➔ *Regular Research Paper – SS*

Survey of the Unemployment Cases for the Students of the Faculty of Economics and Administrative Sciences: Muğla Sıtkı Koçman University Example

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Abstract

In this study, the level of state and trait anxiety of students of Faculty of Economics and Administrative Sciences were examined in terms of gender, class, work experience, the time they hoped to find a job after graduation, and the desire for job finding. Research is a descriptive study in the screening model. The participants of the research are 206 undergraduate students who are studying at Muğla Sıtkı Koçman University, Faculty of Economics and Administrative Sciences. "Spielberger State-Trait Anxiety Scale", which was developed by Spielberger et al. (1964) by Öner and Le Compte (1983), was used to determine the level of state and trait anxiety in order to collect demographic information of university students in the study. Research data were analyzed in the SPSS program. According to the results of the findings, it is concluded that there is no significant difference in all of the demographic variables.

Keywords: *: Unemployment Concern, Finding a Job, University Students, Work Experience, State-Trait Anxiety.*

1. INTRODUCTION

Unemployment rates are increasing due to the increasing number of population and educated people in our country and in the world. Increasing population and graduation of university graduates who complete their education, the duration of the students' occupation and occupation is longer (Tektaş, 2014: 251). Particularly youth unemployment and unemployment of newly graduated individuals are more prominent. During the university education process of the students; they are in different difficulties and worries, such as different cities, different orientation and adapting to people, distancing in the family environment during the education process, problems of accommodation and making friends. This situation can turn into the unemployment worry towards the university last year. Dökmen (1989) points out that first year university students' problems of adaptation to university and dormitory life are at the forefront and that of senior students is the anxiety of future and the anxiety of job finding is the forefront (Koç and Polat, 2006: s: 3).

There are various definitions of loss in the literature. These are;
- Seyyar (2014) defined the object and (or) the uncertain and meaningless fear that is often unknown.
- Çifter (1986) defines the individual as a natural phenomenon that lives up to the value of the individual, his or her sense of existence and the threat of his identity.
- Taş (2005) defined anxiety as a state of alertness that manifested itself in physical, emotional, and mental changes that one experienced when faced with a stimulus.
- Anxiety is the fear of being in danger (Turgut, 1978, Akt Baykul, 1999).

When the definitions of unemployment by different researchers are examined;
- Andaç (2010) defined the unemployed as a person who is in the desire and ability to work but who does not have the opportunity to work on socio-economic reasons, although he offers his / her work according to the day's work and wage conditions.
- Seyidoğlu (1999) defines working-age people as people who do not have a disability to work and can not find work.
- ILO (2015), definition of the concept of unemployment; "In a certain age, at a certain time, it is defined as" no job "," not suitable for the job at that time "," job seeking "includes all persons.

Table 1. Unemployment Rates by Participation in 15-Year-Old Workforce and by Educational Status

Year	Unemployment Rate (%)	Labor Force Participation Rate (% 15 + Age Total Population)	Before High School Educated Unemployed, Total	High School And Vocational College Graduate Unemployed, Total, (%)	Higher Education Graduate Unemployed, Total, (%)
2010	11,9	48,8	10,2	13,1	9,8
2011	9,8	49,9	8,1	10,7	9,4
2012	9,2	50	7,5	9,6	8,9
2013	9,7	50,8	8,1	10,2	9,3
2014	9,9	50,5	9,3	11,3	10,5
2015	10,3	51,3	9,7	11,3	10,8
2016	10,9	52	9,9	12,5	11,8

Source: https://biruni.tuik.gov.tr/secilmisgostergeler/degiskenlerUzerindenSorgula.do

Table 1 shows the unemployment rates of individuals over the age of 15 between 2010 and 2016, according to their participation in the workforce and their education level. According to years, when unemployment rates are examined, it is seen that they have increasing tendency compared to previous periods. It is seen that the unemployment situation of the university students in research subjects who are over 15 years of age increase in labor force participation rate compared to the years and it is 11% of the population according to the year of 2016.

Because of the high unemployment rates among young people, university students are very worried about not being able to find jobs after they graduate and it is seen that this situation

causes students to wear out in the spiritual direction (Şahin, 2014). When examined, the results show that university graduates are highly unemployed and start to worry about not being able to work until the next turn, starting from the training period. Higher unemployment rates in higher education graduates can be explained by reasons such as the fact that young people who have just entered the labor market are educated but inexperienced and that they do not find the current jobs suitable for them (Özkan, 2013).

