a dynamic life-long process encompassing various occupational experiences, professional roles, skills, interests, and personal values (Savickas, 2005). This trajectory may involve pursuing a profession-specific education, entering the labor market, changing jobs, achieving professional advancement, or occasionally restructuring one's career path (Niles & Harris-Bowlsbey, 2017). University education typically occurs during emerging adulthood, a period considered central to vocational identity formation (Duffy & Sedlacek, 2007). In this period, students gather information about potential occupations, experiment with various roles, and evaluate their interests, values, and competencies (Yıldırım, 2011). However, global economic conditions, technological shifts, digitalization, and increasing competition heighten uncertainties regarding stable employment or sustained career growth after graduation (Lent & Brown, 2013). Hence, the university-to-work transition is simultaneously an arena of opportunity and stress. Career transitions necessitate adaptation to new social, cultural, and organizational environments, challenging individuals to navigate the unfamiliar (Kidd, 2008). University students commonly face several key challenges:

1. **Uncertainty and Anxiety:** Questions concerning which career to choose, how to find suitable employment, how to develop competencies, and how to craft their future induce anxiety and uncertainty (Niles & Harris-Bowlsbey, 2017).

2. **Skills Utilization and Development:** Students must consider how to transfer academic knowledge to real-world work settings and what additional skills they need to acquire (Özden, 2008).

3. **Identity Formation:** Students re-examine the questions, "Who am I?" and "What do I want to do?" in a vocational context, thereby shaping their professional self-concept (Savickas, 2005).

4. **Support Resources:** Family, friends, academic advisors, career centers, and mentors become crucial support systems during career transitions (Atlı, 2016).

All these factors relate not only to external conditions but also to students' internal psychological resources. Hope, in this regard, emerges as a key factor that helps individuals set future-oriented goals, generate multiple strategies to achieve them, and maintain motivation and resilience in the face of obstacles.

3. Integrating Hope into Career Development Theories

Career development theories provide a framework for understanding the processes of occupational choice, career planning, progression, transformation, and adaptation. They elucidate how personal characteristics, environmental factors, and interactions among them shape individuals' career trajectories. Hope, as a positive psychological resource, supports these processes by reinforcing future-oriented goals and the motivation to realize them.

3.1. Career Construction Theory and Hope

Savickas's Career Construction Theory posits that individuals construct their careers through personal narratives, themes, and life stories (Savickas, 2005). According to this theory, career development involves individuals' exploration of their meaning systems, values, and interests, and projecting them onto their career paths. Hope plays a vital role in this process. By maintaining positive future expectations, students can set meaningful goals and persist despite uncertainties. For instance, a university student who anticipates difficulties in finding a job post-graduation can remain hopeful and explore alternative strategies, such as pursuing internships, acquiring new certifications, or seeking mentorship opportunities. Through the lens of Career Construction, hope enables individuals to actively shape their professional identities and life narratives (Savickas, 2005).

3.2. Social Cognitive Career Theory (SCCT) and Hope

Social Cognitive Career Theory (Lent et al., 1994) explains career choice and development through the interplay of self-efficacy, outcome expectations, and personal goals, rooted in Bandura's social cognitive framework. Within SCCT, while hope is not explicitly a core component, it aligns closely with these constructs. Self-efficacy refers to one's belief in their capacity to execute a specific task, while outcome expectations involve beliefs about the results of actions. Hope reinforces both constructs by fostering adaptive thinking, motivation, and the readiness to generate alternative routes toward one's goals (Snyder, 2002).

When future career outcomes are perceived as positive, individuals become more hopeful and committed to their career objectives. Hope, therefore, interacts with self-efficacy and outcome expectations to fortify the student's determination and perseverance in pursuing career aspirations.

