



## Determining the correlations between faculty of sport sciences students' unemployment anxiety and their levels of hopelessness

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### Abstract

This study to determine the correlations between sport sciences students' anxiety about unemployment and their levels of hopelessness. The study group was composed of 258 students in total 167 of whom were male and 91 of whom were female who attended the sport sciences faculty of Adıyaman University in 2021-2022 year. "Unemployment Anxiety Scale" and "Beck Hopelessness Scale" were used to collect research data. According to the results obtained, while the unemployment anxiety levels of the students showed a significant difference in the demographic variable according to their grade point averages ( $p<0.05$ ), there was no difference in Beck hopelessness levels according to their age and general grade averages ( $p>0.05$ ). As a result of the correlation analysis, a positive, moderate and significant relationship was found between unemployment anxiety and hopelessness in general ( $p<0.05$ ). As a result, it has been found that all sub-factors of unemployment anxiety have an increasing effect, except for the contraction in employment and the decrease in the workforce. Therefore, it can be said that students' grade point averages and ages are significant variables in unemployment anxiety and/or hopelessness.

**Keywords:** Sport sciences, unemployment anxiety, hopelessness

### *Spor bilimleri fakültesi öğrencilerinin işsizlik kaygısı ile umutsuzluk düzeyleri arasındaki ilişkinin incelenmesi*

#### Öz

Bu çalışma, spor bilimleri fakültesi öğrencilerinin işsizlik kaygısı ile umutsuzluk düzeyleri arasındaki ilişkileri belirlemek amacıyla yapılmıştır. Çalışma grubunu 2021-2022 eğitim-öğretim yılında Adıyaman Üniversitesi Spor Bilimleri Fakültesi'ne devam eden 167'si erkek, 91'i kadın olmak üzere toplam 258 öğrenci oluşturmaktadır. Araştırma verilerinin toplanmasında "İşsizlik Kaygısı Ölçeği" ve "Beck Umutsuzluk Ölçeği" kullanılmıştır. Elde edilen sonuçlara göre Öğrencilerin işsizlik kaygısı düzeyleri, not ortalamalarına göre demografik değişkenlerde anlamlı farklılık gösterirken ( $p<0,05$ ), Beck umutsuzluk düzeylerinde yaş ve genel not ortalamalarına göre farklılık bulunmamıştır ( $p>0,05$ ). Yapılan korelasyon analizi sonucunda, genel olarak işsizlik kaygısı ile umutsuzluk arasında pozitif, orta düzeyde ve anlamlı bir ilişki bulunmuştur ( $p<0,05$ ). Sonuç olarak işsizlik kaygısının istihdamdaki daralma ve işgücündeki azalma dışındaki tüm alt faktörlerinin artırıcı etkiye sahip olduğu bulunmuştur. Dolayısıyla öğrencilerin not ortalamalarının ve yaşlarının işsizlik kaygısı ve/veya umutsuzlukta anlamlı değişkenler olduğu söylenebilir.

**Anahtar Kelimeler:** Spor bilimleri, işsizlik kaygısı, umutsuzluk

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Genişletilmiş Türkçe Özet makalenin sonunda yer almaktadır.

## INTRODUCTION

Hope can be defined as the property which causes one to feel good and which motivates one to take action (Kemer & Atik, 2005), as the belief that there is a way out due to positive developments and as the prediction that the plans will be actualised (Üngören & Ehtiyar, 2009). Hopelessness is, on the other hand, defined as individuals' description of themselves in negative properties, their having negative expectations about the future and their belief that the hitches will not be eliminated (Abramson et al., 1989; cited by Oğuztürk et al., 2011). The thought that things probable to happen in the future will not be better than now (Bayram et al., 2002) and the negative feelings about the future (O'Connor et al., 2004) lead to hopelessness (Üngören & Ehtiyar, 2009). The social and economic problems encountered, unemployment, starting university and educational problems influence the youth's psychological development and psychological health in negative ways (Özmen et al., 2008). A study conducted with the participation of university students found that the participants had such fears as being unemployed, not being able to get the job they wanted, losing their health, failure to complete their education and failure in work life (Özyurt & Doğan, 2002).

The concept of hopelessness is associated with several problems such as social desirability, problem solving skills, self-respect, physical health and self-confidence (Yerlikaya, 2006). Individuals who develop hopelessness and depression stemming from hopelessness are likely to have such symptoms as unwillingness, weakness, lack of motivation, inability to concentrate and having irregularities in their life (Ceyhan, 2004).

Individuals who cannot find a job despite being at the age of starting their life of career and wishing to get a job, or those who have lost their job and are in search of one are described as unemployed people. Unemployment causes individuals to have such feelings as hopelessness and desperation. Having a job and meeting the materialistic and moral demands are individuals' basic needs. Disappointment, anxiety and conflicts occur when individuals are deprived of basic needs, their news are hindered or when there are delays in meeting their needs (Aytaç & Keser, 2002).

Having a good job and being an individual who is respected by the society ranked the first in a piece of research where the youth were asked about their expectations about the future. Leading a peaceful life ranked the second while being rich ranked the third in the research (Yavuzer et al., 2005). Youth's anxiety about failure to find a job causes hopelessness and it can in turn lead to giving up their goals and making wrong choices (Koçak & Çepni, 2017).

