Analysing the Correlations Between Unemployment Anxiety and Life Satisfaction of Sport Sciences Students

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ORIGINAL ARTICLE

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Abstract

This study aims to investigate the correlations between sports sciences students' levels of about their life satisfaction and unemployment anxiety depending on certain variables. The participants of the study were 196 volunteering sports sciences students (female=70 and male=126) who study at Adıyaman University in 2020-2021 academic year. The "levels of unemployment anxiety scale" developed by Tekin (2015) so as to determine students' levels of anxiety about unemployment, Diener's "life satisfaction scale" adapted into Turkish by Dağlı and Baysal was used as the tool of data collection in this study. Data analysis methods used in the study were the distribution of percentages, correlation analysis and independent t-test, one way Anova test analysis and the data were analysed It was found, as a result, that the participants' levels of concern about unemployment in general were slightly below the scale average and that their life satisfaction was above the scale average. Negative, medium level significant correlations were found between unemployment anxiety, all factors of the scale and life satisfaction ($p<0.01$). Thus, it was found that there were no significant differences in the participants' unemployment anxiety and life satisfaction on the basis of gender, age, departments and types of sport. In conclusion, considering the breadth of the fields of study in sports sciences, it can be said that students should develop and specialize in one or more areas during their education.

Keywords: Unemployment Anxiety, Life Satisfaction, University Students

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Spor Bilimleri Öğrencilerinin İşsizlik Kaygısı ile Yaşam Doyumu Arasındaki İlişkinin İncelenmesi

Öz

Bu çalışmanın amacı, spor bilimleri öğrencilerinin yaşam doyumları ile işsizlik kaygısı düzeyleri arasındaki ilişkinin belirli değişkenlere bağlı olarak incelenmesidir. Araştırmanın katılımcılarını 2020-2021 eğitim-öğretim yılında Adıyaman Üniversitesi'nde öğrenim gören gönüllü spor bilimleri öğrencisi (kız=70 ve erkek=126) oluşturmaktadır. Araştırmada veri toplama aracı olarak öğrencilerin işsizlik kaygı düzeylerini belirlemek amacıyla Tekin (2015) tarafından geliştirilen "işsizlik kaygı düzeyleri ölçeği", Diener'in Dağlı ve Baysal tarafından Türkçe'ye uyarlanan "yaşam doyumu ölçeği" kullanılmıştır. Araştırmada kullanılan veri analiz yöntemleri yüzde dağılımı, korelasyon analizi ve bağımsız t-testi, tek yönlü Anova testi analizi olup, veriler analiz edilmiştir. Sonuç olarak, katılımcıların genel olarak işsizlikle ilgili endişe düzeylerinin ölçek ortalamasının biraz altında ve yaşam doyumlarının ölçek ortalamasının üzerinde olduğunu belirtmişlerdir. İşsizlik kaygısı, ölçeğin tüm faktörleri ve yaşam doyumu arasında negatif, orta düzeyde anlamlı ilişkiler bulundu ($p<0.01$). Böylece katılımcıların cinsiyet, yaş, branş ve spor türleri bazında işsizlik kaygısı ve yaşam doyumunda anlamlı bir farklılığın olmadığı tespit edilmiştir. Sonuç olarak, spor bilimleri bölümü öğrencilerinin işsizlik kaygısının hayattan daha fazla doyum almalarını engellediği tespit edilmiştir. Spor bilimlerindeki çalışma alanlarının genişliği göz önünde bulundurulduğunda öğrencilerin eğitimleri süresince bir veya birden fazla alanda gelişme ve uzmanlaşmaları gerektiği söylenebilir.

Anahtar Sözcükler: İşsizlik Kaygısı, Yaşam Doyumu, Üniversite Öğrencileri

Introduction

Department of physical education and sports which offer undergraduate education in Turkiye aim to raise highly qualified physical education and sports teachers, coaches and sports managers who can compete with university graduates throughout the world, who can run contemporary sports education and instruction programmes, who have universal values and who can reflect their knowledge and skills into practice on the basis of the vision of a country which is composed of healthy individuals with high life quality. The physical education and sports departments of universities gained the status of college in 1992, and thus, it became possible to found various departments in those schools. Hence, various good quality departments such as recreation, coaching, sports management, and physical education and sports teaching were founded in those schools- which, in turn, contributed to the development of physical education but also led to the emergence of various problems. The major problem is the problem of employment of the graduates of the departments (Kırmoğlu, 2010). Even though physical education and sports is a broad area in terms of employment, it is thought that the problems encountered in the appointment and employment of the graduates of the department of physical education and sports in our country in recent years cause signs of hopelessness to arise (Duman et al., 2009).

