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The Relationship Between Leisure Crafting, Job Finding Anxiety and Life Satisfaction

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ABSTRACT

The aim of this study was to determine the leisure crafting, job finding anxiety and life satisfaction levels of the students studying in the faculty of sport sciences according to some demographic variables and to determine the relationship between the variables. The study employed the relational survey model. The research group consisted of 458 (Mean_{age.}= 21,53±2,06) people who were determined via simple sampling method and who were studying at the Faculty of Sport Sciences. The study used "Leisure Crafting Scale (LCS)", "Sport Sciences Students' Job Finding Anxiety Scale (JFAS)" and "Life Satisfaction Scale (LSS)". t-test and ANOVA tests were applied to assess the levels of LCS, JFAS and SSS according to various demographic characteristics of the participants. Furthermore, the research model that was developed in order to investigate the relationship between the scales was assessed using the Structural Equation Model (SEM) test. The results of the research showed that there was a no significant difference according to the "gender" variable in the scores of LCS, JFAS and LSS in the t-test results, but showed a significant difference according to the "participation in the development seminar" variable. With respect to the ANOVA results, it was determined that there was a significant difference in the scores of LCS, JFAS and LSS according to the variables of "income level" and "type of leisure time utilization". Additionally, the hypotheses developed within the confines of the study model were confirmed based on the findings of the SEM analysis. Accordingly, it was observed that the variance rate in which leisure crafting accounted for life satisfaction was 45% ($R^2 = ,45, p = ,001$), which was -25% when it came to accounting for job finding anxiety ($R^2 = ,25, p = ,001$). As a result, it can be concluded that leisure crafting, job finding anxiety and life satisfaction levels vary depending on a variety of demographic parameters, and life satisfaction levels of students are affected by leisure crafting and job finding anxiety.

Keywords: Anxiety, Leisure Crafting, Satisfaction, Student



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INTRODUCTION

Time is a very valuable, unique resource that is shared equally among all people but cannot be utilized in the same way. This priceless resource cannot be used like currency, kept, lent to another person, used as a commodity, and cannot in any way be replaced. (Akgül & Karaküçük, 2015). One may argue that time, which is so valuable, is really just life. Making efficient use of the time at hand is crucial. Karaküçük (2008) defines leisure time as a period of time that the individual has the right to use freely for recreation, resting, having fun, or personal development in line with his or her inclinations and wishes, excluding mandatory employment. Leisure time arises after well-planned and utilized time.

Particularly in 2019, higher education was interrupted and subsequently completed through distant learning, students were removed from the education environment, and that they had more free time. This was owing to the global epidemic and the earthquake of the century that occurred in our country. For this reason, university students should pay special attention to how they use their leisure time. Students' actions during this process have an impact on other areas of their lives, either directly or indirectly. A considerable majority of young people, it has been found in several surveys with university students, do not know how to make use of their free time or spend it in idle pursuits. (Demir, 2003). The statement made by Karaküçük in 2008 that "leisure time is like a double-edged sword" might be used to illustrate this predicament. When it is utilized properly, it promotes societal and individual growth; when it is misused, it leads to issues like unhealthy habits, disorganization, discontent, boredom, and depression. In a nutshell, one could say that it has a detrimental impact on the person's overall level of happiness.

Finding a job is without a doubt the biggest challenge facing college students. According to ILO (2022), unemployment is a significant social issue that has a detrimental impact on both economic and social life and is growing daily as a result of globalization. Every person requires a work that is respectable of human dignity and provides income, whether or not it is connected to the education they have earned (Çetinceli & Tüzün, 2022). The number of unemployed people in Turkey aged 15 and over increased by 65,000 in February 2023 compared to the previous month, reaching 3 million 514 thousand, while the unemployment rate increased by 0.2 points to 10.0%, according to labor force statistics compiled by the Turkish Statistical Institute (TURKSTAT). In addition, the unemployment rate for men was 8.7% and for women it was 12.6%. (TURKSTAT, 2023). For young individuals who are about to embark on their lives, the prospect of not being able to find employment and remaining unemployed after graduation creates enormous anxiety and sadness. Concerns at the beginning of the journey quickly develop into worries about job and financial security as one approaches graduation (Çetinceli & Tüzün, 2022). Young people who are unable to achieve economic independence and power are compelled to remain dependent on their families and lose hope for the future (Kart & Erdost, 2008).

