A RESEARCH ON UNEMPLOYMENT ANXIETY OF SENIOR CLASS STUDENTS OF COLLEGE AND UNIVERSITY ACCORDING TO SOCIODEMOGRAPHIC FEATURES

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SUMMARY

In this research, the aim is to define the unemployment anxiety of senior students of college and university according to sociodemographic features. Planned as quantitative, the relational screening model, one of the general screening models, is used in this study. Ersoy-Kart and Erdost (2008) University Students Unemployment Anxiety Scale is used to define the level of students' anxiety and they are asked to fill in personal information form. As the result of the research, it is reached that there is no meaningful difference according to the genre but it is found that the anxiety level of female students is higher. And according o job experience, there is not a meaningful difference but according to their departments, there is a meaningful difference. It is also reached that the anxiety level of health management department is higher. And according to academical success level, there is no meaningful difference but according to the point of view of educational sufficiency that they have, there is a meaningful difference. The anxiety level of those who think that the education is not suffcent and those who are indecisive is higher.

Key Words: Youth, Anxiety, Unemployment, Unemployment Anxiety.

1. PROLOG

Anxiety for Freud helps the individual to survive and to warn him / her towards the dangers of the physical and social environment accordingly (Gençtan, 2003).

According to Psychoanalytic Theory, with a unconscious based anxiety, a fear consciously lived by the individual, it is a feeling of uneasiness and worriment. It can also be defined as physiological changes (blushing, yellowing, uneasiness, sweating, tachypnoea and heart throb).

Nowadays the anxiety which can be defined as to see himself / herself insufficient for the threats is one of the problems that the youth live. It can also be identified as the effect towards the possible dangers and tediousness. Thelevel ofpossibility for the youth to be unemployed is twice as that of the old. The main problem for the youth is the period that they live between the school and the job.

In this context, theindivdual's choice of his / her job plays a great role in his /her social and economical environment and his / her working area (Alpaslan and Kılcıgil, 2005; Çelikkaleli, 2004; Çelikkaleli and Gündoğdu, 2005).

According to hisWorld Employment Report, Guy Ryder, General Director of International Labour Organization (ILO), he indicates that 74 million young between 15-24 ages have spent the last year looking for a job and the unemployment rate of the youth is three times more than that of the elders. According to 2015 data of Turkish Statistical Institute, when compared to the previous July period, the current unemployment rate is 18,3% among 15-24 age (Ayyıldız, 2015).

Unemployment beyond its economical problem, is a sophisticated fact which has social and individual implications. Anxiety is an important aspect of the problem. Spielberger (1972), identifies the anxiety as undesired emotional and observable effects which are formed with sadness, perception, tension created by stresfull conditions. Unemployment is the despair caused by the loss of the standard of judgment, fear, physical and emotional corruption, insignificance, unhappiness, feeling of loneliness and failing in fulfilling the obligations (Kepçeoğlu, 2001).

Students have distress for unemployment anxiety. And as a result of this it can be said that this situation creates serious risks and problems. The base of this research is is to define the unemployment anxiety of senior students of college and university according to sociodemographic features. For this goal, these questions are tried to be answered:

1.   Does the level of unemployment anxiety of senior students of college and university differ according to the genre?

2.   Does the level of unemployment anxiety of senior students of college and university differ according to the job experience?

3.   Does the level of unemployment anxiety of senior students of college and university differ according to their department?

4.   Does the level of unemployment anxiety of senior students of college and university differ according to academic success?

5.   Does the level of unemployment anxiety of senior students of college and university differ according to their point of view for their educational sufficiency?

2. METHOD

2.1. Model of the research

Planned as quantitative, the relational screening model, one of the general screening models, is used in this study. The relational screening models are the models aiming to define the changing level between 2 or more factors (Karasar, 2005).

2.2. The population and sample of the research

The population and the sample of the research include 196 students (118 female,78 male): PDR department students at education faculty in Hendek village of Sakarya city and the senior students at health and Care College in Gümüşhane city.

2.3. Data Collection Tool

In the research, the students are given personal information form. In this form, the sociodemographic (genre, job experience, department, level of academical

success and sufficiency of their education) information of the students are questioned.

And also Ersoy-Kart and Erdost (2008), have stated psychometry questions to measure the level of unemployment anxiety of university students. In the light of these questions containing 26 questions, unemployment anxiety scale is presented to the participants. The questions are answered with the help of Likert Scale graded between 1-5. The reliability analysis of the scale alpha, which is high, is found 0,900. As a result of the Barlett test (p=0.000<0.05) including factor analysis, it is found that there is a relaionship among the variables. It is also reached that the sample greatness is enough to practise the factoral analysis (KMO=0.916>0,60). The participants are asked to select the choices from highly-positive to highly-negative for the Likert Scale used for the research. According to this; 5 stands for Strongly Agree, 4 for Agree, 3 for Indecisive, 2 for Disagree, 1 Strongly Disagree.

