Research of the relationship between the unemployment anxiety and the self-esteem of potential workforce in tourism

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Abstract

Unemployment is one of the most important socio-economic problems waiting to be solved in Turkey as in most countries. It is known that unemployment creates economic, psychological and social effects on individuals. One of the most important impacts of unemployment on individuals is unemployment anxiety. The aim of this study is to determine the factors affecting the unemployment anxiety levels of the students and to determine whether the unemployment anxiety differs according to the self-esteem levels of the students. The research was applied on the senior students of the Culinary, Tourism and Hotel Management Program studying at Süleyman Demirel University. Rosenberg Self-Esteem Scale has been utilized for evaluating self-esteem level and unemployment anxiety scale has been utilized for evaluating unemployment anxiety levels. The analysis was performed on the responses received from 593 participants who were found to be eligible for the study. Furthermore, for analyzing the results, SPSS 22.0 was applied. The existence of the difference between self-esteem and unemployment anxiety was revealed by sample independent t-test analysis. The results revealed that the unemployment anxiety level of the students was below the average, and the level of anxiety of the Tourism and Hotel Management department students was higher than that of the Culinary Program students. A significant difference was found between self-esteem and unemployment anxiety. Accordingly, it was determined that students with low self-esteem have higher unemployment anxiety than those with high self-esteem.

Keywords: *Unemployment Anxiety, Self-Esteem, Tourism*

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1. Introduction

Many scientists define our age as age of anxiety. In the developing and changing world, the anxiety of people does not decrease, it increases gradually. Anxiety arises as a result of the person trying to adapt to the changes that occur or to deal with them, when they encounter obstacles. The period when human anxiety is highest is the youth period of life. In the youth period, where future expectations are high and new beginnings are made, people are concerned about both social and individual issues. Young people's concerns can be expressed as education anxiety, university anxiety, individual anxiety, unemployment anxiety, and future anxiety (Çakmak, 2004: 2). Unemployment anxiety is one of the primary concerns in our country.

Referring to statements related to unemployment, the unemployment rate in Turkey, the European Union, the Arab world, Europe and Central Asia, in the group of countries such as the Middle East and North Africa, are above the world average (Etci & Karagöl, 2019: 74). Turkey Statistical Institute (TSI), according to the March 2019 unemployment rate realized as 14.1% level has reached 4 million 544 thousand people. In the same period, the unemployment rate in the young population (15-24 years) was 25.2%, while in the 15-64 age group this rate was 14.3%. The number of people employed was reduced by 704 thousand persons in March 2019 compared to the same period of the previous year, and was announced as 45.4% with 27 million 795 thousand persons, and employment rate decreased by 1.7 points. 17.3% of the employed people are in agriculture, 19.7% are in industry, 5.5% are in construction and 57.4% are in service sector.

Employment data of the country worry young people studying at universities. Young unemployed constitute the vast majority of unemployment data, so young people are the group most affected by unemployment. Especially in developing countries, where the majority of the population is young, the inadequacy of adequate employment opportunities brings serious problems. In Turkey, significant majority of educated young unemployed people is composed of young people. Increasing the level of education and the quality of the workforce did not change this fact (Kıcır, 2010: 13-14). Universities aim to raise young people who develop and question themselves and who have all kinds of knowledge in their fields. In recent years, the biggest concern of university students about the future has been to have a job, in other words, "unemployment anxiety" (Dursun & Aytaç, 2009: 72). The rapid increase in the number of universities and graduates, the inadequacy of the education provided, increases youth unemployment anxiety. Unemployment anxiety negatively affects students' level of life (Turanç & Donar, 2017: 119). Young people, who cannot gain their economic power, continue to live dependently to their families, become pessimistic, develop depressive and psychosomatic symptoms, and their self-esteem may be damaged (Üstün, et al. 2016: 202). Anxiety can cause not only spiritual but also physical and social problems in the long run (Bjarnason & Sigurdardottir, 2003).