Leisure Crafting

Being skilled and ingenious is a sign of skillfulness. On the other side, the term "leisure crafting" refers to a proactive effort that a person may choose to undertake in order to accomplish his or her leisure-time objectives. It also describes proactive efforts to realize objectives connected to interpersonal relationships, education, and personal growth (Sürücü & Ertan, 2022). According to Berg, Wrzesniewski & Dutton (2010), it is the actualization of people's leisure time in a way that appeals to their desires and value judgments. Leisure crafting was described as a non-monotonous, proactive, intentional, and serious endeavor by Fritsch et al., (2005) and Stebbins (2007). According to Sonnentag and Fritz (2007), through achieving personal learning through leisure crafting, people will grow through difficulties that boost their

good feelings. Leisure crafting, according to Snir & Harpaz (2002), comprises the growth of experience, friendships, and interpersonal connections.

Job Finding Anxiety

Anxiety is a concept that has a significant impact on people's daily lives and is typically seen as an emotional state based on objectivity and uncertainty (Manav, 2011). Unemployment anxiety is defined as the dread and anticipation of not being able to find a job, not being able to have a job because of the fear and anxiety of not having an income that the individual can sustain his or her life by joining business life (Özder et al., 2018; Aksoy & Çakıcı, 2023). The position that young people will hold in their life and in society is determined by the jobs that they will hold. The uncertainties that develop, though, worry them (Taşgın et al., 2017). This situation may cause the individual to lose his/her dignity over time by making the individual passive, revealing feelings such as resentment, pessimism, and helplessness that prepare the ground for depression (Dursun & Aytaç, 2009).

Life Satisfaction

According to Diener (2006), life satisfaction is the judgment of one's own life as a whole through cognitive processes. Subjective happiness and well-being are recognized as elements of life satisfaction (Dost, 2010). When people compare their existing lives to their desired lifestyles, they arrive at their level of life satisfaction (Özer, 2004). The majority of people's main life aim, life happiness, is directly correlated with how they view their own lives (Gündoğar et al., 2007). According to the literature, there are three key aspects that determine people's levels of life satisfaction (Diener, 1984). First off, according to Yetim (1991), life happiness is founded on several external factors, such as people's subjective well-being. Second, the variables influencing the affirmation of people's assessments of their lives are looked at (Kuppens et al., 2008). Finally, it is stated that life happiness is influenced by the predominance of happy emotions over negative emotions in interpersonal interactions (Bradburn, 1969).

The Relationship Between Leisure Crafting, Job Finding Anxiety and Life Satisfaction

The current study reveals the connections between leisure crafting, job anxiety, and life satisfaction, building on Ryan & Deci's (2000) self-determination theory and Diener et al.'s (2002) human needs theory. This theory holds that persons have an underlying need for three fundamental psychological requirements, including needs for autonomy, competence, and relationships. When a person feels autonomous, it means that they believe they have control over their actions and are capable of acting on their own behalf. The need for action against one's environment and a sense of ability in dealing with one's environment are basic human needs that are referred to as "competence." Individuals' need for relationships, or a sense of belonging is connected to our innate need to have positive relationships with others (Ryan & Deci, 2000). As a result, meeting one's requirements results in a higher level of overall life satisfaction, whereas unmet needs have the opposite effect. When research on leisure time is examined today, it becomes clear that their goal is to improve quality of life (Covey et al., 2004). Furthermore, given that the characteristics of work time, school time, and leisure time are distinct from one another, recognizing the relevance of leisure time use makes it necessary to explore leisure time resourcefulness. On the other hand, research suggests that joblessness has a detrimental psychological impact on happiness and quality of life. The concept of life satisfaction, which encompasses a variety of areas including the person's private life, relationships with his or her immediate environment, expectations for the future, and goals (Şahin, 2008; Vara, 1999), is seen as being affected by one of the most fundamental concepts: job seeking anxiety. A review of existing literature reveals numerous studies focused on job anxiety and life satisfaction. However, there is a notable gap in research concerning leisure crafting. Additionally, no studies have yet undertaken a comprehensive analysis that combines

