THE EFFECT OF PERCEIVED FUTURE EMPLOYABILITY ON FUTURE ANXIETY: A STUDY ON HEALTHCARE MANAGEMENT STUDENTS

Algılanan Gelecekteki İstihdam Edilebilirliğin Gelecek Kaygısı Üzerine Etkisi: Sağlık Yönetimi Öğrencileri Üzerine Bir Araştırma

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ABSTRACT

This study aims to analyze the effect of perceived future employability on future anxiety of undergraduate and associate degree students studying healthcare management in Turkish universities. In addition, whether there is a difference between students' perceived future employability and future anxiety levels in the context of demographic variables was also investigated. As a result of the findings, it was determined that perceived future employability has a negative and statistically significant but low effect on future anxiety. The effect of the sub-dimensions of the perceived future employability scale on future anxiety was also examined, and it was found that the dimensions of perceived future communication network, expected reputation of the educational institution and perceived future skills predicted future anxiety negatively and statistically significantly. In the context of demographic variables, a statistically significant difference was found only in the gender variable. Future anxiety of women is higher than that of men. Within the framework of these results, it is possible to say that the perceived future employability levels of undergraduate and associate degree students studying healthcare management in Turkish universities are high, and most of their future concerns are shaped by different factors.

ÖZ

Bu çalışmanın amacı Türk üniversitelerinde sağlık yönetimi alanında eğitim gören lisans ve ön lisans öğrencilerinin algılanan gelecekteki istihdam edilebilirliklerinin gelecek kaygıları üzerindeki etkisini analiz etmektir. Bunun yanında öğrencilerin algılanan gelecekteki istihdam edilebilirlik ve gelecek kaygısı düzeyleri arasında demografik değişkenler bağlamında bir farklılığın bulunup bulunmadığı da araştırılmıştır. Elde edilen bulgular sonucunda algılanan gelecekteki istihdam edilebilirliğin gelecek kaygısı üzerinde negatif ve istatistiksel olarak anlamlı ancak düşük bir etkisi olduğu tespit edilmiştir. Algılanan gelecekteki istihdam edilebilirlik ölçeğinin alt boyutlarının gelecek kaygısı üzerindeki etkisine de bakılmış ve algılanan gelecekteki iletişim ağı, eğitim kurumunun beklenen itibarı ve algılanan gelecekteki beceriler boyutlarının gelecek kaygısını negatif ve istatistiksel olarak anlamlı yordadığı görülmüştür. Demografik değişkenler bağlamında ise sadece cinsiyet değişkeninde istatistiksel olarak anlamlı farklılık bulunmuştur. Kadınların gelecek kaygısı erkeklerden de yüksektir. Bu sonuçlar çerçevesinde Türk üniversitelerinde sağlık yönetimi alanında eğitim gören lisans ve ön lisans öğrencilerinin algılanan gelecekteki istihdam edilebilirlik düzeylerinin yüksek olduğunu ve gelecek kaygılarının büyük kısmının farklı etkenler tarafından şekillendiğini söylemek mümkündür.

1. Introduction

The global transformation has significantly changed and diversified the nature of work, the labour market and career models (Kasler et al., 2017). The traditional ideas of job security and guaranteed lifetime employment are now disappearing. Nowadays, competition between firms and organizations has also turned into competition between those who are employed and those with the potential to be employed. Academic education has become a prerequisite, given the increasing importance of knowledge, skills, and expertise. In this context, employability has become a central concept for firms and individuals in the labour market (Forrier and Sels, 2003; Kasler et al., 2017; Van Der Heijde and Van Der Heijden, 2006).

Employability is generally associated with an individual's ability to find and maintain a satisfying job (Hillage and Pollard, 1998). In today's constantly changing and complex business world, where traditional structures are disappearing, employability has become a growing concern. This is particularly true for university students with little work experience and/or achievements beyond their education. As such, they need to evaluate their current situation and opportunities for employment while building their careers. (Chen et al., 2023; Kasler et al., 2017; Räty et al., 2020). How university students perceive their employability is crucial for setting and managing their career goals (Gunawan et al., 2019, p. 611).