The tourism is one of the primary sectors that have the power to create employment. There are three different types of employment offered by tourism. Direct employment is employment at tourism facilities, resulting from tourist consumption. Indirect employment is also a result of employment in the tourism supply sector, however not directly resulting from tourist expenditure. Induced employment occurs as additional employment resulting from tourism multiplier effects (Ardahaey, 2011: 211). In the world while the contribution of the travel and tourism industry to employment was 9.9% of total employment in 2017, this rate is expected to be 11.6% in 2028 (https://www.wttc.org). Automation is used in limited amounts in this sector, which is based on a labor-intensive service concept. In other words, the need for labor will never decrease. Employment in the sector shows seasonality, employment increases in high season and decreases in low season. While the level of wages in the sector is low, the number of working hours, the lack of social security of the employees, the lack of motivating practices by the employer increases the turnover rate of the trained personnel (Yanardağ & Avcı, 2012: 61) negatively affects the rate of work in the sector. In addition, the sector allows young, unqualified and unqualified personnel to find jobs, which also reduces the motivation of trained personnel. It is important to examine to what extent this entire sectoral structure affects the job anxiety of young

people who will enter the tourism sector and who are trained in the field.

In addition to external factors such as the country's economy, sector structure, educational disabilities, which affect the level of anxiety of the person, it also affects the level of anxiety in the internal factors related to the person's personality structure. Self-esteem level, which is defined as the source of the motivational power of the individual, is one of these elements. The element of self-esteem, which plays an active role in future planning, work-related efforts and efforts, hope and despair, is based on the individual's feeling of self-worth. High self-esteem is an important motivating factor that motivates the individual positively.

The aim of this study is to determine whether unemployment anxiety differs according to students' self-esteem levels. The second aim is to determine the factors that affect the unemployment anxiety levels of the students. In addition, the comparison of unemployment anxiety levels according to the demographic characteristics of the students is the sub-purpose of the study. In this context, the study was carried out on students studying in the Culinary Program and Tourism and Hotel Management program at the associate level who train intermediate staff who are expected to close a significant gap in the tourism sector. There are many studies on unemployment anxiety in the literature, but no study on self-esteem has been found in this area. For this reason, it is thought to contribute to the literature.

2. Unemployment anxiety

Anxiety is the mental and physical reaction of the person to fearful or threatening situations. Anxiety is a life-threatening or perceived threat from an internal (intrapsychic) or external (environmental) danger, a possibility of danger, or a state of emotion that is perceived and interpreted as a danger. Anxiety is a condition that every person experience at some point in their life, but anxiety disorder can be mentioned if it affects, disrupts or lowers the quality of life. Anxiety disorders have cognitive, emotional, behavioral and physiological dimensions (Ehtiyar & Üngüren, 2008: 164; Mohammed & Devecioğlu, 2018:17).

Anxiety can sometimes turn into creative and constructive behaviors by motivating people throughout their entire life, and sometimes it emerges as an uneasy emotion by preventing them (Öner, 1997: 1). Anxiety is a universal emotion and experience that the individual experiences in certain periods of his life (Deveci et al. 2012: 190). It is observed that the anxiety of individuals is increasing rather than decreasing today, which is also described as the age of anxiety. Because today's rapid changes make it difficult for people to integrate into these changes. Young people who are trying to realize, develop and discover their identity in this rapid change face anxiety in this process. The young people who are the most vigorous and efficient manpower resources of society are seen multidimensional and complex problem causing anxiety (Çakmak & Hevedanlı, 2005: 116). These are the main anxiety is unemployment and there are many economic, social factors that increase unemployment anxiety.

In the literature study, there are a lot of studies about the university students' unemployment anxiety. Anxiety levels of university students about finding a job were determined (Dereli & Kabataş, 2009; Kutlu, et al., 2019) and studies have shown that anxiety level was found to be the highest in senior students (Ersoy-Kart & Erdost, 2008; Tekin & Korkmaz, 2016). While the anxiety level of the students was affected by variables such as success at school, friendship at school, parental attitude and shelter; It has been demonstrated that it is not affected by variables such as occupation, number of siblings, economic status (Çakmak & Hevedanlı, 2004), marital status, age, education level of his parents (Tekin, 2015). In the literature, it is seen that the gender variable is an important factor in studies related to unemployment anxiety. It was determined that anxiety level of female students was higher than male students (Dursun & Aytaç, 2009; Tektaş, 2014; Kıcır, 2010; Taşgin et al., 2017; Rosenthal and Schreiner, 2000). Work experience is another factor that affects unemployment anxiety. Students with work experience have lower unemployment anxiety (Dursun & Aytaç, 2009).