The fact that unemployment, especially young unemployment, is a problem in our country and in the world leads to the start of anxiety in the process that university students continue their education. The fact that students can not find jobs when they graduate causes anxiety levels to increase. It has been reported that problems such as depression, anxiety, anger, irritability, irritability in interpersonal relations, and obsessive-compulsive features are intensively presented in various researches conducted with university students (Acar, 1993). The increase of the unemployment worries in the education process of the university students increases the importance of this research that the unemployment situation of the Faculty of Economics and Administrative Sciences students is more frequent than the students in the other faculties.

The Goal Of The Research

In this research, the level of state and trait anxiety related to unemployment of the students of Faculty of Economics and Administrative Sciences has been examined in terms of various variables. In this context; gender, faculty, work experience, time hoped to find a job after graduation, and the level of state and trait anxiety of job-seeking variables. The following questions have been answered in the direction of purpose.

The level of state and trait anxiety related to unemployment among students of the Faculty of Economics and Administrative Sciences;
   a. Sex
   b. Class
   c. Work experience
   d. The time that he hopes to find a job after graduation
   e. Does it change in the hope of finding a job ?

2. METHOD

The research model used in this section includes participants of the research, data collection tool and data analysis.

2.1. The Model of the Study

This study is a descriptive study designed according to the screening model in which the level of state and trait anxiety of the students of the Faculty of Economics and Administrative Sciences is analyzed in terms of various variables. Scanning models; research approaches aimed at describing a past or present situation as it exists. It is tried to be defined as an event, an individual or an object, which is the subject of the research, as it is within its own conditions. Screening models are screening arrangements made on a group, sample or sample that will be taken from all or part of the universe in order to reach a general judgment about the universe in a phase consisting of a large number of elements (Karasar, 2012).

2.2. The Study Group

Muğla Sıktı Koçman University, the Faculty of Economics and Administrative Sciences, constitutes the main mass of 6064 people who are studying in the period before and during the period of 2017-2018. Questionnaire forms were applied to 206 undergraduate students of the Faculty of Economics and Administrative Sciences on the basis of volunteerism by stratified random sampling method which is supposed to represent mass of this main body.

The sex, class, work experience, the period of time that they hope to find a job after they graduate, and the distribution of job-finding are given in Table 2.

Table 2. Distribution of Working Groups by Variables

Variables	Categories	N	%
Sex	Male	76	36,9
	Female	130	63,1
Class	1	30	14,6
	2	49	23,8
	3	62	30,1
	4	65	31,6
Work Experience	There Is	130	63,1
	There Not	76	36,9
The Time That He Hopes To Find A Job After Graduation	Less Than 1 Year	79	38,3
	One To Two Years	107	51,9
	Over 2 Years	20	9,7
The Hope Of Finding A Job	There Is	164	79,6
	There Not	42	20,4
	Total	206	100

2.3. Data Collection Instrument

A scale and personal information form was used during the data collection phase. The Spielberg State-Trait Anxiety Inventory (STAI) was developed by Spielberger et al. (1964) to determine the state and trait anxiety levels of the individuals and the validity and reliability analysis was performed. The Turkish scale of reliability and validity studies were conducted by Öner and Le Compte (1983). The scale consisting of 40 items measures anxiety in young adults and adults over 14 years of age.The 20-item state anxiety scale and the 20-item continuous anxiety scale are independent of each other. "Never", "Somewhat", "Very" and "Completely" are the 4-point likert scale types and include answers. Test-retest consistency coefficients of the scales ranged between .73 and .86 for the Trait Anxiety Scale, and between .16 and .54 for the State Anxiety Scale; coefficients of reflectance, internal consistency, and test homogeneity, respectively, were

calculated to be correlated with .83 and .92 for State Anxiety and .86 and .92 for Trait Anxiety, respectively. The reverse scoring is scored between 1 and 4 points, to be reversed. The higher the score, the higher the level of anxiety, the smaller the score. The minimum score on the scale is 80, the minimum score is 20.

In the study, a structured "Personal Information Form" was used to collect data on students' demographic characteristics. In this form, the students who participated in the research have gender, faculty, work experience, the time they hoped to find a job after graduation, and the hope of finding a job.

2.4. Analysis of the Data

Survey data obtained in the study were analyzed in the SPSS 20.0 program. Descriptive statistics were used in the analysis of the data. The mean, percentage and frequency values of the points that the students have taken from the whole scale, t test and Anova test were used. When the data were evaluated, the normal distribution fit was investigated with the "Kolmogorov Smirnov Test" and the normal distribution of the data obtained from the state and trait anxiety scales (p> 0,05) was observed.

3. FINDINGS

In this section, findings related to the state and trait anxiety level of the students of the Faculty of Economics and Administrative Sciences were included.