According to research done by Antalya University in cooperation with TNS in 2015 with the inclusion of 1512 participants in 18 provinces who were aged above 18, the biggest problem among young people aged 18-24 was unemployment by 55.1% while the second biggest problem was education and the third problem was finance. The most important reason for unemployment among young people is the unavailability of working area by 29.9%- which is followed by inadequate minimum wage/inadequate salary by 13%, disliking a job by 9.2% and education by 7.9% (Hürriyet, 2016).

Young people aged 15-24 throughout the world generally have introductory level opportunities because they have limited work skills, work experience and bargaining power. The rate of young unemployed people in the world is three times as high as adults (ILO, 2018). Youth employment rate in Türkiye in 2019 was 33.1% while the unemployment rate for young people was 25.4%. The unemployment rate for 20-24 age group was 27.6% whereas it was 15.5% for 25-34 age group (TÜİK, 2020).

The probability of being unemployed for university graduates aged 22-27 is higher than that of general workers according to American Federal Reserve Bank (FED). Statistics indicate that the rate of unemployment has increased steadily for university graduates and that the general rate of all other employees has been decreasing in the last 10 years (Kelly, 2019). The aim of this study is to determine the levels of unemployment anxiety and hopelessness among students studying in the Faculty of Sports Sciences, to reveal the relationship between these variables, and to examine whether there is a significant difference in the identified variables. It is believed that the results obtained will fill an important gap in the literature.

## **METHOD**

### **The research model**

This study, which examines the correlations between sport sciences faculty students' anxiety about unemployment and their levels of hopelessness, uses the survey method of a descriptive study. The individuals, subjects, events or conditions of an object are described as they are in survey models (Arılı & Nazik, 2001).

### **Participants**

The study group was composed of 258 university students who attended the Sport Sciences Faculty of Adıyaman University- 167 of whom were male and 91 of whom were female. The data concerning the students are shown in Table 1 below.

### **Data collection tools**

The “Personal Information Form”, the “Unemployment Anxiety Scale” and “Beck Hopelessness Scale” were used as the tools of data collection.

#### **The personal information form**

The 6-item personal information form developed by the researcher was used in determining the demographic features (departments, age, gender, grade point averages, types of sport and income level).

#### **The unemployment anxiety scale**

The unemployment anxiety scale developed by Tekin (2015) so as to determine university students' levels of anxiety about unemployment is a 5-pointed Likert type scale of 26 items. The minimum score receivable from the scale is 26 whereas the maximum score receivable is 130. Higher scores received from the scale indicate higher levels of anxiety about being unemployed, and the total score received from the scale is reflective of university students' general anxiety about unemployment. Besides, the scale has 4 sub-factors about the causes of anxiety. While items 2, 3, 6, 9, 10, 11, 12, 15 and 25 are related to the factor of shrinking in employment and reduction in need for labour; items 16, 17, 18, 19, 20, 22, 24 and 26 are related to the factor of environmental and social pressure; items 4, 5, 6, 7 and 13 are related to the factor of personal pessimism and lack of self-confidence and items 1, 14, 21 and 23 are related to the factor of qualitative lack of knowledge and skills.

#### **Beck hopelessness scale**

The scale- which was developed by Beck et al. (1974) and was adapted into Turkish and of which validity and reliability test was done by Seber et al. (1993)- consists of 20 True-False statements 11 of which are True and 9 of which are False. The BHS is a scale easy to use by giving points between 0 and 1 and individuals can answer the scale on their own. The items in the scale are answered by responding to them by choosing “Yes” or “No”. The “Yes” alternative receives 1 point in 11 items and the “No” alternative” receives 1 point in 9 items. Accordingly, in items 1, 3, 5, 6, 8, 10, 13, 15 and 19 the “No” answer is given 1 point while in items 2, 4, 7, 9, 11, 12, 14, 16, 17, 18 and 20 the “Yes” answer is given 1 point. The scores change between 0 and 1. Items 1, 6, 13, 15 and 19 are about feelings about the future while items 2, 3, 9, 12, 16, 17 and 20 are about loss of motivation and items 4, 7, 8, 14 and 18 are about expectations for the future. The statements consist of emotional, motivational and cognitive factors (Seber et al., 1993). The reliability test for the scale was done in two parts labelled as internal consistency and score invariance. Scale prepared by Beck Major Depression etc. Seber et al. (1993) which

was developed on patients with psychiatric diagnoses and adapted it to Turkish culture in the same way, worked on the same sample. Since your research was carried out in a sample of students, validity and reliability analysis was performed with confirmatory factor analysis. The internal consistency was found through scores received by certain phenomenon groups. The Cronbach's Alpha coefficient for the scale was found as 0.86. According to the results of the Confirmatory Factor Analysis, as a result of the internal consistency analysis made with the data obtained from the current study, the Cronbach alpha internal consistency coefficient for the overall scale was 0.88, 0.79 for the future feelings and expectations sub-dimension, 0.72 for the loss of motivation sub-dimension, and 0.78 for the hope sub-dimension. was calculated as.

### Data analysis

The data were analysed on IBM SPSS Statistic 25 programme. The frequencies and percentages were calculated for the participants' demographic features (departments, age, gender, grade point averages, types of sport, income levels).

