

THE MODERATOR ROLE OF CAREER DECISION MAKING SELF-EFFICACY
ON THE RELATIONSHIP BETWEEN INTOLERANCE OF UNCERTAINTY
AND RESILIENCE OF UNIVERSITY STUDENTS

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ABSTRACT

THE MODERATOR ROLE OF CAREER DECISION MAKING SELF-EFFICACY ON THE RELATIONSHIP BETWEEN INTOLERANCE OF UNCERTAINTY AND RESILIENCE OF UNIVERSITY STUDENTS

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The present study aimed to explore the moderator role of career decision making self-efficacy in the relationship between intolerance of uncertainty and resilience of university students in Turkey. Sample has been comprised of English language preparatory school and undergraduate students of a state university. Participants were between the age of 18 and 28 ($M = 20.65$, $SD = 2.26$). There were 569 participants (348 women, 221 men) in the study. Data was collected via career decision making self-efficacy scale, resilience scale for adults, intolerance of uncertainty scale and demographic information form. Cross-sectional design has been used. Preliminary analysis, Pearson Product Moment correlations, independent sample t-test, one way MANOVA and moderator analysis with PROCESS Macro have been conducted. Results showed that career decision making self-efficacy has a moderator role on the relationship between intolerance of uncertainty and resilience. Moreover, the only significant difference among groups was on the career decision making self-efficacy scores between males and females. The results were discussed relating to the existing literature. Recommendations for future research and implication were presented.

Keywords: Resilience, Career Decision Making Self-Efficacy, Intolerance of Uncertainty, University Students

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİNİN BELİRSİZLİĞE TAHAMMÜLSÜZLÜK VE PSİKOLOJİK SAĞLAMLIKLARI ARASINDAKİ İLİŞKİDE KARIYER KARARI VERME YETKİNLİĞİNİN DÜZENLEYİCİ ROLÜ

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Bu araştırmanın amacı, Türkiye’deki üniversite öğrencilerinin belirsizliğe tahammülsüzlük düzeyleri ile psikolojik sağlamlıkları düzeyleri arasındaki ilişkide kariyer kararı verme yetkinliğinin düzenleyici rolünü saptamaktır. Araştırma verileri Türkiye’deki bir devlet üniversitesinin, 18 ve 28 yaş arasında olan, lisans bölümü ve İngilizce hazırlık okulu öğrencilerinden toplanmıştır. Çalışmaya 569 (348 kadın, 221 erkek) öğrenci katılmıştır. Araştırma verileri, kariyer kararı verme yetkinliği ölçeği, belirsizliğe tahammülsüz ölçeği, yetişkinler için psikolojik dayanıklılık ölçeği ve demografik bilgi formu aracılığıyla toplanmıştır. Kesitsel bir çalışma olup, ön analiz, bağımsız örneklem t testi, Pearson korelasyon, tek yönlü MANOVA ve PROCESS Macro kullanılarak moderatör analizi yapılmıştır. Sonuçlar, kariyer kararı verme yetkinliğinin belirsizliğe tahammülsüzlük ve psikolojik sağlamlık arasındaki ilişkide düzenleyici bir role sahip olduğu bulgusunu göstermiştir. Ayrıca gruplar arası anlamlı fark, sadece erkekler ve kadınlar arasındaki kariyer kararı verme yetkinliği puanlarında gözlemlenmiştir. Sonuçlar mevcut alanyazına bağlı olarak tartışılmış ve gelecekteki araştırmalar ve uygulamalar için öneriler sunulmuştur.

Anahtar Kelimeler: Psikolojik Sağlamlık, Kariyer Kararı Verme Yetkinliği, Belirsizliğe Tahammülsüzlük, Üniversite Öğrencileri

Dedicated to those who have courage to make a change.

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT	iv
ÖZ.....	v
DEDICATION.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
CHAPTERS	
1. INTRODUCTION.....	1
1.1. Background to the Study.....	1
1.2. Purpose of the Study	5
1.3. Research Questions and Hypotheses.....	5
1.4. Significance of the Study.....	6
1.5. Definition of Terms	8
2. LITERATURE REVIEW	9
2.1. Resilience.....	9
2.1.1. Social and Environmental Determinants of Resilience.....	14
2.1.2. Cultural Determinants of Resilience.....	14
2.1.3. Individual Characteristics, Personality Determinants of Resilience.....	15
2.1.4. Meaning in life (Religion and Existentialism) Determinant of Resilience.....	16
2.2. Intolerance of Uncertainty.....	18
2.2.1. Uncertainty for University Student Population.....	23
2.3. Career Decision Making Self-Efficacy.....	23
2.3.1. Self-efficacy and Career Decision Making Self-Efficacy.....	25

2.3.2. Career Decision Making Self-Efficacy for Students.....	28
2.4. Summary of the literature review.....	30
3. METHOD.....	32
3.1. Research Design	32
3.2. Participants and Sampling	32
3.3. Data Collection Instruments	34
3.3.1. Demographic Information Form.....	34
3.3.2. Resilience Scale For Adults	34
3.3.3. Intolerance of Uncertainty Scale (IU-12).....	35
3.3.4. Career Decision Making Self-Efficacy Scale (CDSS).....	36
3.4. Data Collection Procedure	36
3.5. Description of Variables.....	37
3.6. Statistical Analysis	37
3.7. Limitations of the Study	38
4. RESULTS.....	39
4.1. Preliminary Analysis of the Study.....	39
4.2. Descriptive Statistics of the Study Variables.....	39
4.3. Assumptions of Moderator Analysis.....	40
4.4. Pearson Correlations	43
4.5. Main Analysis.....	44
4.5.1. Differences among Groups.....	44
4.5.2. Moderation Analysis.....	45
5. DISCUSSION.....	47
5.1. Discussions of the Findings	47
5.1.1. Group Differences in terms of CDMSE.....	47
5.1.2. Moderator Role of Career Decision Making Self-Efficacy.....	49
5.2. Implication for Theory, Research, and Practice.....	49
5.3. Recommendations for Future Research	51
REFERENCES.....	53
APPENDICES	
APPENDIX A: APPROVAL OF MIDDLE EAST TECHNICAL UNIVERSITY	
HUMAN SUBJECTS ETHICS COMMITTEE.....	
	74

APPENDIX B: DEMOGRAPHIC INFORMATION FORM IN TURKISH	75
APPENDIX C: SAMPLE ITEMS FOR CAREER DECISION MAKING SELF-EFFICACY SCALE IN TURKISH.....	76
APPENDIX D: SAMPLE ITEMS FOR TURKISH VERSION OF INTOLERANCE OF UNCERTAINTY SCALE.....	77
APPENDIX E: SAMPLE ITEMS FOR TURKISH VERSION OF RESILIENCE SCALE FOR ADULTS	78
APPENDIX F: TURKISH SUMMARY/TÜRKÇE ÖZET.....	79
APPENDIX G: THESIS PERMISSION FORM / TEZ İZİN FORMU.....	94

LIST OF TABLES

Table 3.1. Descriptives of Participants.....	33
Table 4.1. Descriptive Statistics of the Study Variables.....	40
Table 4.2. Shapiro-Wilk Scores of the Variables.....	41
Table 4.3. Skewness and Kurtosis Values of the Variables.....	41
Table 4.4. Multicollinearity of the Data.....	42
Table 4.5. Correlations between the Study Variables.....	43
Table 4.6. Gender Differences on Intolerance of Uncertainty, CDMSE and Resilience Scores.....	44

LIST OF FIGURES

Figure 4.1. Linearity of the Data	42
Figure 4.2. Homoscedasticity of the Data.....	43
Figure 4.3. The Johnson-Neyman Graph for Moderation Analysis.....	46

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

A man who is trying to learn how to cook for the first time after his wife's death, a woman who starts to date a man after a serious divorce, an unemployed individual who continues to look for a job after so many rejections, a student who tries to solve a math problem about a topic which he/she would not understand after several tries, a businessperson who starts all over again after a bankruptcy...

All the above are united with a concept that somehow motivates people to try more to adjust to new difficulties and find new ways to overcome the obstacles they faced, to be able to stand still in their lives eventhough their challenge looks so overwhelming. Although people think that there are so many stressors and adversities in life, some people just try hard to move on or change the way they see the challenges they are confronting. With their ways of thinking, the way of interpreting their life and their internal power, they do not let the negative shadows take control over their lives. What really keeps them moving on to their lives even after challenging experiences is their 'resilience'.

According to Norris and Slone (2007), 90% of the human population would experience at least one traumatic event during their lifetime. Maybe most of us will never be a victim of interpersonal violence, a war prisoner, a victim of a terror attack or natural disaster, yet we most probably will face serious stressors or influential experiences such as the loss of a loved one, having a challenging relationship, health problems, financial concerns or tragedies that will influence us deeply, emotionally

and have an influence on our mental health and well-being. Most of the time, stress and challenging experiences are thought to be something detested, unwanted and unpleasant. There is also a part of them that is making room for growing up and developing (Folkman & Moskowitz, 2000). Regardless of how we perceive them, stress and adversity are phenomena that cannot be ignored or dismissed in human life. What humans have control over is how to respond to those stressful events or moments. Each individual has a different attitude and approach in face of a traumatic event as same as having a different reaction. Some of them would endure the remarks of a traumatic event even for a decade, some others would try to cope with and learn from it. While some would live with serious PTSD symptoms, others would just be reborn from their ashes and live their life more fulfilling with what they have learned from that serious event (Bonanno & Mancini, 2008).

Considering resilience certainly helps the individual to adapt, survive and maintain the power of overcoming (Herrman et al., 2011), it can be commented that resilience can be one of the most needed strengths for an individual during challenging experiences. It has both promotive and protective effects on so many different aspects of life which will be mentioned later on in details.

Originally, the resilience term comes from the study of physics. In physics, this term is used to define the materials that have been exposed to an external stimulus and then turned back their original, initial shapes (Craciun, 2013). Think of an elastic band that can stretch as much as it can and get back to its original state rather than being teared up after being exposed to an external power. Resilience concept has been converted into positive psychology and it can be perceived as a great construct for it, considering positive psychology especially focuses on examining the strength of the individuals rather than the inferior qualifications. Studies that examine resilience became popular in 1970s and 1980s in the study of Bleuler (1978) which focuses on children whose mother had schizophrenia and facing difficult conditions. Researchers wanted to know why some children were not as affected as other children by trauma and were able to show adaptive patterns. Basically, in this case, the band that is stretching is the child herself/himself that can go back to her/his life after a dramatic life event. Considering university student population, it is said that being a university student can bring up so many stressors such as academic

pressures, financial concerns, change in environment and social support system. All of these hardships have been found to be affecting university students' mental health and point the need of resilience studies on university student population (Pidgeon et al, 2014).

In this developing world, it is almost inevitable to be a part of the career life for the human beings and it would not be a misleading statement that career life and career related activities contain a big portion of a human life span. The word career is French rooted and when thinking about it, it may simply mean the job or profession that people have been in for some time to make a living. However, the concept of a career is much more complicated than that. In literature, it is said that a career does not start during high school, university years, or after graduation from university. It can be established in childhood period of individuals or at the very beginning of the education process (Porfeli et al., 2008). It means that the career path is not only shaped by a university entrance exam score or by a scale that matches your strengths and interests with an occupation. This makes the career related decisions even more complicated. Here, another variable of this thesis is to be explained which is career decision making self-efficacy (CDMSE). People may need to feel efficient enough while making career related decisions such as selecting an occupation, changing major, changing work place, getting a promotion etc. Moreover, considering the hardships of career life, it is no surprise that there may be many occasions when people may feel overwhelmed facing all the challenges on their career path.

There are so many studies that aim to find how CDMSE is related to demographic variables or other psychological phenomena. For example, in a study conducted by Wu, Zhang, Zhou et al. (2020), there is no significant difference in terms of CDMSE between men and women. Similarly, in a study that is conducted in Turkey, Aka (2020) concluded that there is no gender difference in terms of CDMSE. However, there are studies concluding the opposite which are stating that there is a significant difference on CDMSE scores in terms of gender (Gianakos, 2001; Wolfe & Betz, 2004). Plakhotnik et al. (2020) found that younger students in university had higher CDMSE scores than older students and the possible explanation they had was that since students advance in their departments, they become more aware of their possible occupational choices, responsibilities, and requirements of work settings so

they become more realistic about their career development. In another research that is conducted with university students, there has been significant difference in CDMSE scores between different departments. Students that have been studying engineering or science have been found to have higher CDMSE scores comparing to the students that have been studying social disciplines and educational sciences (Wu, Zhang, Zhou et al., 2020). Authors explained this difference as science and engineering students are thought to make more contributions to society and they are more respected, they feel more confident about their career choices. In this thesis, whether different faculties have significant differences in terms of the CDMSE scores were checked as well.

Literature has provided some strong evidence that having high resilience can be a promoter of the effectiveness of workers in their career lives in different occupational areas. For instance, it has been found that there is a positive relationship between a therapist's resilience and therapeutic effectiveness and client outcomes. Therapists who have the capability of bouncing back from challenges are better at helping their clients and see more effective outcomes in the therapeutic process (Pereira et al., 2017). Also, the level of an individual's resilience affects career choices that individuals make (Çetinkaya & Damar, 2019). This relationship is to be reciprocal. While resilience affects career related variables, career development affects individuals' well-being as well (Pina-Watson et al., 2014; Sari, 2017; Thompson et al., 2019). The positive effect of CDMSE on the different well-being variables is aimed to be investigated in the current study.

If the development of career paths of individuals has been considered, it can be seen that almost every individual has experienced or has been experiencing uncertainty about their career related future plans. Considering the educational system being changed frequently in Turkey, the same thing applies to the student population. The central examination system and how students are placed in university have been changing constantly. After getting replaced, studying and graduating from university, other uncertainties kick in such as the imbalance between supply and demand in business life, the high risk of unemployment and what kind of career path to pursue considering the possible options (Uzun & Karataş, 2020). Considering the inevitableness of uncertainty in a career path, it has been found that successful

entrepreneurs usually had a higher tolerance for uncertainty since there are a lot of decisions to make without clarity and risk to be taken (Gürol & Atsan, 2006; Vasa et al., 2014).

Considering the variables discussed above, it can be interpreted that intolerance of uncertainty can be seen in negative relationship between resilience and it can be assumed that higher career decision making self-efficacy levels can have a moderator effect on this link by weakening the negative effect of intolerance of uncertainty on resilience.

1.2. Purpose of the Study

In this study, it is aimed to investigate the moderator role of career decision making self-efficacy on the relationship between intolerance of uncertainty and resilience of university students. For this purpose, CDMSE, resilience and intolerance of uncertainty scores of undergraduate and English language preparatory school students from a state university were obtained.

1.3. Research Questions and Hypotheses

The research questions of this study are listed below:

1. Is there any relationship between intolerance of uncertainty and resilience of participants?
2. Does career decision making self-efficacy moderate the relationship between intolerance of uncertainty and resilience of participants?

The research hypotheses are listed below.

H1: There will be a significant negative relationship between intolerance of uncertainty and the resilience scores of participants.

H2: CDMSE will have a moderator effect in the relationship between intolerance of uncertainty and the the resilience of participants. Higher CDMSE will weaken the negative relationship between IU and resilience.

1.4. Significance of the Study

Resilience has been seen as very important, especially while working with individuals who are traumatized. However, it is not only crucial in crisis times but also in any hardships that can affect an individual negatively. Rees (2019) stated that life is unpredictable, and this means that anything wrong or bad could happen at any time in human life. In those times, not being resilient can be costly to organizations, individuals, families, and society. Higher levels of resilience have a positive impact on all of these contexts. To think of it in a simplistic way, it can be said that considering the effect of resilience on the well-being of individuals, building new ways to improve and develop resilience can be counted as a significant contribution to individuals. While discussing the importance of resilience, not only the previous researchers but also possible future research should be underlined as well. According to Southwick et al. (2014), resilience can be used and integrated into the fields of science and medicine as well to help the individual in need. Therefore, it can be said that understanding the nature and contributors of resilience can improve individuals' quality of life in many domains including career life.

When students who are about to graduate are not sufficient enough to make a competent decision for themselves, they would face an unsatisfying career or may not find employment (Renn et al., 2014). Therefore, sense of competency while making career related decisions may be important especially for university students and new graduates. CDMSE should be seen as a crucial factor while new graduates and novice entrepreneurs proceed in their career life. Because those populations mostly need to decide whether they want to continue with higher education or get into the work force, if so what type of professions they are going to enroll in considering their career options (Fabio & Kenny, 2011). These decisions have been said to be uncertain since there are so many unexpected changes and uncontrollable variables along the way which make students feel anxious and stressed (Fabio et al., 2013). Making a career decision is proven to be less challenging and confusing for university students who have higher CDMSE scores (Jiang, 2014).

It has been found that lower tolerance of uncertainty has a link to a higher probability of having a burn-out (Wiklund, et al., 2018). There are some studies about what may

be contributing to having lower levels of intolerance of uncertainty and in those studies, it has been explained that when the workers have a higher commitment to follow their current professional targets and their long-term goals, they tend to have higher tolerance of uncertainty (Onalan & Magda, 2020). Moreover, in the work world, entrepreneurs that have higher self-efficacy perceptions are better able to tolerate uncertain situations (Schmitt et al., 2017). Not only self-efficacy but also CDMSE has been investigated and according to Kim et al. (2016), intolerance of uncertainty has been found to be negatively related to CDMSE which is a linkage between two variables in this thesis. The more an individual has ability to tolerate uncertainty, the more they have CDMSE. Understanding the link between resilience, intolerance of uncertainty and CDMSE can be a protective factor in terms of preventing burn-out and increasing the self-efficacy beliefs of people regarding their career choices.

