

The examination of the relationship between the entrepreneurship levels and unemployment anxiety of conservatory students in terms of some socio-demographic variables

Konservatuvar öğrencilerinin girişimcilik düzeyleri ve işsizlik kaygıları arasındaki ilişkinin bazı sosyo-demografik değişkenler açısından incelenmesi

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ABSTRACT

This study investigates the relationship between entrepreneurial levels and unemployment anxiety among conservatory students, focusing on the impact of socio-demographic variables. Using a quantitative approach with a correlational survey design, the study sampled 168 conservatory students via simple random sampling. Data collection tools included the Entrepreneurial Scale for University Students (Yılmaz & Sünbül, 2009), the Unemployment Anxiety Scale (Özder et al., 2018), and a researcher-developed Personal Data Form. Parametric tests were applied for statistical analysis due to the normal distribution of the data. The results showed no significant effects of gender, age, grade level, or department on entrepreneurial levels or unemployment anxiety. Notably, participants from the middle-income group demonstrated significantly higher entrepreneurial levels compared to those from the high-income group. Additionally, the high-income group experienced lower unemployment anxiety related to reduced labor demand than the low-income group, while the latter reported higher constant anxiety due to unemployment. Environmental factors were found to have a stronger impact on both low- and high-income groups than on their middle-income peers. Increased concerns about labor demand were associated with a corresponding rise in students' entrepreneurial levels. In contrast, greater exposure to negative environmental factors related to unemployment was associated with lower entrepreneurial levels.

Keywords: entrepreneurship, unemployment anxiety, conservatory education, career development, employment

ÖZ

Bu araştırmanın amacı, konservatuvar eğitimi alan öğrencilerin girişimcilik düzeyleri ile işsizlik kaygıları arasındaki ilişkiyi ve sosyo-demografik değişkenlerin girişimcilik ve işsizlik üzerindeki etkilerini incelemektir. Araştırma, nicel bir araştırma olup ilişkisel tarama yöntemi kullanılmıştır. Araştırmanın çalışma grubunu random örnekleme yöntemi kullanılarak seçilen 168 konservatuvar öğrencisi oluşturmaktadır. Veri toplama aracı olarak, Yılmaz ve Sünbül (2009) tarafından geliştirilen Üniversite Öğrencileri Girişimcilik Ölçeği, Özder ve diğerleri (2018) tarafından geliştirilen İşsizlik Kaygısı Ölçeği ve araştırmacı tarafından geliştirilen Kişisel Veri Formu kullanılmıştır. Araştırmada elde edilen verilerin normal dağılım göstermesi nedeniyle araştırma verilerinin istatistiksel analizinde parametrik testler kullanılmıştır. Sonuçlar cinsiyetin, yaşın, sınıf düzeyinin veya bölümün girişimcilik düzeyleri veya işsizlik kaygısı üzerinde anlamlı bir etkisinin olmadığını göstermiştir. Bununla birlikte, orta gelirli katılımcıların, yüksek gelir grubundakilere göre girişimcilik düzeylerinin daha yüksek olduğu görülmüştür. Ayrıca, yüksek gelir grubu, azalan işgücü talebiyle ilgili düşük gelirli gruba göre daha düşük işsizlik kaygısı

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Geliş tarihi/Received: 08.01.2025 – Kabul tarihi/Accepted: 20.01.2025 – Yayın tarihi/Published: 31.01.2025

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yaşarken, düşük gelirli grup işsizlik nedeniyle diğer iki gruba göre daha yüksek düzeyde sürekli kaygı yaşamaktadır. Hem düşük hem de yüksek gelir gruplarının, orta gelir grubuna göre çevresel faktörlerden daha fazla etkilendiği görülmüştür. Özellikle, işgücü talebiyle ilgili endişeler arttıkça, öğrencilerin girişimcilik seviyeleri de yükselmiştir. Buna karşılık, işsizlikle ilgili olumsuz çevresel faktörlere daha fazla maruz kalmanın girişimcilik üzerinde olumsuz bir etkiye sahip olduğu görülmüştür.

Anahtar kelimeler: girişimcilik, işsizlik kaygısı, konservatuvar eğitimi, kariyer gelişimi, istihdam

1. INTRODUCTION

Globalization has enabled the expansion of manufacturing and service sectors across borders while making the workforce more flexible and mobile. In light of these developments, job security has become dependent not only on having a certain profession but also on the ability to adapt to rapidly changing work dynamics. It is seen that the limitation of state employment is a part of the modern economic order. The contraction in the public sector in particular has reduced the expectations of individuals to find a job under state guarantee. Under the influence of neo-liberal economic policies, public employment has been reduced in many countries, privatization processes have accelerated, and the direct employer role of the state has diminished. This has limited the hopes of young graduates to be placed in government posts and led to increased competition in the private sector.