3. FINDINGS and COMMENT

As mentioned before, the participants of the research are the senior students who are studying at college and university. In Table 1, the variance related to the sociodemoghraphic features like genre, job experience, department, academic success, their view for the education they get of these students is given.

Table 1. The sociodemographic variances of the senior students studying at coolege and university who have partipated in the research.

SocioDemographic Features	N	%
Genre		
Female	118	60,2
Male	78	39,8
JobExperience		

	N	%
Yes	101	51,5
No	95	48,5
Department		
Psychological counseling&guidance	79	40,3
Health Management	117	59,7
Academical Success Level		
Good & Very Good	85	43,4
Intermediate.	93	47,4
Poor	18	9,2
Their view for the education they get		
Yes	56	28,6
Indecisive	77	39,3
No	63	32,1

The 60,2 % of the students is female, the 39,8% is male. The 51,5% of them has job experience, the 48,5 has no job experience.The 40,3% of them has been studying at Psychological Counselling & Guidance Department and the 59,7% at Health Management Department. According to the academical success level; the 43,4% is Good and Very Good, the 47,4% is Intermediate and the 9,2% is Poor. As for their view for education they get; 28,6% of them says Yes, the 39,3% says Indecisive and the 32,1 says No.

In Table 2, the statistics related to T test, N values, Standard Deviation Values, the average points of the coping with the anxiety scale of the senior students studying at the college and university according to their genre are given.

Table 2. T test result of the Unemployment Anxiety Attitudes of the senior students studying at college and university . according to their genre

	Genre	N	X	Ss	t	P

		N	X	Ss	t	P
Unemployment Anxiety	Female	118	2,9689	,70246	,984	,326
	Male	78	2,8654	,74768		

When the Table 2 is examined, it is seen that the average anxiety point among female students is 2,9689, and fort he male students it is 2,8654. As the result of the t test used to find out the meaningfulness of the difference between the two groups, it is seen that there is no difference (t=,984 p >.05). According to this finding, it can be said that the average anxiety level of the female students is higher than that of the male students.

In Table 3, the findings related to anxiety levels according to job experience of the senior students studying at college and university are given.

Table 3. T test result of the Unemployment Anxiety Attitudes of the senior students studying at college and university according to their job experience.

	Job experience	N	X	Ss	t	P
Unemployment Anxiety	Yes	101	2,9596	,80524	,637	0,525
	No	95	2,8939	,62081		

When the Variance Analysis results, related to anxiety levels according to job experience of the senior students studying at college and university in Table 3, is examined, it is seen that there is no meaningful difference according to job experience.

In Table 4, the findings related to anxiety levels according to the departments of the senior students studying at college and university are given.

Table 4. T test result of the Unemployment Anxiety Attitudes of the senior students studying at college and university according to their departments.

	Department N		X	Ss	t	P
Unemployment Anxiety	Health	117	3,2835	,60599	10,508	,000
	PDR	79	2,4008	,53043		

When the Variance Analysis results, related to anxiety levels according to the departments of the senior students studying at college and university in Table 4 is examined, it is seen that there is a meaningful difference between the anxiety levels of the students of Health Management Department and the students of PDR. And it is seen that the anxiety level of the Health Management Department is still high.

In Table 5, the findings related to anxiety levels according to the academical success levels of the senior students studying at college and university are given.

Table 5. Unemployment Axiety Attitude Point Averages, F values, Standard Deviation Values, and Materiality levels of the senior students studying at college and university according to their academical success.

		N	Average	Ss	Sd	KO	KT	F	P
Unemployment Anxiety	1.Poor	18	2,8287	,78667		GA=,190	,381		
	2.Intermediate	93	2,9068	,66744	2-193	Gİ=,523	100,901	,364	,695
	3.Good&Vey Good	85	2,9716	,76685					

When the Variance Analysis results, related to anxiety levels according to the academical success levels of the senior students studying at college and university in Table 5 is examined, it is seen that there is no meaningful difference between the anxiety levels and the academical succes levels.

In Table 6, the findings related to anxiety levels according to the point of views about the suffieciency of education of the senior students studying at college and university are given.

