

A Qualitative Research on Unemployment Anxiety Experienced by Social Work Department Final Year Students During their Field Training

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Abstract

Aim: This study aims to explore the experiences of senior students enrolled in social work departments at universities in Konya, Türkiye, regarding their concerns about unemployment during their field training period. The research seeks to uncover the individual, social, and educational factors that influence students' perceptions of unemployment.

Method: The study was conducted using a qualitative research design grounded in reflexive thematic analysis. Participants were selected through snowball sampling, resulting in in-depth interviews with 35 senior students majoring in social work. Of the participants, 24 were female and 11 were male. Data were collected using a Demographic Information Form and a Semi-Structured Interview Form developed based on expert feedback. The collected data were analyzed using reflexive thematic analysis, with MAXQDA 2024 employed to support qualitative data management and organization.

Results: The analysis revealed two main themes and a total of ten sub-themes. The findings indicate that factors such as family attitudes, future uncertainty, the process of anxiety formation, the effects of anxiety, and the choice of academic major significantly shape students' perceptions of unemployment during field training. In particular, the sub-theme addressing the effects of anxiety revealed that students experienced not only emotional and cognitive strain but also behavioral and physical reactions, highlighting the multidimensional nature of their unemployment-related anxiety. Moreover, it was observed that students employed various coping strategies to manage their anxiety, including exploring job opportunities within and outside the field of social work, pursuing graduate education, preparing for public personnel selection exams (KPSS), and enhancing personal motivation.

Conclusion: The results demonstrate that unemployment anxiety among senior social work students is multidimensional, influenced by personal factors as well as social environment and educational experiences. These findings provide valuable insights for developing supportive, program-level practices to enhance students' career development and psychological resilience.

Keywords: Social work, unemployment, anxiety, unemployment anxiety, qualitative research.

Özgün Araştırma Makalesi (Original Research Article)

Geliş / Received: 11.07.2025 **Kabul / Accepted:** 24.03.2026

DOI: <https://doi.org/10.38079/igusabder.1739975>

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ETHICAL STATEMENT: To conduct this study, ethical approval was obtained from the Non-Interventional Clinical Research Ethics Committee of Selçuk University, Faculty of Health Sciences (Approval no: 2024/456 date: 24.04.2024).

Sosyal Hizmet Bölümü Son Sınıf Öğrencilerinin Uygulama Eğitimi Süreçlerinde Yaşadıkları İşsizlik Kaygısına Dair Nitel Bir Araştırma

Öz

Amaç: Bu araştırmanın amacı, Konya ilinde bulunan üniversitelerde öğrenim gören sosyal hizmet bölümü 4. sınıf öğrencilerinin alan uygulaması (saha eğitimi) sürecinde deneyimledikleri işsizlik kaygısına ilişkin deneyimlerini derinlemesine incelemektir. Araştırma, öğrencilerin işsizlik algılarını şekillendiren bireysel, toplumsal ve eğitsel faktörleri ortaya koymayı hedeflemektedir.

Yöntem: Araştırma, nitel araştırma desenlerinden refleksif tematik analiz temel alınarak yürütülmüştür. Katılımcılar kartopu örnekleme yöntemiyle belirlenmiş olup, toplam 35 sosyal hizmet bölümü son sınıf öğrencisiyle derinlemesine görüşmeler gerçekleştirilmiştir. Katılımcıların 24'ü kadın, 11'i erkektir. Veri toplama sürecinde, araştırmacı tarafından geliştirilen Demografik Bilgi Formu ve uzman görüşleri doğrultusunda oluşturulan Yarı Yapılandırılmış Görüşme Formu kullanılmıştır. Elde edilen veriler, refleksif tematik analiz yaklaşımı doğrultusunda çözümlenmiş; MAXQDA 2024 nitel veri analiz programı veri yönetimi ve düzenlenmesi amacıyla kullanılmıştır.