All these developments make it difficult for individuals to reach job security in the economic order of the modern world. These uncertain and rapidly changing economic conditions increase individuals' concerns about the process of finding a job and cause unemployment anxiety to become widespread in the modern world. In an environment where economic conditions are so uncertain, finding a job is no longer possible only through the opportunities offered by the state or the private sector, but rather by individuals discovering their own entrepreneurial potential.

Unemployment anxiety refers to the uncertainty and apprehension individuals experience regarding their ability to secure employment. This concept is not only related to unemployment but also to the social status and future living standards of individuals. There are various reasons for unemployment anxiety. Economic uncertainties, high unemployment rates, and a competitive labor market are important factors that exacerbate individuals' unemployment anxiety (Miller & Hohfeld, 2004). Dooley (2003) stated that unemployment anxiety emerges as a direct result of the unemployment process. Various studies have explored the relationship between unemployment anxiety and different variables. McKee-Ryan et al. (2005) demonstrated that unemployment anxiety can have detrimental effects on individuals' psychological health. Nilsen and Smeby (2016) reported that young individuals experience higher levels of anxiety about finding a job. Lim and Teo (2021) investigated gender differences in job security and found that women face higher levels of anxiety regarding job loss. Smith and Williams (2019) revealed that young adults have higher unemployment anxiety, and this has negative effects on their career development. Green and McIntyre's (2018) study showed that individuals with higher education levels feel more confident about finding a job. Meanwhile, Andrews and Leigh (2020) found that low-income groups experience greater unemployment anxiety compared to high-income groups. A meta-analysis study by Paul and Moser (2009) demonstrated that unemployment significantly increases the risk of depression and that unemployment anxiety plays an important role in this process. Long-term unemployment, in particular, causes a greater increase in depression levels. Feather and O'Brien's (1986) study highlighted that unemployment anxiety significantly increases the general stress levels in individuals' lives, and this can affect physical and mental health in the long term. Shoss and Penney (2012) showed that unemployment anxiety directly negatively affects individuals' self-confidence, which reduces their motivation to search for a job. Creed et al. (1999) showed in their study that low self-esteem levels of unemployed individuals prevent them from using effective coping strategies. As seen in the studies, unemployment anxiety interacts with many variables. In the modern world, where job security has declined, entrepreneurship is an important way to reduce unemployment anxiety and gain economic independence for individuals.

Although entrepreneurship is defined differently, it can generally be described as the ability to develop new business ideas, establish a business, and manage the risks that arise in this process. Schumpeter (1934) defined entrepreneurship as "making new combinations" and emphasized that entrepreneurship is important for economic development. Entrepreneurs drive and innovation while also increasing employment opportunities (Audretsch & Thurik, 2001). Levels of entrepreneurship encompass a person's capacity for

innovation, risk-taking tendencies, and entrepreneurial potential. Factors affecting individuals' entrepreneurial levels include personality traits, education level, sociodemographic variables, and environmental influences (Rauch & Frese, 2007). Some personality traits associated with entrepreneurship include risk-taking, self-confidence, and innovation (Zhao et al., 2005). Hurst and Lusardi (2004) state that unemployment anxiety can be a source of motivation for individuals to turn to entrepreneurship. The relationship between entrepreneurship and unemployment anxiety has been theoretically addressed in a multifaceted way. For instance, Schumpeter's innovative entrepreneurship theory suggests that individuals may start their own businesses when they cannot find opportunities in the current labour market and that entrepreneurship may increase during economic crises when unemployment rates rise (Schumpeter, 1934). Self-efficacy theory (Bandura, 1977) posits that individuals' confidence in their own skills encourages them to take risks and start new ventures. Risk perception theory argues that the way individuals evaluate risks is decisive in entrepreneurial decisions (Brockhaus, 1980). Social interaction theory (Aldrich & Zimmer, 1986) states that the social support and normative pressures individuals receive from their environment shape entrepreneurial decisions. The biopsychosocial model (Engel, 1977) argues that the biological, psychological, and social dimensions of unemployment anxiety should be evaluated together. While some previous studies suggest that unemployment anxiety can increase entrepreneurial motivations, others show that economic uncertainty and anxiety inhibit entrepreneurship (Van Praag & Versloot, 2007). In this context, there is no clear consensus on defining the relationship between entrepreneurship and unemployment anxiety.