3.3. Positive Psychology and Hope

Positive psychology emphasizes human strengths, virtues, and positive emotions (Seligman & Csikszentmihalyi, 2000). Within this perspective, hope is a cornerstone that nurtures well-being and personal growth. In the context of career development, positive psychology underscores attributes such as hope, optimism, resilience, and self-efficacy as integral factors shaping meaningful professional lives (Niles & Harris-Bowlsbey, 2017). Students who approach their future careers with hope and optimism are better equipped to cope with stress, engage in long-term planning, and adapt to rapidly changing market conditions. Hence, hope from a positive psychology standpoint directly influences students' ability to find meaning and satisfaction in their careers.

3.4. Hope Action Theory: Hope-Centered Model of Career Development and Career Flow Methapor

The Hope Action Theory (HAT) represents a contemporary conceptual framework for career development, emphasizing the centrality of hope in career-related decision-making processes (Niles et al., 2010). This theoretical model posits that hope is a dynamic, goal-oriented cognitive mechanism that enables individuals to identify, pursue, and achieve career objectives despite the presence of uncertainties or obstacles. The HAT framework delineates six core components fundamental to career development: self-reflection, self-clarity, visioning,

goal setting, planning, and implementing. These interrelated components function synergistically to foster proactive career planning and adaptability in response to the evolving nature of career trajectories (Niles & Amundson, 2010). Empirical evidence suggests that individuals with higher levels of hope exhibit superior career adaptability, psychological resilience, and overall well-being (Niles et al., 2010; Yoon et al., 2022). Consequently, the Hope Action Theory has emerged as a critical resource for career counselors and educators aiming to cultivate positive psychological capital in their clients.

Empirical investigations conducted in Turkey have further substantiated the applicability of the Hope Action Theory within diverse socio-cultural contexts. For instance, Demir and Yıldız (2020) explored the influence of hope on the career decision-making processes of Turkish university students. Their findings revealed that students with elevated levels of hope demonstrated heightened career adaptability and self-efficacy. Moreover, the study underscored the imperative to integrate hope-focused interventions into career counseling practices within Turkey (Demir & Yıldız, 2020).

The Hope-Centered Model of Career Development (HCMCD) incorporates the principles of hope into career development strategies, emphasizing psychological constructs such as hope, self-efficacy, and adaptability (Niles et al., 2011). This model draws upon Snyder's (1994) theory of hope, which defines hope as a synthesis of agency (goal-directed determination) and pathways (strategic planning to achieve goals). Within the HCMCD, hope is posited as the central impetus for career development, encouraging individuals to take initiative, persist in the face of adversity, and exhibit flexibility in response to career transitions (Niles & Amundson, 2011). The model encompasses key components such as self-reflection, self-clarity, visioning, goal setting, planning, and implementation, which align with the elements of the Hope Action Theory (Niles et al., 2011). Research indicates that individuals who engage with the HCMCD exhibit enhanced career decision-making self-efficacy, improved employability, and greater career satisfaction (Yoon et al., 2022). The practical implementation of HCMCD in career counseling and educational interventions has demonstrated efficacy in promoting lifelong career development and self-regulatory capacities (Niles et al., 2011).

Empirical studies conducted in Turkey have provided further validation of the HCMCD's efficacy. Kaya and Çınar (2022) investigated the application of the HCMCD in career counseling sessions with Turkish university students. Their study found that the integration of hope-oriented strategies in career counseling significantly enhanced students' self-efficacy and adaptability in career-related decision-making. The research highlighted that students who participated in hope-centered interventions exhibited a more proactive approach to career development, resulting in increased employability and well-being (Kaya & Çınar, 2022).

Furthermore, a study targeting migrant high school students in Turkey assessed the efficacy of a psychoeducation program grounded in the HCMCD framework. The findings revealed that the program substantially improved the students' career hope competencies and facilitated the development of an internal locus of control (Kılıç & Doğan, 2023). Similarly, Ertuğ (2024) investigated the impact of a psychoeducation program based on the Hope-Centered Model of Career Development on migrant high school students' career hope, locus of control, and life satisfaction. The study concluded that participation in the program significantly enhanced the students' career hope and internal locus of control while also contributing to increased life satisfaction. These findings underscore the relevance of hope-based interventions in fostering the holistic development of migrant students (Ertuğ, 2024).