According to Carleton (2016b), fear of the unknown which is said to be the core component of intolerance of uncertainty may be the fundamental of the fears underlying anxiety. Carleton (2016a) said that intolerance of uncertainty related studies have gained momentum over the last decade, making it at forefront of anxiety research since it is found to be a symptom of many anxiety related disorders. Intolerance of uncertainty has been seen as one of the factors having a causal role in the process of internalizing pathological symptoms (Shapiro et al., 2020) but it does not have to be followed by psychopathology all the time. Gullone (2000) mentioned that concerns related to uncertainties in daily life experiences can be an obstacle to a human's capacity to function. Yang et al. (2021) stated that high levels of intolerance of uncertainty can harm an individual's psychological well-being and can be an obstacle in the way of pursuing long-term important goals including career goals. Moreover, intolerance of uncertainty underlies negative problem orientation, reduced resiliency, negative affectivity and increases the likelihood of engaging in maladaptive coping strategies like alcohol use (Bar-Anan et al., 2009; Einstein, 2014). Therefore, making oneself better at tolerating uncertainty can be seen as one of the protective factors in the way of having pathological symptoms, developing psychopathology and many other dysfunctions in daily life (Einstein, 2014; Freeston et al., 1994).

Overall, helping university students to deal with their intolerance of uncertainty and strengthening their resilience while having healthier career choices considering future uncertainty can be described as the main importance of this study.

1.5. Definition of Terms

Resilience: The American Psychological Association (n.d.) defines it as the process of a successful adaptation in the face of challenging or difficult life events with the help of emotional, behavioral, and mental flexibility.

Intolerance of Uncertainty: Carleton (2016b) defined intolerance of uncertainty (IU) as an “individual’s dispositional incapacity to endure the aversive response triggered by the perceived absence of salient, key or sufficient information and sustained by the associated perception of uncertainty”.

Career Decision Making Self-Efficacy: The beliefs and confidence of people about how well they can perform while making career related choices (Taylor & Betz, 1983).

CHAPTER 2

LITERATURE REVIEW

This chapter contains a literature review in line with the purpose of this study. Variables of this study which are resilience (first part), intolerance of uncertainty (second part), and career decision making self-efficacy (third part) have been defined and explained in detail with different study findings and the interaction found between them.

2.1. Resilience

When we have a look at the literature, in different resources, resilience has been defined in many different ways and there is still no consensus about how to define and conceptualize the resilience construct (Southwick et al., 2014). Moreover, what kinds of mechanisms facilitate resilience is still unknown (Raghavan & Sandanapitchai, 2020). It is said to be an umbrella term that includes diverse aspects such as overcoming the stressful or life threatening events and ensuring harmony in the life after that event (Mcewen, 2011). In one of the article, it is defined as the skills and personal qualities which allow people's successful and healthy adaptation or functioning in the context of significant and disruptive life event or adversity (Connor & Davidson, 2003). The American Psychological Association (n.d.) defines it as the process of a successful adaptation in the face of challenging or difficult life events with the help of emotional, behavioral, and mental flexibility. First of all, it should be underlined that the concept of resilience is complex and dynamic which means that it can be changed over time. It can be affected by individual's ability of psychological habituation, changes in mental set and hormonal changes (Rutter, 2012). To be able to determine the presence of resilience, there should be two conditions to be fulfilled of which first is an individual that is exposed to stressful event or a challenging, unpleasant situation that can be counted as a threat for the

mental health of the individual and secondly, individual have maintained and restored their well-being and adapted positively after that stressor (Ryff & Singer, 2003). Coutu (2002) claims that resilience is never fully understood and is a puzzle in human nature. Since it does not have an old research past, there are a lot to learn about it. The more that is known about it, the better psychologist and therapists can help their clients as well as the better individuals can help themselves.

Being resilient does not only require the ability to adapting the adversities. It also includes searching for the options and getting access to needed resources (Obrist et al., 2010). At this point, a misunderstanding should be discussed. Resilience is not about having no negative emotions or/and adversities. On the contrary, it is the ability to accept those emotions and experiences and handling them adaptively, and not losing the daily life functioning. If another misunderstanding is to be discussed, it can be said that being resilient is not standing upright against the challenges all the time or never giving up. A person can be resilient by giving up on a task, admitting that he/she has no power or will left and need some time to get some rest. Moreover, it is not a two option-choice of which either you are resilient or you will have some mental health problems. As a proof of that, it is stated that PTSD symptoms and resilience can co-occur at the same time (Southwick et al., 2014). Resilience has been said to be complex, dynamic and multidimensional in nature (Carver, 1998; Layne et al., 2007; Luthar et al., 2006). It explains the different reactions a person gives in face of different domains such as work stressors and family stressors at the same time in her/his life as well as different reactions given by the same person to similar problems in the different timelines in her/his life.

If the theoretical background of resilience needed to be discussed, it can be said that the concept is emerged from the positive psychology. However, Rutter (2012) underlined that resilience should not form another theory and it should not be seen as equivalent to positive psychology because they all differ. As it was explained previously, it is more like an umbrella term that collects different theories and concepts together and contributes them.

In the literature, it can be observed that there are so many different approaches exist defining the characteristics of resilience in different sources. In some of them, it has

been defined as conceptualized as a personality trait. Some other studies have seen it as a continuously developing or cognitive phenomena. In trait orientation (one of the three orientations of resilience), resilience has been seen as somebody could have it or not. So it is basically something that is stable in the personality. For instance, as an individual attribute Wagnild and Young (1993) have defined resilience as a personality characteristic that provides adaptation and moderates the negative effects caused by stress. Considering some children are better than the others dealing with the life challenges, it is believed that resilience was a gift that is transmitted by the gene that will stick together with a person who has it (Pemberton, 2015). With the fact that some neuroscience findings support that different brain structures generate different amount of serotonin, dopamine, and adrenaline, in trait orientation it was assumed that people would differ in terms of resilience depending on their different gene structure (Pemberton, 2015). Neumeister et al. (2005) have found in their research that volunteers who have a specific form of alpha-2 adrenoceptor gene (i.e. alpha-2cDel322–325-AR) had also more anxiety during a stressful experience, slower return to baseline after the stress situation which could make them more sensitive in face of stress and less resilient compared to other individuals in the study. Studies that tried to prove that some people are more resilient resulting from their gene structure or brain functioning that they have no or little control over are on the nature side of nature-nurture debate.

With the second wave of the resiliency studies, there has been a shift in perception of resilience and researchers think that resilience can be up to the conditions of life such as parental warmth, available support in the environment, having a goal to fulfill. This point of view is the other orientation of resilience that is called process orientation which underlines resilience as being contextual and situational. In this kind of point of view, since life conditions can be changed during the life time, resilience also is seen as something that can be changed context-specific (Nuttman-Shwartz & Green, 2021). Pietrzak and Southwick (2011) mentioned that resilience exists on a continuum that emerges in different degrees across different stages of life. Comparing these findings and conceptualizations with the trait orientation, it is noticeable that resilience has been seen something that can be increased or decreased with the changes of conditions included in human life. This approach basically underlines the nurture part of the nature-nurture debate. There are a lot of research

and researchers that supporting that resilience needs to be seen as continuously developing phenomena that can be changed time by time with the changes on one's environment or perceived social support (Zheng et al., 2021). Norm Garmezy is known as one of the most important pioneers of the work conducted for conceptualization of resilience (Rutter, 2012). He was against and resistant to admit the offerings of genetic and inherent vulnerability that is quite popular in 1970s. Basically, he was not just accepting the idea of some people are born invulnerable in face of adversity and started to work on the concept of resilience which gives a hope in terms of the possibility of learning how to handle the aversive experiences and how to deal with the challenges people face with. Moreover, Rutter (2012) underlines that resilience is an interactive concept, so it cannot be measured as if it was a categorical trait which is a contrary argument to the first wave of the resilience research. Seeing resilience as a concept that goes on life time long and something that is not either you have it or not, opens up a possibility that being resilient can be learned and practiced while dealing with the demands of life. In this approach nurture is considered to be more effective than nature and while discussing an approach that explains that we can learn to be more resilient, the term of neuroplasticity should be addressed. This term refers to "The ability of the nervous system to respond to intrinsic or extrinsic stimuli by reorganizing its structure, function and connections" (Cramer et al., 2011). Southwick and Charney (2018, p.15) mentioned in their book that human brain is changing during time and not static at all. Human beings have the power to develop new skills and can operate those needed skills efficiently. They believe that by following resilient peoples' thinking and coping styles, resilience may become a skill that individual can practice and learn.

Recently, instead of accumulating resilience factors, the approach has been changed; protective and promoting processes have been included and seen as mutually dependent and influence each other considering the resilience of individual (Rutter, 2012). In other words, resilience has been tried to be conceptualized as a mixed network of different resource systems such as biological, social, environmental, cultural etc. (Thoma, 2020). Because of this, it can be seen that the factor of SES and SES-related resources is also been studied in relation to resilience and have been found to be important in resilience process (Brody et al., 2013; Pietrzak et al., 2014;

Tran et al., 2013). However, there are contradictory results in this issue. In a study conducted with low SES African-American fathers, it has been found that low SES has not been found to be affecting having depressive symptoms and resilience (Bamishigbin et al., 2017). This contradiction may be because of that the studies are conducted with the different age groups and samples that have different qualifications.

Previously, the protective (those that are the strengthening factors in the face of adversity) and promoting processes (those that are preventing the negative outcomes or intensifying positive outcomes) of resilience have been mentioned to be discussed. Promoting process of resilience can be exemplified with the finding of Khampirat (2020) that explains resilience to have an important role in the career aspirations which represents intention and desire to pursue career goals of students. Also resilience has been found to be promoting self-esteem of adolescents and children (Benetti & Kambouropoulos, 2006; Gilligan, 2000). In recent years, protective role of resilience has been studied more. If it would be exemplified, it can be mentioned that the findings of Ward et al. (2020) which revealed having higher resilience decreased the probability of having later life depressive symptoms. Additionally, resilience had moderator and mediator effect in the relationship between the bullying victimization and mental health issues such as depression and anxiety (Gupta & Bakhshi, 2018; Ran et al., 2020; Wu et al., 2018; Zhou et al., 2017).

There are a lot of studies that is aimed to conceptualize the term of resilience. For instance, Friborg et al. (2005) underlined five dimensions under the resilience construct; social support, family coherence, personal competence, personal structure and social competence. Moreover, Horn et al. (2016) underlined that genetic, developmental, psychosocial, neurochemical and epigenetic factors are also underlying the development of resilience. Similarly, Southwick et al. (2014) stated that determinants of resilience which are psychological, cultural, social and biological factors that are interacting with each other and determine the way of responding stressful life experiences. From this point, those determinant factors of resilience will be discussed and examined.

2.1.1. Social and Environmental Determinants of Resilience

Howe et al. (2012) were focused on the social aspect of the resilience concept. They argued that resilience can be determined and developed with the social acts. Environment in which individual lives would support or disrupt his/her resilience. Masten & Wright (2010) have found that having good relationships is a great help for the individual who is trying to adapt to stressful situations and foster resilience. Moreover, the body of literature is abundant in studies proving that family support, having positive family relationship, and positive bond with the caregiver are quite effective in fostering resilience (Bowes et al., 2010; Gower et al., 2020; Horn et al., 2016). Not only the supportive relationship inside of the family, but also outside of the family contributes to resilience as well (Bonanno & Mancini, 2008). In a study that is conducted to see whether resilience is linked to loneliness perception of young adult population, resilience has been found to be negatively related with how lonely individual feels. This study also shows the importance of social aspect of resilience (Jakobsen et al., 2020).

2.1.2. Cultural Determinants of Resilience

The culture we are born and grow up into can be an influential factor in terms of the characteristics and personality of individuals. Therefore, culture also should be investigated while discussing resilience. Ungar (2018) has mainly focused on the relationship between culture and resilience in his research. He stated that in the resilience literature, there is a big gap concerning the relationship between cultural variables and resilience and those variables are also need to be considered as contributors of resilience. Raghavan and Sandanapitchai (2020) mentioned that cultural factors can be facilitator of a healthy adaptation or it can induce further stress.

Relationship between culture and resilience can be investigated in broader sense with the concepts of community resilience and national resilience. Community resilience is described as community's ability to cope with the stressful conditions (Kimhi et al., 2020). It includes the interaction between the people and their communities in a community that the needs of its members are provided (Bonanno et al., 2015). National resilience is about ability of nations to overcome adversities with the

changes that are being made without harming the society's core values (Friedland, 2005). It includes belief in social solidarity, patriotism and the trust in the integrity of government (Ben-dor et al., 2002). About this concept, Southwick and Charney (2018, p.12) underlined that becoming too individualistic as societies, increased obesity rate, caring less about physical exercise, increased alcohol dependency which are mostly embedded in the culture, would give some clues how resilient people are in this century comparing the past. After examining the literature in depth, since the construct of culture is quite complex and flexible, it can be concluded that the interaction between culture and resilience needs further study. As a proving argument, Feldman and Masalha (2007) argued that culture may be the most neglected topic in resilience research area.

2.1.3. Individual Characteristics, Personality Determinants of Resilience

Each individual differs from others with their own way of being, characteristics and the attributions they have towards different events. Even though their experiences are similar or exactly the same, it can be observed that people think, feel and react differently. When the concept of resilience is the topic, same thing applies. Tsigkaropoulou et al. (2021) stated that the relationship between personality and resilience is presented to be unclear. However, there is plenty of study that is conducted to prove that they are related. For instance, in a study conducted with adolescent that are exposed to war in Gaza, the ones that are resilient have been found to be more task-oriented and using problem-solving techniques instead of avoidant coping comparing to the one are not resilient. Moreover, Corzine et al. (2017) have found that individual characteristics such as coping skills, hope and inner strength are important factors examining resilience in the interview they made with the trauma resilience experts. Other than the ones that are mentioned above, the individual characteristics that may be enhancing or be in relation with resilience can be counted as self-esteem (Yu & Zhang, 2007), gratitude (Kardaş & Yalçın, 2020), self-control and self-confidence (Tsigkaropoulou et al., 2021), perseverance, determination and optimism (Gupton & Slick, 1996). Considering the Big 5 personality traits; resilience has been found to be related with openness to new experiences and low neuroticism (Lazaridou, 2020).

2.1.4. Meaning in life (Religion and Existentialism) Determinant of Resilience

Concept of resilience has also its roots from existentialism approach that tries to explore individuals' behaviors, attitudes and beliefs after a stressful event (Lambert & Lambert, 1999). Lakioti et al. (2020) have found that therapists who believed to have a purposeful life and meaning in life have higher resilience. Moreover, having sense of meaning is said to be a component of resilience (Baum, 2014). Religious and spiritual beliefs are thought to be a way of making sense and accepting agonizing experiences. Beliefs such as 'In this world, everything happens for a reason', 'God knows what is good in this bad' are helping individuals to get over unpleasant experiences (Alrofiati et al., 2020). However, for many individuals holding religious and spiritual beliefs may not be an option. Therefore, Alforiai et al. (2020) tried to see whether a person's general way of thinking about life has a determining effect on his/her resilience or not. In their article, they have conducted interviews with individuals that are not religious and hold a stance towards life that is existentialist. They have found that having an existentialistic way of thinking and making meaning of their experiences might support their resilience considering their ability to success in their life and career after what they had lived through.

Resilience has so many other factors that are overlapped and interacted with another. Southwick and Charney (2018, p.11) have conducted several interviews with 9/11 victims, war prisoners and Special Forces instructors who have experienced serious traumatic events. Researchers have discovered 10 common concepts that helped those individuals to bounce back that are physical fitness, realistic optimism, social support, meaning and purpose, facing fear, resilient role models, religion and spirituality, moral compass, brain fitness, cognitive and emotional flexibility.

Over the last two years, human beings have been experiencing a pandemic in all around the world. It has made the living conditions even worse with increased unemployment, health care access barriers and social restrictions (Ivers & Walton, 2020). Because of the Covid-19 pandemic, people had stricted opportunities to connect face to face with anybody in a way they are used to and interact with strangers as they wish with no safety concerns, get involved with the activities that they enjoy and relax such as concerts, theaters, hanging out in crowded cafes to

socialize etc. Social distancing made people socially isolated and decreased community connectedness of which most of individual need just the opposite to feel better. People may feel sick of using sanitizer within minutes all day and being have to wear mask all the time. All of these hardships are new for humanity and it requires some adaptation skills to feel alright especially considering the social restrictions. Covid-19 pandemic should be discussed and underlined, since it can produce similar symptoms as panic disorder, agoraphobia etc. (Arpaci et al., 2020). In this case, people need to think about how they can adapt to all of these new challenges that suddenly and unexpectedly show up in their lives.