While conservatory students receive vocational art education in higher education institutions in order to develop their creative talents, they also have to cope with the uncertainties and competitive environment they may encounter in the labor market after graduation. The limited employment opportunities in the field of art in particular and the uncertainties in the process of finding a job may cause unemployment anxiety among students. Unemployment anxiety is one of the important factors affecting the morale and motivation of students in the process of developing their artistic skills and preparing for professional life.

The most important reason for the emergence of unemployment anxiety for conservatory students is the limited employment opportunities after graduation. Today, it is seen that post-graduation job opportunities in the field of art are generally project-based, temporary, or freelance. These work environments create difficulties in providing permanent job security. This uncertain process in front of conservatory students increases their concerns about career planning and deepens their uncertainties about the future.

In this context, entrepreneurship can be considered as a way out for conservatory students. Entrepreneurship offers perspectives such as individuals establishing their own businesses, commercializing their artistic projects, and working independently in creative sectors. In this sense, in addition to artistic talents, innovative thinking, risk-taking, and business creation skills are also becoming increasingly important for conservatory students. Entrepreneurial potential is important in terms of coping with unemployment anxiety and continuing professional development without anxiety. However, understanding how entrepreneurship is shaped in a cultural context plays a critical role in the success of entrepreneurial activities (Hofstede, 1980).

Considering that in the world of art and creativity, original ideas and projects usually emerge through individuals' own initiatives, entrepreneurial knowledge and skills become even more prominent in order to be successful in business life. It can be said that conservatory students with high entrepreneurial potential will be in an advantageous position not only in evaluating existing business opportunities but also in creating their own businesses. As a result, entrepreneurship plays a crucial role for conservatory students in managing their unemployment anxiety and transferring their artistic skills to professional life. While the potential for entrepreneurship reduces the uncertainty in the job search process, it also allows students to create economic opportunities that will allow them to maintain their artistic freedom.

1.1. Purpose of the Study

The aim of the study is to examine the relationship between the entrepreneurship levels and unemployment anxiety of individuals receiving conservatory education and to evaluate the effects of socio-demographic variables (gender, age, class, department, monthly income status of the family) on this relationship.

The research question is as follows: Is there a relationship between the entrepreneurship levels of conservatory students and their unemployment anxiety, and how is this relationship affected by socio-demographic variables (gender, age, class, department and family income level)? The research presents a series of sub-problems, which include:

1. Is there a relationship between the entrepreneurship levels of conservatory students and the sub-dimensions of unemployment anxiety (labor, trait anxiety, environmental factors and education)?
2. Do the entrepreneurship levels of conservatory students differ according to socio-demographic variables?
3. Do the unemployment anxiety of conservatory students differ according to socio-demographic variables?

1.2. Significance of the Study

It is seen that the interaction between unemployment anxiety and entrepreneurship in conservatory education has not been sufficiently addressed in the literature. This study fills an important gap in the existing literature in that it aims to clarify the relationship between entrepreneurial skills and unemployment anxiety of individuals receiving conservatory education in the context of socio-demographic variables. In this context, the study will make a significant contribution to the understanding of various aspects of unemployment anxiety and entrepreneurial skills of conservatory students, as well as to conservatory education and entrepreneurship research. Another important contribution of the study is to examine the effects of socio-demographic variables such as gender, age, class, department, and monthly income status of the family on entrepreneurship and unemployment anxiety. These findings will contribute to a better understanding of the needs of different student groups.

2. METHODS

2.1. Research Model

This research is a quantitative study, and the relational screening model was used. The relational screening model aims to determine the existence and level of relationships between the variables examined. In this research, the relationship between the entrepreneurship levels of conservatory students and their unemployment anxiety was tried to be determined within the scope of the relational screening model. In this context, the connections between the entrepreneurship tendencies of the participants and their unemployment anxiety were examined, and data on the relationship between these two variables were collected. In addition, the role of socio-demographic variables (such as age, gender, income level, education period, and family occupation status) on the entrepreneurship levels and unemployment anxiety of individuals was also analyzed in the research, and it was tried to reveal how the entrepreneurship level and unemployment anxiety changed among different groups.