On the other hand, when it comes to youth employment, there is also an increase in future anxiety, especially among university students, stemming from the lack of job opportunities or the fear of not being able to take advantage of job opportunities (Räty et al., 2020; Tayfun et al., 2022). Students embark on life from the moment they graduate and take a significant burden on their shoulders regarding finding a job. This situation causes anxiety in people while they are still studying for reasons such as job selection, determination of some social roles depending on the job, expectations from the person, increased responsibility or inability to find a job (Çakmak and Hevedanlı, 2005; Dinç and Erden Çınar, 2019). Students with high future anxiety, first of all, cannot benefit from the educational environment sufficiently. As a result, they miss opportunities to improve themselves and face essential problems such as being unable to start a family and not participating in employment in the future (Hammad, 2016).

In Türkiye, the participation of university students in employment is a significant problem, especially in the context of youth employment. Many graduates cannot secure jobs, and a relatively high number of people work in fields unrelated to their education (Alkın et al., 2020; Ateş and Tosun, 2022). This study examines the correlation between perceived future employability and future anxiety among undergraduate and associate degree students pursuing healthcare management in Türkiye.

In Türkiye, there are 93 undergraduate healthcare management departments and 50 associate degree health services management departments in public and foundation universities. In these departments, 20,968 undergraduate and 13,190 associate degree students are studying. The figures include regular and secondary education (YÖK Atlas, 14.12.2023). In addition, there are bachelor's and associate's degree programs within the open education system. Although employment in the private and public sectors is possible at both levels of education, the large number of departments and graduates, especially the limited engagement in the public sector, negatively affects the department's students (Tosun, 2021). Therefore, it is vital to reveal the relationship between students' perceptions of future employability and future anxiety for the future employment of department graduates and the continuation of the preferability of these departments.

In the literature, various studies have examined the relationship between perceived future employability and variables such as psychological well-being and life satisfaction (Alkın and Öksüz, 2020), individual entrepreneurial orientation (Ateş and Tosun, 2022), perceived stress (Ardıç, 2023), psychological needs, attitudes towards the future (Koçakoğlu and Yalçın, 2023), fear of COVID-19 and new employment standards (Günal, 2023). Similarly, future anxiety has also been studied about variables such as job insecurity (Tellioğlu, 2021), happiness level (Gedikli and Akdoğan, 2023), exam anxiety (Oral Kara et al., 2020), and self-efficacy perceptions (Tayfun et al., 2022). However, the current research is the first study in the Turkish literature to investigate the link between perceived future employability and future anxiety. The originality and contribution of this research to the literature lie in its unique focus on this particular relationship.

2. Perceived Future Employability

Employability is a multifaceted construct with internal and external dimensions (Rothwell et al., 2008). For this reason, various definitions have been made, reflecting different perspectives. Hillage and Pollard (1998,

p. 2) explained employability in two ways: narrowly and comprehensively. In a narrow sense, employability is "the ability to find and maintain a satisfying job." From a broader perspective, employability is "the ability to act self-sufficiently in the labour market to realize potential through sustainable employment." Fugate et al. (2004, p. 15) consider employability as "a psycho-social construct that embodies individual characteristics that promote adaptive cognition, behaviour and affect and enhance the person-work interface." According to another definition, employability is "the ability to keep the job one has or to get the job one wants (Rothwell and Arnold, 2007, p. 25)." In its simplest form, employability is "an individual's chances of finding a job in the internal and/or external labour market (Forrier and Sels, 2003, p. 106)."

Employability is a concept that is divided into three levels: macro, meso, and micro and consists of both internal and external factors (Berntson and Marklund, 2007; Forrier and Sels, 2003; Hillage and Pollard, 1998; Rothwell et al., 2008; Vanhercke et al., 2014). At the macro level, employability is related to the organization and functioning of the labour market within the economic system at the national level. In this context, it is an issue related to the social structure. At the meso level, there are organizations. It is associated with organizations' employment and human resources policies and practices in areas such as protecting and maintaining their existence and competitiveness. Finally, at the micro level, there are individuals. In this context, employability is related to the individual's assets, such as knowledge, skills and attitudes and the way they use and present them to employers (Forrier and Sels, 2003; Hillage and Pollard, 1998; Van Der Heijde and Van Der Heijden, 2006; Vanhercke et al., 2014). Internal factors include factors such as occupational or job-related skills, educational attainment, learning potential, and mastery of job search, while external factors include factors such as labour market regulations, employer preferences, and social and economic structure (Hillage and Pollard, 1998; Rothwell et al., 2008; Rothwell and Arnold, 2007).

Employability studies have recently focused on the micro and individual levels (Berntson and Marklund, 2007). Underlying this is the assumption of modern career approaches that individuals proactively shape their careers beyond social, organizational and functional boundaries (Fugate et al., 2004; Vanhercke et al., 2014). In this context, employability is a personal state and consists of a combination of career identity, personal adaptability and social and human capital (Fugate et al., 2004).