As evident from Table 1, the data have normal distribution as a result of the skewness and kurtosis test. Tabachnick & Fidel (2013) suggest that having skewness and kurtosis values between +1.5 and -1.5 can be interpreted as having normal distribution. The t test was used in comparing groups of two whereas the ANOVA test was used in comparing the groups of more than two by using parametric tests and the post Hoc Tukey multiple comparison test was used to find the differences between groups. Table 2 below shows according to the results of collinearity statistics that there are no multi-collinearity problems between independent variables because variance inflation factor (VIF) is smaller than 5 (Ali et al. 2018; Hair & Sarstedt, 2011). All the analysis results were based on  $p < 0.05$ .

**Table 1. Normality Test**

Scales	Skewness	Kurtosis
Unemployment Anxiety Scale	0.001	0.232
Beck Hopelessness Scale	0.693	-0.441

**Table 2. Multicollinearity statistics**

Dependent variable	Independent variable: The sub-factors of the unemployment anxiety	VIF
Beck hopelessness scale	Shrinking in employment and reduction in need for labour	2.432
	Environmental and social pressure	1.815
	Personal pessimism and lack of self-confidence	3.108
	Qualitative lack of knowledge and skills	1.792

VIF=variance inflation factor

### **Beck hopelessness scale confirmatory factor analysis (CFA)**

First and second level confirmatory factor analyzes were performed on the Beck Hopelessness Scale. As a result of the process, it was determined that both analyzes gave the same results. However, the second level confirmatory factor analysis model was preferred to be used in the structural model, since the established research model will be analyzed only on the general hopelessness level without going down to the sub-dimensions of hopelessness and there is no research question or hypothesis that indicates any relationship between the other variables of the research and the hopelessness sub-dimensions. As a result of the improvements, it was seen that the t values of the items in the scale varied between 2.63 and 15.85 and all the paths of the items were significant at the  $p < 0.001$  and  $p < 0.01$  level. In addition, the standardized regression coefficients of the items vary between 0.12 and 0.74. Accordingly, it was not necessary to remove any item from the analysis.

When the model goodness of fit indices were examined, the chi-square significance value was calculated as 474.34 and the degree of freedom was calculated as 162 ( $p < 0.001$ ). When the ratio of chi-square to degrees of freedom is examined, it was accepted as an acceptable fit value since  $\chi^2/df = 3.93$  and it was less than 5. Other goodness of fit values were calculated as GFI = 0.91, CFI = 0.91, RMSEA = 0.06, SRMR = 0.04. In the light of all these findings, it was found that the measurement model of the Beck Hopelessness Scale had acceptable goodness-of-fit values (Browne & Cudeck, 1992; Byrne, 2010; Hu & Bentler, 1999; Tabachnick & Fidell, 2013) and its three-dimensional structure was confirmed on the existing data set. can be said. In Figure 1, the path diagram of the measurement model is presented.