Bulgular: Veri analizi sonucunda iki ana tema ve bu temalara bağlı toplam 10 alt tema ortaya konmuştur. Bulgular, öğrencilerin işsizlik kaygısının oluşum sürecinde ailenin tutumu, gelecek belirsizliği, bireysel beklentiler ve bölüm tercihinin etkili olduğunu göstermektedir. Özellikle kaygının etkisini ele alan alt tema öğrencilerin sadece duygusal ve bilişsel değil, davranışsal ve bedensel (somatik) tepkiler de yaşadıklarını ortaya koymakta ve işsizlik kaygısının çok boyutlu yanını vurgulamaktadır. Öğrencilerin bu kaygıyla başa çıkma stratejileri arasında sosyal hizmet alanındaki iş olanaklarını değerlendirme, alternatif meslek arayışları, lisansüstü eğitim hedefleme, KPSS'ye hazırlık ve kişisel motivasyonu artırma öne çıkmaktadır.

Sonuç: Araştırma bulguları, sosyal hizmet bölümü son sınıf öğrencilerinin işsizlik kaygısının çok boyutlu olduğunu ve bu kaygının bireysel faktörler kadar sosyal çevre ve eğitim sistemiyle ilişkili olduğunu ortaya koymaktadır. Elde edilen sonuçlar, sosyal hizmet eğitimi süreçlerinin yeniden değerlendirilmesi ve öğrencilerin kariyer gelişimlerine yönelik destekleyici, program düzeyindeki uygulamaların geliştirilmesi açısından önemli ipuçları sunmaktadır.

Anahtar Sözcükler: Sosyal hizmet, işsizlik, kaygı, işsizlik kaygısı, nitel araştırma.

Introduction

Youth unemployment has emerged as a critical global social and economic challenge, particularly affecting young people during the transition from education to the labor market. Recent international research consistently demonstrates that youth unemployment extends beyond financial deprivation and is strongly associated with increased anxiety, psychological distress, diminished life satisfaction, and long-term adverse career outcomes¹⁻³. Evidence from the United States and European countries further indicates that prolonged unemployment among young adults increases vulnerability to mental health problems and contributes to enduring psychological scarring, and simultaneously weakens future employability, thereby positioning youth unemployment as a significant public mental health concern rather than merely an economic issue^{4,5}.

Unemployment, defined as the inability to find a job despite being willing and able to work, is a significant problem particularly affecting young individuals, leading to

increased anxiety, emotional distress, and reduced psychological well-being⁶⁻⁸. In Türkiye, where youth unemployment is on the rise, the proportion of educated yet unemployed individuals is growing⁹.

According to the Labour Force Statistics for 2024 released by the Turkish Statistical Institute (TÜİK), although the overall unemployment rate declined to 8.7%, the youth unemployment rate (ages 15–24) remained considerably higher at 16.3%, indicating that young people continue to face disproportionate barriers to labour market integration¹⁰. These figures suggest that unemployment among young adults should be considered not only an economic issue but also a significant psychosocial risk factor, as extensive international evidence links youth unemployment to increased psychological vulnerability, emotional distress, and long-term mental health consequences^{5,11,12}. Unemployment anxiety refers to a multidimensional psychological state characterized by persistent worry, fear, and uncertainty regarding future employment prospects, particularly during periods of anticipated or prolonged joblessness¹⁴. Unlike general anxiety, unemployment anxiety is specifically rooted in concerns about future employability and encompasses emotional, cognitive, behavioral, and physical components, including chronic stress, feelings of inadequacy, reduced self-esteem, social withdrawal, and somatic symptoms, which have been widely documented in the international literature on work and mental health^{4,5}. Recent empirical studies further indicate that unemployment anxiety among university students is shaped by perceived labour market conditions, family expectations, educational experiences, and individual coping resources¹²⁻¹⁴.

Social work, as an applied discipline aiming to enhance individual and community well-being, plays a key role in addressing unemployment and its psychosocial consequences¹⁵⁻¹⁸.