Berntson and Marklund (2007) argue that there are three different views of employability at the individual level. The first relates to how individuals without a job position themselves in the labour market. In the second case, individuals are mainly interested in maintaining their current employment. Finally, individuals may desire to change jobs for various reasons, in which case employability is manifested as the ability to find a new job. At this point, the individual's perception of employability is critical. Employability refers to an individual's perceived opportunities in the labor market. Those with high employability view finding a new job as easy.

Perceived employability is "an individual's current assessment of his or her perceived employability about his or her capacity to navigate the world of work in the future (Rothwell and Arnold, 2007, p. 26)." Vanhercke et al. (2014, p. 594) define perceived employability as "an individual's perception of the possibilities of obtaining and maintaining employment" and also includes the perceived likelihood of finding a new job and maintaining current employment. Rothwell et al. (2008, p. 2) call this future-oriented state "self-perceived employability" and define it as "the perception of obtaining sustainable employment appropriate to one's level of competence." Gunawan et al. (2021, p.103) distinguish between perceived employability and perceived future employability. Accordingly, "while perceived employability focuses on the individual's current perception of their employability, perceived future employability adds a separate dimension to this construct. From a future self's perspective, perceived future employability depicts an individual's occupational self at a future time." The perception of future employability is essential for young adults. This is because it refers to how employable young adults see themselves after completing their education, training and personal development (Gunawan et al., 2019).

3. Future Anxiety

The contemporary world has brought about complex roles and responsibilities for individuals. Anxiety is a psychological, physical and physiological reaction based on a feeling of fear, frustration, doubt and tension of unknown origin as a result of the stresses that individuals face in such an environment (Al Matarneh and Altrawneh, 2014; Salih et al., 2022; Türk et al., 2022). Anxiety is a condition that impairs a person's ability to think, perceive and learn. It can cause pessimism and frustration that can reach high levels. However, it can

also sabotage the ability to act, express oneself or cope with daily situations. (Ozen et al., 2010; Salih et al., 2022).

The feeling of anxiety is essentially a natural emotion, and it is considered normal for a person to experience some degree of anxiety. This anxiety helps individuals continue their activities and survive (Al Matarneh and Altrawneh, 2014). Anxiety is divided into two basic categories: state and trait. State anxiety is a subjective fear that an individual experiences at a stressful moment and is temporary. On the other hand, trait anxiety is the state of being prone to anxious life and is an ongoing state (Dursun and Aytaç, 2009; Ozen et al., 2010; Zaleski, 1996).

There are various and different types of anxiety. However, one of the most common and striking ones is future anxiety (Türk et al., 2022). Future anxiety is defined as "a state of worry, uncertainty, fear and anxiety about negative changes in a more distant personal future". If anxiety reaches very high levels, it can become a threat or panic (Zaleski, 1996, p. 165). Future anxiety points to a long-time limit. For this reason, it is possible to define the concept as "uncertainty, fear, panic and focusing on changes expected to occur in the long personal future or waiting for a bad event to happen (Al Matarneh and Altrawneh, 2014, p. 182)."

The future is considered a field of goal setting, planning and realisation for individuals. In this sense, it is essentially an area of positive motivation. However, the future is also an area of uncertainty for individuals. This is because the individual cannot be sure to what extent the world they cognitively represent in their mind and the world that will exist in the future will coincide. Therefore, this domain is shaped by different cognitive processes and emotional attitudes based on positive or negative expectations (Zaleski, 1996). If the individual shapes this area with anxiety, they have nasty and negative expectations for the future, which leads to the individual not knowing what to do about the future and being unable to make rational decisions (Çakmak and Hevedanlı, 2005).

Future anxiety also appears as a standard feature in various social groups. University students are the most prominent among them (Dinç and Erden Çınar, 2019; Tayfun et al., 2022). University students may experience anxiety due to many factors, such as the city where they study, the university environment, friendship relations, exams, socioeconomic level, and their desire to improve themselves. However, towards the end of their education, their most significant source of anxiety is worry about the future (Çakmak and Hevedanlı, 2005; Dursun and Aytaç, 2009).