2.2. Sample Group

This study used the simple random sampling method. Simple random sampling is a method in which each individual selected from the universe has an equal probability of being included in the sample (Cochran, 1977). The aim of the random method is for the sample to represent the universe in the most impartial way. Fowler (2014) stated that the simple random sampling method contributes to the scientific validity of the research by increasing the generalizability of the results.

The sample group of the study consists of students studying at the undergraduate level of conservatories in the 2024-2025 academic year. A total of 168 students studying in different departments of conservatories were selected for the sample group.

In order to determine the different groups in the sample, data such as gender, age, grade level, and socioeconomic status were collected. Thus, the obtained data reflected the general structure of the universe and allowed generalizable inferences about the general situation of conservatory students. The sample group of the study is limited to the conservatory students who can be reached within the scope of research opportunities. In future studies, diversifying the sample group to include wider and different groups will contribute to obtaining more comprehensive results.

Table 1

Descriptive Characteristics of the Participants

	n	%
Gender		
Female	69	41.07
Male	99	58.93
Age		
18-20	63	37.50
21-23	61	36.31
24 and above	44	26.19
Grade		
1st	44	26.19
2nd	49	29.17
3rd	36	21.43
4th	39	23.21
Department		
Musical Instrument Training	52	30.95
Vocal Training	49	29.17
Theatre	35	20.83
Musicology	32	19.05
Total	168	100

Table 1 presents data on the demographic characteristics of the participants. A total of 168 students participated in the study, 41.07% of whom were female and 58.93% were male. Regarding age distribution, 37.50% are between the ages of 18-20, 36.31% are between the ages of 21-23, and 26.19% are 24 years old and above. In terms of grade level, 26.19% are first-year students, 29.17% are second-year students, 21.43% are third-year students, and 23.21% are fourth-year students. With respect to their fields of education, 30.95% are studying in instrument education, 29.17% in voice education, 20.83% in theater, and 19.05% in musicology programs.

2.3. Data Collection

As a data collection tool, three tools were used: Entrepreneurship Scale, Unemployment Anxiety Scale and Personal Data Form.

Entrepreneurship Scale. University Student Entrepreneurship Scale is a scale developed by Yılmaz and Sünbül (2009) to determine the entrepreneurship levels of university students and consists of 36 items. The scale includes statements that evaluate how much innovation, risk-taking and economic value creation skills the participants have. The responses given to the scale prepared in five-point Likert type are arranged in a range from "very often" (5) to "never" (1). The scale is one-dimensional. After subjecting the scale to reliability analyses, it was determined that the Cronbach Alpha reliability coefficient of the scale was .90 (Yılmaz & Sünbül, 2009). This inventory, which is used to measure the level of entrepreneurship, was selected to evaluate the entrepreneurial potential, innovative thinking structures, and risk-taking capacities of conservatory students. This inventory is a reliable and valid tool for measuring the impact of personal characteristics, abilities, and motivations on entrepreneurial decisions.

Unemployment Anxiety Scale. The Unemployment Anxiety Scale was created by Özder et al. (2018) in order to evaluate the unemployment anxiety of the participants. This five-point Likert-type scale includes statements regarding perceptions of unemployment anxiety. There are fourteen questions in the scale with

four sub-dimensions: The first dimension is labor force (1,2,3,4,5,6,7); the second dimension is trait anxiety (8,9); the third dimension is environment (10,11,12); and the last dimension is education (13,14). As a result of the reliability analyses, the Cronbach's Alpha reliability coefficient for this scale was found to be .84. This inventory, which is used to measure unemployment anxiety, was selected to objectively evaluate students' emotional, psychological, and social concerns about unemployment. Unemployment anxiety is an important factor that shapes individuals' futures and becomes more apparent, especially in periods of intense economic uncertainty. The inventory allows understanding the emotional and psychological states that may affect entrepreneurial motivation by measuring individuals' anxiety levels about unemployment.

Personal Data Form. The form developed by the researcher was used to collect socio-demographic data of the participants such as gender, age, class, department and monthly family income.

2.4. Data Collection Process

Approval for data collection through research was obtained from the Zonguldak Bülent Ecevit University Human Research Ethics Committee with a letter dated 18.10.2024 and numbered 512891. Surveys were conducted face-to-face or via online participation.

All participants were provided with a detailed explanation of the purpose and scope of the research and information on how the data would be used. Participants were informed that the survey was for academic research purposes and would only be used within the scope of this research. In addition, they were assured that personal information would be kept confidential and anonymous and would not be associated with the participants' identities in any way.