Wang et al. (2020) were the first researchers that tried to figure out the psychological impact of Covid-19 pandemic and in their research, they specifically underlined that living this process full of uncertainty can create fear and feeling unsafe can contribute to negative psychological consequences. What they found was expected yet crucial; 53.8% of the participants reported the psychological effect of the pandemic as moderate or severe; 16.5% of the participants have been found to have moderate to severe depressive symptoms; 28.8% of the participants rated moderate to severe anxiety symptoms, and 8.1% reported to have moderate to severe stress levels. This result clearly shows that especially while experiencing an abnormal crisis with safety concerns and full of uncertainty, resilience should be taken into consideration and should not be overlooked. Chen and Bonanno (2020) underlined that resilience can be the key factor while coping with negative psychological consequences occurred during the pandemic. Also while discussing the current developments on earth that is highly related with resilience concept, refugees are also the group of people that should be discussed. As known, war would happen almost anywhere and anytime in Middle East and people are exposed to bombings, shootings, mass of deaths that can affect an individual's psychological well-being dramatically. There are lots of studies conducted with refugees that tried to investigate how they could adapt their lives after such a traumatic event. First of all, almost most of them underlie the importance of family support. In a study conducted by Bang and Collet (2021), Iraqi students that are refugees in America have been interviewed with and most of them talked about how their family and community helped them to overcome their war zone traumas. Many of the students stated in those interviews that they tried to forget all of those disturbing and negative

experiences. They just wanted to dream a brighter future aiming high school graduation and going to college. They choosed to move on to their lives with the help of their resilience. Common themes in the interviews were; family support, hope for the better future and better focus on daily struggles such as school exams. Moreover, what was interesting in this study is that researchers looked for wisdom of those refugee students. Bang and Collet (2021) expressed that they have learned from the past and they admit the fact that they cannot be depressed and sad all the time. This paradigm can be a part of being resilient; accepting the past hardship and thinking that living with it, letting it affect them all the time, letting it take their life away from them cannot be efficient for the future. There are some study findings supporting this idea which conclude that resilient individuals are the ones who are able to learn from the past and find meaning of the overwhelming psychological threats to construct a better future (Coutu, 2002; Howe et al., 2012).

2.2. Intolerance of Uncertainty

“The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown” (Lovecraft, 1927).

Think about a time that you have just graduated from your college and do not have any idea what comes later, that time you have changed your work place or you end up a relationship and become single after all those years. There are a lot of unknown, a lot of new people to meet or new places to go, a lot of worries that how are things will end up for you or what to come across. For which reasons those situations create anxiety or fear? Is it because of not being able to handle that unfamiliarity, not knowing the possibilities that will occur, or the conditions in those situations will make people even more uncomfortable or dissatisfied than the current situation? For some of the people all of those uncertainties may be hard to deal with because change and unknown feels scary. For some other people, those challenges are exciting and they are there to explore, to learn, to enhance the horizon. Accepting some degree of uncertainty is required for maintaining equilibrium and psychological functioning (Yang et al., 2021).

Intolerance of uncertainty has been described as trait-like disposition that reflects the individual’s tendency to fear uncertain and unpredictable future events and having

the belief of uncertain is undesirable (Buhr & Dugas, 2002). Bottesi, Marchetti et al. (2020) have explained that it was originally developed in the study area of generalized anxiety disorder (GAD). Later on Freeston et al. (1994) described it as to be a broader construct that represents emotional, cognitive, and behavioral reactions that are given to uncertainties in everyday life situations which made the construct even broader than only being a part of GAD. Ladouceur et al. (2000) have also described it to be a dispositional trait that discloses negative perceptions and reactions that are affective, cognitive, and behavioral when faced with unpredictable and uncertain events/situations. In other words, overall, it can be said that intolerance of uncertainty is individual's own subjective interpretation of the concept of uncertainty. People with high intolerance of uncertainty are more likely to interpret uncertainty as threatening, undesirable, and distressing because of the probability of a negative outcome will occur (Dugas et al., 1998). Most recent definition has been made by Carleton (2016b) as "individual's dispositional incapacity to endure the aversive response triggered by the perceived absence of salient, key or sufficient information and sustained by the associated perception of uncertainty". The reason why people have the tendency to react an uncertainty in a negative way is said to be the individual's inner drive to know the future and to be sure of what future possibilities are (Grenier et al., 2005). As said before, individuals who have high intolerance of uncertainty perceive uncertainty as something negative, should be avoided, and threatening (Carleton et al., 2007). Normally, for healthy adults, uncertainty concept has been shown to develop positive emotions as well as negative emotions (Bar-Anan et al., 2009). When people with high intolerance of uncertainty come across with an uncertainty, it may increase avoidance with the purpose of decreasing the negative feelings or discomfort which is a behavioral consequence. This avoidance can be observed even in usual daily life experiences. For instance, before selecting a restaurant, reviewing all the comments and the menu to dismiss any surprise or following the same driving path that is used all the time with the thought of avoiding an unknown and uncertain driveway. Carleton et al. (2007) mentioned that this avoidance forms a vicious circle with the steps of negative evaluation of uncertainty, avoiding it, even more negative affect and anxiety in return. If the career related decisions are considered, it can be observed that there are so many uncertainties regarding the uncontrollable working environments.

Therefore, individuals may develop this avoidance when they confront with an uncertain career decision.

Moreover, intolerance of uncertainty is said to be impacting the cognitive evaluations during decision making process (Jensen et al., 2014). Individuals with high intolerance of uncertainty have higher emotional response and anxiety during and after the decision making process which can deteriorate the process of decision making (Jacoby et al., 2014). For instance, compared to people who have lower intolerance of uncertainty, people those who have higher intolerance of uncertainty have been found to be more likely to select smaller but immediate rewards rather than larger delayed ones. Since waiting for something that is uncertain was so torturing for them, they decided to go for the smaller gifts that have more certainty (Luhmann et al., 2011). It is seen that mostly, individuals enacted to handle uncertainty by information seeking, distracting themselves from uncertainty or acting impulsively. Mostly individuals with high intolerance of uncertainty perform maladaptive behaviors with the purpose of reducing or getting rid of uncertainty or anxiety related with it (Bottesi et al., 2019). In an experimental research, it has been found that there is a strong relationship between intolerance of uncertainty and excessive avoidance which means that individuals with high intolerance of uncertainty are more prone to avoid the uncertain situation rather than facing or dealing with it (Shihata et al., 2016). Boswell et al. (2013) suggested that this excessive avoidance may be triggered by the individual's strong wish for controllability and predictability. However, it also may hamper the individual's problem solving skills or uncertainty related emotion regulation. This causality seems to be bidirectional. Not only having high intolerance of uncertainty affects individual's daily life skills but also having strengths such as self-control is said to be a protective factor handling uncertainty-related emotional problems and regulate their affective responses such as anxiety and worry (Tangney et al., 2004).

Intolerance of uncertainty concept has been also examined by evolutionary aspect and it is said that perceiving uncertainty as unsafe is an evolutionary advantage at birth. Later on, infants learn perceiving uncertainty as safe and engage in world accordingly through learning and attachment (Brosschot et al., 2018). The question of what causes the high levels of intolerance of uncertainty has also been answered

by developmental research. It has explained that cognitive processes that are related to perception and respond of uncertainty develop in childhood and adolescent period of life (Osmanağaoğlu et al., 2018). From this point of view, child temperament has been seen as a possible candidate for an early intolerance of uncertainty risk factor (Hawes et al., 2021). For example, in a study conducted by Zdebik et al. (2018) what they found is behavioral inhibition observed in childhood (5-7 year olds) predicted self-reported intolerance of uncertainty in adulthood which is a clear example of the influence of childhood temperament on adulthood intolerance of uncertainty. Individuals who developed secure attachment during infancy have been found to be better at tolerating uncertainty because of their positive emotion regulation processes (Yuksel, 2014). Moreover, when the effect of parenting profiles on child intolerance of uncertainty level has been investigated, it has been seen that supportive parenting profile helped children to better cope with uncertainty (Shen et al., 2020). Researchers believed that since supportive parenting provides children safe and controllable environment, children may perceive uncertainty less annoying and less aversive which make it easier to tolerate uncertainty. School environment has also been found to be effective on student's intolerance of uncertainty level. Researchers compared Japan and USA education systems. They stated that in Japan, educational system is more structured and single type compared to USA (Whitman, 2000). When student's intolerance of uncertainty level is compared, it has been seen that Japan students have higher intolerance of uncertainty and they possessed to be more certainty oriented (Shuper et al., 2004). There are some more studies underlining the relationship between cultural values and probability of having high intolerance of uncertainty. Sorrentino et al. (1990) stated that individuals who are certainty oriented with high levels of intolerance of uncertainty mostly show collectivist culture's attachment style such as overprotective, less permissive, authoritarian etc. and they mostly choose not to act on uncertain situations and act on clear and certain situations.

While reviewing the literature, it is possible and unexpected to see that there are a lot of researchers that mentioned the gap in the intolerance of uncertainty literature. Lately Bottesi, Marchetti et al. (2020) said that eventhough the concept of intolerance of uncertainty has been studied extensively, internal structure of it is not fully understood. Similarly, Shihata et al. (2016) declared that which components in

intolerance of uncertainty context play specific roles is still remains unknown. For example, there is no agreement on how many and which dimensions intolerance of uncertainty consists of.

There are a lot of studies that come up with finding the causality of intolerance of uncertainty on psychopathology (Banducci et al., 2016; Carleton et al., 2013; Cuijpers et al., 2013; Dugas et al., 2012; Meeten et al., 2012; Prados, 2011; Shapiro et al., 2020). What is crucial here is that there are many studies that concluded intolerance of uncertainty is responsive of improvement and change with the cognitive behavioral therapy (CBT) interventions (Boswell et al., 2013; Dugas et al., 2003; Oglesby et al., 2016; Talkovsky & Norton, 2016). Carleton (2016a), mentioned that earliest, most valued and established treatment designed for intolerance of uncertainty has been developed by Dugas and Ladouceur in 2000 which is found to be effective in reducing intolerance of uncertainty and the worry caused by it (Bomyea et al., 2015). Other than the ones that are mentioned, there are more alternatives. For instance, metacognitive therapy (van der Heiden et al., 2012) and cognitive behavioral group therapy (Mahoney & McEvoy, 2012) have also been found to be effective reducing the anxiety caused by uncertainty. What is crucial is that, regardless of the theoretical intervention that has been applied, it is found that the success of managing uncertainty related emotions and impulsive decision making, comes from the individual's strong intention (Yang et al., 2021).

Considering the relationship between intolerance of uncertainty and resilience which is another variable in this thesis, it has been found that they are negatively related (Kasapoğlu, 2020). The more individuals are resilient, the less likely that they would have high intolerance of uncertainty. Kasapoğlu (2020) has stated that individuals with higher resilience may be better at handling the anxiety caused by uncertain situations and events. Moreover, Karataş & Tagay (2021) have found significant negative relationship between intolerance of uncertainty and resilience. They indicated that when people think that there is an uncertain situation that they can not control, their resilience level is likely to decrease.

2.2.1. Uncertainty for University Student Population

Bottesi, Gürdere et al. (2020) stated that especially during college years, individuals may face with more serious uncertainties and excessive use of maladaptive behavior strategies may foster psychological distress. University students have been said to be more likely to comprehend uncertainty in a more negative way compared to their parents since they have to face with novel, uncontrollable and changeable environment. In the same study, intolerance of uncertainty has been found to significantly predicting university student's psychological distress.

2.3. Career Decision Making Self-Efficacy

During career path, from new graduates to experienced workers, people can face with different kinds of hardships. Firstly, career life of individuals can be assumed to be more challenging in recent years with the rapid evolution of technology and globalization, intense competitions among organizations have been brought to be able to meet the customers' needs. In a stressful competitive environment, attitudes and behaviors that employees have are highly crucial (Çetinkaya & Damar, 2019). Also it can be said that the structure of career is also changing and developing fast. According to Lau et al. (2019), in recent years, work world has been into significant amount of changes with the effect of globalization, market uncertainties, downsizing and outsourcing. Dostanić et al. (2021) stated that in 21st century, career life has been more dynamic that requires individuals to be more flexible and be more dedicated to life-long learning. Skilled workers that exhibit discipline-specific and transferable skills are more needed. Moreover, labor market is changing shape with the speed of technological innovations and communication resulting the need of restructuring of organizations and effecting the career path of individuals (Pemberton, 2015). According to Betz and Voyten (1997) people have to be open-minded and keep their eyes open to be able to follow new career opportunities in face of developments on work field and make their decisions wisely and timely. Another hardship is that there is a mismatch between supply and demand in employment which means a mismatch in the expectation of employers and graduate's skills and knowledge (Wu, Zhang, Zhou et al., 2020). As a consequence of all of these challenges and change, managing career life has been an important part of individuals' lives more than ever (Guan et

al., 2016). Consider yourself as a student who has just graduated from a university and has lots of career opportunities that can lead you to very different paths on life or consider yourself as an individual that adored your major in college but end up in a work that drains your life energy and motivation which you would never imagine, a person who is fired and does not know how to move on, an employee who does not have career calling but have no any idea of how to change it. These examples can be enhanced. What they have in common is that in each one of the examples there has to be a decision to make related to career life. Departing from here, it can be said that people need to feel comfortable with exploring, searching, collecting information, making new adjustments and developments about their competencies which refers to the term of career decision making self-efficacy.

Currently, people need to look for the possible new opportunities, follow up-to-date developments in the work field and make effective decisions accordingly to be able to remain employed (Savickas & Porfeli, 2012). Because of that, people are required to make efficient decisions on their career path and have self-efficacy while doing so. The challenge comes from the fact that the information that is gathered can be partial, contradictory, fragmented and ambiguous considering the rapid changes in work field (Xu & Tracey, 2014). Therefore, employees need to adapt to the changes and feel competent enough while developing new skills and gaining more knowledge. Considering career related decisions, not only individual's conditions but also political agendas of countries should be taken into consideration since social mobility and economic growth of countries can be counted as effective criteria on people's work life (Khampirat, 2020). This can make career decision making process even complicated and challenging. Even after excluding these variables, career decision making process has been said to be complicated in itself since it includes judging, learning, decision-making, information gathering and processing (Baiocco et al., 2009).

When investigating the birth of studies related to career choices of people, it can be said that they became official by the development of Trait and Factor Theory by Frank Parsons who established the Vocational Bureau in 1905. This foundation was established with the purpose of helping people make better work choices. It was the first time that career choices was decided to be rationally made rather than ending up

in the work that is available. Parsons was exploring the abilities and interests of the people and matching them with occupational demands. It was beneficial for both people who would feel more satisfied in their career life and for institutions as well, since workers would perform much better in their fit jobs (Pemberton, 2015). After Parsons's approach to career counseling, different theories were developed in career counseling area. Super (1980) developed the career counseling area with a wider perspective with his life span- life space theory. In his theory, he considered not only the career aspect of individuals but also the effects of different areas on human life such as family, education, community etc. on the career development and he assumed that those different areas of human life should be investigated all together while exploring one's career development. Moreover, rather than implementing the theory for every individual, he developed 5 different stages so that each individual can be assessed by different developmental tasks depending on their stage (Herr, 1997). Pemberton (2015) stated that early theories started to be ineffective because they assume people and vocational demands would stay same. Nonetheless, since those qualities changes over time, other approaches toward career development were needed because both are far away from the world we are in now. According to Savickas (2005), rather than aligning one's needs, expectations, interests, values, and skills with organizational demands, career development research need to focus more on development of career competencies and skills that are essential for career life. If investigated, it can be realized that almost every career theory tried to assess how individual choose the right career path, what makes them choose the career life people are in or wanted to be in, whether personality, environment, or the characteristics of profession create the fit between the profession and the individual.

2.3.1. Self-efficacy and Career Decision Making Self-Efficacy

The term of self-efficacy has its origins in the social cognitive theory (Bandura, 1977). It defines the feeling of confidence and mastery that people can achieve their goals in life. It is built by both the results of previous learning experiences and individual's personal appraisal of their experiences (Bandura, 1977). Also Bandura (1977) stated that psychological and emotional arousals have an effect on people's perception of self-efficacy. For instance, fear and anxiety people feel can decrease the individual's perception of self-efficacy. Bandura (1993) has explained how self-

efficacy has an influence on affections and behaviors and in return, influenced by thoughts. In other words, it can be stated that self-efficacy is connected and related with emotion and cognition as well as it has an effective role in terms of changing one's behavior.

Self-efficacy concept has been started to be used in career development studies by Hacket and Betz in 1981 for the first time and the study showed that self-efficacy beliefs has an effect on career indecisions and career adjustment behaviors (Arlinkasari et al., 2016). Chen (1998) stated that self-efficacy term has made an undeniable spot in the career literature. Wheeler (1983) also implemented the self-efficacy concept in the context of career selection and he called it occupational self-efficacy which was a similar concept with CDMSE. The concept of CDMSE has been proposed by Taylor and Betz in 1983. They formed a standardized test to assess CDMSE and they described it as the beliefs and confidence of people about how well they can perform while making career related choices (Taylor & Betz, 1983). In other words, it is the confidence a person feels about herself/himself while completing career decision-making tasks. CDMSE has been said to be one of the crucial concepts of Social Cognitive Career Theory (SCCT) that is developed by Lent et al. (1994). SCCT is interested in how environmental variables and motivational and cognitive values affect career decision making and career performance of individuals (Lent et al., 2000). SCCT has been widely used in career-related research while explaining career decision making and career interest development process (Restubog et al., 2010). CDMSE concept is formed by integrating the career maturity model of Crites (1961) and self-efficacy theory of Bandura (1977). While grounding their concept, Taylor and Betz (1983) took the structure of career choice competency concept which is explained in career maturity model of Crites (1961). In his model Crites (1961), explains what are needed while making effective career decisions in 5 criterias: understanding the work world, planning career life, true perception of one's own job-related competencies, matching personal characteristics to job requirements and lastly, coping with career decisions related problems. Therefore, Long et al. (2000) stated that CDMSE is an indicator of the term of career maturity and Dostanić et al. (2021) stated that CDMSE is considered as antecedents of term of career adaptability. According to Garcia et al. (2015), CDMSE concept has gained great significance among the

researchers about career behavior since it is an important concept for career decision making and career interventions. Therefore, researchers started to identify the factors that are in relation with CDMSE since it influences educational outcomes and mental health (Vela et al., 2018).