4. Theoretical Research Model and Hypothesis

The period when employability is considered the most crucial issue is undoubtedly young adulthood (Kasler et al., 2017). During this period, employability becomes increasingly concerning, especially for university students (Räty et al., 2020). In the existing employment literature, students are viewed as potential employees. In this context, students need to develop a positive outlook on their future employability while studying at university to have a competitive advantage when seeking, finding and succeeding in jobs after completing their studies (Gunawan et al., 2021; Räty et al., 2020).

Employability of students is an evolving process that has progressive and future-oriented characteristics. Future orientation pertains to an individual's thoughts, plans, motivations, hopes, and emotions regarding their future (Chen et al., 2023). It is not only about finding a job but also about learning, possessing and developing "core" or "organizational" skills such as creativity, problem-solving skills, innovation, flexibility, communication, emotional intelligence, teamwork and risk-taking ability (Räty et al., 2020). Therefore, university students' self-perceived employability also serves as a mechanism of protection and confidence to join and maintain their position in the workforce (Gunawan et al., 2021). Wittekind et al. (2010) state that perceived employability is related to health, well-being, commitment, and life satisfaction. They argue that individuals who are confident in their employability will perceive environmental factors as less threatening and consequently experience less tension.

In addition to dilemmas, stress and disappointments, anxiety is also frequently seen in young adulthood when many developments are experienced (Türk et al., 2022). Especially the university years are the period when this anxiety is experienced most prominently. In this period, young people have to make decisions in many areas, such as searching for answers about their identities, their emotional state in life, work life and evaluating the world (Çakmak and Hevedanlı, 2004; Dinç and Erden Çınar, 2019). One of the main concerns in this process, which is a highly emotional period, is the stage of planning their future careers (Boo et al., 2021).

Young people who try to gain a place in social life and business life in line with the expectations and the training they receive may experience future anxiety while continuing their search for employment on the one hand while facing the realities of environmental factors and opportunities on the other hand (Dinç and Erden Çınar, 2019). Young people's future career anxiety can be caused by a wide range of factors, such as decision-making processes, uncertainty, choices, outcomes, personal abilities, irrational beliefs about employment, the employment environment or the education they receive (Boo et al., 2021). However, the prevalence of unemployment, especially among young people and university graduates, may cause this level of anxiety to increase even more (Dursun and Aytaç, 2009).

This study tried to analyze the relationship between perceived future employability and future anxiety, each considered a sensory and cognitive state regarding the future, and whether there is a difference in the context of demographic variables. The study assumes that when students' perceived future employability levels increase, future anxiety will decrease. In addition, it is assumed that there will be a statistically significant difference in this relationship in the context of demographic factors. Therefore, the hypotheses of the study were formed as follows:

H1: There is a statistically significant negative relationship between students' perceived future employability and future anxiety.

H1a: There is a statistically significant negative relationship between students' perceived future communication network and their future anxiety.

H1b: There is a statistically significant negative relationship between students' perceived future experiences and their future anxiety.

H1c: There is a statistically significant negative relationship between students' perceived future personal characteristics and their future anxiety.

H1d: There is a statistically significant negative relationship between students' perceived expected reputation of the educational institution and their future anxiety.

H1e: There is a statistically significant negative relationship between students' perceived future labour market knowledge and their future anxiety.

H1f: There is a statistically significant negative relationship between students' perceived future skills and future anxiety.

H2: There is a statistically significant difference between students' perceived future employability and future anxiety according to their socio-demographic characteristics.

H2a: There is a statistically significant difference between students' perceived future employability and future anxiety according to their gender.

H2b: There is a statistically significant difference between students' perceived future employability and future anxiety according to their marital status.

H2c: There is a statistically significant difference between students' perceived future employability and future anxiety according to their educational status.

H2d: There is a statistically significant difference between students' perceived future employability and future anxiety according to their current grades.

5. Methodology

5.1. Purpose and Type of Research

Future anxiety is quite common among today's young people. This anxiety causes individual and social problems. One of the many causes of future anxiety is related to employment. This study aims to determine the effect of future employability perceptions of undergraduate and associate degree students studying healthcare management on their future anxiety. The research was designed as an explanatory and cross-sectional field study using quantitative research methods.

5.2. Population and Sample of the Study

The study population comprises university students in Türkiye's healthcare management (undergraduate) and health services management (associate degree) departments. When secondary education is included, undergraduate and associate degree students are approximately 35,000. Sekaran and Bougie (2016) stated that when the population size is 30,000 and above, it is sufficient to take a sample size of 379 people. A convenience

sampling method was used in the study, and the questionnaire form prepared via Google Forms was applied online. 467 participants were reached in the study, and the data obtained from 459 participants were included in the analysis.