Studies have shown that unemployment anxiety, which is the most important anxiety of students (Gizir, 2005), negatively affects students' level of life, and also it has been determined that reducing anxiety levels increases life satisfaction (Turanç & Donar, 2017). Also psychological factors affects students' unemployment anxiety. While there is a positive

correlation between students' unemployment anxiety level and students' stress and depression (Tekin & Korkmaz, 2016), it is concluded that there is a negative relationship between external control, self-esteem values (Kıcır, 2010; Ersoy-Kart & Erdost, 2008) and psychological resilience (Taşğın et al., 2017).

3. Self-esteem

Self-esteem is a person's self-worth, trust and respect. It is a state of appreciation arising from the approval of the self-concept reached by the self-assessment (Yavuzer, 2002). Coopersmith (1967) defined self-esteem as the evaluation of self and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. Self-esteem, which plays a key role in a person's happy and fulfilling life, is a state of peace with ourselves. Self-esteem may be affected by the social environment, family, education and other variables throughout life (Çağlar, 1993). In addition, the interest in the person's life, the success of the person, and the status of the person affect the development of self-esteem (Coopersmith, 1967). Self-esteem significantly affects human life. It affects individual's healthy communication, high level of adaptation in organizational structures and to be successful. The importance of self-esteem is more prominent especially in the period of youth, when the person starts acting as an individual, makes his own decisions, and plans for the future.

Self-esteem is grouped as high and low. If a person has a positive attitude in self-evaluation, self-esteem is high, and if he is in a negative attitude, self-esteem is low (Çuhadaroğlu, 1986). People with high self-esteem show positive spiritual qualities such as self-confidence, optimism, willingness to succeed, and no worries. It has been determined that people with high self-esteem tend to be happy, healthy, productive, successful, and spend longer efforts to overcome difficulties (Brown & Smart, 1991). A person with a positive self-esteem thinks that he can overcome all difficulties and face difficulties. Self-esteem that motivates the individual positively plays an important role in achieving success by overcoming the internal problems of people (Salmivalli vd., 1999). People with high self-esteem are sincere, positive, reliable and trustworthy, acting towards action, criticism, and strong sense of humor. People with low self-esteem show negative psychological symptoms such as distrust, inability to remove criticism, dependency on others, and despair for the future (Yörükoğlu, 1988). At the same time, they tend to accept failure immediately, to show less effort, to show aggressive behavior, to blame themselves for negativity (Sevinç, 2003: 330). In addition, people with low self-esteem show pessimistic, hopeless, unhappy, introverted, negative energy personality traits.

Five scales are used to measure self-esteem. Rosenberg Self-Esteem Scale (1965), Janis-Field Feelings of Inadequacy scale (1959/1967/1980/1984), Coopersmith Self-Esteem inventory (1967), Texas Social Behavior Inventory (1974) and Ziller Social Self-Esteem Scale (1969) (Robinson, 2013). In our study, Rosenberg Self-Esteem scale was used.

In the literature study, the studies on self-esteem discussed on students are social anxiety (Gümüş, 2006; Eriş, 2013), social appearance anxiety (Kılıç, 2015), success anxiety (Özgüngör, 2014; Bozanoğlu, 20050), career anxiety (Tsai et al., 2017). In addition, there are studies addressing unemployment anxiety (Shamir, 1986; Choi et al., 2013; Shin & Cho, 2013; Jung, et al. 2011; Youn, 2015; Cengiz, 2018). However, no study was found for tourism students.

4. Methods

4.1. The importance and purpose of the research

In this study, it is aimed to determine the unemployment anxiety levels of university students and to determine whether the perceived unemployment anxiety differs according to the self-esteem levels of the students. In addition, the comparison of unemployment anxiety levels according to the demographic characteristics of the students is the sub-purpose of the study. For these purposes, the hypotheses of the research are formed as follows:

H1: Factor dimensions affecting unemployment anxiety differ according to students' self-esteem levels.

H2: Factor dimensions affecting unemployment anxiety differ according to the gender of the students.

H3: Factor dimensions affecting unemployment anxiety differ according to the program in which students' study.

H4: Factor dimensions affecting unemployment anxieties differ according to students' willingness to choose the program they study.

H5: There is a significant relationship between self-esteem levels and personal characteristics of students.