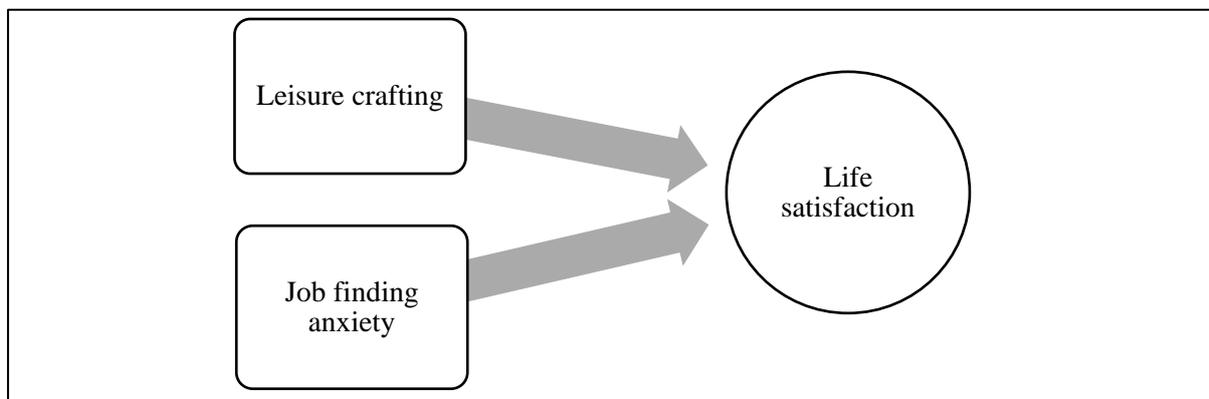
all three of these critical concepts. Therefore, the innovative approach of this study not only fills an existing void but also significantly contributes to the academic discourse.

As a result, more and more graduates are receiving their degrees every day, and the problem of unemployment in our nation is exacerbated by the growing number of young people. Because of the disasters that have struck our nation recently, factors like the length of time distance learning has been practiced as a result of these events are associated with negative outcomes like despair, a decline in life satisfaction, and unhappiness, which makes university students more anxious. In light of this, the purpose of this study was to ascertain the students' levels of leisure crafting and concern over unemployment, as well as the associations between these variables and life satisfaction. Furthermore, this study aims to elucidate the interrelationships among students' leisure crafting, job anxiety, and life satisfaction, taking into account various demographic and lifestyle variables such as class year, income level, modes of leisure time utilization, and engagement in personal development activities. The next sections offer the study's hypothesis and conceptual model in light of this theoretical framework.

H1: Anxiety about finding a job negatively affects life satisfaction.

H2: Leisure crafting positively affects life satisfaction.

Figure 1. Conceptual Diagram of the Model



METHOD

Research Model

The relational survey methodology was employed in this descriptive study to test an original theoretical model that looked at the connections between skillfulness in leisure time, job anxiety, and life satisfaction. (Karasar, 2012).

Population and Sample

The study's population comprises 792 students enrolled at a state university in Turkey for the 2022-2023 academic year. According to survey research methodology guidelines set forth by Dillman & Salant (1994), a sample size ranging from 350 to 500 is generally considered adequate for a larger population of 5,000 or more individuals. Considering this, the study utilizes a sample of 458 students, with an average age of 21.53 ± 2.06 . The sample is gender-distributed as follows: 203 students (44.3%) are female, with a mean age of 21.44 ± 2.02 , and 255 students (55.7%) are male, with a mean age of 21.61 ± 2.06 . The sample was selected using the "convenience sampling" method. Detailed information about the participants is presented in Table 1.

Table 1. Demographic Data of The Research Sample

Variables		n	%
Grade	1	115	25.1
	2	99	21.6
	3	129	28.2
	4	115	25.1
Income level	My income is less than my expenses	192	41.9
	My income is equal to my expenses	200	43.7
	My income is more than my expenses	66	14.4
How do you spend your free time?	Out with my mates	174	38.0
	Sports facility	141	30.8
	At home with TV/Computer	112	24.5
	Other (exhibition, fair, library, etc.)	31	6.8
Have you attended personal development seminars (communication/motivation/problem solving/coping with stress etc.)?	Yes	202	44.1
	No	256	55.9

Data Collection Tools & Process

Personal Information Form: A bespoke personal information form, designed by the researcher, was administered to gather pertinent details about the participating students. This form encompasses queries related to gender, age, academic grade level, income status, modes of leisure time utilization, and attendance in personal development seminars.

Life Satisfaction Scale (LSS): The five-item "Life Satisfaction Scale" was created by Diener et al., (1985) and translated into Turkish by Yetim (1991). Answers range from (1) strongly Disagree to (7) Strongly Agree on a 7-point Likert scale. The scale utilized for this study has a scoring range with a maximum achievable score of 35 and a minimum score of 7. Notably, the scale does not contain any items requiring reverse coding. Yetim (1991) reported a corrected split-half reliability value of 0.75, and a Kuder-Richardson-20 (KR-20) value of 0.79.

Sport Sciences Students' Job Finding Anxiety Scale (JFAS): The scale has one dimension and eight items, and Aslan & Uraş (2021) validated its validity and reliability. Scores range from 1 (never true) to 5 (always true). The scale, whose validity and reliability was validated, yielded an internal consistency coefficient of 0.958. An increase in the overall score shows that people are becoming more anxious. The scale has no items that require reverse coding. The scale has a one-dimensional structure, and an individual's anxiety level rises as the total score approaches 40 points.