However, social work students may experience unemployment anxiety more intensely than students in some other academic disciplines due to the profession's strong ethical orientation toward public service and its historical reliance on state-centered employment structures. The expectation of public-sector employment, combined with competitive recruitment mechanisms and limited appointment quotas, contributes to heightened pressure and uncertainty among social work students.

The issue of unemployment is especially pressing for university students approaching graduation, who often experience uncertainty about their career prospects and future¹⁹⁻²¹. In Türkiye, structural factors such as the rapid and unregulated expansion of social work programs, limited employment opportunities, and recruitment of non-specialists in social work roles exacerbate students' anxiety^{22,23}. These developments risk diminishing the appeal of the profession for future applicants^{24,25}.

Field training experiences may further intensify this anxiety, as students directly encounter institutional constraints, heavy workloads, and employment insecurity within social service settings, reinforcing concerns about their own future employability²⁶.

Although both national and international studies have examined unemployment anxiety among university students, research specifically focusing on social work students—particularly during their field training period—remains limited. Existing studies predominantly adopt quantitative approaches or address general student populations, leaving a significant gap in understanding the lived experiences, meaning-making processes, and coping strategies of senior social work students within the context of field education. This qualitative study addresses this gap by exploring how senior social work students experience unemployment anxiety during their field training, the factors contributing to this anxiety, and the strategies they employ to cope with it. By focusing on the field training process, the study offers an original and context-sensitive contribution to the international literature on social work education and youth unemployment.

This study explores how senior social work students experience unemployment anxiety during their field training process, the contributing factors to this anxiety, and the coping strategies they employ. It specifically aims to understand:

1-What does unemployment anxiety mean to senior students in social work programs?

2-What actions do these students take to cope with their unemployment anxiety?

In line with this aim, the following questions were posed to the participants:

- What does unemployment anxiety personally mean to you?
- Which symptoms of this anxiety do you observe in yourself?
- How did this anxiety develop?
- What were your thoughts about employment opportunities when you chose the social work department?
- What do you do to cope with or reduce your unemployment-related anxiety?

Material and Method

Study Design and Participants

This qualitative study was designed to explore unemployment-related anxiety among senior social work students at universities in the central district of Konya, Türkiye, during their field training period. The study adopted a reflexive thematic analysis (RTA) approach as outlined by Braun and Clarke (2006, 2019), which is well suited to identifying patterned meanings across participants' accounts while acknowledging the active role of the researchers in knowledge production. The analytic focus was not on capturing a single "essence" of experience, but on interpreting shared and divergent meanings related to unemployment anxiety within specific educational and institutional contexts^{27,28}.

Data were collected through semi-structured, in-depth interviews conducted with senior social work students enrolled in field training during the 2023–2024 academic year. The semi-structured interview form consisted of five open-ended questions exploring

students' perceptions of unemployment, psychological and somatic manifestations of anxiety (e.g., sleep disturbances, physical tension, fatigue), motivations behind departmental choice, and coping strategies during field training. Probing questions were used when necessary to encourage participants to elaborate on their emotional and bodily experiences related to unemployment concerns. Snowball sampling was employed to reach participants who could provide rich and relevant insights into the phenomenon under study. To enhance variation, students were recruited from three different universities, which helped reflect diverse institutional contexts and student experiences.

A total of 35 students voluntarily participated, comprising 24 females and 11 males, aged between 21 and 24. The distribution of participants was as follows: 15 from Selçuk University, 10 from Necmettin Erbakan University, and 10 from Karatay University. Before data collection, informed consent was obtained, and participants were assured of their right to withdraw at any stage without consequence. The students completed their field practice across a variety of settings, including public hospitals, social service centers, social assistance foundations, residential care institutions, judicial settings, university-based units, and several civil society organizations.

Data Collection Tool

Face-to-face interviews were conducted with 35 senior social work students in Konya, each lasting 25–40 minutes. A semi-structured interview form consisting of five open-ended questions was developed by the researchers and refined following expert review to ensure clarity, relevance, and comprehensiveness. Initially, ten social work academics were contacted via email to provide expert feedback, and four of them responded. These four experts, each with extensive experience in social work education and field practice supervision, reviewed the form and offered feedback that informed the final version.