Unemployment, which is one of the biggest problems of Turkey, causes college students to worry about the future. While the number of "unemployed people with a college degree" is augmenting rapidly, a great number of college graduates work in fields unrelated to their department in order not to be unemployed. While it is effective for students not to be left out in their university preferences, to study a profession with job guarantee, to acquire a popular profession, it is also their dreams to work in the field they want. While some of them are disappointed that they may be unemployed after graduation and cannot fully realize their dreams, others are worried that the sectors related to the department they received education are not sufficiently developed in Turkey.

One of the factors thought to influence students' educational performance is life satisfaction. The concept of life satisfaction, which was first suggested by Tobin and Neugarter in 1961, is the situation or result obtained by comparing individuals' expectations (what they demand) and what they have (Özer and Karabulut, 2003). Life satisfaction means the state of wellbeing in several ways such as happiness or high spirits and domination of positive feelings over negative ones (Vara, 1999). It is defined as individuals' positive consideration of their whole life according to the criteria set by themselves (Diener et al., 1985).

Physical activities should be done so that university students could expend their extracurricular time effectively and increase their life satisfaction positively. For this reason, this research aims to explore the life satisfaction levels of the Sport Sciences students related to physical

activities. When the studies conducted in Turkey and abroad are examined, the literature has revelated that there is a need to explore the relation between unemployment anxiety and life satisfaction on college students

Method

Research Model

The present study is a descriptive study and the survey model was utilized. The conditions of individuals, events or objects considered in a study of survey model are described and reported as they are (Arlı and Nazik, 2001).

The Study Group

The participants of the current study were 196 students (female= 70 and male=123) who study at the Sport Sciences of Adiyaman University.

Table 1

The Participants' Descriptive Characteristics

Gender	n	%	Types of sport	n	%
Female	70	35.7	Team sport	106	54,1
Male	126	64.3	Individual sport	90	45,9
Age classification	N	%	Departments	N	%
Between 18 and 21	78	39.8	P.E.Teaching	92	46,9
Between 22 and 25	98	50.0	Coaching	104	53,1
26 and above	20	10.2	Grade point average	N	%
Income	N	%	1.50-2.00	9	4,6
Law	44	22.4	2.01-2.50	29	14,8
Medium	149	76.0	2.51-3.00	77	39,3
High	3	1.5	3.01-3.50	76	38,8
Total	196	100	3.51 and above	5	2,6

Note:P.E.: Physical Education

35.7% of the participants were female whereas 64.3% of them were male and the majority (76.0%) of them were students of medium income level. Most of them (78.1%) had grade point averages between 2.51 and 3.50.

The Data Collection Tools

The Unemployment Anxiety Scale

The "unemployment anxiety scale" developed by Tekin (2015) so as to determine university students' levels of unemployment anxiety is a 5-pointed scale of 26 items. The minimum score receivable from the scale is 26 while the maximum score receivable is 130. The higher scores received from the scale indicate high anxiety about unemployment, and the total scores are reflective of university students' general levels unemployment anxiety. The scale also has 4 sub-factors which show the causes of unemployment anxiety. Accordingly, items 2, 3, 8, 10, 11, 12, 15 and 25 are related to the sub-factor of shrinking in employment reduction in the need for workforce while items 16, 17, 18, 19, 20, 22, 24 and 26 are related to the sub-factor of environmental and social pressure; items 4, 5, 6, 7 and 13 are related to the sub-factor of personal pessimism and lack of self-confidence and items 1, 14, 21 and 23 are related to the sub-factor of lack of knowledge and skills.

The Life Satisfaction Scale

Diener's (1985) "life satisfaction scale", adapted into Turkish by Dağlı and Baysal (2016) was administered online. The life satisfaction scale is 5-pointed Likert type scale which includes 5 items constructed in one-factor. The items indicate respondents' perceptions of the satisfaction that they get from life and their own conditions of living.

Data Analysis

The SPSS 26.0 package programme was utilized in analysing the data, and the frequencies, arithmetic averages, standard deviations and percentages were calculated for the collected data. Parametric one-way Anova test and independent samples t-test were used in evaluating the significance of differences between the variables. The correlations between the variables were calculated by using Pearson's rank correlation coefficients. The effects with possibility of $p < 0.05$ and $p < 0.01$ statistical significance level were regarded as significant.