Before data collection began, written consent for participation was obtained. The written consent for participation included explanatory information about the purpose and scope of the study and participants' access rights to the data. Individuals were informed that participation was completely voluntary and that they could withdraw at any time. In online surveys, participants were presented with a digital consent form, and their consents were obtained. Participants were provided with a contact number and email address where they could reach the researcher if they had any questions.

2.5. Data Analysis

The findings obtained in the study were analyzed using SPSS (Statistical Package for Social Sciences) program. The evaluation of the data includes descriptive statistical methods such as numbers (n), percentages, mean (M) and standard deviation (SD). Kurtosis and skewness tests were performed on the values to determine whether normality was achieved in terms of the research data. Since both kurtosis and skewness values were between +1.5 and -1.5, parametric scale tests were used in the analysis of the data. The findings were evaluated using a 95% confidence interval and a 5% significance level.

In addition, Pearson correlation analysis was used to determine the direction and strength of the relationship between entrepreneurship levels and unemployment anxiety sub-dimensions. In group comparisons of the data, a t-test and one-way analysis of variance (ANOVA) were applied to examine the differences depending on socio-demographic variables. When significant differences were found in ANOVA, Tukey Post-hoc test was performed to determine between which specific groups there were significant differences. Outlier data thought to affect the model result were determined before the analysis and removed from the data set. The above step aims to improve the accuracy of the studies and the minimum impact of extreme values on the analyzed models.

2.6. Ethics

In this study, all the rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified in the second section of the directive, "Actions Contrary to Scientific Research and Publication Ethics," were carried out.

Ethics committee permission information:

Name of the committee conducting the ethical evaluation: Zonguldak Bülent Ecevit University Human Research Ethics Committee

Date of the ethical evaluation decision: 18.10.2024.

Ethics evaluation document number: 512891.

3. FINDINGS

The purpose of this study is to examine the relationship between entrepreneurship levels and unemployment anxiety of conservatory students. While entrepreneurship was examined in one dimension, unemployment anxiety was examined in the sub-dimensions of labor, trait anxiety, environment, and education. In addition, the research data were analyzed according to socio-demographic variables such as gender, age, department and family income level. Within the scope of the research, the correlation between the variables examined was also evaluated. The results of the analysis of entrepreneurship and unemployment anxiety according to the gender variable are presented in Table 2.

Table 2

Results of the Analysis of Entrepreneurship and Unemployment in Relation to the Gender Variable

Measure	Male		Female		t	p	Cohen's d
	M	SD	M	SD			
Entrepreneurship	3.646	.682	3.568	.574	.686	.494	.124
Unemployment							
Labor	3.523	.839	3.463	.896	.393	.695	.069
Constant Anxiety	3.319	.909	3.122	.924	1.222	.224	.215
Environment	3.028	1.021	3.088	1.096	-.324	.746	-.057
Education	3.415	.768	3.377	.771	.283	.778	.049

*p<.05

Table 2 presents the analysis results of variables related to entrepreneurship and unemployment anxiety based on gender variables. The findings show that there is no statistically significant difference between genders in terms of the sub-dimensions of entrepreneurship and unemployment anxiety ($p > .05$). This shows that the gender variable does not significantly affect the entrepreneurship levels or unemployment anxiety of conservatory students.

The analysis results related to the age variable are given in Table 3.

Table 3

Results of the Analysis of Entrepreneurship and Unemployment in Relation to the Age Variable

Measure	18-20		21-23		24 and above		F	η^2
	M	SD	M	SD	M	SD		
Entrepreneurship	3.624	.663	3.707	.645	3.466	.590	1.456	.032
Unemployment								
Labor	3.501	.796	3.602	.890	3.344	.904	.916	.021
Constant Anxiety	3.274	1.096	3.343	.821	3.044	.732	1.136	.025
Environment	3.052	1.050	3.006	1.088	3.117	1.007	.113	.003
Education	3.303	.762	3.578	.723	3.279	.808	2.241	.049

*p<.05

Table 3 shows the analysis results of variables related to entrepreneurship and unemployment anxiety according to the age variable. It is seen that there is no statistically significant difference between different age

groups in terms of entrepreneurship and unemployment anxiety sub-dimensions ($p > .05$). The age variable does not have a significant effect on the entrepreneurship and unemployment anxiety of conservatory students.

The analysis results of entrepreneurship and unemployment anxiety in the context of the class variable are presented in Table 4.