The Career Flow Metaphor, conceptualized by Csikszentmihalyi (1990) and subsequently adapted by Niles et al. (2011), portrays career development as a continuous and dynamic process, akin to the flow of a river. This metaphor underscores the necessity for individuals to

navigate challenges, transitions, and uncertainties inherent in career development. Drawing from the psychological construct of flow, career flow occurs when individuals achieve a state of optimal engagement, intrinsic motivation, and perceived control over their career progression (Csikszentmihalyi, 1990). This conceptualization highlights the non-linear nature of career paths and the importance of sustaining a state of "flow" to foster motivation and engagement. According to Niles et al. (2011), the experience of career flow is shaped by contextual factors, self-efficacy, and the ability to balance challenges with existing skills. Empirical studies have demonstrated that fostering career flow contributes to elevated job satisfaction, enhanced psychological well-being, and increased career adaptability (Niles et al., 2011; McMahon et al., 2019).

A study conducted in Turkey by Akar and Genç (2021) examined the manifestation of career flow among high school students. Their findings indicated that students who experienced career flow exhibited greater engagement in career planning and higher levels of career decision-making self-efficacy. The researchers recommended that career guidance programs in Turkey prioritize the establishment of conditions conducive to fostering career flow, including the promotion of intrinsic motivation and the alignment of skills with challenges (Akar & Genç, 2021).

4. Defining the Hope Construct and Its Components

In psychological literature, hope is understood as a multidimensional construct involving positive future expectations, the ability to confront obstacles, and the capacity to generate alternative pathways to reach desired goals (Snyder, 2002). Snyder's Hope Theory defines hope through two main dimensions: pathways thinking and agency thinking (Snyder et al., 2005).

- **Goal-Directed Thinking:** Individuals have clearly defined, meaningful goals they aspire to achieve. In the career context, such goals might involve entering a particular profession, attaining a specific position, or developing certain skill sets.

- **Pathways Thinking:** This dimension involves one's capacity to develop strategies, routes, and alternative plans to reach their goals. During career transitions, students may identify ways to gain job-related experience, build professional networks, or develop necessary competencies.

- **Agency Thinking:** Agency refers to the individual's sense of efficacy and motivation in pursuing their goals. A student who believes "I can achieve this goal and will put forth the required effort" exemplifies agency.

Hope is not passive optimism. Rather, it is dynamic, involving adaptability and resilience. It enables individuals to persist in their career pursuits, even when faced with setbacks, by formulating new approaches and maintaining motivation (Snyder et al., 2005).

4.1. Hope in the Turkish Cultural Context

Hope, like many psychological constructs, can manifest differently across cultures. In Turkey, hope is intertwined with social values, family relationships, communal support, and expectations of the future (Karataş & Tagay, 2012). Family influence, societal norms, and cultural traditions can either bolster or diminish students' levels of hope. While supportive family structures and institutional opportunities encourage hope, challenges such as economic crises or limited job prospects may hinder it. In such contexts, fostering hope through counseling, guidance, and positive psychology-based interventions becomes particularly significant (Akın, Uysal, & Çardak, 2012).

5. Challenges in Career Transitions and the Role of Hope

As university students near graduation, they encounter numerous challenges in shaping their career paths. These include economic uncertainty, information gaps, low self-efficacy beliefs, external pressures from family and peers, and discrepancies between labor market demands and personal interests and values (Yılmaz & Gündüz, 2016).

5.1. Transitional Stress, Uncertainty, and Anxiety

Uncertainty in the post-graduation period often triggers anxiety. Concerns about job opportunities, career direction, and personal competence can lead to indecision or delays in the job search process (Türküm, 2001). However, hopeful students perceive uncertainty as a challenge to overcome rather than an insurmountable barrier. They proactively explore various career options, strengthen their skill sets, and remain open to emerging possibilities.