4.2. Collection and analysis of research data

Questionnaire technique was used to obtain the data of the study. The data in the present study were gathered through a survey that contained three sections. Demographic questions, Unemployment Anxiety Level scale and Rosenberg Self-Esteem Scale. The first section, there are 10 demographic questions about personal characteristics of the students. In the second section, the unemployment anxiety scale in the study of Tekin (2015) was used to determine the unemployment anxiety of the students. This item is measured by 5-Likert type of scale ranging from 1: completely disagree, 5: completely agree. In the third section, the Rosenberg Self-Esteem Scale, which was developed by Rosenberg (1965) and whose validity and reliability study was made by Çuhadaroğlu (1986), was used to determine the self-esteem levels. The Rosenberg Self-Esteem scale consists of 10 expressions, each of which is evaluated as "strongly agree", "agree", "disagree", "absolutely disagree". Five of the ten items are positive and five of them are negative. According to the assessment system of the scale, while scoring from 3 to 0 in the questions asked for positive self-evaluation; In the statements questioned for negative self-evaluation, scoring from 0 to 3 are made. On the scale with ten variable scoring, 1,2,4,6,7. for statements; 3: strongly agree, 2: agree, 1: disagree, 0: strongly disagree. 3,5,8,9,10. for statements: 0: strongly agree, 1:agree, 2: disagree, 3: strongly disagree. Scale scores range from 0-30. Less than fifteen points means lower self-esteem. Maximum self-esteem is accepted at 30.

The main mass of the study is Süleyman Demirel University Isparta / Eğirdir and Şarkikaraağaç vocational school, Tourism and Hotel Management and Cookery associate degree students who attended 2018-2019 education. In the research, easy sampling method, one of the non-random methods, was used. Of the 750 surveys distributed, 593 surveys returned. The data obtained from the survey were analyzed in SPSS 21 package program. In the research, firstly, frequency analysis was carried out to determine the personal characteristics of the students. Then, factor analysis was carried out in order to determine the dimensional structure of the expressions regarding students' unemployment concerns. In order to test the hypotheses of the research, independent sample t test was performed and a two-way Chi-square test was applied.

5. Results and discussion

Questions such as gender, age, marital status and education level were asked to determine the demographic characteristics of the participants. According to the findings obtained within the scope of descriptive statistics, 57.8% of the students are female students. 67% of them are studying in the Culinary Program and 51.1% of them are studying in the second grade. 81.6% of the students chose their department willingly. The proportion of those with previous work experience is 84.3% and 85% of them think that they can find work after graduation. When the education levels of the parents of the students are examined, it can be said that most of them are primary school graduates. 39.6% of the students stated that they are undecided about whether the education given at the university is sufficient or not.

Explanatory factor analysis was used to determine the dimensional structure of the expressions created for students' future unemployment concerns and the results are given in Table 1.

Table 1. Results of the factor analysis

Dimensions	Means	Total Variance	Eigenvalue	Reliability
Social environment	2,72	17,21	2,92	0.79
Pessimism	2,40	13,44	2,28	0.64
Education problems	2,80	10,30	1,75	0.58
Employment problems	2,92	9,90	1,68	0.48

First, Kaiser-Meyer-Olkin (KMO) analysis was performed to determine whether the collected data were appropriate for factor analysis. The value of 0.877 indicated that the data were suitable for this analysis. Additionally, Bartlett's Test of Sphericity indicated the existence of a significant relationship between the variables (p = 0.000). After the elimination of seven items that had communalities below 0.500, four factors were obtained which had Eigenvalues above 1, and in total explained 50.85% of the variance. The factors were named in accordance with the items that they contained, as follows: *social environment, pessimism, education problems and employment problems*. Overall reliability value (Cronbach Alpha Coefficient) was found for each of them. Although the reliability of the social environment (, 790) and pessimism (, 644) dimensions are good, the reliability of the education problems (, 585) and employment problems (, 485) is low. These security values found are within acceptable limits (Kalaycı, 2010).

When looking at the average of factor dimensions, it has been determined that social environment (2.72), pessimism (2.40), education problems (2.80) and employment problems (2.92). According to these values, it can be said that students' unemployment anxiety level is below the middle level. It has been determined that the most important factor that increases students' level of unemployment anxiety is

the employment problem in the country and then the education problem.