Table 4

Results of the Analysis of Entrepreneurship and Unemployment in Relation to the Grade Variable

Measure	1st Grade		2nd Grade		3th Grade		4th Grade		F	η^2
	M	SD	M	SD	M	SD	M	SD		
Entrepreneurship	3.650	.629	3.633	.590	3.672	.711	3.502	.673	.435	.012
Unemployment										
Labor	3.431	.749	3.535	.796	3.588	.752	3.483	1.143	.202	.005
Constant Anxiety	3.170	.746	3.208	.710	3.300	1.136	3.338	1.157	.250	.007
Environment	2.962	1.069	2.981	.982	3.173	1.050	3.161	1.118	.381	.010
Education	3.375	.724	3.347	.695	3.560	1.003	3.371	.706	.444	.012

* $p < .05$

Table 4 shows the analysis results of variables related to entrepreneurship and unemployment anxiety according to the class variable. It is seen that there is no statistically significant difference between different class levels in terms of entrepreneurship and unemployment anxiety sub-dimensions ($p > .05$). The class variable does not have a significant effect on the entrepreneurship and unemployment anxiety of conservatory students.

The analysis results of entrepreneurship and unemployment anxiety in terms of the department variable are presented in Table 5.

Table 5

Results of the Analysis of Entrepreneurship and Unemployment in Relation to the Department Variable

Measure	Musical Instrument Training		Vocal Training		Theatre		Musicology		F	η^2
	M	SD	M	SD	M	SD	M	SD		
Entrepreneurship	3.491	.664	3.630	.659	3.781	.714	3.452	.476	1.555	.042
Unemployment										
Labor	3.459	.748	3.355	.961	3.400	.740	3.492	1.042	1.601	.043
Constant Anxiety	3.283	.932	3.097	.916	3.300	.959	3.450	1.037	.543	.015
Environment	3.117	1.114	3.073	1.015	2.800	1.123	3.250	1.042	.551	.015
Education	3.500	.790	3.268	.859	3.400	.736	3.250	.697	1.079	.030

* $p < .05$

Table 5 shows the analysis results of variables related to entrepreneurship and unemployment anxiety according to department variables. It is seen that there is no significant difference between different departments in terms of entrepreneurship and separation anxiety sub-dimensions ($p > .05$). Department variable does not have a significant significance on entrepreneurship and unemployment anxiety of conservatory students.

The analysis results of entrepreneurship and unemployment anxiety in the context of variables related to monthly income level are presented in Table 6.

Table 6

Results of the Analysis of Entrepreneurship and Unemployment in Relation to the Monthly Income Level Variable

Measure	Low		Middle		High		F	η^2
	M	SD	M	SD	M	SD		
Entrepreneurship	3.557	.715	3.739	.595	3.313	.574	4.437*	.062
Unemployment								
Labor	3.682	.934	3.539	.782	3.101	.886	3.611*	.051
Constant Anxiety	3.666	.956	3.164	.838	2.854	.890	6.822*	.093
Environment	3.305	.954	2.828	1.092	3.375	.891	4.097*	.058
Education	3.472	.745	3.407	.794	3.270	.722	.500	.007

* $p < .05$

In light of the data in Table 6, it was determined that there were statistically significant differences in the monthly income levels of the participants and the sub-dimensions of entrepreneurship and unemployment anxiety in the labor force, trait anxiety, and environment. Post-hoc analysis was performed on the data in order to determine which group the source of the difference originated from. According to the Tukey test results, it is seen that the difference in the entrepreneurial dimension according to income level is between the middle and high income levels ($p < .05$). When the average scores of the middle and high income participants are considered, it is seen that the entrepreneurship levels of the participants belonging to the middle income group are statistically significantly higher than those of the high income group. It is seen that the significant difference in the labor force sub-dimension is between the low and high income groups ($p < .05$). When the group means are examined, it is seen that the scores of the high-income group in the labor force sub-dimension of unemployment anxiety are statistically significantly lower than those of the low-income group. The post-hoc analysis results show that the source of the significant difference in the trait anxiety dimension is between the low-income group and both the middle and high-income groups. According to the group means, the trait anxiety score of the low income group is significantly higher than the average scores of both the middle and high income groups. As a result of post-hoc analysis, it is seen that the source of the significant difference in the environmental sub-dimension of unemployment anxiety is due to the middle-income group ($p < .05$). According to the mean scores of the groups, it is shown that the scores of the middle-income group regarding the environmental sub-dimension of unemployment anxiety are significantly lower than the other groups. Low and high-income groups are more affected by environmental factors related to unemployment anxiety than the middle-income group.