5.2. The Influence of Hope on Psychological Well-Being and Decision-Making

Hope enhances students' psychological well-being, defined by elements such as autonomy, personal growth, purpose in life, and mastery of the environment (Seligman & Csikszentmihalyi, 2000). Students with higher levels of hope more readily engage with the process of exploring career options, maintain their self-worth, and sustain their motivation to realize their aspirations (Snyder, 2002).

In decision-making, hope provides a constructive mental framework. For example, a student continually facing employment rejections may view these experiences as opportunities to learn, adapt, and refine their strategies if they maintain hope. Thus, hopeful individuals display resilience and flexibility, remaining committed to their career goals (Atlı, 2016).

5.3. Career Adaptability, Flexibility, and Hope

Career adaptability refers to the capacity to cope with environmental changes, generate solutions, and re-examine future plans during career transitions (Savickas, 2005). Adaptability is closely aligned with hope, as hope empowers individuals to navigate obstacles and adjust their career paths accordingly (Yılmaz & Gündüz, 2016). Additionally, the presence of hope correlates positively with resilience. A student who fails to secure a desired position but is hopeful may consider alternative industries, pursue further training, or seek new experiences, thus strengthening their overall career resilience.

6. Assessing and Evaluating Hope in Career Transitions

Understanding hope within career transitions enables researchers and practitioners to identify students' needs more effectively and tailor interventions accordingly. Thus, measuring hope using psychometrically sound instruments is essential.

6.1. The Hope Scale and Psychometric Properties

Snyder and colleagues' Hope Scale (Snyder, 2002; Snyder et al., 2005) measures hope along the pathways and agency dimensions. Valid and reliable adaptations of this scale have been conducted in Turkey, demonstrating its utility in the local context (Akın et al., 2012, Tarhan & Bacanlı, 2015). Administering the Hope Scale in career-related contexts allows career counselors to gauge students' levels of hope before and after interventions. Such data enable the early identification of students with low hope, guiding targeted support to strengthen their future-oriented thinking and resilience.

6.2. Hope-Action Inventory and Psychometric Properties

The Hope-Centered Career Inventory, originally developed by Niles, Yoon, and Amundson (2010), was revised and republished as the Hope Action Inventory in 2017 (Yoon, 2017). The

Turkish adaptation of the original version was undertaken by Kabakçı et al. (2013), while the adaptation of the revised version was conducted by Konuk (2020). The revised version, referred to in Turkish as the "Umut Eylem Ölçeği" (UEÖ), retains its original structure, comprising 31 items. The inventory is administered using a Likert-type response format and encompasses seven distinct sub-dimensions, each representing a core domain of career competency. These dimensions include hope, self-reflection, self-clarity, vision formulation, goal setting and planning, implementation, and adaptation. In the adaptation study of the Hope Action Inventory (UEÖ) for the Turkish sample, the internal consistency coefficient for the overall scale score was reported as Cronbach's alpha = .89, indicating a high level of reliability. Higher scores on the scale signify well-developed hope-centered career competencies, whereas lower scores denote areas of competency that may require further development and enhancement (Konuk, 2020).

6.3. Additional Assessment Tools

While the Hope Scale is valuable, integrating it with other instruments offers a more comprehensive understanding. Tools measuring career adaptability (e.g., the Career Adapt-Abilities Scale [CAAS]) or self-efficacy, values, and interests help map how hope interacts with these constructs (Savickas & Porfeli, 2012; Lent et al., 1994). Incorporating a range of assessments provides a multidimensional career profile. This allows for a nuanced understanding of the student's strengths and weaknesses, informing more effective career counseling and planning.