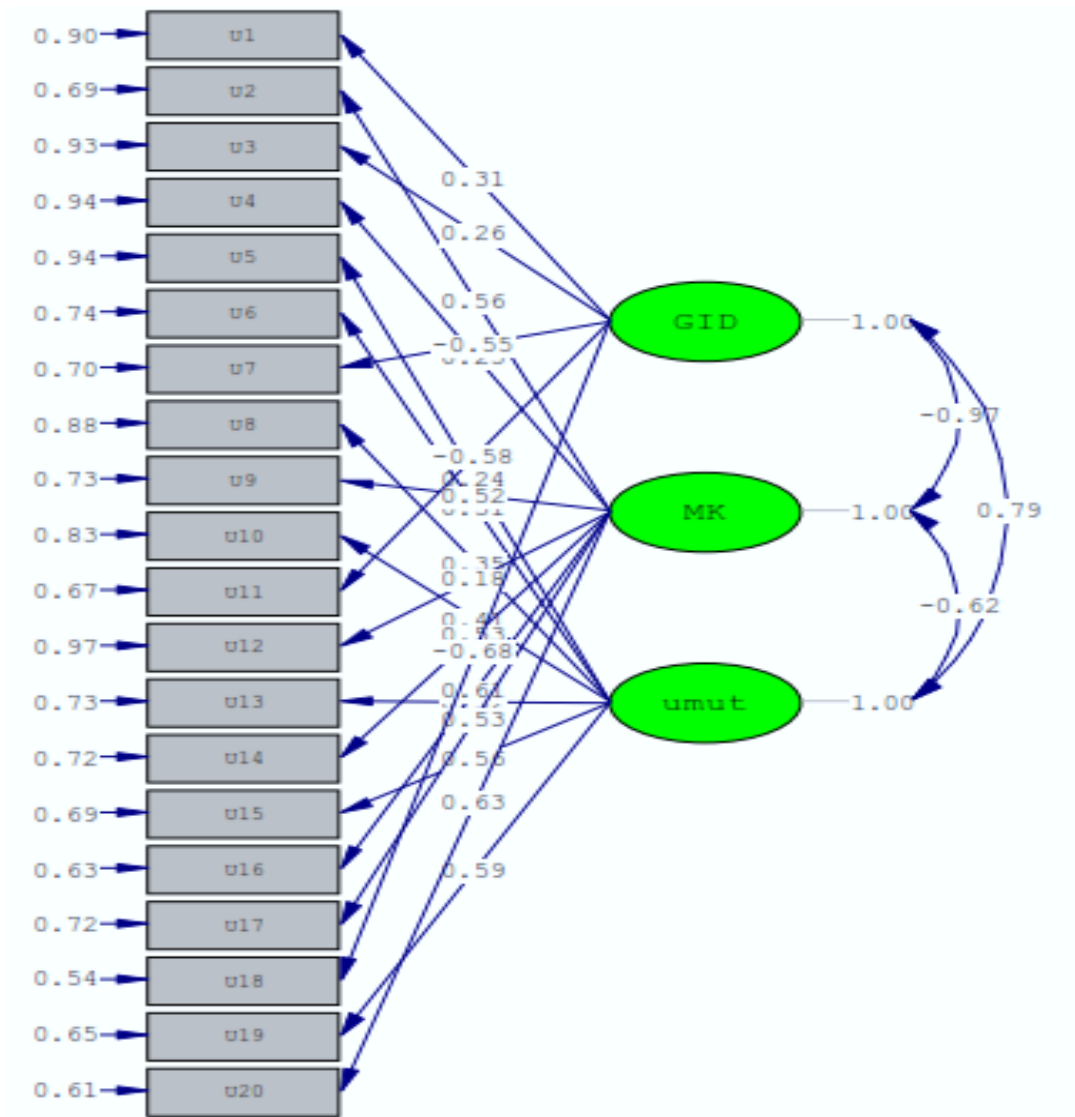


Figure 1. Standardized regression coefficients for the Beck Hopelessness Scale

## FINDINGS

Table 3. Demographic characteristics of the participants

Gender	N	%	Types of sport	N	%
Female	91	35.3	Team sport	144	55,8
Male	167	64.7	Individual sport	114	44.2
Age	N	%	Departments	N	%
Between 18and21	100	38.8	Phys. Ed. Teaching	118	45.7
Between 22and 25	132	51.2	Coaching	140	54.3
26 and above	26	10,1	Grade point average	N	%
Income	N	%	between 1.50 and 2.00	12	4.7
Low	64	24.8	between 2.01and 2.50	36	14.0
Medium	190	73.6	between 2.51 and 3.00	103	39.9
High	4	1.6	between 3.01 and 3.50	102	39.5
Total	258	100	Grade 3.51 and above	5	1.9
			Total	258	100

N:Number %: Percent

As clear from Table 3, 64.7% of the 258 participants (167 students) are male whereas 35.3% of them (91 students) are female. As to their age, it was found that 38.8% of the students were between 18 and 21 years old, 51.2% were between 22 and 25 years old and 10.1% were 26 or above. An examination of their income level made it clear that 28.8% (64 students) had low income while 73.6% (190 students) had medium level of income and 1.6% (4 students) had high income. According to the types of sport, 55.8% (144) of the students were found to do team sport and 44.2% (114 students) were found to do individual sport. On the other hand, 54.3% of the participants (140) were coaching department students whereas 45.7% of them (118) were physical education teaching department students. On looking at their grade points, it was found that 4.7% (12 students) had averages between 1.50 and 2.00, 14% (36 students) had averages between 2.01 and 2.50, 39.9% (103 students) had averages between 2.51 and 3.00, 39.5% (102 students) had averages between 3.01 and 3.50 and 1.9% had averages of 3.51 and above.

**Table 4. The t test results of the beck hopelessness and unemployment anxiety scores according to gender, types of sport and departments**

Factors			N	$\bar{x}$	sd	t	p
Gender	Unemployment anxiety	Female	91	78.66	20.66	1.615	0.107
		Male	167	75.14	14.15		
	Beck hopelessness	Female	91	6.13	5.34	0.988	0.324
		Male	167	5.52	4.38		
Types of sport	Unemployment anxiety	Team sport	144	76.38	17.21	-0.005	0.996
		Individual sport	114	76.39	16.29		
	Beck hopelessness	Team sport	144	5.74	5.03	-0.001	0.999
		Individual sport	114	5.74	4.37		
Departments	Unemployment anxiety	Phys. Ed. Teaching	118	76.53	15.70	0.128	0.899
		Coaching	140	76.26	17.69		
	Beck hopelessness	Phys. Ed. Teaching	118	5.46	5.01	-0.866	0.387
		Coaching	140	5.97	4.50		

N=Number,  $\bar{x}$ =Mean phys. Ed.= physical education sd=standard deviation p=Significant difference.

No significant differences were found between the participants in Beck Hopelessness scale and unemployment anxiety scale according to Sport branch, gender, and departments ( $p>0.05$ ). On examining the mean for unemployment anxiety, the values were found in favour of female participants ( $=78,66$ ), individual sports ( $\bar{x}=76,39$ ) and physical education teaching department ( $\bar{x}=76,53$ ). The values in Beck hopelessness, on the other hand, were found to be higher for female participants ( $\bar{x}=6,13$ ) and for coaching department ( $\bar{x}=5,97$ ).



**Table 5. The ANOVA results for the scores received from the beck hopelessness and unemployment anxiety scales according to age**

	Age	N	$\bar{x}$	sd	F	p	Significance
Unemployment anxiety scale	Aged 18-21 (1)	100	77.33	19.04	2.977	0.053	-
	Aged 22-25 (2)	132	74.41	14.69			
	Aged 26 and above (3)	26	82.73	16.18			
Beck hopelessness scale	Aged 18-21 (1)	100	8.08	5.08	3.590	0.029*	1-2,3
	Aged 22-25 (2)	132	5.48	4.37			
	Aged 26 and above (3)	26	5.74	4.74			

N=Number,  $\bar{x}$ =Mean sd=standard deviation \*= $p < 0.05$ , Significant difference.