The descriptive statistics and correlations of the research variables are presented in Table 7.

Table 7

Correlations between the Variables of the Research

Variables	n	M	SD	1	2	3	4	5
Entrepreneurship	136	3.616	.641	-				
Unemployment								
Labor	136	3.500	.859	.229**	-			
Constant Anxiety	136	3.242	.916	.049	0.532**	-		
Environment	136	3.051	1.047	-.171*	.396**	.448**	-	
Education	136	3.400	.766	.100	.407**	.258**	.381**	-

* $p < .05$, ** $p < .01$

When Table 7 is examined, it is seen that there is a statistically positive and significant relationship between entrepreneurship and the labor force sub-dimension of unemployment anxiety ($r = .229$, $p < .01$). It was observed that as the concerns in the labor force sub-dimension increase, the entrepreneurship levels of the students also increase. This may indicate that the students see entrepreneurship as an alternative solution

due to uncertainties or restrictions in traditional employment opportunities. There is a negative and significant relationship between entrepreneurship and the environment sub-dimension of unemployment anxiety ($r = -.171, p < .05$). As the negativities in the environmental factors increase, the entrepreneurship levels decrease. In the light of the obtained data, it can be said that discouraging social environments negatively affect the entrepreneurial motivation of individuals. In addition, there is a strong and positive relationship between the labor force and trait anxiety in the sub-dimensions of unemployment anxiety ($r = .532, p < .01$). It is seen that as labor force anxiety increases, the general unemployment anxiety also increases. There is a positive and significant relationship between the labor force and the environment ($r = .396, p < .01$). It can be said that the labor force anxiety increases together with the concerns originating from the social environment. There is a positive and significant relationship between labor force and education ($r = .407, p < .01$). It is seen that concerns about education increase with concerns about the labor force. There is a positive and significant relationship between environment and trait anxiety ($r = .448, p < .01$). As environmental concerns increase, trait anxiety also increases, indicating that individuals' unemployment anxiety are heavily affected by their social environment. There is a positive relationship between education and trait anxiety ($r = .258, p < .01$). Concerns about education are linked to general unemployment anxiety. The significant positive relationship between education and environment indicates that the social environment may have an effect on concerns about education ($r = .381, p < .01$). As a result, the sub-dimensions of unemployment anxiety (labor force, trait anxiety, environment, education) show significant and positive relationships with each other, which reveals that unemployment anxiety is a multi-dimensional structure.

4. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Within the scope of this research, in addition to the relationship between the entrepreneurship levels and unemployment anxiety of individuals receiving conservatory education, the effects of variables such as gender, age, class, department, and monthly family income on this relationship were examined.

According to the data obtained as a result of the research, gender does not seem to be an important factor in the entrepreneurship levels or unemployment anxiety of students receiving vocational art education. This finding shows that gender differences do not play a significant role in taking risks or achieving career goals, especially in a field such as art. The fact that gender does not have a significant effect on entrepreneurship levels or unemployment anxiety in the research is consistent with the literature suggesting that gender is generally a lesser determining factor. For example, the study by Welter and Smallbone (2003) showed that entrepreneurial motivations and barriers are related to the individual's professional environment rather than gender.

Similarly, age does not have a statistically significant effect on the variables examined. This means that students in different age groups in conservatory education share similar concerns and/or thoughts about entrepreneurship and future employment. The fact that the age factor does not show a significant effect can be explained by the fact that conservatory students are generally in similar age groups and have common concerns. It has been stated in the literature that young individuals generally have higher motivation in terms of entrepreneurship levels (Bosma & Schutjens, 2011). However, the fact that this difference is not seen in the context of vocational arts education suggests that entrepreneurial tendencies may be more related to individual abilities and personal motivations. The students' grade level also does not show a significant relationship with entrepreneurship or unemployment anxiety. It can be said that conservatory students' concerns about future employment and their interest in entrepreneurship are similar at different grade levels. The fact that grade level does not have a significant effect on entrepreneurship or unemployment anxiety indicates that these two variables remain constant during conservatory education or that grade level is not a critical factor in determining students' perceptions on these issues. This result is consistent with the literature suggesting that students' entrepreneurial skills or concerns are more affected by external factors during the education period (Shane & Venkataraman, 2000).

The department in which the student studies at the conservatory (music, vocal training, theater, etc.) does not significantly affect the variables under study. Considering that employment conditions, labor market, and entrepreneurship opportunities are not very different between various art disciplines, it can be said that the students share a common experience and understanding.