5.1. Research hypothesis tests

Sample independent t-test was applied to determine whether the factor dimensions affecting unemployment anxieties differed according to the students' self-esteem levels, gender, and the program they are studying, and the results of the analysis are shown in Table 2, Table 3 and Table 4.

Table 2 shows that there are significant differences between self-esteem and unemployment anxiety dimensions. Accordingly, it can be said that students with low self-esteem have higher unemployment anxiety than those with high self-esteem. According to this result, H1 hypothesis was accepted.

Table 3 shows that there is no statistically significant difference in the effect of gender on the social environment (p =,870>, 0.05), pessimism (p =,453> 0.05), and education problems (p =, 397> 0.05). There is a significant difference in the size of the employment problems (p =, 037 <0.01). Therefore, the H2 hypothesis has been partially accepted.

When Table 4 is examined, it is seen that all dimensions differ significantly. According to this result, it can be said that unemployment anxiety of the Tourism and Hotel Management Program's students in all dimensions are higher than the students of the Culinary Program. As a result, H3 hypothesis was accepted.

Table 2. Categorization of dimensions for self-esteem levels

Dimensions	Self-esteem		Self-esteem			
	Mean	S.S.	Mean	S.S.	t	Sig.
Social environment	3,06	,796	2,63	,863	5,183	,000**
Pessimism	2,84	,969	2,27	,824	6,630	,000**
Education problems	3,02	,881	2,74	,893	3,150	,002**
Employment problems	3,08	,887	2,88	,918	2,304	,022*

*p<0,05 **p<0,001

Table 3. Categorization of dimensions for gender

Dimensions	Self-esteem		Self-esteem			
	Mean	S.S.	Mean	S.S.	t	p
Social environment	2,730	,884	2,718	,846	-,164	,870
Pessimism	2,422	,887	2,367	,880	-,751	,453
Education problems	2,775	,914	2,838	,863	,848	,397
Employment problems	2,857	,941	3,015	,863	2,091	,037*

*p<0,05 **p<0,001

Table 4. Categorization of dimensions for Programs

Dimensions	Tourism and Hotel Management Program		Culinary Program			
	Mean	S.S	Mean	S.S	t	p
Social environment	2,93	,873	2,62	,848	4,050	,000*
Pessimism	2,55	,788	2,32	,925	2,996	,003*
Education problems	3,02	,811	2,69	,917	4,458	,000*
Employment problems	3,12	,885	2,82	,914	3,810	,000*

* $p<0,01$

Table 5. Categorization of dimensions for preference of the department

Dimensions	Willingly		Unwillingly			
	Mean	S.S	Mean	S.S	t	p
Social environment	2,63	,839	3,05	,900	-4,539	,000*
Pessimism	2,32	,840	2,69	1,01	-4,003	,000*
Education problems	2,70	,877	3,17	,901	-4,927	,000*
Employment problems	2,84	,892	3,24	,935	-4,166	,000*

* $p<0,01$; ** $p<0,05$

Table 6. Relationships between self-esteem levels and students' characteristics

	Low		High		Total	
Gender	n	%	n	%	n	%
Female	54	41,5	196	42,3	250	42,2
Male	76	58,5	267	57,7	343	57,8
Total	13 ̰	100	463	100	593	100
$X^2=0,26$; df= 1; p> 0,05						
Program	n	%	n	%	n	%
Tourism and Hotel Management	49	27,4	145	31,3	194	32,7
Culinary Program	82	62,6	318	68,7	400	67,3
Total	13 ̰	100	463	100	594	100
$X^2=1,720$; df= 1; p> 0,05						
Willingly or unwillingly Choose	n	%	n	%	n	%
Yes	91	75,8	374	83,1	465	81,6
No	29	24,2	76	16,9	105	18,4
Total	12 ̰	100	450	100	570	100
$X^2=3,339$; df= 1; p> 0,05						
Work Experience	n	%	n	%	n	%
Yes	10	81,1	385	85,2	488	84,3
No	24	18,9	67	14,8	91	15,7
Total	12 ̰	100	452	100	579	100
$X^2=1,243$; df= 1; p>0,05						
Belief to find job	n	%	n	%	n	%
Yes	10	81,3	395	86,1	499	85
No	24	18,8	64	13,9	88	15
Total	12 ̰	100	459	100	587	100
$X^2=1,815$; df= 1; p> 0,05						

When Table 5 is examined, it can be seen that there is a significant difference in all dimensions including the impact of social environment (p =, 000 <0,01), pessimism (p =, 000 <0,01), educational problems (p =, 000 <0,05) and employment problems (p = 000 <0,01). According to this result, it can be said that students who willingly choose their departments in all dimensions, have low unemployment anxiety. As a result, H4 hypothesis was accepted.