Significant differences were found between their scores in the Beck hopelessness scale according to participants' age ( $p = 0.029 < 0.05$ ).

No significant differences were found between the participants' anxiety according to age level ( $p > 0.05$ ). It was found as a result of the post-Hoc multiple comparison test that the participants in the 18-21 age group ( $\bar{x} = 8.08$ ) had significantly higher averages than the 22-25 age group participants ( $\bar{x} = 5.48$ ) and the participants aged 26 and above ( $\bar{x} = 5.74$ ).

**Table 6. The ANOVA results for the scores received from the beck hopelessness and unemployment anxiety scales according to income**

	Income	N	$\bar{x}$	sd	F	p
Unemployment anxiety scale	Low (1)	64	78.36	17.21	0.620	0.539
	Medium (2)	190	75.68	16.80		
	High (3)	4	77.75	2.06		
Beck hopelessness scale	Low (1)	64	6.56	5.22	3.003	0.051
	Medium (2)	190	5.37	4.55		
	High (3)	4	9.75	0.50		

N=Number  $\bar{x}$ =Mean sd=standard deviation p=Significant difference.

There were no significant differences in the scores the participants received from the unemployment anxiety scale and the Beck hopelessness scale according to income ( $p > 0.05$ ). It was found on examining the scores in the Beck hopelessness scale according to the participants' income levels that the students in high income group had the highest rank averages in the Beck hopelessness ( $\bar{x} = 9.75$ ) while the ones in the low income group had the highest rank averages in the unemployment anxiety.

**Table 7. The ANOVA results for the scores received from the beck hopelessness and unemployment anxiety scales according to grade point averages**

	Grade point averages	N	$\bar{x}$	sd	F	p	Significance
Unemployment anxiety scale	1.50-2.00 (1)	12.00	87.50	13.61	2.762	0.028*	1-5.4
	2.01-2.50 (2)	36.00	76.08	18.44			
	2.51-3.00 (3)	103.00	78.07	16.74			
	3.01-3.50 (4)	102.00	74.05	15.86			
	3.51 and above (5)	5.00	64.60	18.84			
Beck hopelessness scale	1.50-2.00 (1)	12.00	7.67	5.58	2.809	0.026*	1-5.4
	2.01-2.50 (2)	36.00	6.64	4.71			
	2.51-3.00 (3)	103.00	6.33	4.79			
	3.01-3.50 (4)	102.00	4.71	4.47			
	3.51 and above (5)	5.00	3.40	3.71			

N=Number,  $\bar{x}$ =Mean sd=standard deviation \*= $p < 0.05$ , Significant difference.

According to the participants' grade point averages, significant differences were found in the scores the participants received from the unemployment anxiety scale and from the Beck hopelessness scale ( $p < 0.05$ ).

The results of the Post-Hoc multiple comparison test which was done to find which groups the differences stemmed from showed that the students with 1.50 and 2.00 ( $\bar{x}=87.50$ ) had higher average than the ones with grade point averages between 3.01 and 3.50 ( $\bar{x}=15.86$ ) and the ones with grade point averages of 3.51 and above ( $\bar{x}=18.84$ ) in the unemployment anxiety scale.

In the Beck hopelessness scale, however, the students with 1.50 and 2.00 ( $\bar{x}=5.58$ ) were found to have higher average than the students with 3.01 and 3.50 ( $\bar{x}=4.71$ ) and the students with grade point averages of 3.51 and above ( $\bar{x}=3.71$ ).

**Table 8. The Pearson's correlation results for the beck hopelessness and the unemployment anxiety scales**

	Unemployment anxiety scale	
Beck hopelessness scale	r	0.513**
	p	0.000
	N	258

\*\*= $p < 0,001$  Significant difference, N=Number

There was found to be a significant positive moderate-level relationship ( $r: 0.513$ ;  $p < 0.05$ ) between students' Beck hopelessness levels and unemployment anxiety levels. This means that hopelessness and unemployment anxiety mutually influence each other positively and negatively. In other words, as hopelessness levels increase, unemployment anxiety also increases, and as hopelessness levels decrease, unemployment anxiety decreases.

**Table 9. The effects of the sub-factors of unemployment anxiety scale on the beck hopelessness scale**

Dependent variable	Independent variable: The sub-factors of unemployment anxiety scale	$\beta$	t	p	F	Model (p)	Adj R <sup>2</sup>
Beck hopelessness	Constant	-5.553	-4.515	0.000***	27.497	0.000***	0.292
	Shrinking in employment and reduction in the need for labour	0.006	0.104	0.917			
	Environmental and social pressure	0.326	3.334	0.001**			
	Personal pessimism and lack of self-confidence	0.144	2.151	0.012			
	Qualitative lack of knowledge and skills	0.315	2.891	0.004**			

\*\*\* $p < 0.001$  Significant difference, \*\* $p < 0.01$  Significant difference.

Beck Hopelessness is the dependent variable and the sub-factors of unemployment anxiety scale are the independent variable in the regression analysis.