7. Hope-Based Interventions and Career Guidance Programs

Interventions aimed at increasing students' hope can enhance their capacity to navigate the university-to-work transition successfully. Positive psychology interventions, cognitive-behavioral techniques, and well-structured career counseling programs can be employed to foster hope among students.

7.1. Positive Psychology Interventions

Grounded in positive psychology, such interventions focus on developing positive emotions, leveraging strengths, and cultivating psychological resources like hope, optimism, and a sense of meaning (Seligman & Csikszentmihalyi, 2000). By learning to set and refine goals, generate multiple pathways, and stay motivated, students can strengthen their resilience and adaptability.

Group workshops on hope may help students clarify their career objectives, envision positive future scenarios, develop strategies to overcome obstacles, recall past achievements, and build supportive networks. These activities collectively nurture an optimistic perspective toward the future.

7.2. Hope-Oriented Strategies in Career Counseling

Career counselors can integrate several strategies to enhance clients' hope:

- **Goal Setting:** Encouraging students to identify clear, feasible, and personally meaningful career objectives strengthens the foundation of hope (Niles & Harris-Bowlsbey, 2017).

- **Generating Alternative Pathways:** Counselors can guide students in developing multiple strategies to achieve their targets. Generating contingency plans reinforces the idea that setbacks are manageable rather than terminal.

- **Success Stories and Role Models:** Reflecting on past successes and examining role models who have navigated similar career paths can enhance students' belief in their ability to overcome difficulties and maintain hope.

- **Managing Emotions:** Counselors can support students in regulating emotions like anxiety and stress. Greater emotional stability fosters a psychological climate conducive to sustaining hope.

7.3. The Role of University Counseling and Guidance Centers

University counseling centers can play a pivotal role in fostering hope-based career programs. Through seminars, workshops, individual and group counseling sessions, and collaboration with the business community, these centers create environments that encourage realistic yet flexible expectations. By bridging academic and professional spheres, they enable students to develop well-informed, hopeful perspectives about their careers (Atlı, 2016).

8. Cultural and Social Contexts of Hope and Career Transitions

Hope does not exist in a cultural vacuum. It is influenced by societal values, economic conditions, family dynamics, and cultural norms surrounding success, achievement, and personal efforts.

8.1. Cross-Cultural Differences

In more individualistic societies, personal achievement and independence may be more prominent, whereas in more collectivist contexts, family and community support can be crucial factors in shaping hope (Karataş & Tagay, 2012). Cultural norms affect how expectations, aspirations, and professional decisions are formed.

For instance, family expectations may erode hope if they conflict with the student's personal interests. Conversely, supportive families and strong mentorship networks can enhance hope. Cultural values, professional prestige, societal expectations, and economic conditions collectively influence the construction and maintenance of hope in career transitions.

8.2. Factors Specific to Turkish University Students

Turkish university students face distinct contextual challenges and opportunities. The value placed on higher education, scholarship and dormitory opportunities, and availability of internships can support hope. On the other hand, economic uncertainties, fluctuating job markets, and skepticism about meritocracy may lower hope levels (Yılmaz & Gündüz, 2016).

In this setting, culturally sensitive career counseling that recognizes socio-economic backgrounds, family structures, and regional differences is essential. Such an approach ensures interventions are grounded in the students' lived realities, thus more effectively bolstering hope during career transitions.

9. Practical Recommendations and Future Directions

Although the literature on hope in career transitions is evolving, numerous avenues remain for further exploration. Below are some key recommendations for practice and research:

9.1. Curricular Integration and Educational Reforms

Incorporating career planning, personal development, self-efficacy enhancement, and hope-building initiatives into university curricula can significantly benefit students. Before graduation, students could participate in workshops that help them understand labor market trends, develop career planning skills, and enhance their hope and resilience (Atlı, 2016).

9.2. Expanding Career Counseling Services

University career centers could design specialized hope-based programs. Offering individualized guidance sessions, job search workshops, interview simulations, and résumé-writing courses can strengthen students' optimism and preparedness for the labor market (Niles & Harris-Bowlsbey, 2017).