With participants' informed consent, audio recordings were taken to ensure accurate and detailed analysis. Throughout the research process, confidentiality and anonymity were strictly maintained. Participants were assigned code identifiers (e.g., P1, P2) rather than real names to protect their identities.

Trustworthiness and Reflexivity

Trustworthiness was ensured through the criteria of credibility, transferability, dependability, and confirmability. Credibility was supported through member checking with five participants, who reviewed preliminary interpretations and confirmed that the themes accurately reflected their experiences^{30,31}.

Dependability and confirmability were enhanced through the maintenance of a detailed audit trail, including documentation of coding decisions, theme development, and reflexive memos recorded throughout the analytic process^{32,33}.

Reflexivity was actively practiced by the research team. The first researcher, an experienced social work academic, continuously reflected on prior professional

assumptions related to field training and student supervision. The second researcher, a practicing social worker, critically examined how professional experiences could shape interpretations. The third researcher, a recent graduate, contributed reflexive awareness of proximity to participants' experiences. Reflexive journals were maintained throughout the study to minimize the influence of preconceptions on analysis and ensure that interpretations remained grounded in participants' accounts.

Ethical Statement

To conduct this study, ethical approval was obtained from the Non-Interventional Clinical Research Ethics Committee of Selçuk University, Faculty of Health Sciences (Approval No: 2024/456 date: 24.04.2024). Written informed consent was obtained from all participants prior to the interviews, and participants were informed of their right to withdraw at any time without consequence. Audio recordings of the interviews were securely stored on a password-protected computer for the duration of the data analysis and were accessible only to the research team. After completion of the data analysis, all recordings were permanently deleted to ensure participant confidentiality.

Data Analysis

The interview data, comprising approximately 40 pages of verbatim transcripts, were analyzed using reflexive thematic analysis following the six-phase process proposed by Braun and Clarke²⁷: familiarization with the data, generation of initial codes, construction of candidate themes, review of themes, defining and naming themes, and producing the report. MAXQDA 2024 was used as a tool to support systematic data organization; however, all coding decisions were interpretative and iterative, allowing themes to evolve through continuous engagement with the data rather than through predefined categories.

Two researchers independently generated initial codes and reflective notes, while a third researcher acted as a critical peer, reviewing the developing code structure and thematic map and prompting reflexive discussions without merely assessing coder agreement. Through this process, analytic depth and coherence were strengthened. Code and meaning saturation was considered to have been reached after approximately 30 interviews, at which point no substantially new conceptual insights emerged and existing themes demonstrated sufficient analytic richness^{28,29}.

Results

As a result of the analysis of the semi-structured interviews conducted with 35 senior-year social work students, two main themes and ten sub-themes were identified. The findings are presented with representative participant quotations for each sub-theme, followed by brief interpretative statements to contextualize the data.

Table 1. Themes and sub-themes identified through interviews

Unemployment Anxiety Experienced by Senior Social Work Students During Their Field Training Process	
Unemployment Anxiety Experienced by Students	Students' Coping Strategies for Anxiety
Family Attitudes	Employment Opportunities in the Field
Future Anxiety	Alternative Job Opportunities
Anxiety Formation Process	Pursuing Graduate Education
Impact of Anxiety	Public Personnel Selection Examination (KPSS)
Choice of Academic Program	Personal Motivation