In Table 9, the multivariate regression analysis between the children's probability of negativity and measures of constraints sub-dimensions included excessively ( $F=27,497$ ;  $p=0,000 < 0.05$ ). Accordingly, it was found that the independent variables predicted the Beck hopelessness by 29.2% in the model which was composed of the sub-factors of the unemployment anxiety scale as the determiner of students' hopelessness levels (ADJ  $R^2=0.292$ ). Of the sub-factors of unemployment anxiety scale, environmental and social pressure causes 0.326 units of increase ( $\beta=0.326$ ), personal pessimism and lack of self-confidence causes 0.144 unit of increase ( $\beta=0.144$ ) and qualitative lack of knowledge and skills causes 0.315 unit of increase ( $\beta=0.315$ ) in Beck hopelessness levels. The other sub-factor- namely, shrinking in employment and reduction in the need for labour- does not have any effects on Beck hopelessness levels ( $p=0.917$ ).

## DISCUSSION AND CONCLUSION

### Results for the students' levels of anxiety about unemployment

No differences were found between students' levels of anxiety about unemployment according to gender. An examination of group averages showed that the female participants ( $\bar{x}=78.66$ ) had higher averages for unemployment anxiety than the male participants ( $\bar{x}=75.14$ ). The male participants' higher anxiety about unemployment can be attributed to the socially accepted thought that men can do any job and that women can only do the jobs for which they have received education. Surat and Ceran (2020) did not find a significant difference by gender in the study of unemployment anxiety of university students. Contrary to our study, it was determined that the anxiety level of men was higher. The study conducted by Korkmazer, (2020) and Dursun & Aytaç, (2009), who have found better that male

students' levels of anxiety about unemployment, is also supportive of this current study.

No differences were found between students' levels of anxiety about unemployment according to the departments they had attended. The differences might have stemmed from the improvement policies which enabled students to take pedagogical formation courses to become teachers in schools of the Ministry of National Education and from their desire to become teachers. The right to become teachers was given to students attending various undergraduate programmes of universities in 2010 in accordance with needs and changing policies. It was, however, abolished with decision numbered 12 made by Turkish Education Board of the Ministry of National Education on 29 June 2020 (YÖK, 2021). The reason why unemployment anxiety is not different according to departments is that coaching graduates and teaching graduates benefit from the same rights.

No differences were found between students' levels of anxiety about unemployment according to age. It is believed that the high number of students studying in the Faculty of Sports Sciences in today's world, combined with the low number of job placements compared to the number of graduates, leads all students to perceive unemployment anxiety and hopelessness at an equal level. A study conducted by Özdiñç et al. (2018) concerning the first and the final year university students, concluded that the final year students had higher anxiety about unemployment after they had graduated. In addition to that, Shamsuddin et al. (2013) also argue that students of higher age groups had higher stress. They claim that the greatest stress emerges after university education due to the fact that students' anxiety about the future increases day by day and that the most stressful thing for students is the fear of failure. The study is parallel to and is supportive of the current study.

No significant differences were found between the participants' anxiety about unemployment according to their income. Biçerli (2018) points out that unemployment has cost not only for individuals but also for their family and for the society. In parallel to the relevant literature, this study also found that university students or students who were at the point of graduating from university and who came from low income families had anxiety about unemployment because of their thought that they became burden to their family.

However, significant differences were found between students' anxiety about unemployment according to their grade point averages. It became apparent on examining the group rank averages that the students with point averages between 1.50 and 2.00 had higher average ( $\bar{x}=87.50$ ) than those with grade point averages between 3.01 and 3.50

( $\bar{x}$ =74.05) or than those with grade point average of 3.51 and above ( $\bar{x}$ =64.60). Generally, decrease was found in students' averages for anxiety about unemployment as their grade point averages increased. In the study conducted by Kutlu et al. (2019), it was seen that the level of unemployment anxiety differs according to the grade point average. Şahin Kutlu et al. (2019) coincide with the finding that the level of anxiety we determined in our study differs according to the grade point average. Kutlu et al. (2019) coincide with the finding that the level of anxiety we determined in our study differs according to the grade point average.

#### **Results for the students' beck hopelessness levels**

No differences significant were found between students' Beck hopelessness levels according to gender. Ulucan et al. (2011), in a study concerning students of physical education, obtained findings supportive of this current study in this respect. On examining the group averages, it was found that the female participants' hopelessness averages were higher ( $\bar{x}$ =6.13) than the male participants' ( $\bar{x}$ =5.52). The general belief that "women should be at home instead of working" or that "women should not interfere with men's work"- which trivialise women's role can be the cause of increase in female participants' hopelessness.

It was also found that there were no differences between students' hopelessness according to the types of sport they did or the departments they attended. Even though the participants were grouped as individual or team according to the sport they did, the fact that they competed in mixed team categories in their branches could be the cause of hindering differentiation. Beside finding no differences according to the participants' departments, it was also found that the coaching department students had higher rank averages ( $\bar{x}$ =5.97) than the students of physical education teaching ( $\bar{x}$ =5.46). The cause of it might be the fact that physical education teachers are appointed every year and coaches are appointed every two years according to P3 score types in public personnel selection exams. The personnel directorate of the ministry of sport and youth recruited personnel in the principle of score type by summoning the three times more candidates than the vacant positions to oral and written examinations in 2022 and in previous years (GSB, 2022). The coaching department students' anxiety about the oral exams in particular can be the reason for increase in their hopelessness.