5.3. Data Collection Tools

The research data were collected through a questionnaire form consisting of three sections.

Socio-Demographic Variables: There were four open-ended questions about the socio-demographic characteristics of the participants: gender, marital status, educational status and grade.

Perceived Future Employability Scale: The scale was developed by Gunawan et al. (2019) and adapted into Turkish by Alkın et al. (2020) by testing its validity and reliability. The scale consists of 6 sub-dimensions and 24 statements, including perceived future communication network (4), perceived future changes (4), perceived future personal characteristics (4), the expected reputation of the educational institution (4), perceived future labour market knowledge (4) and perceived future skills (4). The explanatory rate of the scale is 79.3%. The reliability coefficients (Cronbach's Alpha) of the sub-dimensions of the scale developed by collecting data from two different samples vary between 0,53 and 0,95.

Future Anxiety Scale: The scale was developed by Geylani and Çiriş Yıldız (2022). The scale comprises two sub-dimensions: fear of the future (13), hopelessness about the future (6), and 19 statements. The scale does not contain any reverse-coded statements. The explanatory power of the scale is 63.50%. The reliability coefficients (Cronbach's Alpha) of the sub-dimensions of the scale are 0,88 and 0,95.

5.4. Data Analysis

The SPSS program was used to analyze the research data. Frequency analysis was performed for socio-demographic variables. The scales used in the study were tested in the Turkish literature, and their validity and reliability were proven. In this context, the reliability of the scales used in the research was evaluated by internal consistency (Cronbach's Alpha (Cα)) coefficient and the acceptable lower value was taken as 0,70 (Nunnally and Bernstein, 1994). The normal distribution of the research data was determined by Skewness and Kurtosis values (Tabachnick and Fidell, 2013). Whether the participants' mean scores on the scales differed according to demographic characteristics was determined by t-test and ANOVA test; the relationship between variables was determined by correlation analysis, and the effect of perceived future employability and its sub-dimensions on future anxiety was determined by regression analysis. A 95% confidence interval and $p < 0,05$ significance level were accepted in evaluating the research findings.

5.5. Ethical Aspects of the Research

For this study, permission was obtained from the academicians who introduced the scales to the literature and adapted them to Turkish culture and from Usak University Social and Human Sciences Scientific Research and Publication Ethics Committee (Date 05.10.2023 and Number 2023/196).

5.6. Assumptions and Limitations of the Research

As in any quantitative research, it is assumed that the participants in this study honestly responded to the statements and open-ended questions in the questionnaire form in line with their own opinions. The most crucial limitation in terms of generalizability is that the study was cross-sectional and applied only to undergraduate and associate degree students studying healthcare management.

6. Findings

Table 1 provides information on the descriptive statistics of the study participants.

Table 1. Descriptive statistics (N=459; %=100)

Variables	N	%	Variables	N	%
Gender			**Class**		
Female	313	68,2	Undergraduate 1st year	85	18,5
Male	146	31,8	Undergraduate 2nd year	45	9,8
Marital Status			Undergraduate 3rd year	75	16,3

Single	420	91,5	Undergraduate 4th year	145	31,6
Married	39	8,5	Associate 1st year	51	11,1
Education Status			Associate 2nd year	58	12,6
Undergraduate	335	73,0			
Associate	124	27,0			

The research participants were 68.2% female and 31.8% male. 91.5% of the participants are single, and 8.5% are married. 73% of the participants have undergraduate education, while 27% have associate degrees. The distribution based on class variable was 18.5% undergraduate's 1st year, 9.8% undergraduate's 2nd year, 16.3% undergraduate's 3rd year, 31.6% undergraduate's 4th year, 11.1% associate's 1st year, 12.6% associate's 2nd year.

First, a normal distribution test was conducted for the scales and their sub-dimensions to determine the tests used. Then, Cronbach's Alpha coefficients for reliability were calculated (Table 2).

Table 2. Normality and reliability results of perceived future employability and future anxiety scales and sub-dimensions.