Leisure Crafting Scale (LCS): The scale was designed by Petrou & Bakker (2016), and Sürücü & Ertan (2022) validated its validity and reliability. It has one dimension and nine items. The responses to the statements on the Likert scale with a 5-point range are (1) Not at all - (5) Very much. The highest score that can be obtained from the scale is 45 and the lowest score is 9. There are no scale elements that require reverse coding. The calculated internal consistency coefficient was 0.92.

The research employed a questionnaire method for gathering data. Surveys were administered via "Google forms". The students received a thorough explanation of the guidelines to follow before completing the scales on a voluntary basis. Tokat Gaziosmanpaşa

University's Social and Human Sciences Ethics Committee gave its approval to the study (24.04.2023/287923), which was carried out in compliance with the criteria of the Helsinki Declaration.

Data Analysis

Data analyses were conducted using IBM AMOS V25 (Chicago, USA) and SPSS 24. SPSS Inc., (Chicago, USA). 470 individuals provided data for the study; however, 458 individuals were finally included after removing the responses of those who provided incomplete or inaccurate answers to the questionnaires and those who consistently coded at the same level. Firstly, it was decided whether the data met the normality assumption by looking at the Skewness and Kurtosis values (Büyüköztürk, 2013) (Table 2). In addition, Cronbach's Alpha internal consistency coefficients of the measurement tools were calculated. In this context, descriptive statistics, t-test for independent groups, one-way analysis of variance (ANOVA) and Tukey HSD multiple comparison tests were used to determine intergroup differences. In the study, structural equation modelling (SEM) was used to determine the relationship between the scales and a two-stage approach was adopted. Firstly, the measurement models of the model were evaluated and then the structural model was tested (Table 7). Life satisfaction, job finding anxiety, and leisure crafting were identified as latent factors in the data analysis, while each scale item was identified as an observable variable. As a result, the measurement model was created using a total of 22 observable variables and 3 latent variables (Figure 2).

Table 2. Scale Score Distributions (LCS-JFA-LS)

Scales	Item	Mean	Sd.	Min.	Max.	Skewness	Kurtosis	Cronbach Alpha
Leisure Crafting	9	3.54	0.84	1	5	-0.21	0.18	0.91
Job Finding Anxiety	8	3.90	0.85	1	5	-0.77	0.33	0.89
Life Satisfaction	5	3.95	1.30	1	7	-0.12	0.52	0.83

n=458

Analysis of the scores from LCS, JFA, and LS revealed that mean of LC was (3.54±.84), JFA was (3.90±.85), and LS was (3.95±1.30). The data were also regular, as seen by the results for skewness and kurtosis (Table 2).

FINDINGS

In this section, the findings derived from the research are presented, along with the statistical analysis of these results, which are organized in tabular format.

Table 3. T-test Results of LCS, JFA, and LS Scores According to Gender

Scales	Gender	n	Mean	Sd.	df.	t	p
Leisure Crafting	Female	203	3.50	0.82	456	0.96	0.34
	Male	255	3.58	0.86			
Job Finding Anxiety	Female	203	3.87	0.85	456	0.57	0.57
	Male	255	3.92	0.87			
Life Satisfaction	Female	203	3.99	1.28	456	0.51	0.61
	Male	255	3.92	1.33			

According to Table 3. there are no differences in the LC, JFA and LS scores between the groups depending on the variable “gender” (p>0.05).

Table 4. ANOVA Test Results of LCS, JFA, and LS Scores According to Income

Scales	Income	n	Mean	Sd.	F	p	Differ.
Leisure Crafting	^a My income is less than my expenditures	192	3.39	0.87	5.93	0.000	c>b>a
	^b My income is equal to my expenditures	200	3.64	0.81			
	^c My income is higher than my expenditures	66	3.72	0.78			
Job Finding Anxiety	^a My income is less than my expenses	192	4.09	0.76	12.50	0.000	a>b>c
	^b My income is equal to my expenditures	200	3.84	0.88			
	^c My income is higher than my expenditures	66	3.51	0.93			
Life Satisfaction	^a My income is less than my expenses	192	3.41	1.24	41.08	0.000	c>b>a
	^b My income is equal to my expenditures	200	4.17	1.17			
	^c My income is higher than my expenditures	66	4.86	1.22			

Table 4 shows that depending on the "income" variable, there is a significant difference between the groups in terms of LC [F (2-455) = 5.93, p<0.001], JFA [F (2-455) = 12.50, p<0.001], and LS [F (2-455) = 41.08, p<0.001]. The Tukey HSD test results reveal that these differences are significant in favor of those whose income is greater than expenditure in terms of leisure crafting and life satisfaction, and significant in favor of those whose income is lower than expenditure in terms of job finding anxiety.