Findings

Table 2

Sports Sciences Students' Averages of Unemployment Anxiety and Life Satisfaction

Scales	N	Min	Max	$\bar{x}$	S.D.
Unemployment anxiety	196	32.00	125.00	75.99	17.08
Life scale	196	1.00	4.80	2.85	.83

It is evident from Table 2 that the average for unemployment anxiety in general is 75.99. Considering the fact that the maximum score receivable from the scale is 130, it may be said that the prospective teachers' level of unemployment anxiety in general is below the average. Besides, the examination of the minimum and maximum values also made it clear that there were students with low level of unemployment anxiety as well as students with high level of unemployment anxiety.

The participants' average for life satisfaction was found to be 2.85 and to be above the average. An examination of the minimum and maximum values indicated that there were students with high level of life satisfaction in addition to students with low level of life satisfaction.

Table 3

The Correlations between Sports Sciences Students' Life Satisfaction and Their Anxiety about Unemployment by Using Bivariate Correlation Analysis

N=196		Unemployment anxiety	Shrinking in employment	Personal pessimism and lack of self-confidence	Environmental-social pressures	Quantitative lack of knowledge and skills
Life satisfaction	r	-.319**	-.291**	-.200**	-.305**	-.236**
	p	.000	.000	.005	.000	.001

*Correlation is significant at the level of 0,01.

According to Table 3, negative and medium correlations were found between students' life satisfaction and their anxiety about unemployment as a result of Pearson's Correlation test (r=.319 p=.000<0.01). Thus, they feel less satisfied with life as their anxiety about unemployment increase. Negative and medium correlations were found between life satisfaction and environmental and social pressures (r= .-305 p= .000<0.01) while negative and weak correlations were found in the sub-factors of qualitative lack of knowledge and skills (r=.-236 p=.001<0.01), personal pessimism and lack of self-confidence (r=.-200 p=.005<0.01) and shrinking in employment (r=.-291 p=.000<0.01).

Table 4

A Comparison of Sports Sciences Students' Average Life Satisfaction and Unemployment Anxiety According to Gender, Types of Sport and Departments by Using Independent T-Test

Variables		N	x̄	SD	t	p
Life satisfaction	Female	70	2.85	.86739	.105	.917
	Male	126	2.84	.81164		
Unemployment anxiety	Female	70	77.43	21,24	.879	.381
	Male	126	75.19	14.29		

Life satisfaction	Team sport	106	2.77	.89	-1.432	.154
	Individual sport	90	2.94	.74		
Unemployment anxiety	Team sport	106	75.58	17.67	-.368	.713
	Individual sport	90	76.48	16.43		
Life satisfaction	P.E Teaching	92	2.86	.74	.168	.867
	Coaching	104	2.84	.91		
Unemployment anxiety	P.E Teaching	92	76.06	16.20	.058	.954
	Coaching	104	75.92	17.90		

Note:P.E.: Physical Education

As clear from Table 4, no statistically significant differences were found between students' life satisfaction and unemployment concern averages according to gender, types of sport and departments they attend (p>0.05). Yet, it was found that female students' anxiety about unemployment ($\bar{x}$=77.43) were higher than male students' ($\bar{x}$=75.19).

Table 5

A Comparison of Sports Sciences Students' Averages for Life Satisfaction and for Unemployment Anxiety According to Age by Using One-Way ANOVA

Variables	Age classification	N	$\bar{x}$	SD	F	P
Life satisfaction	18-21	78	2.92	.95	.495	.610
	22-25	98	2.81	.75		
	26 and above	20	2.75	.75		
Unemployment anxiety	18-21	78	76.85	19.47	1.623	.200
	22-25	98	74.21	15.05		
	26 and above	20	81.35	15.85		

Accordingly, there are no statistically significant differences in students' life satisfaction according to age [$F_{(2-193)}$ =.495; p=.610>.05]. However, the students in 1-21 age range were found to have the highest ($\bar{x}$=2.92) while the ones aged 26 and above were found to have the lowest ($\bar{x}$=2.75) life satisfaction.

No statistically significant differences were found between students' averages for unemployment anxiety according to age [$_{(2-193)}$=1.623; p=.200>.05]. Yet, the highest average was found for students aged 26 and above ($\bar{x}$=81.35) whereas students in 22-25 age range were found to have average below the scale average ($\bar{x}$=74.21).