According to Social Cognitive Career Theory (SCCT), parenting practices (whether adolescents perceive support or not) can have improving effect on individuals' career self-efficacy (Taylor & Betz, 1983). There is plenty of research that concluded parental support that young adults perceive has a positive effect on career exploration and career decision-making self-efficacy (Garcia et al., 2015; Restubog et al., 2010; Zhang et al., 2019). Guan et al. (2016) stated that since parental support bolster sense of autonomy and freedom on career decision making, it also has a supportive effect on CDMSE of adolescents. About the relationship between SES of family and CDMSE of the child, there has been a controversy on the results. There are some studies that point the nonexistence of this relationship (Ali et al., 2005; Tang et al., 1999). However, it has been said that recent studies seems to have a consensus on this link (Hsieh & Huang, 2014). According to SSCT, higher family SES serves more career opportunities and resources and provides more role-models in the process of career decision making (Xin et al., 2020).

CDMSE has an impact on both education and career life experiences of individuals. If its impact on career would be investigated, it can be found that CDMSE has a positive relationship between career stability (Taylor & Popma, 1990), career optimism (Chemers et al., 2001), career maturity (Savickas & Porfeli, 2011), job satisfaction (Caprara et al., 2003), occupational engagement (Cox, 2016), active career exploration behaviors (Choi et al., 2012; Dawes et al., 2000; El-Hassan & Ghalayini, 2020; Rogers & Creed, 2011). It is negatively correlated with underemployment, indecisiveness, loss of wages, and negative attitudes towards job (Feldman, 2003). Also CDMSE is found to be successful in decreasing the level of career indecisiveness and career decision making difficulties (Lam & Santos, 2018). Betz (2004) have found that having low level of CDMSE may be a leading feature that make individuals passive and avoidant towards career related activities. In other words, the less individuals feel efficient about themselves on career decision making, the less they take action on those occasions.

Career related concerns are mostly about processing information related to career and/or not to have the skills and knowledge about how to make the career choices (Chiesa et al., 2016). Since CDMSE is how confident people feel while making career related decisions, CDMSE can be a protective factor in terms of the career related concerns and can bolster the effectiveness of decisions about one's career life.

Emotions and well-being are said to be crucial in career decision making processes. For example, hopelessness has been found to be negatively related with CDMSE (Ulaş & Yıldırım, 2019) and emotional intelligence is positively related with CDMSE (Mayer et al., 2016; Santos et al., 2018). Santos et al. (2018) have found that university students who are more prone evaluating their own emotions and using emotions in career related activities were exhibiting greater CDMSE scores. Moreover, Işık (2012) has found that positive affect is positively related to CDMSE as so trait anxiety and negative affect are negatively related to CDMSE. Thompson et al. (2019) have found in their research that there is a negative relationship between psychological distress and CDMSE which clearly shows the connection between psychological well-being and CDMSE. More generally, CDMSE is found to be positively correlated to life satisfaction (Pina-Watson et al., 2014; Sari, 2017) as well. All of the research studies mentioned above are truly a proof that career related variables have strong relationships with personal and psychological variables. This shows that those variables should be investigated together which is basically what is aimed to accomplish in this thesis. About this topic, Savickas (2013) underlines that individuals who are more equipped with the necessary psychological resources are better at embracing the unexpected requirements of rapid changes in the nature of work. Taking this statement into consideration, it can be said that Savickas was also interested in the psychological aspect of adapting and adjusting the challenges of career development process.

2.3.2. Career Decision Making Self-Efficacy for Students

Previously Super's Life Space-Life Span Theory (1980) was mentioned and there are 5 different stages in career development in his theory. Second one is exploration which is located in between 14-24 ages and third one is establishment which is

located in 25-44 ages in human life. In both stages, career exploration, making realistic assessments and decisions are quite crucial. When taking those into account, it can be realized that university students are in between exploration and establishment stages. Fan (2016) states that career development is a major topic for university students' life. There are plenty of researchers stated that making career related decisions or about major has been quite challenging by university students (Betz et al., 1996; Bullock-Yowell et al., 2014; Leung et al., 2011). This challenge has been said to be a wide-spread problem (Fabio et al., 2013) and it continues or/and increases even after graduating from a degree program (Sidiropoulou-Dimakakou et al., 2012).

Studies that are conducted in university settings with the purpose of linking CDMSE to various academic and career related activities are gaining speed lastly (Plakhotnik et al., 2020) and it has been stated that CDMSE is positively correlated with educational outcomes of university students (Flores et al., 2006). It has been found that academic achievement (Choi & Kim, 2013), strong fit and satisfaction with chosen major provide more likelihood of having high CDMSE (Choi et al., 2012; Doo & Park, 2019; Kim & Kim, 2017). The match between chosen major and career goals (Shin et al., 2013), intrinsic work value orientation which includes creativity, autonomy, intellectual curiosity (Doo & Park, 2019) of university students impacted their CDMSE. Moreover, students that scored low on CDMSE have been found to be more likely to drop-out, have lower grades, and fluctuate (Reese & Miller, 2010). In the studies that are conducted with university students, it has been found that the reason university students scored low on CDMSE is that they feel having insufficient and inconsistent information related to career making process procedures (Santos et al., 2018). Having low CDMSE has been said to have a negative impact on student's personal, social, and professional life (Osipow, 1999). The good news is that the studies that aimed to investigate if CDMSE can be increased or not mostly reveal that CDMSE is significantly enhanced with career interventions (Miles & Naidoo, 2016; Reese & Miller, 2006; Scott & Ciani, 2008).

In Turkey, high school students that are sophomores select one of the 4 different departments that affect their upcoming year's curriculum weighted courses accordingly. Therefore, career related decisions are started to have serious effects on

student's career development in 10th grade which can create some problems. Because secondary students reported to have limited career maturity and knowledge about the possible career options (Oweini & Abdo, 1999). Later on, adolescents who are seniors in high school take a national university entrance exam to be able to get in a university and select a major. Based on the score taken from this exam, students list their university and program selections and if they get in a program in a university, they select their profession and shape their career accordingly if they want a career path depends on education. CDMSE has been seen to be an important factor since important career-related decisions are started to being made in high school years which can be a critical age (Gushue et al., 2006). Since the task of preparing for university exam is quite competitive and challenging, adolescents may experience difficulty with preparing for the exam while considering career development and making effective decisions. It is stated that in Turkey, being employed after graduating from a university has become a more serious issue since the unemployed rate of young adults tend to be high (Ince Aka & Taşar, 2020). Therefore, most of the adolescents and their families make this decision sometimes without taken career development of student into account and may be only considering the employment rates of departments rather than the consistency of profession and student's interests (Ulaş & Yıldırım, 2019). It would not be a misleading statement that all of these steps can cause difficulty for students and families to make an appropriate career related decision.

2.4. Summary of the Literature Review

As stated before, university settings can be challenging for university student population. There are many uncertainties, academic and social adversities to overcome. It is said that being persistent in the face of these challenges is defined by the resilience construct. The stress level of university students is found to be high because of the challenging environment of university. Therefore, the resilience studies needed to focus on the university student population (Brewer et al, 2019). Moreover, literature has a consensus on the importance of resilience to complete the student's workload, academic responsibilities, and career development (Beltman et al, 2011) Therefore, comprehending the effects of how university students feel about

their career related decisions and their intolerance of uncertainty can help defining and understanding university students' resilience.

With the rapid changes occurring in the work and education field, people may need to make some changes to adapt and develop themselves on whatever is needed in their current situation. Since CDMSE has protective and promotive effects on school success (Choi & Kim, 2013) and school satisfaction (Choi et al., 2012), job engagement (Cox, 2016), and job satisfaction (Caprara et al., 2003), the general well-being of individuals (Thompson et al., 2019), and the general perception of self (Dostanić et al., 2021), it can be concluded that it is quite an important strength to have, considering the challenges that people face while developing and determining their career path, developing the necessary skills to endure/change their career path and constitute overall positive feelings and well-being.

Around the world, employment seeking is getting more complicated and challenging especially for the new graduates. Because of this, it can be said that university students should develop some sufficiency with the decisions about their career path they will need to make after graduation. It has been found that individuals that have higher CDMSE are more likely to prepare themselves for their career journey and more devoted to pursuing a career path (Bandura et al., 2001). During this journey, no matter how individuals perceive and react to uncertainties, they are inevitable in human life (Yıldız & Iskender, 2019). Therefore, in this thesis, how working on and developing CDMSE may be affecting the relationship between intolerance of uncertainty and resilience of university students has been tried to be answered.

In summary, in this chapter, definitions and theoretical approaches of resilience, intolerance of uncertainty, and CDMSE are explained in detail. Additionally, the relationship between these variables, what other variables they are affected by and have a relationship with have been explained in detail with the help of study findings.

CHAPTER 3

METHOD

In this section, methodological procedures of this study are explained. This chapter contains the entire design of the study including participants of the study, description of data collection instruments, data collection procedures, statistical analysis, and limitations of the study.

3.1. Research Design

This study aimed to investigate the moderator role of CDMSE in the relationship between intolerance of uncertainty and resilience. For this process, faculty, age, gender, and class of the participants were obtained. This study has been designed with cross-sectional field survey method and overall it is a quantitative study.

3.2. Participants and Sampling

Participants of the current study are a state university students from Turkey who are undergraduate and English language preparatory school students. Since graduate students may be much more knowledgeable and competent about available career options and how to make career decision, only undergraduate students have been included in the study. English language preparatory school students may differ from the undergraduate students in terms of their career choices since they haven't taken any major related courses. However, they are still included in the study since they have made their first major career decision in terms of the selection of university and department. Therefore, it may be crucial to see the career decision making self-efficacy level of preparatory school student population as well. According to Kelly and Pulver (2003), getting ready for the work life, researching about possible career options, having a sense of career competence and starting to plan the professional life can have a direct positive effect on the well-being of university student population.

Therefore, this study targets the university student population in Turkey. Convenient sampling procedure was applied in the sampling process.

The age of the participants was in between 18 and 28 ($M = 20.65$, $SD = 2.26$). 148 students were from preparatory school (%26), 121 students were studying in the freshman year (21.3), 110 students were studying in the sophomore year (19.3%), 88 students were from junior year (15.5), and 102 students were from senior year (17.9%). Considering the frequency of the faculties as it can be seen in the table below (Table 3.1.), there were 233 (40.9%) participants from the faculty of engineering, 143 (25.1%) participants from the faculty of arts and sciences, 71 (12.5%) participants from the faculty of education, 74 (13.0%) participants from the faculty of economic and administrative sciences, 48 (8.4%) participants from the faculty of architecture.

In the literature, there is a study that is conducted to see the departmental differences in terms of CDMSE scores (Wu, Zhang, Zhou et al., 2020). In the current study, faculties belong to the university from which the data were obtained were examined in 5 categorical groups which are engineering, arts and sciences, education, economic and administrative sciences and architecture in line with the departmental and faculty grouping of university that is provided in its official website.

Table 3.1.

Descriptives of the Participants

Variables		N	%
Gender	Female	348	61.2
	Male	221	38.8
	Total	569	100
Faculty	Engineering	233	40.9
	Arts_Sciences	143	25.1
	Education	71	12.5
	Eco_Adm. Sci	74	13
	Architecture	48	8.4

Table 3.1. (cont'd)

	Total	569	100
	Prep	148	26
Class	1	121	21.3
	2	110	19.3
	3	88	15.5
	4	102	17.9
	Total	569	100

3.3. Data Collection Instruments

In this study Demographic Information Form, Intolerance of Uncertainty Scale, Career Decision Making Self-Efficacy Scale and Resilience Scale for Adults have been used in data collection process which are explained in detail below.

3.3.1. Demographic Information Form

This form has been developed by the researcher with the purpose of obtaining the participants' gender, age, faculty, class, and the job status.

3.3.2. Resilience Scale for Adults

Resilience Scale for Adults has been developed by Friborg et al. (2003). It has 45 items and 6 dimensions which are social competence, social resources, structured style, perception of self, perception of future and family cohesion. Overall internal consistency value was reported to be .93. Cronbach's alphas values for dimensions were computed as .90 for personal competence, .83 for social competence, .87 for family coherence, .83 for social support and .67 for personal structure. Test-retest correlations values were found to be .79 for personal competence, .84 for social competence, .77 for family coherence, .69 for social support and .74 for personal structure.

This scale has been converted into Turkish by Basım & Çetin (2011) and the Turkish version of the scale contains 33 items that are evaluated with 5 points likert type. The factor analysis they have conducted has confirmed that the Turkish version of resilience scale for adults has also 6 dimensions as the original scale which are

perception of future, social resources, structured style, perception of self, family cohesion and social competence. Sub-dimensions' alpha coefficients were between .66 and .81 and the test-retest reliability of the factors was between .68 and .81. Basım and Çetin (2011) stated that Turkish Version of the Resilience Scale for Adults has exhibited acceptable levels of reliability and validity in the conducted studies. A sample item from the scale is 'When I am in need; 'There is nobody that can help me . . . There is always somebody that can help me.

In the present study Cranbach Alpha coefficient for each subscale was computed and found to be .73 for perception of future, .75 social resources, .58 for structured style, .78 for perception of self, .79 for family cohesion and .75 for social competence. It was overall .88 for Resilience Scale for Adults.

3.3.3. Intolerance of Uncertainty Scale (IUS-12)

The original intolerance of uncertainty scale has been developed in French (Freeston et al., 1994). It contained 27 items and according to Carleton et al. (2007) factor instability and high inter-item correlations showed that there was a need to develop a reduced measure. Therefore, they developed a 12 item form of IUS. IUS-12 has 2 factors that are inhibitory anxiety with 5 items and prospective anxiety with 7 items. These factors reflect anxious and avoidance components of intolerance of uncertainty. This scale has been formed as 5 points likert scale. A sample item from IUS-12 is 'I always want to know what the future has in store for me'. The internal consistency score for the IUS-12 scale is reported as .91.

Short version of Intolerance of Uncertainty Scale has been translated into Turkish by Sariçam et al. (2014). It has 12 items with 2 factors corresponding with the English version. Turkish version of IUS-12 is formed as 5 points likert scale from 1 (strongly disagree) to 5 (strongly agree).

The overall internal consistency has been found to be .88, for prospective anxiety factor it was .84, and for the inhibitory anxiety factor internal consistency has been reported to be .77. Test-retest reliability coefficient was computed as .74.

In the present study Cronbach alpha coefficient for each subscale was computed and found to be .82 for prospective anxiety and .88 for inhibitory anxiety. It is reported to be .90 for overall Intolerance of Uncertainty Scale.

3.3.4. Career Decision Making Self-Efficacy Scale (CDSS)

This scale has been developed by Ulaş and Yıldırım (2016) based on the career maturity model of Crites (1978). This scale aims to measure the career decision making self-efficacy levels of senior university students in Turkey. Its overall internal consistency has been checked with Cronbach alpha value and reported to be .97. Scale includes 5 factors which are job/profession information, getting to know yourself, career choice, ways to create a career plan, following professional topics. Each of the factors' reliability coefficients range from .74 to .93. Cronbach alpha reliability coefficients have been reported to be .91 for job/profession information, .87 for getting to know yourself, .85 for career choice, .93 for ways to create a career plan, .81 for following professional topics. Scale is formed to be a 5 points likert type ranging from 1 = I am not competent at all to 5 = I am highly competent. It includes 45 items. Even though the item number can be overwhelming for the participants, Ulaş & Yıldırım (2016) stated that this scale can be used safely to measure the career decision making competence levels of university students regarding the results obtained from the validity and reliability analyses. One of the items from the scale is 'To know what a typical working day would be like for a job of interest.

In the present study Cronbach alpha coefficient for each subscale was computed and found to be .88 for job/profession information, .90 for getting to know yourself, .89 for career choice, .92 for ways to create a career plan, .80 for following professional topics. It was .96 for overall Career Decision Making Self-Efficacy Scale.

3.4. Data Collection Procedure

Data was collected between the dates of September 2021 and January 2022. In data collection process, google forms has been used as a mean of data collection. Study has been shared with university students via school e-mail after the necessary permissions have been taken from the each departments' chair person. Moreover, a

hand-out has been prepared with a barcode which can be scanned through a smart phone and distributed to different locations in campus such as library, cafeteria, cafes, and sport facilities.

3.5. Description of Variables

The dependent variable of the present study was the resilience. Resilience score of the participants was calculated by summing up the answers given to the each items of the scale. For each participant, resilience score is to be in between 33 and 165.

Secondly, intolerance of uncertainty score is calculated by summing up the answers given to the each item of IUS-12. For each participant, intolerance of uncertainty score is to be in between 12 and 60.

Lastly, CDMSE score represents the total score that is obtained from CDSS. For each participant, CDMSE scores are to be in between 45 and 225. It was calculated by summing up the answers given to each item of the scale.

Gender of the participants was obtained by the demographic information form with the options of male, female, non-binary. In non-binary, group, there were not enough representatives. To make the analysis statistically appropriate, only male and female participants were included. Gender was dummy coded as 1= females and 2= men.

3.6. Statistical Analysis

In this section, the process of data analysis is presented. First of all, in resilience scale for adults there are reversed items and those items were recoded. Intolerance of uncertainty, resilience scale for adults, career decision making self-efficacy scales were supposed to be analyzed with their total scores. Therefore, total scores for each scale have been computed. Missing values, outliers, homoscedasticity, multicollinearity, normality, and linearity assumptions have been checked to decide whether the data is appropriate for moderation analysis.

The correlation coefficients between the variables were assessed using Pearson Product Moment correlation. Differences among different gender, faculty, and class in terms of career decision making self-efficacy have been checked using independent sample t-test and one-way MANOVA. Lastly, to detect the moderator

role of career decision making self-efficacy in the relationship between intolerance of uncertainty and resilience, moderation analysis has been conducted with PROCESS Macro.