Table 6. Unemployment Axiety Attitude Point Averages, F values, Standard Deviation Values, and Materiality levels of the senior students studying at college and university according to their point of views about the sufficieny of their education.

		N	Average	Ss	Sd	KO	KT	F	P
Unemployment Anxiety	1.Yes	63	3,0146	,68220		GA=2,785	5,570		
	2.Indecisive	77	3,0498	,62453	2-193	Gİ=,496	95.711	5,616	,004
	3.No	56	2,6622	,82257					

When the Variance Analysis results, related to anxiety levels according to their point of views about the sufficiency of their education of the senior students studying at college and university in Table 6 is examined, it is seen that there is a meaningful difference between the anxiety levels and the sufficiency level of their education. It is seen that there is a meaningful difference between the students who think that the education they get is ınsufficient and those who are indecisive about this subject.

3. RESULT and SUGGESTIONS

In this research, the aim is to define the unemployment anxiety of senior students of college and university according to genre, job experience, department, academical success levels and the sufficiency of the education they get.

When the studies done in the field are examined, it is found that there is a relationship betwen the anxiety levels of the students and some situations that they are in; especially the variances related to their class, academical success, friendship, parents' attitudes, and accomadation play a great role for their anxiety levels. In his study on ODTU senior students Giriz (2005), has found that they

have lived anxiety in getting a job according to their genre and department. The result of this study supports our study.

When some other fieldworks are analyzed, in some of them it is found that the situational anxiety levels of male university students are higher than that of female students (Basco and Olea, 2013; Jahanian and Poornaghi, 2012; Öztürk, 2008; Yıldız, Sezen and Yenen, 2007). Waters and Moore (2002) point out that genre is a significant factor that affects unemployment. Apart from the mentioned researches, Çakmak and Heyedanlı (2004), declare that the anxiety points of female students are higher than that of male students and also determine that statistically this difference has no meaning. This research supports our study, too.

Ersoy and Erdost (2008) tried to confirm whether the university students had the unemployment anxiety or not. Besides its quality and type, the education level affect the relationship between unemployment and its psychological effects. In this aspect, it is determined that the chosen department at the university, education level with its quality and type cause the unemployment anxiety. This study supports ours which is about the department type, the point of view for the education quality and its sufficiency.

In his study on senior university students Karaman (2009), identified that because of the pessimistic feelings about getting a job, 50% of them had unemployment anxiety. According to Tunçsiper and others' research (2012), it is found that statistically there is a meaningful relationship according to they have job experience or not. This research also supports our study.

Mütevellioğlu and others' (2010) reached that the university students think that the education they get does not prepare them for the professional life and as the confidence about the future of the country decreases, the anxiety for their future increases. This research supports the results of our study.

If the other studies in this field are examined, it is seen that there is no meaningful difference between the stative (situational) and permanent anxiety levels according to their academical success. In their studies Gül, Akmaz and Ceyhan (2009), Kaya and Varol (2004) ve Öztürk (2008), they have found that

there is no meaningful difference between the stative (situational) and permanent anxiety levels according to the university students' academical success. These studies also support our study.

In his study Üngören (2007), has found that the more the academical success decreases, the more the stative (situational) and the permanent anxiety level increases. Karaman (2009) has determined that the stative (situational) anxiety level of the students whose academical success levels are low are higher than that of the ones whose academical success levels are high. Pirinçci and Al-Qaisy (2011) have declared that there is a positive relation between the anxiety and the academical success. Based upon the data, it can be said that having an intermediate level of anxiety may contribute their academical success to rise.

It is seen that there is not a meaningful difference between the point of view of the sufficiency of their education and stative (situaional) anxiety. According to their study Yılmaz, Dursun and friends'(2014), there is no meaningful difference between the point of view of the sufficiency of their education and stative (situaional) anxiety. This study supports our study.

Within the context of examining the sociodemographic features related to the anxitey level of university senior students, this study promotes litterateur. The unemployment anxiety of the college and university senior students is a problem to be overemphasized. Because one of the primary factors that will raise the society is having an educated young population. For the future of the society, it is important to have psychologically healthy youth.It is also signifacant to determine the factors related to the anxiety of the youth getting prepared for the career. Thus it will be easier to handle and solve these troublesome factors causing that anxiety. By means of this study it is aimed to step forward.

To try to minimize their anxiety on the brink of their profession may back up them to have the desired job. And it will also enable them to be happy, to study at the branches they want, to have a positive point of view and work productively. Concordantly, the efforts that should be done are; job opportunties that they may get along their whole education, job display, to inform them about their profession,

tol et them meet the professionals of the sectors, and to make innovations about their expectations and wills.

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