Table 6

A Comparison of Sports Sciences Students' Life Satisfaction Averages and Their Unemployment Anxiety According to Their Income Levels by Using One-Way ANOVA

Variables	Levels	N	$\bar{x}$	SD	F	P

Life satisfaction	Low	44	2.27 [a]	.74		
	Medium	149	3.02 [a]	.78	15.912	.000*
	High	3	2.67	.95		
Unemployment anxiety	Low	44	77.18	16.95		
	Medium	149	75.60	17.32	.158	.854
	High	3	77.67	2.52		

Note. * It was statistically significant at the .05 level.

It is apparent from Table 6 that there are statistically significant differences between students' life satisfaction levels according to their income [$_{(2-193)}$=15,912;p=,000>,01]. Accordingly, the students with medium level of income ($\bar{x}$=3.02) had higher life satisfaction average than the students with low level of income ($\bar{x}$=2.27).

On the other hand, no significant differences were found between the participants' unemployment concern averages according to their income level [$_{(2-193)}$ =,158; p=,854> ,05]. Yet, the students with high income levels were found to have the greatest anxiety about unemployment ($\bar{x}$=77.67) whereas those with medium level of income were found to have the least anxiety ($\bar{x}$=75.60).

Discussion and Conclusions

35.7% of the participants in this study were female whereas 64.3% of them were male and the majority of them (76.0%) were at the level of medium income. A great majority of them (78.1%) had grade point averages between 2.51 and 3.50.

A close examination of Table 2 makes it clear that the average for unemployment anxiety in general is 75.99. Considering the fact that the minimum score receivable from the scale is 26 and the maximum score receivable is 130, it may be said that the participants' levels of unemployment anxiety are below the average. It was also found on examining the minimum and maximum values that there were students with low levels of unemployment anxiety as well as students with high levels of unemployment anxiety. The perceptions of difficulties in employment which emerge as a result of shrinking in economy are thought to be the greatest factor in students' high anxiety about unemployment. This was a finding in parallel to the ones obtained in the literature (Tayfun and Korkmaz, 2016; Yetişensoy and Şahin, 2020).

The participants' average for life satisfaction was found as 2.85- which was above the average. An examination of the minimum and maximum values demonstrated that there were students with high life satisfaction and also the ones with low life satisfaction. Gündoğar et al. (2007), in a study entitled "Analysing the Factors Which Predict University Students' Life Satisfaction", emphasised that the students' life satisfaction was at medium level. Dost's study on university students' life satisfaction (2007) revealed that university students' life satisfaction was correlated with their expectations for the future and that the students who had more pessimistic about the future had higher

life satisfaction. According to the results, it may be said in this current study that students' anxiety about their occupational future affect their life satisfaction in negative ways.

The results of Pearson's correlation test to find the correlations between students' life satisfaction and unemployment anxiety showed that there were negative and medium level correlations between the two (r=.-319 p=.000<0.01). Thus, the participants' life satisfaction diminished as their anxiety about unemployment increased. In addition to that, negative and medium level correlations were found between life satisfaction and environmental and social pressures (r=.-305 p=.000<0.01) while negative and weak correlations were found in the sub-factors of quantitative lack of knowledge and skills (r=.-236 p=.001<0.01), personal pessimism and lack of self-confidence (r=.-200 p=.005<0.01)) and shrinking in employment (r=.-291 p=.000<0.01).

Table 4 clearly indicates that there are no statistically significant differences between students' life satisfaction and unemployment concern averages according to gender, types of sport they do and departments they attend (p>0.05). On reviewing the relevant literature, it was also found that Ulucan et al. (2011) did not find any significant differences between students' life satisfaction levels depending on their department. In the same way, Bektaş (2019) in his study also found no significant differences depending on the variable of department. The result of the above-mentioned studies were similar to the result of the current study and thus corroborate the findings of the current study. The finding that the life satisfaction and unemployment concern averages of the students who attended different departments were significant- which was obtained in this study- could be attributed to difficulties in the employment of graduates of different faculty of sports sciences, to the accumulation of unemployed graduates, to the increase in department students' anxiety about unemployment and to the resultant decrease in their life satisfaction. However, female students' levels of concern ($\bar{x}$=77.43) were found to be higher than male students' ($\bar{x}$=75.19). Review of literature demonstrated that gender was a significant factor in studies on unemployment anxiety. Accordingly, statistically significant differences were found between female and male participants' levels of concern. In a similar vein, this current study also found that female students' levels of concern were higher than male students'. Studies available in the literature are supportive of the fact that female students had higher anxiety about finding a job than male students (Çakmak, Hevedanlı, 2005; Dursun, Aytaç 2009; Dursun, Aytaç, 2012; Mütevellioğlu et al., 2010; Rosenthal, Schreiner, 2000). In another study aiming to determine university students' life satisfaction, Dost (2007) found that girls were more satisfied with life than boys. Deniz and Yılmaz (2004) in a study which analysed university students' intellectual abilities and life satisfaction found that female students had significantly higher score averages in life satisfaction than male students. Dikmen (1995), conducting a study with the participation of public officials, stressed that women had higher life satisfaction than men. The