3.7. Limitations of the study

First limitation is that the data has been collected from the students attaining the same university from Turkey taking the pandemic restrictions into consideration. Therefore, it can be said that the study may not have a high external validity since the results cannot be generalized to overall university student population. Moreover, data was collected in online settings due to pandemic which means that participants did not have a chance to ask the questions about the items that are not clear for them which is another limitation that is related with the reliability of the answers. Additionally, as mentioned in the literature part, after the pandemic, individuals' intolerance of uncertainty level is likely to increase. Participants may be facing with so many uncertainties in their academic, career, and personal life during the pandemic. This can make them more sensitive to uncertain situations. Therefore, intolerance of uncertainty scores of the sample may be affected and increased by this historical event. Lastly, data has been collected from September 2021 to January 2022 which is a 5 months process. In those five months there are a lot of different implications and course of events may happened in participants' lives such as attending classes online, getting back to hybrid education system, studying from home and getting back to campus etc. It can be said that collecting data for 5 months can create a history effect.

CHAPTER 4

RESULTS

In this chapter, the results from the present study are shared in four subsections. First of all, preliminary analyses including re-coding of reversed items and exclusion of the missing data are explained. Then, assumptions for running moderator analysis have been investigated. In the third subsection, correlations between the study variables are presented. Lastly, gender, class, and faculty differences in terms of the variables are mentioned and the results from moderation analysis have been presented.

4.1. Preliminary Analyses of the Study

Before running any test, the data were checked to see whether any error existed. There were reversed items only in Resilience Scale for Adults. Therefore, the items 1, 3, 4, 8, 11, 12, 13, 14, 15, 16, 23, 24, 25, 27, 31, 33 were re-coded as the developer of the scale suggested.

In the data, there were missing values. Therefore, missing value analysis has been conducted and it was seen that the missing values were not showing any pattern. However, since 34 participants had more than 5% missing values on the scales, they were excluded from the data set. There were 569 participants in the study after exclusion.

4.2. Descriptive Statistics of the Study Variables

In the present study, mean of the resilience scores was found to be 115.68. The maximum score that can be obtained from the resilience scale for adults is 165, the minimum score that can be obtained from the resilience scale for adults is 33. Comparing to the other studies that is conducted with university student population, the mean resilience scores of the current study was found to be lower. For instance,

in the resilience mean score of the participants have been found to be 123.4 (Topçu, 2017) and 125.24 (Güngörmüş et al., 2015).

Mean score of intolerance of uncertainty has been found to be 38.22 in the present study. The possible score that can be obtained from the scale is in between 12 and 60. Considering other study findings that have been conducted with university students the mean scores of the intolerance of uncertainty were similar. For instance, Duman (2020) reported the mean score of IUS-12 scale is to be 38.79.

Lastly, maximum score that can be obtained from the CDMSE scale is 225 and minimum score that can be obtain from the CDMSE scale is 45. Mean of CDMSE score was found to be 151.1 in the current study. Considering other study findings, Aşık & Akgül (2022) have reported to have CDMSE mean to be 166.76 and Turan (2021) has reported to have CDMSE mean score as 214.66 which means in the current study CDMSE scores are a bit lower than the other similar studies.

Table 4.1.

Descriptive Statistics of the Study Variables

Variables	<i>M</i>	<i>SD</i>	Possible Range
Resilience	115.68	17.01	33-165
Intolerance of Uncertainty	38.22	9.58	12-60
CDMSE	151.1	28.19	45-225

4.3. Assumptions for Moderator Analysis

First of all, data were checked in terms of the univariate and multivariate outliers. Univariate outliers were checked with z scores and for intolerance of uncertainty there were no outliers. CDMSE and resilience scale have 1 outlier for each scales, so they were excluded from the data. Multivariate outliers were checked with Mahalanobis distance value and it was seen that there were not any multivariate outliers.

Also normality assumption was investigated with Shapiro-Wilk, skewness and kurtosis, before conducting other tests. According to Shapiro Wilks results, the scores of resilience and career decision making self-efficacy results were normally distributed ($p >.05$). Intolerance of uncertainty results were not normal ($p <.05$) according to Shapiro-Wilks results as it can be seen in the Table 4.2.

Table 4.2.

Shapiro-Wilk Scores of the Variables

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Resilience	.047	571	.004	.995	571	.066
CDMSE	.031	571	.200*	.997	571	.433
IU	.040	571	.026	.994	571	.016

In terms of skewness and kurtosis values, according to George and Mallery (2010) the values of ± 2 are acceptable for normality assumption and according to skewness and kurtosis values in Table 4.3, it can be seen that the data is normally distributed.

Table 4.3.

Skewness and Kurtosis Values of the Variables

		Statistic	SE
Resilience	Skewness	-.229	.102
	Kurtosis	.063	.204
CDMSE	Skewness	-.132	.102
	Kurtosis	.097	.204
IU	Skewness	-.059	.102
	Kurtosis	-.458	.204

Linearity assumption was tested using Scatter plot and in the Figure 4.1. below, it can be seen that the data shows linearity which means that linearity assumption is met.

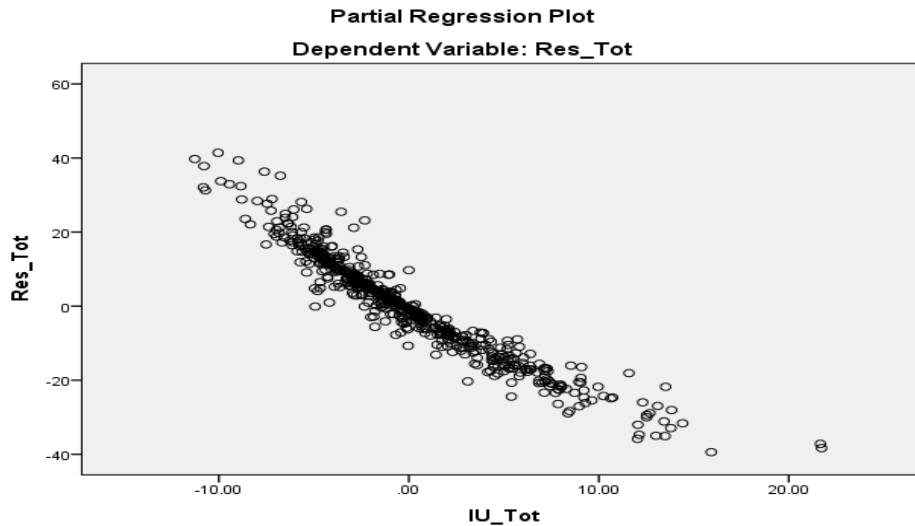


Figure 4.1. *Linearity of the Data*

Homoscedasticity and multicollinearity assumptions were also checked. Multicollinearity has been tested using variance inflation factors (VIF) and according to the results in the Table 4.4., it can be seen that the data shows no multicollinearity which means that multicollinearity assumption is met.

Table 4.4.

Multicollinearity of the Data

Variables	Collinearity Statistics	
	Tolerance	VIF
IU	.274	3.648
CDMSE	.775	1.290
Int	.273	3.666

Note. Dependent variable is Resilience

In the Scatter plot below (Figure 4.2.), it can be seen that there is no pattern which clearly shows that the data is homoscedastic and that the homoscedasticity assumption has also been met.

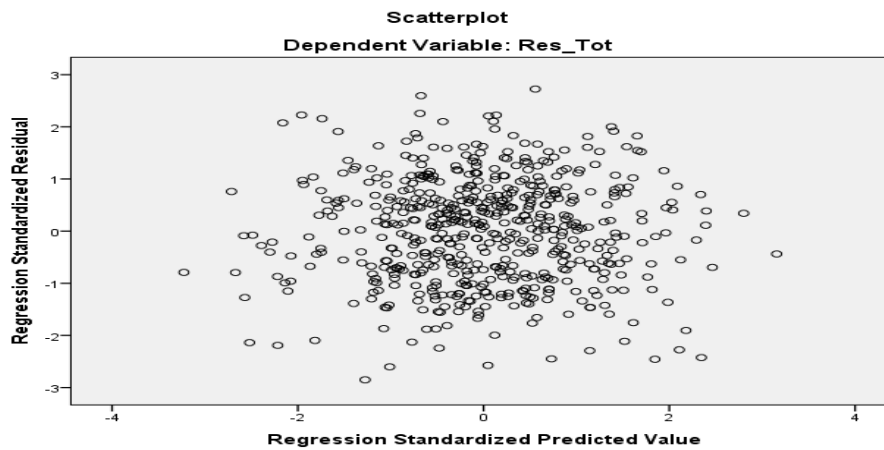


Figure 4.2. *Homoscedasticity of the Data*

4.4. Pearson Correlations

To examine the relationship between the study variables which are CDMSE, intolerance of uncertainty and resilience, Pearson correlation analysis has been conducted in SPSS. As it can be seen in the Table 4.5., even though it is not a strong relationship, there is a significant negative relationship between intolerance of uncertainty and CDMSE ($r = -.138, p < .05$) which indicates that when participants are more intolerant to uncertainty, they have less career decision making self-efficacy or vice versa. Moreover, there is a negative significant relationship between resilience and intolerance of uncertainty ($r = -.283, p < .05$) indicating that when participants have higher resilience, they are more prone to be tolerant of uncertainty or vice versa. Lastly, there is a positive relationship between resilience and CDMSE ($r = .487, p < .05$) which means when the participants have higher CDMSE, they also have higher resilience.

Table 4.5.

Correlations between the Study Variables

	IU	CDMSE	Resilience
IU	1		
CDMSE	-.138**	1	
Resilience	-.283**	.487**	1

4.5. Main Analyses

In this part, it is checked that whether CDMSE scores differ in terms of gender, faculty, and class. Moreover moderation analysis is conducted using PROCESS Macro in SPSS with the purpose of detecting the moderator role of career decision making self-efficacy in the relationship between intolerance of uncertainty and resilience.

4.5.1. Differences among Groups

With one-way MANOVA analysis, whether different groups of class, faculty, and gender differ in terms of CDMSE scores have been tested. Results indicated that there is a significant difference in CDMSE based on gender ($t_{(567)} = -3.34, p < .05$). When the multiple comparisons test has been checked, as the table below shows, males ($M = 156, SD = 26.25$) scored significantly higher than females ($M = 147, SD = 28.97$) in CDMSE scale. There is no significant difference between females and males in intolerance of uncertainty scores ($p = .241$) and resilience scores ($p = .945$).

Table 4.6.

Gender Differences on IU, CDMSE and Resilience Scores

Variable	Gender		Mean Difference	Significance
	Female	Male		
IU			1.71	.241
CDMSE			-8.04*	.011
Resilience			-.93	.945

One-way MANOVA analysis has been conducted to examine whether different groups of faculties statistically differ in terms of CDMSE scores. It has been found that there are no significant differences between different faculty groups which are engineering, arts and sciences, education, economic and administrative sciences and architecture in terms of CDMSE scores [$F_{(12, 1487)} = .85, p = .603$; Wilk's $\Lambda = 0.98$, partial $\eta^2 = .006$].

Moreover, whether there is a statistically difference exists between the individual who are studying in different classes in terms of CDMSE, resilience and intolerance

of uncertainty scores have been checked. MANOVA results showed that there is no difference on CDMSE, intolerance of uncertainty and resilience scores between class groups [$F_{(12, 1487)} = 1.51, p = .113$; Wilk's $\Lambda = 0.968$, partial $\eta^2 = .011$].

4.5.2. Moderation Analyses

After completing the assumption checks prior to moderation analysis, possible moderating effect of CDMSE in the relationship between intolerance of uncertainty and resilience was tested through running moderation analysis by using bootstrapping method (95% confidence interval, CI) with 5000 samples in Process Macro (Hayes, 2018). Based on the regression analyses, predictor variables in the model explained 29% ($R^2 = .2906$) of variance in resilience. Moreover, significant predictor effects of intolerance of uncertainty ($b = -.40, p < .05$) and CDMSE ($b = .27, p < .05$) on resilience were captured. Regarding the interaction effect between intolerance of uncertainty and CDMSE on resilience, significant moderating effect of CDMSE on intolerance of uncertainty and resilience association was observed as well ($b = .0046, p < .05, 95\% \text{ CI } [.0005, .0086]$).

To be able to perceive this effect in a more detailed way, slope analyses were investigated by visualizing this interaction effect (Figure 4.3.). In other words, slopes/effects for intolerance of uncertainty predicting resilience at each level of the CDMSE were generated by using the Johnson-Neyman approach since all study variables were continuous. The cut-off score for this test was revealed to be 42.80. It means that when values below 42.80, the interaction between intolerance of uncertainty and CDMSE is significant ($b = .0046, p < .05, 95\% \text{ CI } [.0005, .0086]$), but not for the ones above this cut-off value. As a result, intolerance of uncertainty significantly predicted resilience when the CDMSE is low. That is to say that with decrease in CDMSE, negative effect of intolerance of uncertainty on resilience increases.

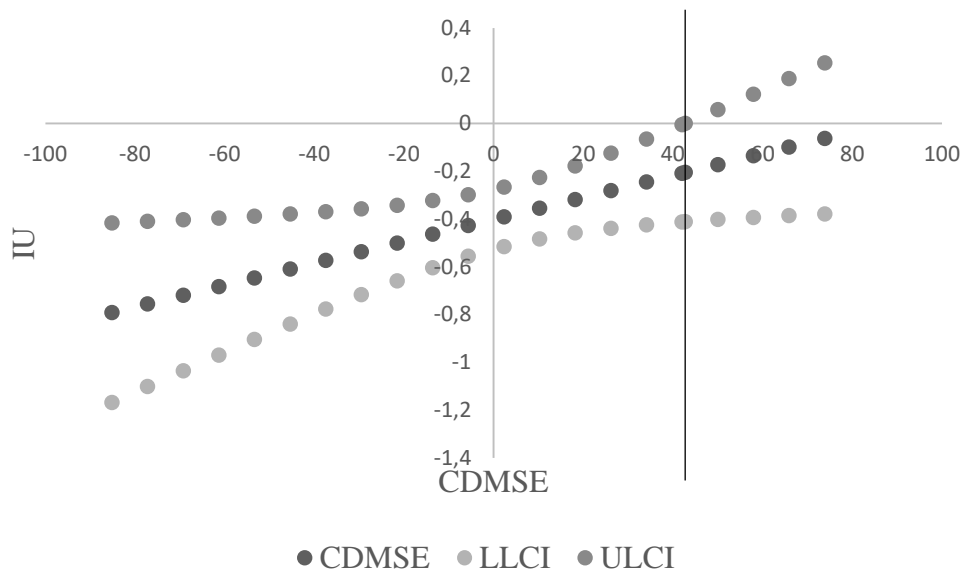


Figure 4.3. *The Johnson-Neyman Graph for Moderation Analysis*

Note. Y-axis shows the significant region which indicates that conditional effects of intolerance of uncertainty on resilience is significant for the CDMSE levels left of the region of significance line.

CHAPTER 5

DISCUSSION

In this chapter, in the first part, the study findings will be discussed in line with the hypotheses by taking the existing literature findings into considerations. In the second part, the implication that can be drawn from the study findings will be presented. Finally, recommendation for further research will be given.

5.1. Discussion of the Findings

Discussion of the findings is presented in two subsections. In the first subsection, differences between different faculties, gender, and class groups in terms of CDMSE scores will be discussed by relating to current literature findings. In the second subsection, the moderator role of CDMSE in the relationship between intolerance of uncertainty and resilience will be discussed in detail.

5.1.1. Group Differences in terms of CDMSE

The aim of the current study was to investigate the moderator effect of CDMSE in the relationship between intolerance of uncertainty and resilience. More specifically, to what extent the CDMSE is moderated the relation between intolerance of uncertainty and resilience was investigated. Differences among groups with different demographics were also checked using multivariate analysis.

In this part, CDMSE scores are analyzed to reveal if there is any significant difference among different gender, class, and faculty groups. To begin with, it has been seen that in CDMSE results, there was a significant difference between males and females. Male participants scored significantly higher in career decision making self-efficacy. In the existing literature, there are some studies that conclude that there is no difference found between males and females in terms of CDMSE scores

(Chung, 2002; Ince Aka & Taşar, 2020; Miguel et al., 2013; Plakhotnik et al., 2020). However, there are also studies that indicate the difference in CDMSE scores between males and females (Chen et al., 2021; Gianakos, 2001; Mau, 2000; Wolfe & Betz, 2004). Moreover, according to Lent (2005) contextual, personal factors and demographics of individuals would affect career decision-making self-efficacy such as gender, culture, SES, etc. interactively and complexly. The reason males scored in CDMSE higher than females may be related to the traditional gender roles in the context from which the data have been obtained. According to Bolak (2002), in Middle East context, cultural construction of gender may be affecting the structure of household. Males may be affected by the obligation that is dictated to them in terms of providing to the household and being the financial source of the family and not earning less than their partner. Therefore, it can be suggested that the career development and being aware and efficient while making career related decision may be a topic males consider more. Bolat and Odacı (2017) stated that individuals who have learned gender roles within the society they live, may be collecting information about their careers accordingly. Therefore, it can be assumed that males may be affected by the provider of the family role in the society merged to their gender and developed themselves in career decision making self-efficacy accordingly.

CDMSE scores did not significantly differ between the the students from different faculties. In the literature there is a study with opposite findings which was revealing that engineering students scored higher in CDMSE that was mentioned in literature review part as well (Wu, Zhang, Zhou et al., 2020). Authors explained this finding indicating that being an engineer may be perceived as more valuable in the society. Therefore, engineering students may score higher on CDMSE. It can be assumed that there may not be a similar perception between the faculty groups in the university from which the data have been collected. One possible explanation would be that since the data has been collected from only one university, it can be said that different faculties and departments may be focusing on students' career development similarly and provides students with different options to discuss, explore, examine and develop their CDMSE.