The differences according to age were found to be significant. An examination of

group rank averages demonstrated that the 18-21 age group had significantly higher averages ( $\bar{x}=8.08$ ) than the 22-25 age group ( $\bar{x}=5.48$ ) as well as than the group aged 26 or above ( $\bar{x}=5.74$ ). Nieuwenhuis et al. (2020) argue that puberty can continue until age 17-21 in boys and until age 16-21 in girls. In addition to that, Yörükoğlu (2000) states that new emotional responses and behaviour can be observed in puberty along with sexual arousal. Thus, adolescents become individuals who are uneasy, neurotic, dissatisfied, who are quick to respond, who consider everything as a problem and who have twinned emotions. The age group considered in this study is the period of adolescence and therefore, the period can be thought to influence hopelessness levels.

No significant differences were found between the students' hopelessness according to their income. It became apparent on examining the group rank averages that the students with high income had the highest average ( $\bar{x}=9.75$ ). In their study, Dereli and Kabayaş (2009) determined that there was no statistically significant relationship between the hopelessness score in terms of income status. It supports the findings of our study.

Significant differences were found in students' hopelessness levels on the basis of their grade point averages. Thus, on examining the group rank averages, it was found that the students with grade point averages between 1.50 and 2.00 ( $\bar{x}=7.67$ ) had significantly higher averages than the ones with grade point averages between 3.01 and 3.50 ( $\bar{x}=4.71$ ) and than the ones with grade point average of 3.51 and above ( $\bar{x}=3.40$ ). Generally, the rank averages fell in parallel to the rise in students' grade point averages. Üstün et al. (2014) and Çelikel & Erkorkmaz (2008) found a statistically significant difference in terms of total hopelessness scores between academic achievement level groups in their study. The fact that low academic achievement in studies conducted increases hopelessness levels supports our study. We can say that the academic success of the students positively affects their hopes for the future and life.

#### **The correlations between general hopelessness and anxiety about unemployment and the effects of the sub-factors of unemployment anxiety scale**

Positive, medium level and significant correlations of 51.3% were found between students' Beck hopelessness and unemployment anxiety levels. In relevant literature, Carretta et al. (2014), Iliceto et al. (2011), Erözkan (2011) found that students' hopelessness increases as their anxiety increases- a finding supportive of this current study.

The multicollinearity regression analysis which was done to determine the cause and effect relationships between students' hopelessness levels and their levels of anxiety about

unemployment was found to be significant and accordingly it was found that the sub-factors of the unemployment anxiety scale affected students' hopelessness levels by 29.2%. of the scale, the sub-factors of environmental and social pressure, personal pessimism and lack of self-confidence and qualitative lack of knowledge and skills had positive and significant effects on Beck hopelessness while the sub-factor of shrinking in employment and reduction in the need for labour did not have significant effects. Kaya (2022) who analysed the correlations between unemployment anxiety and alienation from school found that unemployment anxiety had statistically significant effects on alienation from school. The researcher also analysed the effects of sport sciences faculty students' alienation from school and of shrinking in employment and reduction in the need for labour. The results obtained for the significance are also in parallel to the ones obtained in this study.

In this context, students should be provided with possibilities so that they can improve themselves. Scholarship should be offered to them for education abroad. Curricula should be revised, they should be modified to meet the need for workforce profile and possibilities for internship should be developed. The necessary legal regulations should be made to employ the graduates of relevant schools in areas and institutions related to sport. The results show that one of the factors affecting the hopelessness levels of university students the most is unemployment anxiety.

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### GİRİŞ

Umut, iyi olma duygusu veren ve kişiyi harekete geçirmek için güdüleyen bir özellik (Kemer & Atik, 2005), olumlu gelişmelerle beraber, bir çıkış yolu olduğuna ilişkin inanç ve planların başarılacağı öngörüsü olarak tanımlanmaktadır (Üngüren & Ehtiyar, 2009). Umutsuzluk ise kişinin kendisini olumsuz özellikler ile tanımlaması, gelecekte beklentilerinin olumsuz olması ve olumsuzluğun düzelmeyeceği yönünde inanca sahip olması şeklinde ifade edilmektedir (Abramson ve ark., 1989) akt. Oğuztürk ve ark., 2011). Gelecekte olabilecek her şeyin şimdikinden daha iyi olmayacağı düşüncesi (Bayram ve ark., 2002) ve geleceğe yönelik olumsuz bakış açısı (O'connor ve ark., 2004) umutsuzluğu oluşturmaktadır (Üngören & Ehtiyar, 2009). Yaşanan sosyal ve ekonomik sorunlar, işsizlik, üniversiteye giriş ve eğitim sorunları gençlerin ruhsal gelişmelerini ve ruh sağlıklarını olumsuz yönde etkilemektedir (Özmen ve ark., 2008). Üniversite öğrencileriyle yapılan bir çalışmada işsiz kalma, istenilen mesleğe girememe, sağlığını kaybetme, öğrenimini bitirememe ve iş hayatında başarısız olma gibi korkular taşıdıkları tespit edilmiştir (Özyurt & Doğan, 2002).