	Skewness	Std. Dev.	Kurtosis	Std. Dev.	Cronbach's Alpha
Perceived Future Employability (PFE)	,127	,114	-,464	,227	,882
Perceived Future Communication Network (PFE1)	-,021		-,163		,718
Perceived Future Experiences (PFE2)	-,029		-,633		,736
Perceived Future Personal Characteristics (PFE3)	,043		-1,033		,768
Expected Reputation of the Educational Institution (PFE4)	-,789		,404		,877
Perceived Future Labour Market Information (PFE5)	-,121		-,197		,706
Perceived Future Skills (PFE6)	-,047		-,856		,817
Future Anxiety (FA)	,137		-,453		,940
Fear of the Future (FA1)	,095		-,676		,943
Hopelessness about the Future (FA2)	,466		-,338		,899

As can be seen in Table 2, the skewness and kurtosis values of the scales and sub-dimensions are between +1,5 and -1,5. In this context, it was accepted that the scales and sub-dimensions were normally distributed (Tabachnick and Fidell, 2013), and it was decided to perform parametric tests. It is seen that the Cα coefficients of the scales and sub-dimensions vary between 0,706 and 0,943. Cα>0,70 means that the scales and sub-dimensions are highly reliable (Nunnally and Bernstein, 1994).

Pearson correlation analysis determined the relationship between perceived future employability and its sub-dimensions and future anxiety and sub-dimensions. The results obtained are given in Table 3.

Table 3. Pearson correlation analysis results for perceived future employability and future anxiety variables.

		1	2	3	4	5	6	7	8	9	10
1- PFE	Pearson r	1	,654**	,712**	,710**	,595**	,797**	,713**	-,335**	-,289**	-,314**
	p		0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
2- PFE1	Pearson r		1	,462**	,421**	,166**	,428**	,415**	-,233**	-,197**	-,229**
	p			0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
3- PFE2	Pearson r			1	,592**	,156**	,498**	,513**	-,168**	-,125**	-,205**
	p				0,00	0,00	0,00	0,00	0,00	0,01	0,00
4- PFE3	Pearson r				1	,110*	,538**	,624**	-,176**	-,130**	-,217**
	p					0,02	0,00	0,00	0,00	0,01	0,00
5- PFE4	Pearson r					1	,353**	,109*	-,273**	-,266**	-,186**
	p						0,00	0,02	0,00	0,00	0,00
6- PFE5	Pearson r						1	,632**	-,241**	-,198**	-,247**
	p							0,00	0,00	0,00	0,00
7- PFE6	Pearson r							1	-,238**	-,204**	-,229**
	p								0,00	0,00	0,00
8-FA	Pearson r								1	,955**	,720**
	p									0,00	0,00
9-FA1	Pearson r									1	,483**

			0,00
	p		1
10-FA2	Pearson r		
	p		

The correlation is significant at **p<0,01 and *p<0,05 levels.

When Table 3 is analyzed, it is seen that there is a low-level negative (r= -0,335) and statistically significant (p<0,01) relationship between employability perception and future anxiety. The variance explained by the variables on each other is 11.2%. When the relationship between the sub-dimensions of the employability perception scale and the future anxiety scale and its sub-dimensions is examined, it is seen that there is a low-level, negative and statistically significant relationship. In other words, within the framework of the data obtained, it is possible to say that an increase in the perception of employability leads to a decrease in future anxiety, albeit at a low level, or a reduction of future anxiety leads to a rise in the perception of employability, albeit at a low level.

As a result of the significant relationships identified between the variables through correlation analysis, regression analysis was started.

Table 4. Multiple regression analysis.

Variables	Future Anxiety[2]							
	β	p	t	F	R^2	Adj. R^2	Tolerance	VIF
Constant	6,169	,000	13,396	57,817	,112	,110		
Perceived Future Employability[1]	-,335	,000*	-7,634					
Constant	5,931	.000	12,371	11,487	,132	,121		
Perceived Future Communication Network[1]	-,131	**,012***	-2,537				,715	1,398
Perceived Future Experiences[1]	,015	,797	,258				,564	1,774
Perceived Future Personal Characteristics[1]	,001	,991	,011				,494	2,025
Expected Reputation of the Educational Institution[1]	-,234	**,000****	-4,913				,849	1,178
Perceived Future Labour Market Information[1]	-,008	,905	-,120				,471	2,123
Perceived Future Skills[1]	-,162	**,012***	-2,523				,468	2,138
1: Independent variable, 2: Dependent variable **p<0,001; *p<0,05							Durbin-Watson:1,923	

Multiple regression analysis was conducted to test the sub-hypotheses of the first central hypothesis of the study (Table 4). In this direction, the effect of perceived future employability scale sub-dimensions of perceived future network, perceived future experiences, perceived future personal characteristics, the expected reputation of the educational institution, perceived future labour market knowledge and perceived future skills on future anxiety was measured.