Moreover, it was expected that the junior and senior year students would score higher on CDMSE compared to preparatory school students, freshman and

sophomore year students. However, there is no significant difference between these classes has been found. This results may be because of the developments in high school counseling implications on career development area in Turkey such as compulsory internship during high school, career fair days etc. which make the students have a sense of self-efficacy in terms of career decision making before attaining university and first years of the university life.

5.1.2. Moderator Role of Career Decision Making Self-Efficacy

In the current study, it has been found that CDMSE had a moderator role in the relationship between intolerance of uncertainty and resilience. In the literature there are some studies that conclude the positive effect of career related variables on the well being of individuals (Pina-Watson et al., 2014; Sari, 2017; Thompson et al., 2019). In this study, it has been found that when the CDMSE is low, the relationship between intolerance of uncertainty and resilience has a high negative relationship. When the CDMSE scores are moderate, the relationship between intolerance of uncertainty and resilience becomes still negative but moderate. When the CDMSE scores are high, the correlation coefficients decreases to lowest. This result clearly shows that when CDMSE scores increase, the negative effect of intolerance of uncertainty on resilience decreases. When university students feel self-efficacy related to their career decision making skills, the uncertainties in their personal and professional development that they can not have control over affects their resilience less negatively.

5.2. Implication for Theory, Research, and Practice

First of all, the results indicated that the relationship between intolerance of uncertainty and resilience is to be high. Therefore, in counseling implications, investigating the level of intolerance of uncertainty and applying some interventions would be beneficial in terms of the resilience of the university students in Turkey, especially, considering the fact that pandemic had a boosting effect on the intolerance of uncertainty levels of individuals (Pak et al., 2021; Satici et al., 2020).

Secondly, the main finding of the current study proves that increasing the CDMSE may be effective for increasing the resilience of university students. Therefore, it can

be suggested that inclusion of a career related course or tasks about the career options belongs to the particular departments may positively affect students' feelings of efficacy about their career development, intolerance of uncertainty and their overall resilience. For the departments that already have career development courses, the curriculum and the assignments can be reviewed and developed to increase the students' awareness and knowledge on the importance of career development, current career options, and developing decision making skills. For students, not only learning the possible career options in their context, but also learning about their work values, investigating how to develop their career calling, their expectation from a professional life and planning their career path can be the main objective for the career implications provided for the university students.

Moreover, it was attention grabbing that females were disadvantaged group in terms of the CDMSE scores. Previously, it was mentioned that there are studies proving no significant differences between males and females. This difference, may be pointing the need for focusing the career related development of females. This results, brings up the phenomena of the quality vs. equity. While developing career counseling implications, focusing on females' career development and considering the gender roles in the professional life would create the equity between males and females. Especially, investigating and understanding the perception of females about the inequality in professional life, male dominant professions (i.e Science, Technology, Engineering and Mathematics (STEM) departments) and impositions of traditional gender roles may develop females' CDMSE.

Considering the student's resilience, intolerance of uncertainty and career decision making self-efficacy levels, it has been mentioned that family influence has a significant effect. Therefore, increasing the awareness of the families those have university students, about how effective the CDMSE on the well-being of students, can be an effective early prevention for the students during the university years. Not only families but also each stakeholder's awareness and implications may also play a significant role. Especially counseling centers in university settings may play a crucial role. Knowing the fact that when individuals feel competent about their career decision, their resilience and intolerance of uncertainty also affected

positively, can make school counselors and mental health workers more aware and effective.

5.3. Recommendations for Further Research

In the existing literature, there are few studies investigating the same variables. The study can be replicated as an international study, in different cultural settings to be able to see if culture has a role determining the CDMSE role in the relationship between intolerance of uncertainty and resilience. It was previously mentioned that the studies concerning relationship between resilience and culture is reported to be a gap in the literature (Ungar, 2018). Therefore, including the culture effect in a resiliency related study can address this issue. Moreover predictor variables explained only 29% of the variance of resilience. Further studies may be conducted to examine additional characteristics to be able to explain and comprehend the nature of university students' resilience. Because it is stated that considering resilience of young adult populations, little is known (Hamdan-Mansour et al., 2014).

Furthermore, societal gender roles may be an area of focus on the studies that examines women studies related to career development considering the fact that females scored significantly lower on CDMSE in this study.

Current study only underlines the correlational effects between the intolerance of uncertainty, CDMSE and resilience variables. For a better understanding an experimental study may be conducted specially to see the CDMSE effect on resilience and intolerance of uncertainty. For example, implementing a weekly group career counseling sessions or giving a training about CDMSE and then comparing the resilience and intolerance of uncertainty scores may be an effective experimental study to investigate the direct effect of CDMSE on the resilience of participants.

Previously it was mentioned that career development may be established in childhood period of individuals or at the very beginning of education process (Porfeli et al., 2008). Considering the fact that career studies mostly focus on university students, high school students and adults, it can be suggested that expanding CDMSE studies to primary and middle school students and forming career counseling

implementations according to those study findings may be an effective preventive counseling implication.

Lastly, in this study, only undergraduate and preparatory students are included. It would be beneficial to examine whether graduate students differ from undergraduate students in terms of career decision making self-efficacy. It can expand the literature to see whether having a graduate education is effective for students to develop a sense of career decision making self-efficacy.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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20 MAYIS 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ayhan DEMİR

Danışmanlığını yürüttüğünüz Aydanur AYDIN'ın "Üniversite Öğrencilerinin Belirsizlik ve Tahammülsüzlük ve Psikolojik Sağlamlıkları Arasındaki İlişkide Kariyer Kararları Verme Yetkinliğinin Düzenleyici Rolü" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **0249-ODTÜİAEK-2022** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkan

B. DEMOGRAPHIC INFORMATION FORM (IN TURKISH)

Bu formda sizlerle ilgili genel bilgiler sorulmaktadır. Lütfen maddelere sizin için en uygun olan cevabı veriniz.

1. Yaşınız?

.....

2. Cinsiyetiniz?

Kadın ()

Erkek ()

Nonbinary ()

Belirtmek istemiyorum ()

Diğer (Belirtiniz)

.....

3. Bölümünüz?

.....

4. Sınıf Düzeyiniz?

Hazırlık ()

1. Sınıf ()

2. Sınıf ()

3. Sınıf ()

4. Sınıf ()

5. Herhangi bir işte çalışıyor musunuz?

Evet ()

Hayır ()

C. SAMPLE ITEMS FOR CAREER DECISION MAKING SELF-EFFICACY SCALE IN TURKISH

Değerli Katılımcı, “Kariyer Kararı Verme Yetkinliği Ölçeği” sizlerin kariyer kararlarınızla ilgili duygu, düşünce ve davranışlarınızı ölçmek amacıyla geliştirilmiştir. Sizden her bir maddeyi okuduktan sonra şu andaki durumunuzu baz alarak uygunluk derecesine göre kutucuklardan birini işaretlemeniz istenmektedir.

Madde Numarası	Madde	Hiç Yeterli Değilim	Yeterli Değilim	Kısmen Yeterliyim	Yeterliyim	Oldukça Yeterliyim
1	İlgi alanına giren işlerde tipik bir çalışma gününün nasıl olabileceğini bilmek					
2	İstenilen işte çalışanların ne kadar para kazandıklarını bilmek					
3	İşin gereği o işte çalışanlarda bulunması gereken nitelikleri bilmek					
4	İş olanaklarını nereden öğrenebileceği konusunda bilgi sahibi olmak					
5	İstihdam piyasasıyla (atanma, çalışma koşulları vb.) ilgili nereden bilgi toplanacağını bilmek					
6	Alınan eğitimin iş hayatında nasıl kullanılabileceğini öğrenmek					

D. SAMPLE ITEMS FOR TURKISH VERSION OF INTOLERANCE OF UNCERTAINTY SCALE

Değerli Katılımcı, “Belirsizliğe Tahammülsüzlük Ölçeği” sizlerin belirsizlikle ilgili duygu, düşünce ve davranışlarınızı ölçmek amacıyla geliştirilmiştir. Sizden her bir maddeyi okuduktan sonra şu andaki durumunuzu baz alarak uygunluk derecesine göre kutucuklardan birini işaretlemeniz istenmektedir.

Madde Numarası	Madde	Bana tamamen uygun	Bana çok uygun	Bana biraz uygun	Bana çok az uygun	Bana hiç uygun değil
1	Beklenmedik olaylar canımı çok sıkır.					
2	Bir durumda ihtiyacım olan tüm bilgilere sahip değilsem sınırlarım bozulur.					
3	İnsan sürprizlerden kaçınmak için daima ileriye bakmalıdır.					
4	En iyi planlamayı yapsam bile beklenmedik küçük bir olay her şeyi mahvedebilir.					
5	Geleceğin bana neler getireceğini her zaman bilmek isterim.					
6	Bir duruma hazırlıksız yakalanmaya katlanamam.					

E. SAMPLE ITEMS FOR TURKISH VERSION OF RESILIENCE SCALE FOR ADULTS

Değerli Katılımcı, “Yetişkinler için Psikolojik Dayanıklılık Ölçeği” sizlerin psikolojik dayanıklılık düzeyinizi saptayabilmek amacıyla geliştirilmiştir. Sizden her bir maddeyi okuduktan sonra şu andaki durumunuzu baz alarak doğrusal ölçekte kendinizi nerede gördüğünüze göre kutucuklardan birini işaretlemeniz istenmektedir.

1. Beklenmedik bir olay olduğunda...							
Her zaman bir çözüm bulurum						Çoğu kez ne yapacağımı kestiremem	
2. Gelecek için yaptığım planların...							
Başarılması zordur						Başarılması mümkündür	
3. En iyi olduğum durumlar şu durumlardır...							
Ulaşmak istediğim açık bir hedefim olduğunda						Tam bir günlük boş bir vaktim olduğunda	
4. ...olmaktan hoşlanıyorum							
Diğer kişilerle birlikte						Kendi başıma	
5. Ailemin, hayatta neyin önemli olduğu konusundaki anlayışı...							
Benimkinden farklıdır						Benimkiyle aynıdır	
6. Kişisel konuları ...							
Hiç kimseyle tartışmam						Arkadaşlarımla/Aile üyeleriyle tartışabilirim	
7. Kişisel problemlerimi...							
Çözmem						Nasıl çözebileceğimi bilirim	

F. TURKISH SUMMARY / TÜRKÇE ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNİN BELİRSİZLİĞE TAHAMMÜLSÜZLÜKLERİ VE PSİKOLOJİK SAĞLAMLIKLARI ARASINDAKİ İLİŞKİDE KARİYER KARARI VERME YETKİNLİĞİNİN DÜZENLEYİCİ ROLÜ

1. GİRİŞ

Norris ve Slone'a (2007) göre insan nüfusunun % 90'ı yaşamları boyunca en az bir travmatik olay yaşayacaktır. Belki çoğumuz, hiçbir zaman terör saldırısı, kişiler arası şiddet veya doğal afet mağduru olmasak bile, sağlığımızı ve refahımızı etkileyebilecek, sevdiklerimizi kaybetmek, zorlu bir ilişkiye sahip olmak, sağlık sorunları veya finansal kaygılar gibi ciddi stres kaynaklarıyla yüzleşmek durumunda kalabiliriz. Stres ve zorlayıcı tecrübeler, çoğu zaman, nefret edilen, istenmeyen ve nahoş olarak düşünülür. Ancak büyümeye ve gelişmeye yer açan kısımları da vardır (Folkman ve Moskowitz, 2000). Onları nasıl algıladığımızdan bağımsız olarak, zorluklar, insan hayatında görmezden gelemeyeceğimiz ya da yok sayamayacağımız olgulardır.

Her bireyin travmatik bir olay karşısında farklı tavır ve yaklaşımları olduğu gibi farklı tepkileri de vardır. Bazıları, on yıl boyunca bile yaşanan kötü bir olayın izlerini taşıırken, bir başkası yaşadığı olaydan öğrenir ve gelişir. Bazıları ciddi travma sonrası stres bozukluğu semptomlarıyla yaşarken, diğerleri küllerinden yeniden doğar ve hayatlarını bu ciddi olaydan öğrendikleriyle daha tatmin edici yaşarlar (Bonanno ve Mancini, 2008). Her şeyin sona erdiği veya hayatta çok fazla berbat şeyin olduğu düşünüldüğü zamanlarda, bazı insanlar devam etmek veya karşılaştıkları zorluklara bakış açılarını değiştirmek için uğraşırlar. Düşünme biçimleri, yaşamlarını yorumlama biçimleri ve içsel güçleri ile olumsuz gölgelerin hayatlarını kontrol etmesine izin vermezler. Yıpratıcı ve yıkıcı tecrübelerden sonra bile hayatlarına devam etmelerini sağlayan şey ise 'psikolojik sağlamlık'larıdır.

Psikolojik sađlamliđın bireyin uyum sađlamasına, hayatta kalmasına ve zorlukların üstesinden gelme gücünü sürdürmesine kesinlikle yardımcı olduđu düşünöldüđünde (Herrman ve ark., 2011), psikolojik sađlamliđın zorlu bir deneyim sonrasında birey için en çok ihtiyaç duyulan güçlerden biri olabileceđi yorumu yapılabilir. Bireysel yaşamın pek çok farklı yönü üzerinde hem teşvik edici hem de koruyucu etkisi vardır.

Aslında psikolojik sađlamlık (resilience) terimi fizik alanından gelir. Dış bir uyarana maruz kalan ve orijinal, ilk şeklini geri kazanan malzemeleri tanımlamak için kullanılır (Craciun, 2013). Bu terim sonrasında pozitif psikolojide farklı bir anlamda kullanılmaya başlanmıştır ve pozitif psikolojinin özellikle zayıf niteliklerden ziyade bireylerin güçlü yanlarını incelemeye odaklandıđı düşünöldüđünde, psikolojik sađlamlık, pozitif psikoloji için harika bir yapı olarak algılanabilir. Psikolojik sađlamliđı inceleyen çalışmalar 1970'li ve 1980'li yıllarda Bleuler'in (1978), annesi şizofreni hastası olan ve zor koşullarla karşılaşılan çocukları inceleyen çalışmasıyla popüler olmuştur. Araştırmacılar, bazı çocukların neden bir travmadan diđer çocuklar kadar etkilenmediđini, uyum sađlama ve başarı gösterebildiklerini bilmek istemişlerdir. Üniversite öğrencilerinin psikolojik sađlamlıkları göz önüne alındığında ise, üniversite öğrencisi olmanın, akademik baskılar, maddi kaygılar, çevre ve sosyal destek sistemindeki deđişim vb. gibi pek çok stres etkenini beraberinde getirebileceđi söylenmektedir. Tüm bu zorlukların üniversite öğrencilerinin ruh sađlıđı ve psikolojik sađlamlık çalışmalarının gerekliliđine işaret etmektedir (Pidgeon ve diđerleri, 2014).

Gelişen bu dünyada insanođlunun kariyer yaşamının bir parçası olması neredeyse kaçınılmazdır. Kariyer yaşamının ve kariyerle ilgili faaliyetlerin insan yaşamının büyük bir bölümünü kapsadıđını söylemek yanıltıcı bir ifade olmayacaktır. Kariyer kelimesi Fransızca kökenlidir ve düşünöldüđünde, insanların geçimini sađlamak için bir süredir yürüttükleri iş veya meslek anlamına gelebilir. Ancak kariyer bundan çok daha karmaşıktır. Alanyazında, kariyerin lise, üniversite yıllarında ya da üniversiteden mezun olduktan sonra başlamadıđı söylenir. Bireylerin çocukluk döneminde ya da eğitim sürecinin başından itibaren oluşmaya başladığı söylenmektedir (Porfeli ve ark., 2008). Yani kariyer yolu, sadece bir üniversiteye giriş sınavı puanıyla veya bireyin güçlü yanları ve ilgilerini eşleştiren bir ölçekle

şekillenmez. Bu durumsa, kariyerle ilgili kararları daha da karmaşık hale getirebilir. Bu noktada, bu tezin bir diğer değişkeni olan kariyer kararı verme yetkinliğinden (CDMSE) bahsedilecektir.

Meslek seçimi, bölüm değiştirme, iş yeri değiştirme, terfi alma vb. gibi kariyerle ilgili kararlar alırken kişilerin kendilerini yeterince yetkin hissetmeleri önemlidir. Ayrıca kariyer hayatının zorluklarını da göz önünde bulundurduğumuzda, insanların kariyer hayatlarında zorluklarla karşı karşıya kaldıklarında bunalmış hissedebilecekleri birçok durumun olması şaşırtıcı değildir.

Bireyin kariyer yolunun gelişimi göz önüne alındığında, büyük olasılıkla hemen hemen her birey, kariyerle ilgili gelecek planları konusunda belirsizlik deneyimlemektedir. Türkiye'de eğitim sisteminin sık sık değiştirildiğini düşünürsek aynı durum lise ve üniversite öğrencileri için de geçerlidir. Merkezi sınav sistemleri ve öğrencilerin üniversiteye kabul süreçleri sürekli değişmektedir. Üniversiteye yerleştikten, okuduktan ve mezun olduktan sonra iş hayatındaki arz ve talep dengesizliği, yüksek işsizlik riski ve olası kariyer seçenekleri göz önünde bulundurularak nasıl bir kariyer yolu izleneceği gibi başka belirsizlikler de baş gösterir (Uzun ve Karataş, 2020).

Yukarıda tartışılan değişkenler dikkate alındığında, belirsizliğe tahammülsüzlük ve psikolojik sağlamlık arasında bir ilişki ön görülebileceği gibi, kariyer kararı verme yetkinliği düzeyinin bu bağlantı üzerinde etkili olabileceği varsayılabilir.