Table 3. Distribution of Students' Status and Trait Anxiety Levels by Gender Variable (t-test)

Factor	Variable (Sex)	N	$\bar{x}$	ss	df	t	p
State Anxiety	Male	76	2,1039	,56455	204	-,684	,251
	Female	130	2,1635	,62372	169,922		
Trait Anxiety	Male	76	2,2053	,27466	204	-1,181	,143
	Female	130	2,2581	,32848	179,783		

*p<0,05

In Table 3, the t-test was used to examine whether the state and trait anxiety levels differed according to the sex variable of the students. It is seen that there is no significant difference between students' state and trait anxiety points according to gender. Although there is no meaningful difference, it is seen that female students (X=2.16) are more anxious than male students (X=2.10) and female students (X=2.25) are more anxious than male students (X=2.20) in terms of trait anxiety level.

Table 4. Distribution of Students' Status and Trait Anxiety Levels by Class Variable (ANOVA)

Factor	Variable (Class)	N	$\bar{x}$	ss	Variance Source	Sum of Squares	Mean Square	F	p
State Anxiety	1	30	2,1917	,58444	Between Groups	1,024	,341	,942	,421

	2	49	2,1306	,55909	Within Groups	73,233	,363		
	3	62	2,0460	,51663	Total	74,258			
	4	65	2,2177	,70757					
	Total	206	2,1415	,60186					
Trait Anxiety	1	30	2,2967	,31675	Between Groups	,340	,113	1,181	,318
	2	49	2,2449	,35827	Within Groups	19,371	,096		
	3	62	2,1815	,28317	Total	19,711			
	4	65	2,2615	,29071					
	Total	206	2,2386	,31008					

In Table 4, the ANOVA test was used to examine whether the state and trait anxiety levels differed according to the class variable of the students. It is seen that there is not a significant difference between students' state and trait anxiety levels according to class variables. Although there is no significant difference, in order of state anxiety; (X = 2.21) the average of the fourth grade students, (X = 2.19) the average of the first grade students, (X = 2.13) the average of the second grade students, (X = 2.04) the average of the third grade students and in the average level of trait anxiety, it is seen that the level of anxiety is higher in the first class students (X = 2.29), the fourth class students average (X = 2.26), the second class students average (X = 2.24) and the third class students average (X = 2.18).

Table 5. Distribution of Students' Status and Trait Anxiety Levels by Work Experience Variable (t-test)

Factor	Variable (Work Experience)	N	$\overline{x}$	ss	df	t	p
State Anxiety	There Is	130	2,1369	,60915	204	-,143	,952
	There Not	76	2,1493	,59310	160,532		
Trait Anxiety	There Is	130	2,2196	,32574	204	-1,150	,145
	There Not	76	2,2711	,28039	176,250		

*p<0,05

In Table 5, t-test was used to examine whether the state and trait anxiety levels differed according to the work experience variable of the students. It is seen that there is no meaningful difference between the average scores of state and trait anxiety levels of the students compared to the variable of work experience. Although there was no significant difference, the students with no work experience at state anxiety level (X = 2.14) against the students who had work experience (X = 2.13) and the students with no work experience (X = 2.27) in the average of trait anxiety level against the students with work experience (X = 2.21) were found to have higher levels of anxiety.

Table 6. Distribution of State and Trait Anxiety Levels according to the Time Variance the Students Hope to Find Jobs After Graduation (ANOVA)

Factor	Variable (Class)	N	$\bar{x}$	ss	Variance Source	Sum of Squares	Mean Square	F	p
State Anxiety	Less Than 1 Year	79	2,0285	,57572	Between Groups	1,941	,971	2,724	,068
	One To Two Years	107	2,1907	,61295	Within Groups	72,317	,356		
	Over 2 Years	20	2,3250	,59105	Total	74,258			
	Total	206	2,1415	,60186					
Trait Anxiety	Less Than 1 Year	79	2,2209	,29598	Between Groups	,047	,024	,243	,784
	One To Two Years	107	2,2528	,32169	Within Groups	19,664	,097		
	Over 2 Years	20	2,2325	,31300	Total	19,711			
	Total	206	2,2386	,31008					

In Table 6, the ANOVA test was used to examine whether the state and trait anxiety levels differed according to the time period in which the students hoped to find work after they graduated. It is seen that there is no meaningful difference between students who graduated between the state and trait anxiety levels and the time period in which they hoped to find a job. Although there is no significant difference, in order of state anxiety; the students who reported their opinions over 2 years (X = 2.32), averages of students who reported their opinions from one to two years (X = 2.19)had higher anxiety than the average of students reporting less than 1 year (X = 2.02); and the average of students who reported their opinions from one to two years (X = 2.25) , the average of the students who reported their opinion over 2 years (X = 2.23) had higher anxiety level than the average of the students who reported less than 1 year (X = 2.22).

