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The Effect of Faculty of Sports Sciences Students' Unemployment Concerns on Academic Self-Efficiency

Özlem EKİZOĞLU¹

ABSTRACT

Among the concerns experienced by the youth today, anxiety about the future and unemployment have reached remarkable dimensions. This research was carried out to examine the effect of unemployment anxiety on the academic self-efficacy of the students of the faculty of sports sciences. The unemployment anxiety scale and academic self-efficacy scale were used as data collection tools. The sample group for the study consists of 417 university students studying at the faculties of sports sciences at six universities in Turkey. Data were collected via Google Form, and the SPSS 21 package was used in the analysis of the data obtained. According to the findings, the unemployment anxiety of the students of the faculty of sports sciences; academic achievement differs according to grade point average, coaching certificate, and work experience. Academic self-efficacy levels differ significantly according to gender, department average, and work experience.

As a result, there is a positive and significant relationship between "personal pessimism and lack of confidence", "lack of qualitative knowledge and skills," and "cognitive practices and academic self-efficacy" among the unemployment concerns of sports science students. It was determined that, as the unemployment anxiety of the students increased, their academic self-efficacy scores also increased.

Keywords: Academic Self-Efficacy, Faculty of Sports Science Students, Unemployment Anxiety

INTRODUCTION

People need to work and earn money to survive. For this reason, most university students spend time thinking about post-graduation while studying (Surat & Ceran, 2020). With the increasing number of universities, the rate of students entering the university is increasing. Universities, which produce thousands of graduates every year, easily fill the job gap in the market. Young people who want to find a job in the state, public or private sector enter into a great struggle as soon as they graduate from university (Dursun & Aytaş, 2009).

Turkey is a country with a dense young population and the problems faced by young people who will enter the labor market are quite high. Employers who offer reasons such as lack of responsibility, lack of work ethic, or demand high expectations do not offer job opportunities to young people (Hobbins, 2016). However, they see young people as low-paid and low-skilled people (McTier & McGregor, 2018). On the other hand, the financial crisis outbreak, the growth of the unemployment rate in every country increases the youth unemployment rate (Grinevica and Rivza, 2018). According to the National Youth Employment Strategy (2021-2023) report of the Ministry of Labor and Social Security: "Youth unemployment rate increased from 17.9% in 2014 to 25.3% in 2020. In 2020, the unemployment rate is 30.3% and the youth unemployment rate is 22.6%. It is observed that the unemployment rate increases as the education level increases. In addition, when the report of the Turkish Statistical Institute (2022) is analyzed by education level; While 8.7% of primary school graduates are unemployed, 11.4% of university graduates are unemployed.

Unemployment is the inability to find a job and the absence of a job. Unemployment can be caused by macro (inadequate education) and micro (personal talent) reasons. The situation that causes university students to experience anxiety about the future in order to have a profession is the increase in youth unemployment rates (Kara, 2022). In the research conducted by Akgün et al. (2019), it is determined that there is a relationship between university students who are aware of the low employment rates and the anxiety of not being able to find a job. Unemployment rates are increasing in direct proportion to the increasing population growth and graduate growth rates (Koçak & Çepni, 2017). Youth unemployment is a category that covers all unemployed youth between the ages of 15-24. Young people are more open to the risk of unemployment and constitute the group most affected by unemployment. An important part of youth unemployment in Turkey is, also educated youth unemployment. Being included in the labor market is of great importance, especially for the social integration of young people. Unemployment brings with it social exclusion and distance from the culture and lifestyle of society. Youth unemployment causes not only social problems but also many economic and psychological problems (Kıcır, 2017).

Anxiety can be defined as the uneasiness experienced by an individual in the face of a threatening situation (Tekeli, 2017). The biggest anxiety experienced by university students is unemployment and future anxiety (Dursun & Aytaç, 2009). Unemployment causes young people to lose their self-confidence, motivation, and skills. The psychological depression experienced by the unemployed; can lead to stigma, unhealthy living, loss of freedom, deprivation of responsibility, and even suicide (Scanlan et al., 2011; İşlek, 2018; Takahashi et al., 2015). Looking at the effects of unemployment on individuals, there is evidence that unemployment is associated with a decrease in psychological well-being. Unemployed people report more psychological distress, depression, and low levels of confidence than their employed counterparts. In this respect, self-efficacy can be viewed as a well-being-enhancing catalyst. Confidence in one's ability to find a job increases well-being, including self-esteem (Creed et al., 2015).