### YÖNTEM

Beden eğitimi ve Yüksekokulu öğrencilerinin işsizlik kaygısı ile umutsuzluk düzeyleri

arasındaki ilişkinin belirlenmesi inceleyen bu araştırmada (survey) türü betimsel araştırma yöntemi kullanılmıştır. Tarama modelinde araştırmada ele alınan birey, konu, olay veya nesnenin sahip olduğu koşullar olduğu gibi tanımlanmakta ve aktarılmaktadır (Arlı & Nazik, 2001). Bu model evreni temsil eden uygun bir örneklemin, eğilim tutum veya görüşlerini nicel ya da sayısal anlamlara dönüştürerek açıklamaya çalışır (Fowler, 2008).

Araştırma grubunu, 167'si erkek 91' i kadın olmak üzere toplam 258 Adıyaman Üniversitesi, Spor Bilimleri Fakültesi öğrencileri oluşturmaktadır. Veri toplama aracı olarak İşsizlik Kaygı Düzeyi ölçeği ve Beck Umutsuzluk ölçeği kullanılmıştır. Tekin (2015) tarafından üniversite öğrencilerinin işsizlik kaygı düzeylerini belirlemek amacıyla geliştirilmiş olan "İşsizlik kaygı düzeyi ölçeği" 26 maddeden oluşan, 5'li likert tipi bir ölçektir. Beck ve arkadaşları (1974) tarafından geliştirilmiş olup, Türkçe uyarlamasının geçerlilik ve güvenilirliği Seber ve arkadaşları (1993) tarafından çalışılan BUÖ, 11 doğru, 9 yanlış anahtar olan 20 doğru-yanlış önermeden oluşmuştur. Beck Umutsuzluk Ölçeği, 0– 1 arası puanlanan, bireylerin kendi kendilerine cevaplandırabilecekleri, uygulaması kolay bir ölçektir.

Ölçme araçlarının mevcut veri seti ile uyumluluğunu belirlemek amacıyla DFA yapılarak ölçüm modelleri test edilmiştir. Son olarak da değişkenler arası ikili ilişkiler analiz edilip araştırma soruları doğrultusunda belirlenen hipotezlerin doğrulanıp doğrulanmadığının test edilmesi aşamasına geçilmiştir. Araştırmada test edilen ölçüm modellerinin ve araştırma modelinin elde edilen verilerle desteklenip desteklenmediğine yapılan analizler sonucu elde edilen uyum iyiliği indekslerine (*Goodness of fit indices*) bakılarak karar verilmektedir (Gürbüz, 2021). Bu amaçla model uyum iyiliği değerlerinin kabul edilebilir düzeyde olup olmadığına karar verebilmek için  $\chi^2/sd$  (*Ki-karenin serbestlik derecesine oranı*), CFI (*Comparative Fit Indices*), GFI (*Goodness of Fit Indices*), SRMR (*Standardized Root Mean Square Residual*) ve RMSEA (*Root Mean Square Error of Approximation*) uyum iyiliği indekslerinden yararlanılmıştır.

## **BULGULAR**

Öğrencilerin Beck Umutsuzluk düzeyi ve işsizlik kaygı düzeyleri arasında %51,3' lük pozitif yönlü orta düzeyde anlamlı ilişki bulunmuştur. Öğrencilerin umutsuzluk düzeyleri ile işsizlik kaygı düzeyinin alt boyutları arasındaki neden sonuç ilişkisini belirlemek üzere yapılan çoklu doğrusal regresyon analizi olarak anlamlı bulunmuş olup; öğrencilerin umutsuzluk düzeyini işsizlik kaygı düzeyi alt boyutlarının umutsuzluk düzeyini % 29,2 oranında etkilediği sonucuna ulaşılmıştır.

## **TARTIŞMA VE SONUÇ**

İşsizlik kaygı düzeyinin; Çevresel ve sosyal baskı, kişisel karamsarlık ve özgüven eksikliği, niteliksel olarak bilgi ve beceri eksikliği alt boyutlarının beck umutsuzluk düzeyini anlamlı şekilde pozitif yönde etkilediği; istihdamdaki daralma ve iş gücü ihtiyacındaki azalma alt boyutunda ise anlamlı düzeyde etkilemediği tespit edilmiştir. Literatürde ilgili alan yazısında Carretta ve arkadaşları (2014), Iliceto ve arkadaşları (2011), Erözkan (2011) öğrencilerin kaygıları arttıkça umutsuzluk düzeylerinin



de artığını gözlemlemişlerdir bizim çalışmamızı destekler niteliktedir. Öğrencilerin belirli uzmanlık düzeyleriyle görev yaptığı süreç içinde cüzi miktarla kısmı zamanlı olarak çalışması öğrencilerde umutsuzluk düzeyinde artışa sebep gösterilebilir. Sonuçlar gösteriyor ki, üniversite öğrencilerinin umutsuzluk düzeylerini en çok etkileyen faktörlerden birisi işsizlik kaygısıdır.

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<b>KATKI ORANI</b> <b>CONTRIBUTION RATE</b>	<b>AÇIKLAMA</b> <b>EXPLANATION</b>	<b>KATKIDA BULUNANLAR</b> <b>CONTRIBUTORS</b>
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Mine KOÇ
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Mine KOÇ
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Mine KOÇ
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Mine KOÇ
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Mine KOÇ
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