1.1. Çalışmanın Amacı

Bu çalışmada, Türkiye'deki üniversite öğrencilerinin belirsizliğe tahammülsüzlük ve psikolojik sağlamlıkları arasındaki ilişkide kariyer kararı verme yetkinliğinin düzenleyici rolünün araştırılması amaçlanmıştır. Aynı zamanda bu değişkenler arasındaki ilişkiler irdelenecektir. Bu amaçla; bir devlet üniversitesinin lisans ve İngilizce hazırlık okulu öğrencilerinin kariyer karar verme yetkinlikleri, psikolojik sağlamlık ve belirsizliğe tahammülsüzlük puanları elde edilmiştir.

1.2. Araştırma Soruları

1-Katılımcıların belirsizliğe tahammülsüzlük ve psikolojik sağlık düzeyleri arasında bir ilişki var mı?

2-Kariyer kararı verme yetkinliğinin, belirsizliğe tahammülsüzlük ile ve psikolojik sağlık arasındaki ilişkide düzenleyici rolü var mıdır?

1.3. Çalışmanın Önemi

Psikolojik sağlık, özellikle travma geçirmiş bireylerle çalışırken çok önemli görülmüştür. Sadece kriz zamanlarında değil, bireyi olumsuz etkileyebilecek her türlü zorlukta önemlidir. Rees (2019) hayatın tahmin edilemez olduğunu ve bunun insan hayatında her an yanlış veya kötü bir şey olabileceği anlamına geldiğini belirtir. Böyle zamanlarda sağlam olmamak, kuruluşlara, bireylere, ailelere ve topluma pahalıya mal olabilir. Yüksek düzeyde psikolojik sağlık, tüm bu bağlamlar üzerinde olumlu bir etkiye sahiptir. Basitçe düşünülürse, psikolojik sağlamlığın bireylerin iyi oluşları üzerindeki etkisi göz önüne alındığında, psikolojik sağlamlığı geliştirmenin yeni yollarının inşa edilmesinin bireyler için önemli bir katkı olduğu söylenebilir.

Mezun olmak üzere olan öğrenciler, kendileri için yetkin bir kariyer kararı verecek kadar yeterli olmadığında, tatmin edici olmayan bir kariyerle karşı karşıya kalabilir veya iş bulamayabilir (Renn ve ark., 2014). Bu nedenle özellikle üniversite öğrencileri ve yeni mezunlar için kariyerle ilgili kararlar alırken yetkinlik duygusu çok önemli olabilir. Çünkü özellikle bu kitlelerin çoğunlukla kariyer seçeneklerini göz önünde bulundurarak yükseköğrenime devam etmek ya da iş hayatına girmek istediklerine ve eğer iş hayatına girmek istiyorlarsa nerede ve nasıl başlayacaklarına karar vermeleri gerekiyor (Fabio ve Kenny, 2011). Bu kararın belirsiz olduğu söylenmiştir çünkü yol boyunca öğrencileri endişeli ve stresli hissettiren çok sayıda beklenmedik değişiklik ve kontrol edilemeyen değişken vardır (Fabio ve ark., 2013).

Belirsizlik toleransının düşük olmasının, tükenmişlik yaşama olasılığının daha yüksek olmasıyla bir bağlantıya sahip olduğu bulunmuştur (Wiklund ve ark., 2018). Çalışanların belirsizliğe tahammülsüzlük seviyeleriyle ilgili çalışmalar vardır ve bu çalışmalarda çalışanların mevcut profesyonel hedeflerini ve uzun vadeli hedeflerini

takip etmeye bağılılıkları daha yüksek olduğunda, belirsizliğe tolerans gösterme eğilimlerinin daha yüksek olduğu açıklanmıştır (Onalan ve Magda, 2020). Ayrıca iş dünyasında öz yeterlik algısı daha yüksek olan girişimciler belirsiz durumlara daha iyi tahammül edebilmektedir (Schmitt ve ark., 2017). Yani öğrencilerin üniversitede geliştirdikleri kariyer kararları verme yetkinlikleri iş alanında da kendileri için önemli bir güç olmaya devam edecektir.

Alanyazında sadece öz yeterlik değil, aynı zamanda kariyer kararı verme yetkinliği ve belirsizliğe tahammülsüzlük arasındaki ilişki de araştırılmış ve Kim ve arkadaşları (2016) belirsizliğe tahammülsüzlük ve kariyer kararı verme yetkinliği arasında negatif bir ilişki bulunduğunu belirtmişlerdir. Bu çalışma, bireylerin belirsizliği tolere etme becerisi ne kadar fazlaysa, kariyer kararı verme yetkinliklerinin o kadar yüksek olduğunu ortaya çıkarmıştır. Bu nedenle psikolojik sağlamlık, belirsizliğe tahammülsüzlük ve kariyer kararı verme yetkinliği arasındaki bağlantıyı anlamak, tükenmişliği önlemek ve kişilerin kariyer seçimlerine ilişkin öz yeterlik inançlarını artırmak açısından koruyucu bir faktör olabilir.

Yang ve ark. (2021) yüksek düzeyde belirsizliğe tahammülsüzlüğün bireylerin psikolojik iyi oluşlarına zarar verebileceğini ve kariyer hedefleri de dâhil olmak üzere uzun vadeli önemli hedeflere ulaşma yolunda engel olabileceğini belirtmiştir. Ayrıca olumsuz problem yöneliminin, azalan psikolojik sağlamlığın, olumsuz duygulanımların temelinde belirsizliğe tahammülsüzlük yatmaktadır ve bireyin, alkol kullanımı gibi uyumsuz başa çıkma stratejilerine başvurma olasılığını artırmaktadır (Bar-Anan ve ark., 2009; Einstein, 2014). Bu nedenle belirsizliği daha iyi tolere edebilme, patolojik belirtilere sahip olma, psikopatoloji geliştirme ve günlük yaşamda daha birçok işlev bozukluğuna yol açma konusunda koruyucu faktörlerden biri olarak görülebilir (Einstein, 2014; Freeston ve ark., 1994).

Genel olarak, üniversite öğrencilerinin daha sağlıklı kariyer seçimlerine sahip olmalarının, belirsizliğe tahammülsüzlükle baş etmelerine ve geleceğin belirsizliğini göz önünde bulundurarak psikolojik sağlamlıklarını bir güç olarak kullanmalarına katkısını irdelemek bu çalışmanın temel önemi olarak tanımlanabilir.

2. YÖNTEM

2.1. Araştırma Deseni

Bu çalışma, kariyer kararı verme yetkinliğinin belirsizliğe tahammülsüzlük ve psikolojik sağlamlık arasındaki ilişkide düzenleyici rolünü araştırmak amacıyla yapılmıştır. Kesitsel ve ilişkisel araştırma yöntemiyle desenlenmiştir ve nicel bir çalışmadır.

2.2. Örneklem

Araştırmanın katılımcıları, Türkiye'de, bir devlet üniversitesinin lisans düzeyi ve İngilizce hazırlık okulu öğrencileridir. Yüksek lisans ve doktora öğrencileri mevcut kariyer seçenekleri ve kariyer kararının nasıl verileceği konusunda çok daha bilgili ve yetkin olabileceğinden, çalışmaya dahil edilmemişlerdir. Ayrıca hazırlık öğrencileri, ana dallarıyla ilgili herhangi bir ders almadıkları için kariyer tercihleri açısından lisansüstü öğrencilere göre farklılık gösterse de; araştırmaya dahil edilmiştir. Çünkü üniversite ve bölüm seçimi konusunda ilk büyük kariyer kararlarını vermiş olan hazırlık okulu öğrencilerinin de kariyer kararı verme yetkinlik düzeylerinin görülmesi önemli olabilir. Kelly ve Pulver'a (2003) göre çalışma hayatına hazırlanmak, olası kariyer seçeneklerini araştırmak, kariyer yeterliliği duygusuna sahip olmak ve profesyonel yaşamı planlamaya başlamak, üniversite öğrenci nüfusunun refahı üzerinde doğrudan olumlu bir etkiye sahip olabilir. Bu nedenle bu çalışma Türkiye'deki üniversite öğrenci nüfusunu hedeflemektedir. Örneklem sürecinde kolay ulaşılabilir örneklem kullanılmıştır.

Katılımcıların yaşı 18 ile 28 arasında değişirken, yaş ortalaması 20.65 ($SS = 2.26$) bulunmuştur. 148 öğrenci (%25.9) hazırlık sınıfında, 121 öğrenci birinci sınıfta (%21.3), 110 öğrenci ikinci sınıfta (%19.3), 88 öğrenci üçüncü sınıfta (%15.5) ve 102 öğrenci dördüncü sınıftadır (%17.9). Fakültelerin sıklığına bakıldığında ise, mühendislik fakültesinden 233 (%40.9), fen edebiyat fakültesinden 143 (%25.1), eğitim fakültesinden 71 (%12.5), mimarlık fakültesinden 48 (%8.4), iktisadi ve idari bilimler fakültesinden 74 (%13.0) katılımcı olduğu görülmüştür.

Alanyazında kariyer kararı verme yetkinliği puanları açısından bölümler arası farklılıkları görmek için mühendislik ve sosyal bilimler fakülteleri öğrencileriyle

tamamlanmış bir çalışma bulunmaktadır (Wu, Zhang, Zhou ve ark., 2020). Mevcut çalışmada ise fakülteler, üniversitenin resmî web sitesinde yer alan bölüm ve fakülte gruplamasına dayanarak mühendislik, iktisadi ve idari bilimler, eğitim, mimarlık ve fen edebiyat fakülteleri olmak üzere 5 gruba ayrılmıştır.

2.3. Veri Toplama Araçları

Çalışmada demografik bilgi formu, Kariyer Kararı Verme Yetkinlik Ölçeği, Yetişkinler için Psikolojik Dayanıklılık Ölçeği ve Belirsizliğe Tahammülsüzlük Ölçeği (BTÖ-12) veri toplama araçları olarak kullanılmıştır.

2.3.1. Demografik Bilgi Formu

Demografik bilgi formu, araştırmacı tarafından hazırlanmış olup, katılımcıların yaşları, bölümleri, cinsiyetleri, sınıf düzeyleri ve çalışma durumları (çalışıyor-çalışmıyor) verilerini içermektedir.

2.3.2. Yetişkinler için Psikolojik Dayanıklılık Ölçeği

Yetişkinler için Psikolojik Dayanıklılık Ölçeği Friborg ve ark. (2003) tarafından geliştirilmiştir. 45 maddeden ve sosyal yeterlik, sosyal kaynaklar, kişisel yeterlik, kişisel yapı ve aile uyumu olmak üzere 5 boyuttan oluşmaktadır. Genel iç tutarlılık değeri .93'tür. Boyutlar için Cronbach alfa değerleri kişisel yeterlik için .90, sosyal yeterlilik için .83, aile uyumu için .87, sosyal kaynaklar için .83 ve kişisel yapı için .67 olarak hesaplanmıştır. Test-tekrar test korelasyon değerleri kişisel yeterlilik için .79, sosyal yeterlilik için .84, aile uyumu için .77, sosyal kaynaklar için .69 ve kişisel yapı için .74 olarak bulunmuştur.

Basım ve Çetin (2011) tarafından Türkçeye çevrilen bu ölçeğin Türkçe versiyonu, 5'li likert tipinde değerlendirilen 33 maddeden oluşmaktadır. Yapılan faktör analizi, yetişkinler için psikolojik dayanıklılık ölçeğinin Türkçe versiyonunun gelecek algısı, sosyal kaynaklar, yapısal stil, kendilik algısı, aile uyumu ve sosyal yeterlilik olmak üzere 6 boyutu olduğunu doğrulamıştır. Ölçeğin genel iç tutarlık katsayısı .86 olarak açıklanmıştır. Alt boyutların iç tutarlılık katsayıları ise, .66 ile .81 arasındadır. Test-tekrar test güvenilirliği ise gelecek algısı için .75, aile uyumu için .81, yapısal stil için .68, kendilik algısı için .72, sosyal yeterlilik için .78 ve sosyal kaynaklar için .77

olarak bulunmuştur. Basım ve Çetin (2011), Yetişkinler için Psikolojik Dayanıklılık Ölçeği Türkçe Versiyonunun yapılan çalışmalarda kabul edilebilir düzeyde güvenilirlik ve geçerlilik sergilediğini belirtmiştir. Ölçekten bir örnek madde; “İhtiyacım olduğunda; Bana yardım edebilecek kimse yok . . . Her zaman bana yardım edebilecek biri vardır.” şeklinde verilebilir.

2.3.3. Belirsizliğe Tahammülsüzlük Ölçeği (BTÖ-12)

27 madde içeren orijinal belirsizliğe tahammülsüzlük ölçeği Fransızca olarak geliştirilmiştir (Freeston ve ark., 1994). Carleton ve arkadaşlarına (2007) göre bu ölçeğin faktör kararsızlığı ve maddeler arası yüksek korelasyonlar olması, madde sayısının azaltılmış bir ölçek geliştirmeye ihtiyaç olduğunu göstermiştir. Bu nedenle 12 maddelik bir belirsizliğe tahammülsüzlük (IUS-12) ölçeği geliştirmişlerdir. IUS-12, 5 madde ile engelleyici kaygı ve 7 madde ile ileriye yönelik kaygı olmak üzere 2 faktöre sahiptir. Bu faktörler, belirsizliğe tahammülsüzlüğün kaygılı ve kaçınma bileşenlerini yansıtmaktadır. Bu ölçek 5'li likert ölçeği olarak oluşturulmuştur. IUS-12 ölçeği için iç tutarlılık puanı .91 olarak bildirilmektedir.

Belirsizliğe Tahammülsüzlük Ölçeği'nin kısa formu 2014 yılında Sarıçam ve arkadaşları (2014) tarafından Türkçe'ye çevrilmiştir. İngilizce formuna karşılık gelen, 2 faktörlü 12 maddeden oluşmaktadır. IUS-12'nin Türkçe formu 1'den (kesinlikle katılmıyorum) 5'e (kesinlikle katılıyorum) kadar 5'li likert şeklinde oluşturulmuştur. Genel iç tutarlılık .88, ileriye dönük kaygı faktörü için iç tutarlılık .84, engelleyici kaygı için iç tutarlılık .77 olarak bildirilmiştir. Test-tekrar test güvenilirlik katsayısı .74 olarak hesaplanmıştır. Ölçekteki maddelerden biri, ‘Bir durumda ihtiyacım olan tüm bilgilere sahip değilsem sınırlarım bozulur’ şeklindedir.

2.3.4. Kariyer Kararı Verme Yetkinlik Ölçeği

Ulaş ve Yıldırım (2016) tarafından, Crites'in (1978) kariyer olgunluğu modeline dayalı olarak Türkiye’de geliştirilmiştir. Bu ölçek, üniversite son sınıf öğrencilerinin kariyer karar verme yetkinlik düzeylerini ölçmeyi amaçlamaktadır. Genel iç tutarlılığı Cronbach alpha değeri ile kontrol edilmiş ve .97 olarak rapor edilmiştir. Ölçek, iş/meslek bilgisi, kendini tanıma, kariyer seçimi, kariyer planı oluşturma yolları, mesleki konuları takip etme olmak üzere 5 faktörden oluşmaktadır.

Faktörlerin her birinin güvenilirlik kat sayıları .74 ile .93 arasında değişmektedir. Cronbach alfa güvenilirlik katsayıları iş/meslek bilgisi için .91, kendini tanıma için .87, kariyer seçimi için .85, kariyer planı oluşturma yolları için .93, mesleki konuları takip etmek için .81 olarak belirtilmiştir. Ölçek, 1 = Hiç yeterli değilim ile 5= Çok yeterliyim arasında değişen 5'li Likert tipinde oluşturulmuştur. Ölçek 45 madde barındırmaktadır. Katılımcılar için doldururken zorluk yaşabilecekleri bir madde sayısı olsa da Ulaş ve Yıldırım (2016) geçerlik ve güvenilirlik analizlerinden elde edilen sonuçlara ilişkin olarak bu ölçeğin üniversite öğrencilerinin kariyer kararı verme yeterlik düzeylerini ölçmek için güvenle kullanılabileceğini ifade etmiştir. Ölçekteki maddelerden biri, 'İlgilenilen bir iş için tipik bir iş gününün nasıl olacağını bilmek' şeklindedir.

2.4. Veri Toplama Süreci

Çalışma verileri, Eylül 2021 ile Ocak 2022 tarihleri arasında toplanmıştır. Veri toplama sürecinde veri toplama aracı olarak Google formlar kullanılmıştır. Her bölümün başkanından gerekli izinler alındıktan sonra çalışma, okul e-postası ile üniversite öğrencileri ile paylaşılmıştır. Ayrıca akıllı telefonda taratılabilen ve Google forms uygulamasındaki çalışma ölçeklerine yönlendiren barkodlu bir broşür hazırlanmış ve kampüs içinde kütüphane, kafeterya, kafeler, spor tesisleri gibi farklı noktalara dağıtılmıştır.

2.5. Veri Analizi

Bu bölümde veri analizi süreci sunulmaktadır. Öncelikle yetişkinler için psikolojik dayanıklılık ölçeğinde ters maddeler bulunmaktadır. Bu maddeler yeniden kodlanmıştır. Belirsizliğe tahammülsüzlük, yetişkinler için psikolojik dayanıklılık ölçeği, kariyer kararı verme yetkinlik ölçekleri toplam puanları ile analiz edildiği için her bir ölçek için toplam puanlar hesaplanmıştır. Verilerin moderasyon analizine uygun olup olmadığına karar vermek için kayıp değerler, aykırı değerler, homoskedastisite, çoklu doğrusallık, normallik ve doğrusallık varsayımları kontrol edilmiştir.