Table 7. Distributions of State and Trait Anxiety Levels by Trial Variable of Employment (t-test)

Factor	Variable (The Hope of Finding a Job)	N	$\bar{x}$	ss	df	t	p
State Anxiety	There Is	164	2,0689	,57922	204	-3,515	,916
	There Not	42	2,4250	,61150	61,194		
Trait Anxiety	There Is	164	2,2250	,30590	204	-1,245	,501

| | There Not | 42 | 2,2917 | ,32421 | 61,028 | | |

*p<0,05

In Table 7, t-test was used to examine whether the level of state and trait anxiety differed according to the likelihood of job finding of students. It can be seen that there is no significant difference between the average scores of state and trait anxiety levels of the students compared to the expectation of job finding. Although there is no meaningful difference, students with hopeless to job seekers at the level of state anxiety (X = 2.42) had higher anxiety than those who are hoping to find work (X = 2.06) and (X = 2.29) the students not hoping to find work had higher anxiety than those students who had a hoping to find work (X = 2.22) in the average level of trait anxiety.

4. CONCLUSIONS

In this study, the level of state and trait anxiety of students of Faculty of Economics and Administrative Sciences were examined in terms of gender, class, work experience, the time they hoped to find a job after graduation, and the desire for job finding. According to the gender variable, there was no significant difference between the state and trait anxiety levels of the students. Although there is no significant difference, female students in the level of state anxiety have higher levels of anxiety level than male students and that the average level of trait anxiety level of female students is higher than that of male students. When studies on anxiety were examined, it was determined that the anxiety levels of female students were higher than male anxiety levels (Dursun and Aytaç, 2009). When the literature is examined, it is in line with the studies made by Çakmak and Hevedanlı (2004), Akgün and others (2007), Canbaz and others (2007), Karagün and Çolak (2009) and Karaman (2009). As a result, it can be said that female students are less likely to be employed in their field of work than male students.

According to the class variable, there was no significant difference between students' state and trait anxiety levels. Although there is no significant difference, in order of state anxiety respectively; average of Grade 4 students, average of Grade 1 students, average of Grade 2 students, average of Grade 3 students and in the average of trait anxiety points; average of Grade 1 students, average of Grade 4 students, average of Grade 2 students, and average of Grade students 3 had higher anxiety. The result is that the level of anxiety is higher than the average of the students in the class. When the literature is examined, it is in line with the work done by Mevlüt and Varol (2004). As a result, it can be said that the 4th grade students have graduation status and the necessity to work in a job, and the 1st grade students adapt to the education environment and struggle with the problems they encountered as well as their future anxieties.

It has been observed that there is no meaningful difference between the average scores of the state and trait anxiety levels of the students according to their having the work experience of the students. Although there is no significant difference, students who do not have work experience at the level of state anxiety have higher levels of anxiety than those who have work experience and students who do not have work experience at the average level of trait anxiety level have higher anxiety levels than those who have work experience. Dursun and Aytaç (2009) are in line with the study on unemployment concerns among university students. As a result, students with work experience in this way; it can be said that the experience of the work environment and the process has less effect on anxiety.

It was observed that there was not a significant difference between the average scores of the state and trait anxiety levels of the students according to the time they hoped to find a job after they graduated. Although there is no significant difference, in order of state anxiety; students who hoped to find a job for 2 years and over 1-2 years had higher anxiety than the average of students who reported less than one year, on the other hand, in the average level of trait anxiety; the

average of students who reported 1-2 years and over 2 years had higher anxiety than the students who reported less than 1 year. The findings of the research are in line with the work done by Tayfun and Korkmaz (2016). As time gets longer, hopes for students to find a job increases, so does the concern.

It was observed that there was no significant difference between the average scores of the state and trait anxiety levels according to the hopes of students to work. Although there is no meaningful difference, it is concluded that the students whose hopes of finding a job at state anxiety level are higher than those who hope to find a job at the average level of trait anxiety according to the students who hope to get a job are more anxious than those who hope to get a job. The research findings are in line with the work done by Tayfun and Korkmaz (2016). As a result, it can be said that the students' expectation of current employment is in a pessimistic and negative way and that they are effective in increasing the anxiety about not being able to work.

4.1. Suggestions

The work on the Faculty of Economics and Administrative Sciences students can be applied to different faculties and departments, work on students in upper secondary education can be repeated and the results can be compared and applied to groups at different levels of education by adding different variables to the study and can contribute to the field by comparing the results.

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