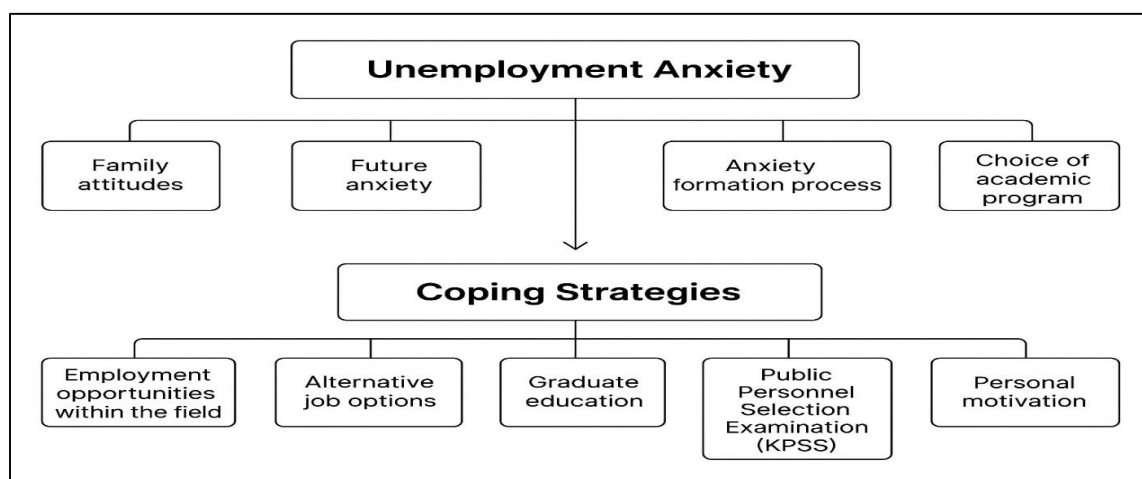
Figure 1. The interrelationships among the themes

Figure 1 visually presents the interrelationships among the themes identified in the analysis.

Unemployment Anxiety Experienced by Students

This theme captures the experiences and perceptions of students regarding unemployment anxiety during their field training. Under this theme, five sub-themes were identified: *family attitudes*, *future anxiety*, *the process of anxiety formation*, *the impact of anxiety*, and *choice of academic program*.

Family Attitudes

This sub-theme reflects the pressure and expectations students perceive from their families regarding post-graduation employment.

- “I’m in my final year, and my father keeps asking what I’m going to do next—implying something, of course.” (P14)

- “My family has invested so much in my education, and the thought of not being able to find a job after graduation makes me feel ashamed.” (P10)

Future Anxiety

This sub-theme encompasses students’ concerns about uncertainty, financial instability, and limited employment opportunities.

- “When I think about the future, the first thing that comes to mind is my employment status—what kind of job I’ll have. And that uncertainty leads to anxiety.” (P21)
- “The state’s issues with appointments, the problems social workers face in finding jobs, the fact that the public personnel exam (KPSS) is only held every two years, and the high score requirements—all these things negatively affect me. I know it will be difficult to find a job in social work, just like it is for everyone else in the field.” (P4)

Anxiety Formation Process

This sub-theme addresses when and how students began experiencing anxiety, from pre-university to field training experiences.

- “After I started university, my plans for the future were still unclear. But by third year, the anxiety started to set in.” (P22)
- “During my internship, I truly realized the seriousness of the situation. No matter how much I improve myself, I still feel like something’s missing. These thoughts intensify my anxiety.” (P32)

Impact of Anxiety

This sub-theme examines the effects of anxiety on students’ emotional, cognitive, behavioral, and physical states.

Emotional and Cognitive Effects

- Emotional and Cognitive Effects: “Your status in society changes with unemployment. It’s a personal issue, but it turns into social pressure.” (P19)
- Behavioral Effects: “At the end of the day, I feel overwhelmed by stress. It affects my whole life. I can’t enjoy anything. I feel guilty even when I’m out, thinking I should be studying.” (P11)
- Physical Symptoms: “My hands get ice cold, my heart races, and I lose my appetite. I feel weak.” (P10)

Choice of Academic Program

This sub-theme describes students' motivations for selecting social work, including perceived employment prospects and personal interest.

- “Before preparing for the university entrance exam, I didn't even know this department existed. I only learned about it through a guidance counselor.” (P6)

Students' Coping Strategies for Unemployment Anxiety

This theme captures the strategies students use to manage or reduce their unemployment-related anxiety. It encompasses five sub-themes: *employment opportunities within the field*, *alternative job options*, *graduate education*, *Public Personnel Selection Examination (KPSS)*, and *personal motivation*.