The regression model for the effect of perceived future employability on future anxiety is statistically significant (F:57,817 p<0,000; t:13,396 p<0,000). Again, according to the analysis results, the relationship between the variables is statistically significant and negative (β: -0,335; p<0,000). The ratio of perceived future employability, analysed as an independent variable, predicting future anxiety, which is the dependent variable, is R2: 0,112. In other words, perceived future employability explains 11.2% of future anxiety. As a result, hypothesis H1 is accepted.

According to Table 4, it is seen that the multiple regression model revealing the effect of the sub-dimensions of the perceived future employability scale on future anxiety is statistically significant (F=11,487, p<0,001). Accordingly, there is a low and meaningful relationship between perceived future communication network, perceived future experiences, perceived future personal characteristics, the expected reputation of the educational institution, perceived future labour market knowledge and perceived future skills and future

anxiety (Adj. R2= 0,121, p<0,001). Participants's perceived future communication network, perceived future experiences, perceived future personal characteristics, the expected reputation of the educational institution, perceived future labour market knowledge, and perceived future skills explain 12.1% of the total variance.

The independent variables perceived future network (β: -0,131; p<0,05), expected reputation of the educational institution (β: -0,234; p<0,001) and perceived future skills (β: -0,162; p<0,05) have a negative and statistically significant effect on future anxiety, while perceived future experiences (β: 0,015; p:0,797), perceived future personal characteristics (β: 0,001; p:0,991) and perceived future labour market knowledge (β: -0,008; p:0,120) have no statistically significant effect on future anxiety. In light of these findings, hypotheses H1a, H1d and H1f are confirmed and accepted since they reveal a statistically significant relationship; however, hypotheses H1b, H1c and H1e are rejected since they do not show a statistically significant relationship.

T-test and ANOVA were conducted to test the study's second central hypothesis (H2): "There is a statistically significant difference between students' perceived future employability and future anxiety according to their socio-demographic characteristics" and sub-hypotheses. The results are presented in Table 5.

Table 5. Differences in perceived future employability and future anxiety scales according to demographic variables.

		Perceived Future Employability		Future Anxiety	
		Mean	**SD**	**Mean**	**SD**
Gender	Female	5,09	,414	2,78	,833
	Male	5,04	,368	2,44	,750
	t	1,434		4,246	
	p	,153		,000*	
Marital Status	Married	5,06	,365	2,43	,841
	Single	5,08	,404	2,70	,818
	t	-,313		-1,942	
	p	,754		,053	
Education Level	Undergraduate	5,06	,411	2,69	,805
	Associate	5,12	,369	2,62	,867
	t	-1,316		,911	
	p	,189		,363	
Class	Undergraduate 1st year	5,09	,381	2,49	,816
	Undergraduate 2nd year	5,10	,440	2,62	,714
	Undergraduate 3rd year	5,08	,423	2,66	,769
	Undergraduate 4th year	5,03	,420	2,83	,829
	Associate 1st year	5,09	,340	2,56	,885
	Associate 2nd year	5,13	,377	2,71	,864
	F	,606		2,086	
	p	,695		,066	

When Table 5 is analyzed, it is seen that there is a significant difference in the future anxiety levels of the participants according to gender variable (t:4,246; p<0,001). The future anxiety of female participants (mean: 2,78) is higher than the future anxiety of male participants (mean: 2,44). No statistically significant difference was found in the perceived future employability levels according to gender variable (t:1,434; p:0,153). According to these results, hypothesis H2a is partially accepted.

According to Table 5, no statistically significant difference was found between married and singles in terms of both future anxieties (t:-1,942; p:0,53) and perceived future employability (t:-0,313; p:0,754). According to these results, hypothesis H2b is rejected.

There is no statistically significant difference between undergraduate and associate degree students regarding future anxiety (t:0,911; p:0,363) and perceived future employability (t:-1,316; p:0,189). According to these results, hypothesis H2c is rejected.

Finally, when the class variable is examined, no statistically significant difference was found between the 1st, 2nd, 3rd, 4th, 3rd, and 4th-year undergraduate students and the 1st and 2nd-year associate degree students in terms of both future anxiety (F:2,086; p:0,066) and perceived future employability (F:0,606; p:0,695). According to these results, hypothesis H2d is rejected.