As a result of the research, the monthly income level emerges as an important factor in understanding the relationship between entrepreneurship and unemployment anxiety. The significant effect of the monthly income level on entrepreneurship and unemployment anxiety supports the studies in the literature examining the effects of economic factors on entrepreneurship. In particular, Krueger and Brazeal (1994) stated that low- or middle-income individuals see entrepreneurship as a way to achieve economic security. Students from middle-income families show higher levels of entrepreneurship than those from high-income families. This may indicate that students from middle-income backgrounds perceive entrepreneurship as a more viable path to economic stability compared to their high-income peers. Conversely, students from high-income families reported lower levels of unemployment anxiety, especially in the labor force sub-dimension. This finding suggests that students from high-income families experience lower levels of employment-related anxiety, likely due to their greater sense of economic security. The fact that the low-income group is less inclined to entrepreneurship may indicate restrictions such as lack of start-up capital or knowledge in entrepreneurial activities. In this context, it may be beneficial to provide economic support mechanisms aimed at enhancing the entrepreneurial potential of low-income individuals. It also seems that entrepreneurship training programs should be designed for individuals in this group.

The study also reveals a significant positive correlation between entrepreneurship and the labor force sub-dimension of unemployment anxiety. As students become more concerned about the limited availability of traditional jobs in their field, their interest in and search for entrepreneurship as an alternative path increases. This suggests that anxiety about traditional employment may serve as a motivating factor for entrepreneurial efforts.

Conversely, there is a significant negative correlation between entrepreneurship and the environmental sub-dimension of unemployment anxiety. This result suggests that a discouraging or unsupportive environment, especially originating from family and society, may negatively affect students' entrepreneurial levels. A supportive environment that encourages entrepreneurial thinking and risk-taking is likely to create a greater sense of confidence and motivation among students. The fact that anxiety due to environmental factors reduces entrepreneurship levels indicates that unsupportive social environments reduce individuals' tendency to take risks.

More entrepreneurship-focused programs should be offered at conservatories to develop entrepreneurial skills. These programs can increase students' competence in starting their own businesses and engaging in artistic initiatives. It is recommended that the education programs of students receiving conservatory education be designed to include the commercial and managerial skills necessary to be successful in the business world. In such a program, in addition to artistic competencies, topics such as art management, cultural project management, sponsorships, artist rights, financing of art organizations, the functioning of creative industries, digitalization, and digital platforms can create new perspectives for students.

One of the most effective methods for conservatory students to develop their entrepreneurial skills is internship training. Students can intern in professional institutions in fields such as music, theater, and dance. This system can be planned in such a way that students receive art education for 7 semesters and work in a business environment, especially in artistic and cultural projects for 1 semester. Interns can observe how art projects are managed in the real world, how job opportunities are created for artists, and the financial and managerial functioning of an art organization. Students can find the opportunity to develop their entrepreneurial skills in practice during this process.

It is thought that providing financial support mechanisms and entrepreneurship consultancy, especially for low and middle-income students, would be beneficial. These supports can facilitate students' access to entrepreneurial opportunities. It is considered important to create supportive social environments for students to be successful on the entrepreneurial path. Encouraging entrepreneurial activities by families and communities will increase students' confidence and motivation. These elements can increase the entrepreneurship levels of conservatory students.

Ethical approval

The study was approved by Zonguldak Bülent Ecevit University Human Research Ethics Committee (date: 18.10.2024, number: 512891).

Author contribution

Study conception and design: İK; data collection: İK; analysis and interpretation of results: İK; draft manuscript preparation: İK. All authors reviewed the results and approved the final version of the article.

Source of funding

The authors declare the study received no funding.

Conflict of interest

The authors declare that there is no conflict of interest.

Etik kurul onayı

Çalışma, Zonguldak Bülent Ecevit Üniversitesi İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır (tarih: 18.10.2024, sayı: 512891).

Yazarlık katkısı

Çalışmanın tasarımı ve konsepti: İK; verilerin toplanması: İK; sonuçların analizi ve yorumlanması: İK; çalışmanın yazımı: İK. Tüm yazarlar sonuçları gözden geçirmiş ve makalenin son halini onaylamıştır.

Finansman kaynağı

Yazarlar, çalışmanın herhangi bir finansman almadığını beyan etmektedir.

Çıkar çatışması

Yazarlar, herhangi bir çıkar çatışması olmadığını beyan etmektedir.

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