Table 5. ANOVA Test Results of LC, JFA, and LS Scores According to Utilizing Leisure Time

Scales	Utilizing leisure time	n	Mean	Sd.	F	p	Differ.
Leisure Crafting	^a Outside with my friends	174	3.56	0.77	16.30	0.000	b>a>c d>c
	^b At a Sports facility	141	3.83	0.83			
	^c With TV/Computer at home	112	3.13	0.86			
	^d Exhibition, fair, library, etc.)	31	3.72	0.63			
Job Finding Anxiety	^a With friends outside	174	3.93	0.78	1.35	0.257	-
	^b At a sports facility	141	3.80	0.90			
	^c With TV/Computer at home	112	3.91	0.92			
	^d Exhibition, fair, library, etc.)	31	4.11	0.85			
Life Satisfaction	^a With friends outside	174	4.08	1.28	10.00	0.000	b>d>a>c
	^b At a Sports facility	141	4.21	1.27			
	^c With TV/Computer at home	112	3.39	1.30			
	^d Exhibition, fair, library, etc.)	31	4.12	1.10			

According to Table 5. there is a significant difference in the LC and LS scores between the groups depending on the variable "type of leisure time utilization" LC [F (3-454) = 16.30, p<0.001] and LS [F (3-454) = 10.00, p<0.001] When the mean values were analyzed in light of the Tukey HSD test findings, the sports facility group had a higher average.

Table 6. t-Test Results of LC, JFA and LS Scores According to Participation in a Personal Development Seminar

Scales	Personal development seminar	N	Mean	Sd.	df.	t	p
Leisure Crafting	Yes	202	3.72	0.80	456	4.02	0.000
	No	256	3.41	0.85			
Job Finding Anxiety	Yes	202	3.80	0.91	456	2.21	0.028
	No	256	3.98	0.81			
Life Satisfaction	Yes	202	4.15	1.29	456	2.95	0.003
	No	256	3.79	1.30			

When Table 6 is examined, it becomes apparent that the participants' LC [$t(456) = 4.02$; $p < 0.001$], JFA [$t(456) = -2.21$; $p < 0.05$] and LS [$t(456) = 2.95$; $p < 0.005$] scores differ significantly depending on whether they attended a personal development seminar. When the mean values are looked at, the difference is in favor of people who answered "yes" for life satisfaction and leisure crafting and in favor of people who answered "no" for job seeking anxiety.