findings obtained are consistent with the ones obtained in this current study. In contrast to the above-mentioned studies, some others found that levels of concern did not differ significantly according to gender (Aydın et al., 2013; Tümerdem, 2007). The effects of social value judgement on the employment process, roles expected of women and the perceptions that men can achieve anything are thought to be influential in the results obtained.

A close examination of Table 5 shows that there are no statistically significant differences in life satisfaction levels according to age [$_{(2-193)}$=.495;p=.610>.05]. Yet, the highest level of life satisfaction was found in the 18-21 age range ($\bar{x}$=2.92) while the lowest level of life satisfaction was found in the group of students aged 26 and above ($\bar{x}$=2.75). Despite the fact that there were no significant differences between students' life satisfaction levels on the basis of age average, it was thought that life satisfaction levels dropped as age increased. Ulucan et al., in a study conducted in 2011 with the inclusion of Sakarya University students, concluded that there were no differences between the participants according to age. Contrary to this current study, Gülcan and Bal (2014) found significant differences in 23-25-year-old students' averages of life satisfaction. On looking at the literature it was also found that Karakılıç et al. (2009), in a study with the participation of 29 students who attended Gazi University Department of physical education and sports, reached the conclusion that there were significant differences in life satisfaction according to age.

No significant differences were found between students' unemployment concern averages according to age [$_{(2-193)}$=1.623; p=.200>.05]. Yet the highest averages above the average was found in the group aged 26 and above ($\bar{x}$=81.35) while the averages below the scale average were found in the 22-25 age group ($\bar{x}$=74.21). The findings obtained by comparing the age groups were found to differ with the ones obtained in the literature. Koç and Polat (2006) point out that the reasons for and levels of anxiety students have in the first year and in the final year of university education were different. The researchers emphasise that while the first year students have anxiety about adapting into life in the dormitory and at university, the final year students mostly have anxiety about getting a job and about the future and that students' levels of concern rise continuously.

It is clear from Table 6 that there are statistically significant differences between students' life satisfaction levels according to their income [$_{(2-193)}$=15.912;p=.000>.01]. Accordingly, the life satisfaction averages of students with medium level of income ($\bar{x}$= 3.02) were found to be higher than those with low level of income ($\bar{x}$=2.27). The rise in life satisfaction levels of students with high income depends on their meeting their demands more easily with the factor of money which come into play and thus reaching the level of satisfaction. According to Myers and Diener (1995), the status of income is not influential in life satisfaction. The result is not in parallel to the one obtained in the current study. In another study which was conducted with the participation of South African

university students, Moller (1996) demonstrated that life satisfaction had significant correlations with levels of income. Several studies investigating the correlations between university students' income and life satisfaction also obtained similar results. Thus, high economic status emerges as a variable which raises life satisfaction (Cenkseven, 2004; Chow, 2005; Dilmaç and Ekşi, 2008; Gün and Bayraktar, 2008; Tuzgöl Dost, 2007). The studies are supportive of the findings obtained in this study.

No significant differences were found between students' averages of life satisfaction according to their income [$_{(2-193)}$ =.158; p=.854> .05]. However, the students with high income were found to have the highest unemployment anxiety ($\bar{x}$=77.67) while the students with medium level of income were found to have the lowest unemployment anxiety ($\bar{x}$=75.60). Tekin Tayfun and Korkmaz (2016) concluded that the students with high anxiety about unemployment had low monthly income. The result was contrary to the one obtained in this study. Şahin Kutlu et al. (2019), in a study conducted with the participation of final year university students so as to determine their unemployment anxiety, found that levels of concern differed according to participants' income status- a finding supportive of the one obtained in this current study.

The results obtained in the literature and in this study show that students should fulfil their responsibilities and the possibilities offered to them should be increased so as to reduce their anxiety about unemployment and to increase their life satisfaction. 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.

Ethics Committee Permission Information

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Statement of Researchers' Contribution Rates

Both authors contributed equally at all stages of the research.

Conflict Statement

The authors do not have a conflict statement regarding the research.

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