7. Conclusion, Discussion and Recommendations

This study aims to examine the effect of the perceived future employability levels of the students studying at undergraduate and associate degree levels in the field of healthcare management at universities operating in Türkiye on their future anxiety. In this context, two main hypotheses were formed (as H1 and H2).

Firstly, our findings reveal that students' perceived future employability has a negative and statistically significant effect on their future anxiety. However, this effect is at a low level of 11.2%. This result shows that students' perceived future employment level is high. In other words, in our study, nearly 90% of students' future anxiety is caused by reasons other than perceived future employability. A similar result can be seen in Günal's (2023) research on "Generation Z". In this study, the perceived future employability rate of the participants was 80%.

There is no comparative study in the literature on the effect of perceived future employability on future anxiety. However, various studies exist on the relationship between perceived future employability and different variables. Koçakoğlu and Yalçın (2023) found a negative relationship between perceived future employability and anxious attitudes towards the future. Alkın and Öksüz (2020) found positive and statistically significant associations between perceived future employability, psychological well-being and life satisfaction. Tellioğlu (2021) found that job insecurity explained 33% of the change in future anxiety. Dursun and Aytaç (2009) found that the trait and state anxiety and hopelessness levels of students who had no hope of finding a job after graduation were significantly higher than those who hoped to find a job. Ardıç (2023) found a negative and significant relationship between perceived future employability and perceived stress level.

When the sub-dimensions of perceived future employability and future anxiety are examined, it is seen that the dimensions of perceived future communication network, expected reputation of the educational institution, and perceived future skills have a negative and statistically significant effect on future anxiety. This result overlaps with many studies in the literature (Fugate et al., 2004; Gunawan et al., 2019; Kasler et al., 2017; Räty et al., 2020; Wittekind et al., 2010). Fugate et al. (2004) list social capital as one of the dimensions of employability. Social capital is the network of relationships that a person has, and the more robust this network is, the more information, influence and power it provides to the individual in terms of employability. According to Kasler et al. (2017), academic education has become an indispensable condition for employability. Therefore, the quality of the education you receive, in other words, the reputation of the institution where you receive instruction, is an essential determinant of employability (Wittekind et al., 2010). One of the critical determinants of an individual's employability is their knowledge and skills (Hillage and Pollard, 1998; Rothwell and Arnold, 2007). Wittekind et al. (2010) and Räty et al. (2020) found that an individual's skills are closely related to perceived employability.

In our study, perceived future experiences, perceived future personal characteristics, and perceived future labour market knowledge dimensions did not have a significant relationship with future anxiety. These results do not coincide with similar studies in the literature. Räty et al. (2020) found that experience is closely related to perceived employability, while Dinç and Erden Çınar (2019) found that future anxiety increased in those who had no experience of work. Kasler et al. (2017) and Vanhercke et al. (2014) emphasize that personal characteristics are closely related to perceived employability, while Boo et al. (2021) state that there is a negative relationship between future anxiety arising from employment and personal abilities. Rothwell et al. (2008) state that knowledge about the labour market situation is an essential determinant of perceived employability.

The second primary hypothesis of our study was formed regarding whether there is a significant difference in the perceived future employability and future anxiety levels in the context of demographic characteristics of students. In the literature, different contradictory results regarding the effect of demographic factors on

perceived employability and future anxiety are found. This difference may be due to culture, economic development, and personal characteristics. However, in our study, only the gender variable has a significant difference in future anxiety. Future anxiety of women was higher than that of men. This result is consistent with various studies in the literature (Dursun Aytaç, 2009; Ozen et al., 2010; Şanlı Kula and Saraç, 2016) conducted within the framework of Turkish culture. No significant difference emerged in the context of marital status, educational status and class variables. In contrast to our study, Koçakoğlu and Yalçın (2023) found that the perceived future employability levels of associate degree students were higher than those of undergraduate students. This difference may be because our study included only students studying in the field of healthcare management.

Healthcare management education in our country is a young and developing field. Department graduates can participate in employment in the public and private sectors. As a developing country, Türkiye needs more well-educated, competent young people in the labour market. In this context, university education has become a more critical issue today. It will be more beneficial for both themselves and the country's future for university graduates to work in the fields in which they are trained and developed. In our study, it has been revealed that the employability perceptions of the students studying in this field have a limited effect on their future concerns. In other words, it is seen that the future employability perceptions of the students receiving education are high. Therefore, employability has a low effect on the causes of future anxiety. Although this is a positive result, it would be helpful to conduct this research in different sample groups in the future to make the results we have obtained healthier and more generalizable.

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