Table 7. Testing of the LC, JFA and LS Measurement Model

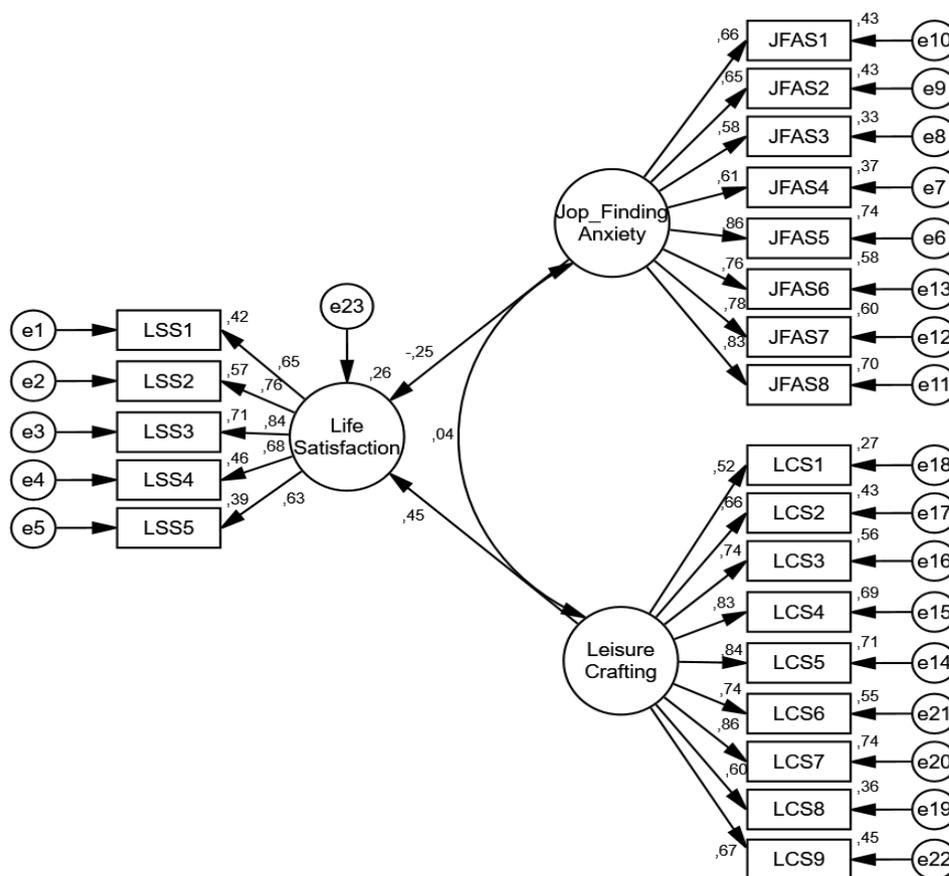
Measurement Model			β^1	β^2	S.E.	C.R.	P
LS5	<---	LS	0.627	1.000			
LS4	<---	LS	0.681	0.922	0.078	11.853	<0.001
LS3	<---	LS	0.844	1.265	0.093	13.619	<0.001
LS2	<---	LS	0.757	1.076	0.084	12.790	<0.001
LS1	<---	LS	0.646	0.896	0.079	11.390	<0.001
JFA5	<---	JFA	0.860	1.000			
JFA4	<---	JFA	0.607	0.752	0.054	14.035	<0.001
JFA3	<---	JFA	0.578	0.639	0.048	13.217	<0.001
JFA2	<---	JFA	0.652	0.715	0.046	15.440	<0.001
JFA1	<---	JFA	0.658	0.797	0.051	15.629	<0.001
JFA6	<---	JFA	0.759	0.909	0.048	19.111	<0.001
JFA7	<---	JFA	0.776	0.859	0.043	19.764	<0.001
JFA8	<---	JFA	0.835	0.938	0.042	22.150	<0.001
LCS5	<---	LCS	0.844	1.000			
LCS4	<---	LCS	0.832	0.976	0.045	21.893	<0.001
LCS3	<---	LCS	0.745	0.893	0.048	18.499	<0.001
LCS2	<---	LCS	0.656	0.826	0.053	15.532	<0.001
LCS1	<---	LCS	0.522	0.579	0.050	11.685	<0.001
LCS6	<---	LCS	0.739	0.884	0.048	18.291	<0.001
LCS7	<---	LCS	0.862	1.051	0.045	23.183	<0.001
LCS8	<---	LCS	0.599	0.669	0.048	13.810	<0.001
LCS9	<---	LCS	0.671	0.774	0.048	16.000	<0.001
SEM							
LS	<---	JFA	-0.250	-0.335	0.069	- 4.880	<0.001
LS	<---	LCS	0.453	0.863	0.123	7.044	<0.001

LS: Life satisfaction. JFA: Job finding anxiety. LC: Leisure craftin. β^1 : Standardized path coefficients. β^2 : Non-standardized path coefficients

Firstly, the model fit criteria were reviewed as a result of the analyses conducted to test the research model, and it was found that the fit values fell within the desired ranges (Hu & Bentler, 1999; Schermelleh-Engel, Moosbrugger & Müller, 2003). All route coefficients were statistically significant, and the measurement model's fit index values were (CMIN=363.872, DF=206, CMIN/DF=1.766, RMSEA=0.041, CFI=0.968, GFI=0.933). Table 7 displays the outcomes of the standardized and non-standardized analyses of the derived path coefficients.

The results from the structural equation model are shown in Figure 1.

Figure 2. Structural Equation Model between Leisure Crafting, Job Finding Anxiety and Life Satisfaction



CMIN=363,872; DF=206; p=,000; CMIN/DF=1,766, RMSEA=,041; GFI=,933;CFI=,968

Essentially, two assumptions were examined in the structural model. H1: Job finding anxiety has a negative impact on life satisfaction. H2: Leisure crafting has a favorable impact on life satisfaction. According to SEM, the relationship between life satisfaction and job anxiety was determined to be statistically significant ($\beta_1=-0.250$, $p=0.001$). As a result, hypothesis H1 was verified. Additionally, the relationship between life satisfaction and leisure crafting was statistically significant ($\beta_1=0.453$, $p=0.001$). This finding demonstrates that hypothesis H2 is also supported. In other words, life satisfaction is significantly predicted by both job finding anxiety and leisure crafting.