Employment Opportunities within the Field

This sub-theme reflects students' coping by focusing on job prospects within the social work field, both in public and private sectors.

- “When I chose social work, I paid attention to the fact that there are many job opportunities both in the public and private sectors. I considered employment options in ministries, nursing homes, rehabilitation centers, and similar institutions. Now, whenever I feel anxious, I try to remind myself that there are still many institutions where I might work.” (P30)
- “Compared to other fields, I think social work offers relatively better and broader employment opportunities. That's what I try to focus on.” (P21)

Alternative Job Options

This sub-theme highlights students' consideration of career paths outside social work to manage uncertainty and anxiety.

- “I'm currently enrolled in two university programs, one of which is child development. I chose that field because if I can't get appointed through social work, maybe I can find a job in child development.” (P2)
- “I'm considering enrolling in another degree program through open education. I plan to work right after graduation and maybe secure a civil service position in a different field. I'm actively seeking alternative solutions to manage this anxiety.” (P3)

Graduate Education

This sub-theme includes pursuing master's or other academic paths to delay unemployment or enhance employability.

- “I’m planning to pursue an academic path—like enrolling in a graduate program and getting accepted by a university.” (P17)
- “A bachelor’s degree alone isn’t enough. That’s why I need to pursue a master’s, learn another language, and keep improving myself to gain a competitive edge.” (P11)

Public Personnel Selection Examination (KPSS)

This sub-theme reflects students’ coping strategies related to preparation for the government employment examination.

- “Right now, I’m focusing on KPSS. Since there will be appointments this year, I’m motivating myself by thinking about that. It helps me manage my unemployment anxiety.” (P27)
- “I’m studying for KPSS, and the thought that I might get appointed gives me hope, so I keep going.” (P15)

Personal Motivation

This sub-theme addresses maintaining a positive mindset and self-development to manage anxiety.

- “In a way, I consider this anxiety to be normal. I think to myself, ‘There will be a period of unemployment, and that’s okay.’ I keep telling myself that I’ll eventually figure it out.” (P28)
- “I’m trying to equip myself in different areas and gain new skills so I can distinguish myself from others. I read to both distract myself from this anxious moment and to improve myself.” (P30)

Discussion

This study identified two main themes related to senior social work students’ experiences of unemployment anxiety during their field training: unemployment anxiety and coping strategies. These themes are discussed in relation to existing national and international literature.

Unemployment Anxiety

Participants reported that family attitudes—especially expectations of immediate employment—exerted significant pressure, often resulting in guilt and stress. Repeated family inquiries about future plans amplified anxiety, echoing findings in previous studies³⁴. Similar patterns have been observed in European and North American contexts, where family expectations and societal pressures significantly shape youth

perceptions of employability and increase psychological strain³. These findings suggest that family influence may be a cross-cultural determinant of unemployment anxiety, emphasizing the psychosocial dimension of youth unemployment beyond economic factors.

Under the sub-theme of future anxiety, concerns were voiced about limited public-sector opportunities and increasing graduate numbers, and fear of underemployment in unrelated, low-paying jobs. These perceptions were consistent with existing research indicating a mismatch between graduate numbers and job availability³³⁻³⁶. Internationally, such mismatch contributes to “career precarity,” with studies in Europe and Asia reporting chronic anxiety and uncertainty among social work and other professional students³⁷. Overall, perceived structural labor market factors exacerbate unemployment anxiety, although mechanisms—such as state-centered examinations in Türkiye—may differ.

Regarding the anxiety formation process, students identified three phases: pre-university, undergraduate education, and field training. Early academic pressure, fear of failure, and the harsh realities encountered during internships all contributed to persistent anxiety^{38,39}. Research from the U.S. similarly highlights that internships often act as both learning opportunities and stressors, especially when job prospects are uncertain^{40,41}. While the sources of anxiety may vary by context, the psychosocial impact appears comparable across settings.