Değişkenler arasındaki korelasyon katsayıları Pearson korelasyonu kullanılarak değerlendirilmiştir. Farklı cinsiyet, fakülte ve sınıf düzeyleri arasında kariyer kararı

verme yetkinliđi aısından farklılıklar, tek ynl MANOVA ve bađımsız rneklem t testi kullanılarak kontrol edilmiřtir. Son olarak, belirsizliđe tahammlszlk ve psikolojik sađıamlık arasındaki iliřkide kariyer kararı verme yetkinliđinin dzenleyici roln tespit etmek iin dzenleyici analiz yapılmıřtır.

2.6. Arařtırmanın Sınırlılıkları

Mevcut alıřmanın ilk sınırlılıđı, verilerin pandemi kısıtlamaları dikkate alınarak Trkiye'den sadece bir niversitenin đrencilerinden toplanmıř olmasıdır. Dolayısıyla sonular, niversite đrencileri nfusuna genellenemeyeceđi iin alıřmanın dıř geerliliđinin yksek olmadığı sylenebilir. Bir diđer sınırlılık ise, verilerin pandemi nedeniyle evrimii ortamlarda toplanmıř olmasıdır. Katılımcıların, kendileri iin net olmayan soruları sorma řansına sahip olmamaları, cevapların gvenilirliđi ile ilgili bir bařka sınırlamadır. Alanyazın kısmında da belirtildiđi gibi pandemi sırasında bireylerin belirsizliđe tahammlszlk seviyesinin artması muhtemeldir. Bu nedenle rneklem belirsizliđe tahammlszlk puanları bu tarihsel olaydan etkilenmiř olabilir. Son olarak, veriler Eyll 2021'den Ocak 2022'ye kadar 5 aylık bir srede toplanmıřtır. Sre ierisinde katılımcıların hayatlarında Covid-19 nlemleri nedeniyle gnlk yařam ve okul hayatlarıyla ilgili evrimii derslere girmek, hibrit eđitim sistemine geri dnmek, evden ders alıřmak ve kampse geri dnmek vb. gibi kontrol edilemeyen deđiřiklikler, alıřma sonularına yansımıř olabilir.

3. BULGULAR

Bu alıřmanın amacı, kariyer kararı verme yetkinliđinin, belirsizliđe tahammlszlk ile psikolojik sađıamlık arasındaki iliřkiyi ne lde ve nasıl dzenlediđini arařtırmaktır. Farklı demografik zelliklere sahip gruplar arasındaki kariyer kararı verme yetkinliđi sonuları arasındaki farklılıklar, bađımsız rneklem t testi ve tek ynl MANOVA testi kullanılarak test edilmiřtir. Kariyer kararı verme yetkinliđi sonularında erkekler ve kadınlar arasında anlamlı bir fark olduđu grlrken, farklı faklteler arasında ve farklı sınıf dzeyleri arasında anlamlı bir farklılık grlmemiřtir. alıřma deđiřkenleri arasındaki iliřki Pearson korelasyonu testi ile kontrol edilmiřtir. Sonular, belirsizliđe tahammlszlk ve kariyer kararı verme yetkinliđi arasında gl olmasa da istatistiksel olarak anlamlı bir negatif iliřki

olduğunu göstermiştir ($r = -.138, p < .05$). Yani, katılımcıların kariyer kararı verme yetkinliği arttıkça, belirsizliğe tahammülsüzlükleri düşmüştür. Ya da belirsizliğe tahammülsüzlükleri arttıkça kariyer kararı verme yetkinlikleri düşmüştür. Psikolojik sağlamlık ve belirsizliğe tahammülsüzlük değişkenleri arasındaki ilişkiye bakılınca değişkenler arasında istatistiksel olarak anlamlı bir negatif ilişki olduğu görülmüştür ($r = -.283, p < .05$). Yani katılımcıların psikolojik sağlamlıkları yükseldikçe belirsizliğe tahammülsüzlükleri azalmıştır ya da belirsizliğe tahammülsüzlükleri arttıkça psikolojik sağlamlıkları düşmüştür. Son olarak psikolojik sağlamlık ve kariyer kararı verme yetkinliği değişkenlerinin arasında anlamlı bir pozitif ilişki olduğu görülmüştür ($r = .487, p < .05$). Yani katılımcıların kariyer kararı verme yetkinlikleri arttıkça, psikolojik sağlamlıkları da artmıştır. Ya da psikolojik sağlamlıkları arttıkça kariyer kararı verme yetkinlikleri de artmıştır.

Yapılan düzenleyici analiz sonuçları kariyer kararı verme yetkinliğinin belirsizliğe tahammülsüzlük ve psikolojik sağlamlık arasındaki ilişkiyi düzenlediğini ortaya çıkarmıştır ($b = .0046, p < .05, 95\% \text{ CI } [.0005, .0086]$). Yordayıcı değişkenler psikolojik sağlamlığın %29'unu açıklamıştır ($R^2 = .2906$). Düzenleyici etkiyi anlamlandırma amacıyla eğim analizi yapılmıştır. Tüm değişkenler sürekli değişken olduğu için Johnson-Neyman yaklaşımı tercih edilmiştir (Figür 4.3.).

4. TARTIŞMA

Araştırma bulguları, kariyer kararı verme yetkinliği sonuçlarında erkekler ve kadınlar arasında anlamlı bir fark olduğunu göstermiştir. Erkek katılımcılar, kadın katılımcılarla karşılaştırıldığında kariyer kararı verme yetkinliği skorlarında istatistiksel olarak daha yüksek puan almışlardır. Mevcut alanyazında, kariyer kararı verme yetkinliği puanları açısından erkekler ve kadınlar arasında fark bulunmadığı sonucuna varan araştırmalar da bulunmaktadır (Aka ve Taşar, 2020; Chung, 2002; Miguel ve ark., 2013; Plakhotnik ve ark., 2020). Bununla birlikte, erkekler ve kadınların kariyer kararı verme yetkinlikleri arasında anlamlı farklılık gösteren çalışmalar da bulunmaktadır (Chen ve ark., 2021; Gianakos, 2001; Mau, 2000; Wolfe ve Betz, 2004). Ayrıca Lent (2005) bağlamsal, kişisel faktörler ve bireylerin demografik özellikleri (cinsiyet, kültür, SES vb.) gibi değişkenlerin kariyer kararı verme yetkinliğini etkileyebileceğini belirtmiştir. Erkeklerin kariyer kararı verme

yetkinliđi puanlarının kadınlardan daha yüksek olmasının nedeni, verilerin elde edildiđi bağlamda, geleneksel cinsiyet rolleriyle iliřkili olabilir. Bolat ve Odacı (2017) bireylerin yařadıkları toplumda toplumsal cinsiyet rollerini öğrenmiř ve kariyerleri hakkında bilgi toplama davranıřlarının bununla alakalı olabileceđini belirtmiřtir. Bu nedenle erkeklerin toplumdaki ailenin gelirini sağlama rolünün, cinsiyetleriyle bütünleřmelerinden etkilenecek kariyer karar verme yetkinliklerini geliřtirmeye yöneldikleri varsayılabılır.

Farklı fakülteden öğrencilerin kariyer kararı verme yetkinliđi sonuçları arasında anlamlı bir farklılık görülmediđi bulgusu göz önünde bulundurulduğunda, alanyazında zıt bulgulara sahip bir çalıřma olduđu görülebilir (Wu, Zhang, Zhou ve ark., 2020). Yazarlar bu bulguyu öğrenciler tarafından, mühendis olmanın toplumda daha deđerli olarak algılanabileceđini belirterek açıklamıřlardır. Buradan yola çıkarak verilerin toplandıđı üniversitede benzer bir algının olmayabileceđi varsayılabılır. Olası bir diđer açıklama, veriler yalnızca bir üniversiteden toplandıđından, farklı fakülte ve bölümlerin benzer şekilde öğrencilerin kariyer gelişimine odaklanabileceđi ve öğrencilere kariyer kararları verme yetkinliklerini tartışma, keřfetme, inceleme ve geliřtirme konusunda benzer seçenekler sunduđu söylenebilir.

Ayrıca öğrencilerin kariyer kararı verme yetkinlikleri ve sınıf düzeyleri deđerlendirilirken, 3. ve 4. sınıf öğrencilerinin hazırlık, 1. ve 2. sınıflara göre daha yüksek puan almaları beklenmiřtir. Ancak sınıf düzeyleri arasında anlamlı bir farklılık bulunamamıřtır. Bu sonucun nedeni, Türkiye’de lise döneminde uygulanan zorunlu staj, meslek tanıtım günleri vb. gibi kariyer danıřmanlıđı uygulamalarının, öğrenciler bir üniversiteye gitmeden kariyer kararı verme konusunda yetkinlik kazandırıyor olması olabilir.

Bu çalıřmada, belirsizliđe tahammülsüzlük ile psikolojik sağlamlık arasındaki iliřkide kariyer kararı verme yetkinliđinin moderatör rolü olduđu tespit edilmiřtir. Alanyazında kariyerle ilgili deđerkenlerin bireylerin iyi olma halleri üzerindeki olumlu etkisi sonucuna varan bazı çalıřmalar bulunmaktadır (Pina-Watson et al., 2014; Sari, 2017; Thompson et al., 2019). Çalıřma sonuçları, katılımcıların kariyer kararı verme yetkinliđi düşük olduđuunda, belirsizliđe tahammülsüzlük ile psikolojik

sağlamlık arasında yüksek düzeyde negatif bir ilişki olduğunu göstermiştir. Kariyer kararı verme yetkinliği puanları orta düzeyde olduğunda, belirsizliğe tahammülsüzlük ile psikolojik sağlamlık arasındaki ilişki hala negatif ancak orta düzeydedir. Kariyer kararı verme yetkinliği puanları yüksek olduğunda, negatif korelasyon katsayısı en aza inmiştir. Bu sonuç, kariyer kararı verme yetkinliği puanları arttıkça, belirsizliğe tahammülsüzlüğün psikolojik sağlamlık üzerindeki olumsuz etkisinin azaldığını açıkça göstermektedir.

4.1. Kuram, Araştırma ve Uygulamaya Yönelik Çıkarımlar

Öncelikle çalışma sonuçları, belirsizliğe tahammülsüzlük ile psikolojik sağlamlık arasındaki ilişkinin yüksek olduğunu ortaya çıkarmıştır. Bu nedenle psikolojik danışma uygulamalarında, özellikle pandemi döneminin yaşandığı göz önüne alındığında, Türkiye'deki üniversite öğrencilerinin psikolojik sağlamlığı açısından belirsizliğe tahammülsüzlük düzeylerinin araştırılması ve bireylerin belirsizliğe tahammül düzeyleri üzerinde iyileştirici müdahalelerin uygulanması faydalı olacaktır.

İkinci olarak, mevcut çalışmanın ana bulgusu, kariyer kararı verme yetkinliği düzeyini artırmanın üniversite öğrencilerinin psikolojik sağlamlıklarını artırmada etkili olabileceğini kanıtlamaktadır. Bu nedenle, farklı bölümlere ait kariyerle ilgili derslerin veya görevlerin yer alması, öğrencilerin kariyer gelişimlerini desteklemede, belirsizliğe tahammülsüzlük ve psikolojik sağlamlıklarına ilişkin becerilerinin gelişmesinde olumlu yönde etkileyebileceği önerilebilir. Hâlihazırda kariyer gelişimi için belirlenen dersleri olan bölümler için müfredat ve ödevler gözden geçirilerek, öğrencilerin kariyer gelişiminin önemi, mevcut kariyer seçenekleri ve karar verme becerilerinin geliştirilmesi konusundaki farkındalıklarını ve bilgilerini artırmak bir seçenek olarak değerlendirilebilir. Öğrenciler için sadece kendi bağlamlarında olası kariyer seçeneklerini öğrenmek değil, aynı zamanda iş değerlerini öğrenmek, kariyer çağrılarını nasıl geliştireceklerini araştırmak, mesleki yaşamdan beklentilerini araştırmak ve kariyer yolunu planlamak, kariyer gelişimleri için ana hedef olabilir.

Ayrıca kariyer kararı verme yetkinliği puanları açısından kadınların dezavantajlı grup olması çalışmanın dikkat çeken bir başka bulgusudur. Daha önce, erkekler ve

kadınlar arasında önemli bir fark olmadığını kanıtlayan çalışmaların bulunduğu bahsedilmişti. Bu farklılık, kadınların kariyerle ilgili gelişimlerine odaklanma ihtiyacına işaret etmiştir. Bu sonuç, eşitlik ve adillik olgusunu gündeme getiriyor olabilir. Kariyer danışmanlığı uygulamalarını geliştirirken, kadınların kariyer gelişimine odaklanmak ve mesleki yaşamda cinsiyet rollerini dikkate almak bir eşitlik yaratabilir. Özellikle kadınların mesleki yaşamdaki eşitsizlik algısını, erkek egemen meslekleri (Fen, Teknoloji, Mühendislik ve Matematik (STEM) bölümleri) ve geleneksel cinsiyet rollerinin dayatmalarını araştırmak, kadınların kariyer kararı verme yetkinliklerini geliştirebilir.

Öğrencilerin psikolojik sağlık, belirsizliğe tahammülsüzlük ve kariyer kararı verme yetkinliği düzeyleri dikkate alındığında aile faktörünün anlamlı bir etkisi vardır. Bu nedenle üniversite öğrencisi bulunan ailelerin, kariyer kararı verme yetkinliğinin gelişmesinin, iyi oluş değişkenlerine olan olumlu etkisi hakkında bilinçlendirilmesi, öğrenciler için üniversite yıllarında etkili bir önlem çalışması olabilir. Sadece aileler değil, öğrencilerin hayatına dokunan her bir paydaşın farkındalığının artırılması da öğrencilerin kariyer gelişimlerinde olumlu sonuçlar doğurabilir. Bireylerin kariyer kararında kendilerini yetkin hissettiklerinde, psikolojik sağlıklarının ve belirsizliğe toleranslarının da olumlu yönde etkilendiğinin bilinmesi, psikolojik danışmanları ve ruh sağlığı çalışanlarını daha bilinçli ve etkili hale getirebilir. Özellikle üniversitelerdeki psikolojik danışma merkezlerinin psikolojik sağlık ve belirsizliğe tahammülsüzlükle ilgili uygulamalarında kariyer gelişiminin etkisini ve önemini yordaması öğrencilerin iyi oluşlarında etkili bir rol oynayabilir.

4.2. Gelecekte Yapılacak Çalışmalar İçin Öneriler

Mevcut alanyazında aynı değişkenleri araştıran az sayıda çalışma bulunmaktadır. Çalışma, mevcut kültürün etkisini görebilmek amacıyla farklı kültürel bağlamlarda, uluslararası bir çalışma olarak tekrarlanabilir. Ungar (2018) tarafından alanyazında psikolojik sağlık ve kültür arasındaki ilişkiye yönelik çalışmaların bir boşluk olduğunu belirtilmiştir. Bu nedenle, psikolojik sağlıkla ilgili çalışmalara kültür etkisinin dahil edilmesi, alanyazındaki bu açığı kapatmaya yönelik bir girişim olabilir. Buna ek olarak, yordayıcı değişkenler, psikolojik sağlık varyansının

sadece %29'unu açıklamıştır. Üniversite öğrencilerinin psikolojik sağlamlıklarının doğasını açıklayabilmek ve kavrayabilmek için başka değişkenleri de dâhil ederek bir çalışma yürütülebilir. Çünkü alanyazında da belirtildiği üzere, genç yetişkin popülasyonunun psikolojik sağlamlığı düşünüldüğünde çok az şey biliniyor. (Hamdan-Mansour et al., 2014)

Ayrıca, mevcut çalışma gösteriyor ki; toplumsal cinsiyet rolleri, kariyer gelişimi ile ilgili kadın çalışmalarını inceleyen çalışmaların önemli bir noktası olabilir.

Mevcut çalışma sadece belirsizliğe tahammülsüzlük, kariyer kararı verme yetkinliği ve psikolojik sağlamlık değişkenleri arasındaki ilişkinin altını çizmektedir. Üniversite öğrencilerinin psikolojik sağlamlıklarının daha iyi tanımlanması ve anlamlandırılabilmesi için, özellikle kariyer kararı verme yetkinliğinin belirsizliğe tahammülsüzlük ve psikolojik sağlamlık ilişkisi üzerindeki etkisini görmek için deneysel bir çalışma yapılabilir. Örneğin; grup kariyer danışmanlığı oturumları gerçekleştirmek veya kariyer kararı verme hakkında bir eğitim vermek ve ardından psikolojik sağlamlık ve belirsizliğe tahammülsüzlük puanlarını karşılaştırmak, kariyer kararı verme yetkinliği düzeyinin katılımcıların iyi oluşları üzerindeki doğrudan etkisini araştırmak için etkili bir deneysel çalışma olabilir.

Daha önce kariyer gelişiminin bireylerin çocukluk döneminde ya da eğitim sürecinin en başında oluşturulabileceğinden bahsedilmişti (Porfeli ve ark., 2008). Kariyer araştırmalarının daha çok üniversite, lise öğrencileri ve yetişkinlere odaklandığı göz önüne alındığında, kariyer kararı verme yetkinliği çalışmalarının ilkökul ve ortaokul öğrencilerini kapsayacak şekilde genişletilmesi ve bu araştırma bulgularına göre kariyer danışmanlığı uygulamalarının oluşturulmasının etkili bir önleyici danışmanlık uygulaması olabileceği önerilebilir.

Son olarak, bu çalışmada sadece lisans ve hazırlık öğrencileri yer almaktadır. Lisansüstü öğrencilerinin kariyer kararı verme yetkinlikleri açısından lisans öğrencilerinden farklılaşıp farklılaşmadığını incelemek, lisansüstü eğitim almanın öğrencilerin kariyer kararı verme yetkinliği geliştirmelerinde etkili olup olmadığını görmek adına faydalı bir çalışma olabilir.

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