DISCUSSION

The objective of this research was to assess the levels of leisure crafting, job finding anxiety, and life satisfaction among students enrolled in the faculty of sport sciences. Furthermore, the study aimed to examine potential variations in these levels based on factors such as gender, income status, type of leisure time utilization, and participation in personal development seminars. Structural equation modeling was utilized to determine the relationship between these variables. In this section, the research findings are presented alongside relevant studies from the existing literature.

In line with the primary objectives of this study, the mean scores of the participants on the scales were examined. The findings revealed that the participants had moderate levels of leisure crafting, relatively high levels of job finding anxiety, and moderate levels of life satisfaction. Considering these mean values, it can be observed that participants demonstrated above-average leisure crafting, moderate life satisfaction, and a high level of anxiety regarding job prospects. These findings align with previous research in the literature, which also indicated that young individuals experience high levels of job finding anxiety (Çetinceli & Tüzün, 2022; Tayfun & Korkmaz, 2016; Yetişensoy & Şahin, 2020) and moderate levels of life satisfaction (Gündoğar et al., 2007; Turaç & Bayın-Donar, 2017). These consistent findings support the current study's results. It is believed that the perception of employment challenges, students' difficulty in utilizing their free time effectively, and insufficient emphasis on personal development for employment opportunities may contribute to these concerns.

No significant differences were found in the levels of leisure crafting, job finding anxiety, and life satisfaction among the participants based on gender ($p > 0.05$). These findings are supported by previous studies in the literature that examined job finding anxiety (Asan, 2023; Aydın et al., 2013; Sarıkol & Hoşver, 2023; Tümerdem, 2007) and life satisfaction (Çetinceli & Tüzün, 2022; Kermen, Tosun & Doğan, 2016). However, Şenel and Karakuş (2022) conducted a study specifically with physical education and sports college students and found that female students had significantly higher levels of anxiety regarding job prospects. It is worth noting that there is a limited amount of research on leisure crafting in the literature, but there are studies on time management. Nelson and Nelson (2003) concluded that female students tend to be more efficient in time management, which can impact their academic achievement and overall success compared to male students. In conclusion, although one might assume that men would experience higher levels of job finding anxiety, it can be said that women experience similar levels of anxiety and this can negatively affect their overall life satisfaction.

The present study found that individuals with higher income than expenses demonstrated higher levels of leisure crafting and life satisfaction, while those with lower income than expenses experienced greater job finding anxiety. These findings are in line with previous research indicating that life satisfaction is influenced by factors such as financial status (Rask et al., 2002). Diener and Biswas-Diener (2002) have also reported in their research that life satisfaction, or subjective well-being, tends to increase as income rises across different societies. The studies conducted by Tayfun and Korkmaz (2016) and Sarıkol and Ustaoglu-Hoşver (2023) have revealed that university students with low income exhibit higher levels of anxiety regarding job finding. These findings are consistent with the present study. Higher income may facilitate easier access to leisure activities, enabling individuals to engage in new and unique experiences, thus enhancing their leisure crafting skills. Additionally, individuals with higher income may have greater accessibility to personal development opportunities, such as courses, which can improve their prospects for employment. It is believed that the ease of accessing such opportunities due to income status and the fulfillment of needs can also

contribute to higher levels of life satisfaction. Therefore, it is reasonable to assert that income plays a crucial role in meeting individual needs.

Individuals spend their free time in different ways. Considering that a student who started the 1st grade in 2019 was affected by both the pandemic and the earthquake, the thought that there might be a change in the way they spend their free time has been the reason for choosing this factor for this research. Prior to the pandemic, people tended to spend more time outdoors in open areas. However, the subsequent circumstances compelled them to remain indoors more frequently. Additionally, the recent earthquake has resulted in alterations to leisure time patterns due to factors such as distance learning initiatives and the destruction of recreational spaces. These changes have had an influence on people's adaptability in finding leisure opportunities and their overall life satisfaction. The findings of the present study affirm these expectations, indicating that individuals who utilized sports facilities or had access to them exhibited higher average scores in terms of leisure crafting compared to those who spent their leisure time socializing with friends outdoors or at home with TV/computer. Engaging in leisure activities at a sports facility offers various advantages, such as enhancing one's skills through active participation, facilitating learning experiences, aiding in the establishment of personal goals, and promoting leisure crafting by fostering novel and inspiring encounters with others. The excessive time spent at home with TV/computer is believed to pose a significant barrier to acquiring new experiences and skills, as it can become mundane and monotonous over time. Consistent with this notion, the current study found that individuals who engaged in leisure activities at sports facilities and participated in exhibitions, fairs, libraries, and similar events reported higher mean scores in terms of life satisfaction compared to those who spent their leisure time socializing with friends outdoors or at home with TV/computer. Today's youth, often referred to as the "internet generation," have incorporated the internet and its various components as essential aspects of their daily routines. While this digital landscape enhances virtual relationships among young individuals, it weakens their real-world connections and gradually disconnects them from reality. Consequently, they face the risk of social exclusion and isolation over time (Karaca, 2007). Consequently, both leisure crafting and life satisfaction are likely to be adversely affected by this situation.