Two-Way Chi-square test was applied to determine whether there is a relationship between students' self-esteem levels and their personal characteristics, and the test results are shown in Table 6.

When Table 6 is analyzed, no significant difference was found in the relationships between students' self-esteem levels and gender, the department they were educated in, section to choose willingly, work experience and their belief that they could find a job. Therefore, the H5 hypothesis was not accepted.

6. Conclusion

The problem of unemployment, which is an important problem of today and future, especially makes university students who are in a potential workforce position. The most important anxiety of students, unemployment anxiety, affects students studying in different departments to a different degree. Our study was carried out on students studying in program of Tourism and Hotel Management and Culinary Program. The unemployment anxiety level of the students who will work in the tourism sector has been measured. It was determined that the unemployment anxiety level of the students was below the middle level. It can be thought that the tourism sector is one of the priority sectors that provide employment opportunities and the high job opportunities reduces the level of unemployment anxiety. There are four dimensions, social environment, pessimism, education problems, and employment problem that affect unemployment anxiety. It has been determined that the most important factor that increases students' level of unemployment anxiety is the employment problem in the country and then the education problem.

Self-esteem that affects the individual's success, motivation and self-confidence is more effective in the youth period when future plans are made. When the students' self-esteem level was effective on unemployment anxiety, a significant difference was found. Students with low self-esteem have low unemployment anxiety and students with high self-esteem have high unemployment anxiety. It has been determined that people with high self-esteem, who are self-confident, optimistic, willing to succeed, and do not give up on difficulties, have more hope for the future.

When unemployment anxiety and gender of students are analyzed, it is seen that anxiety levels of female students are higher than male students. This result supports Çakmak and Hevedanlı (2004). At the dimensions, it is seen that there is a significant difference in the size of employment problems. Female students are more affected by the country's employment problems. Although the number of women working in the tourism sector is higher than in other sectors, it is still not sufficient.

When the sections that students are studying are analyzed, it is seen that there is a significant difference in all dimensions. Accordingly, it was observed that the students of all sizes of Tourism and Hotel Management have higher unemployment anxiety than the students of the Culinary department. The fact that the Culinary department has become a more popular department, the job opportunities are high, and the application-oriented training suggests that the culinary department students may have low unemployment anxiety levels.

According to students' program preferences unemployment anxiety of the students who prefer their departments unintentionally is higher than the students who prefer their departments voluntarily. To make choices the department correctly in university causes to look the future more confidently. Those who come to the department unwillingly have more unemployment anxiety about the future. While making department choices to act accurately and consciously is an important step that affects the future of young people and employment. Especially those who guide students for programs of university, should be more conscious.

When self-esteem was analyzed in terms of socio-demographic data, no significant difference was found between self-esteem and gender, the department in which it was educated, and the preferences of the department by willing. In some other studies, it was

stated that factors such as gender (Rosenberg & Pearlin, 1978), education level of parents (Çetin & Çavuşoğlu, 2009), place where the family lives, family type, number of children have no effect on self-esteem.

The fact that students' unemployment anxiety is below the middle level may be due to the fact that the tourism sector creates an important employment opportunity and especially needs educated staff. However, it is observed that they are worried about the employment situation of the country, although it is not related to the sector. It was determined that the most important factor affecting the anxiety of the students in all conditions was self-esteem level. Raising individuals with high self-esteem is an important factor to look to the future with hope and to walk towards the goals with determination and determination. Generations with high self-esteem should be raised so that they will have the power to cope with all kinds of difficulties. Both education institutions and families have a duty to increase self-esteem. Educational institutions should provide students with practical training opportunities in their fields, increase their workplace education, provide personal development lessons, and include topics such as communication-coping strategies, and should be included in training programs, and students should be involved in social activities.

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