9.3. Involving Families and Community Support Networks

Incorporating parents, family members, mentors, and community stakeholders in career-related activities can improve students' hope. Career fairs, interactive workshops, and panel discussions featuring professionals can broaden students' perspectives and raise their future expectations.

9.4. Longitudinal Research

Future studies could employ longitudinal designs to capture how hope evolves over time. Such research would illuminate the long-term effects of hope on job attainment, career progression, and job satisfaction. Longitudinal analysis can clarify whether interventions designed to boost hope lead to sustained career success.

9.5. Cross-Cultural Comparisons

Comparative research examining hope and career transitions across different cultural contexts can shed light on the cultural specificity of hope's role. Understanding cultural nuances would enable the development of culturally responsive career counseling strategies (Karataş & Tagay, 2012).

10. Conclusion

Hope emerges as a powerful psychological resource during university students' career transitions. It encourages goal-setting, the creation of pathways, and a resilient stance in the face of obstacles, thereby enabling students to maintain a constructive outlook despite uncertainty and change.

Drawing on career development theories, positive psychology perspectives, and SCCT, this article has highlighted the theoretical and empirical significance of hope. We have addressed the assessment and evaluation of hope, the design and implementation of hope-based interventions, and culturally grounded considerations. Finally, recommendations for future research and practice have been outlined.

This article provides a comprehensive framework for career counselors, educators, policymakers, and students to understand and strengthen the role of hope in shaping adaptive, satisfying, and meaningful professional lives. By cultivating hope, students can emerge as more flexible, motivated, and resilient individuals, capable of navigating the challenges of the contemporary labor market.

11. Key Highlights:

- Hope serves as a fundamental psychological resource that enables university students to maintain positive expectations for the future and cope with uncertainty and anxiety during their career transition processes (Snyder, 2002; Snyder, Rand, & Sigmon, 2005).

- Theoretical frameworks such as Career Construction Theory (Savickas, 2005) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) highlight hope's close association with setting achievable goals, generating multiple pathways, and sustaining motivation in the face of challenges.

- Within the positive psychology perspective, hope is considered a developable quality that enhances students' psychological well-being, flexibility, and resilience, thereby

supporting a more constructive engagement with their future careers (Seligman & Csikszentmihalyi, 2000).

- In the Turkish cultural context, factors such as family influence, economic conditions, societal expectations, and educational systems can either reinforce or diminish levels of hope among students (Karataş & Tagay, 2012).

- Integrating hope-focused interventions into career counseling, mentoring programs, and educational curricula—alongside initiatives rooted in positive psychology—can assist students in developing more realistic, flexible, and sustainable career plans (Atlı, 2016; Niles & Harris-Bowlsbey, 2017).

12. Suggestions for Future Research:

- **Longitudinal Studies:** Examining the long-term impact of hope on career transitions, including its relationship with post-graduation employment, career stability, and job satisfaction, through longitudinal research designs.

- **Cross-Cultural Comparisons:** Conducting comparative studies across diverse cultural contexts to understand how hope and related career strategies may vary, and to inform culturally sensitive counseling approaches.

- **Evaluating Intervention Efficacy:** Employing experimental designs to assess the effectiveness of hope-centered interventions (e.g., workshops, seminars, online resources) and determining which methods yield the most positive outcomes for different student groups.

- **Interdisciplinary Perspectives:** Integrating insights from psychology, education, sociology, economics, and organizational behavior to gain a more holistic understanding of hope's multifaceted role in career development.

- **Focus on Specific Subpopulations:** Investigating hope within particular student populations—such as those from socioeconomically disadvantaged backgrounds, migrant students, or individuals aiming for specialized career fields—to illuminate how hope manifests within diverse circumstances.

13. Conflict of Interest

The author declares that there is no conflict of interest.

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