Participating in personal development seminars, especially in sports sciences, covering various areas like communication skills, motivation, problem-solving, stress management, coaching, and refereeing, can meet individuals' needs. The study revealed that those who attended these seminars reported high scores in leisure crafting and life satisfaction, whereas non-participants experienced heightened job finding anxiety. Yılmaz and Caz (2022) found that sport sciences faculty students who did not participate in career-related training, seminars, and panels had higher job finding anxiety, consistent with the current study's findings. Participating in personal development seminars serves as a means of leisure crafting, fostering individuals' engagement in stimulating activities beyond their work. This engagement helps them cultivate curiosity, enhance skills, and pursue self-improvement. Moreover, by enhancing knowledge, skills, and crafting an effective resume, individuals can reduce job search anxiety and increase their employability. Proactively addressing personal needs and deficiencies through self-development contributes to heightened leisure crafting, reduced job search anxiety, and overall life satisfaction.

The study revealed significant relationships between leisure crafting, job finding anxiety, and life satisfaction, confirming the main hypotheses. The path coefficient between job finding anxiety and life satisfaction indicated that as job finding anxiety increases, life satisfaction decreases. Conversely, the path coefficient between leisure crafting and life satisfaction demonstrated that as leisure crafting increases, so does life satisfaction. These findings support the notion that higher job finding anxiety negatively affects life satisfaction, while greater leisure crafting positively contributes to life satisfaction. Moreover, it is worth

noting that leisure crafting (45%) and the anxiety associated with job searching (-25%) emerge as significant indicators of life satisfaction. These findings align with similar studies conducted both domestically (Çetinceli & Tüzün, 2022; Kermen, Tosun & Doğan, 2016; Turaç & Bayındonar, 2017) and internationally (Alioat & El Keshky, 2020; Booker & Sacker, 2012), which highlight the detrimental effects of job-related anxiety on overall life satisfaction. Individuals who personally grapple with the anxiety of finding employment also experience the influence of various environmental factors. Consequently, it is believed that young individuals who suffer from depression, pessimism, and diminished self-confidence will encounter a negative impact on their life satisfaction.

CONCLUSION & RECOMMENDATIONS

This present study is confined to a Turkish sample, which presents a limitation in terms of its applicability to broader, cross-cultural contexts. Future research could employ a cross-cultural approach to examine these issues from a more global perspective. Additionally, as the study focuses solely on university students, there may be a need for subsequent research to explore these concepts across different age demographics. The study also relies exclusively on quantitative methods; incorporating alternative research methodologies could offer additional insights and a more nuanced understanding of the subject matter.

This study aimed to investigate the correlation between leisure skills, job finding anxiety, and life satisfaction among students who have been out of education due to adverse events in our country, resulting in increased free time. Overall, it was found that students exhibited high levels of anxiety regarding job prospects, while their levels of leisure crafting and life satisfaction were moderate. Interestingly, gender did not appear to have an impact on the levels of leisure crafting, job finding anxiety, and life satisfaction among the students. However, these levels did vary based on income levels and participation in development seminars.

The study findings indicate that individuals with insufficient income to cover their expenses tend to have lower levels of leisure crafting and life satisfaction. Conversely, those with income exceeding their expenses experience higher life satisfaction. Participation in development seminars was associated with greater leisure crafting and life satisfaction, while non-participation was linked to increased anxiety about finding a job. Additionally, students who engaged in leisure activities at sports facilities demonstrated higher levels of leisure crafting and life satisfaction. It is important to note that leisure crafting positively impacts life satisfaction, whereas job finding anxiety negatively affects it.

In conclusion, with the growing number of graduates, the issue of unemployment among the youth population in our country continues to be a challenge. To address this, it is advisable for students to engage in hobbies and actively participate in personal development programs that enhance their sense of value and contribute to their personal growth. It is also crucial for students to receive proper guidance in schools regarding these matters. Furthermore, future research can explore additional statistical methods and variables, providing a fresh perspective on the topic. This can lead to a deeper understanding of the issue and offer valuable insights for potential solutions.

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