Consistent with the findings, the impact of anxiety was observed not only at the emotional and cognitive levels but also through embodied physical symptoms (e.g., insomnia, fatigue), alongside social withdrawal and psychological distress^{42,43}. Comparable outcomes have been reported internationally, indicating that unemployment anxiety among social work students is a multidimensional psychosocial phenomenon, affecting emotional, cognitive, behavioral, and physical well-being^{5,13}. This evidence underscores the importance of addressing both structural and individual factors in interventions.

Finally, in the academic program choice, students who had consciously chosen the social work program experienced less anxiety, while those who enrolled without adequate information felt more uncertain. Prior research supports the role of intrinsic motivation in shaping students’ career confidence^{44,45}. European studies similarly indicate that informed program selection is associated with lower levels of unemployment anxiety¹², highlighting the protective effect of proactive career decision-making.

KPSS was reported by participants as a coping strategy; however, it also emerged as a structural stressor. Reliance on state-centered appointments creates a dual effect: a potential solution while generating uncertainty and competitive pressure^{13,27}. This dual nature mirrors international findings, where formalized exam systems serve as both employment pathways and stressors⁴⁶.

Coping Strategies

Participants employed several coping mechanisms. Many placed their hopes in the employment potential of the social work field, reflecting optimism about public and private sector roles⁴⁷. Targeting sectors with better job prospects can provide psychological relief and inform program-level interventions⁴⁸.

Others developed alternative career plans, such as pursuing dual degrees or considering unrelated jobs, demonstrating proactive career planning as a common strategy to navigate labor market uncertainty across different countries⁴⁹. This indicates that students adopt flexible career strategies, enhancing resilience against structural uncertainties.

Graduate education was also a recurring strategy, with many planning to pursue master's degrees or academic careers as a safeguard against unemployment^{50,51}. Advanced education serves to delay immediate labor market entry—reducing short-term anxiety—and increasing long-term career resilience.

KPSS preparation was widely regarded as a structured route to stable employment⁵². Here, KPSS functions both as a coping mechanism and as a structural source of anxiety⁵³.

Finally, personal motivation played a crucial role in resilience. Participants actively seeking self-improvement and reframing challenges reported better emotional coping, highlighting the protective role of individual agency and self-efficacy.

Conclusion and Recommendations

This study explored the unemployment anxiety experienced by senior social work students during their field training. The findings highlighted the multifaceted nature of this anxiety, shaped by family expectations, future concerns, physical and emotional impacts and motivations behind academic choices. Participants reported significant psychological distress, including feelings of isolation and reduced life satisfaction.

To cope with this anxiety, students adopted several strategies: seeking employment opportunities in the field, exploring alternative careers, pursuing graduate education, preparing for the Public Personnel Selection Examination (KPSS) as a key coping strategy. These strategies reveal a combination of proactive coping and adaptation to structural constraints, highlighting the need for both individual and institutional interventions.

Recommendations

- Structured career planning support within social work programs, including individualized guidance for public, private, and NGO employment pathways.
- Workshops or sessions for KPSS preparation, focusing on study strategies, stress management, and realistic expectations.

- Group-based or individual psychological support, including mindfulness practices, cognitive-behavioral techniques, and resilience-building activities.
- Career development and diversification activities, mentorship programs, alumni networking, and practical skill-building (CV/interview preparation), internationalization, and dual-degree opportunities.
- Encouraging exploration of complementary fields, such as child development, community health, or counseling.
- Reflective practice sessions and peer support groups to discuss anxieties and enhance self-efficacy.
- Programs to strengthen personal competencies: time management, adaptive coping strategies, emotional regulation, and self-efficacy.

Limitations

First, the transferability of the findings may be limited, as the study was conducted in a single province and relied on a snowball sampling strategy. Additionally, because the interviews were carried out during the students' internship period, it is possible that situational stressors present at that time may have heightened their anxiety levels. This context may have influenced how participants expressed their concerns regarding unemployment.

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