Academic self-confidence is often the undergraduate literature in which students are asked to evaluate their academic abilities. Academic self-efficacy is the expectation of success related to the completion of certain academic tasks (Santiago & Einarson, 1998). It represents the belief in one's capacity to perform a certain academic task (Britner & Pajares, 2006). According to Bandura (1997), academic self-efficacy is the capacity to make plans and realize these plans in order to achieve success in education. In order to develop academic self-efficacy, target setting, information gathering, determination of role models and rewarding methods should be used by giving feedback. The number of studies examining the relationship between self-efficacy and self-handicapping variables is also very limited. In studies conducted with university students, negative correlations have been found between the variables (Arazzini-Stewart & De George-Walker, 2014; Martin & Brawley, 2002). It is possible to say that people with high self-confidence and self-efficacy provide a great output when entering the labor market and during the working process (Durmaz & Ören, 2017).

Investigating college students' self-handicapping is important in many ways. First of all, student success is one of the most fundamental issues for educational institutions and serious efforts and resources are spent to remove the barriers to student success. Self-handicapping, which is one of these barriers, used by students due to its short-term advantages, has many negative effects on students' health, well-being, and performance in the long run (Zuckerman, Kieffer, & Knee, 1998; Zuckerman & Tsai, 2005). Young people, who are aware of the unemployment problem, turn to higher education in order to find a job and provide themselves with a more advantageous position in the labor market. However, raising the education level and the quality of the workforce has not been sufficient to combat unemployment. The figures reveal the increase in educated youth unemployment. The difficulties faced by young people who have completed higher education in entering the labor market, and the intense unemployment experienced also affect young people who continue their university education, causing these young people to worry about being unemployed. The prevalence of unemployment among educated youth leads to an intensification of the tension felt. Anxiety about not being able to find a job and earn money after graduation causes young people to have an academically unsuccessful education period.

In light of the above information; The aim of this study is to reveal the relationship between unemployment anxiety and academic self-efficacy of university students studying at the faculty of sports sciences. In this study, students of the faculty of sports sciences; unemployment anxiety and academic self-efficacy will be compared according to gender, academic grade point average, trainer certificate status, and work experience. In addition, it is thought that revealing the effect of unemployment anxiety on academic self-efficacy will shed light on the causes of the problems experienced by young people and contribute to the literature.

Based on the information provided, answers were sought to the following research questions:

Is there a significant difference between unemployment anxiety of faculty of sports sciences students according to gender, academic achievement grade point average, presence of coaching certificate, and work experience?

- Is there a significant difference between the academic self-efficacy of faculty of sports sciences students according to gender, academic achievement grade point average, presence of coaching certificate, and work experience?

- Is there a significant relationship between gender, academic achievement grade point average, presence of coaching certificate and work experience, unemployment anxiety, and academic self-efficacy of faculty of sports sciences students?
- Is there a significant relationship between unemployment anxiety and academic self-efficacy of faculty of sports sciences students?

METHOD

Research Design

Since this study, which aims to "examine the relationship between academic self-efficacy and unemployment concerns of faculty of sports sciences students", wants to determine whether there is a relationship between academic self-efficacy and unemployment anxiety; The research was carried out according to the relational screening design, one of the quantitative research designs. Simple random sampling method was used. Relational screening model is the research model used to examine the relationship between the variables discussed (Karasar, 2007).

Ethical Considerations

In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified in the second part of the directive, under the title of "Proceedings Contrary to Scientific Research and Publication Ethics" were carried out. Ethics committee approval was obtained with the meeting decision of Nişantaşı University dated 22/08/2022 and numbered 2022/34.

Universe and Sample

The universe of research consists of 73210 students of the Faculty of Sport Sciences at universities in Turkey (Higher Education Information Management System, 2022). In the literature, the sample population is determined as 384 in case the total population is over 100.000 with a margin of error of 5% and a confidence level of 95% (Cohen, L., Manion, L., & Morrison, K. (2002)). In our study, the population size is 417, margin error of 5% with a confidence level of 95%. Number of universe: 73,210 students studying at the relevant faculty of sports sciences student in Turkey were identified (Higher Education Information Management System, 2022). When the sample is calculated, 398 data is considered sufficient for a population of 100 thousand and above (Cohen, L., Manion, L., & Morrison, K. (2002). The sample size of the study is 417.

Data collection tools and data collection

The questionnaire presented during the data collection process of the research consists of three parts. In the first part of the questionnaire used, there is the "Personal Information Form" used to determine the demographic information of the participants. Gender, academic achievement GPA, presence of coaching certificate, and work experience were asked. The second part of the data collection questionnaire includes the "Academic Self-Efficacy Scale" and the third part includes the "Unemployment Anxiety Psycho-Social Scale". The Google Form link, in which the scales were converted, was delivered to the university staff and distributed to the students and the data were collected online. The data of the research were sent to a faculty member from the faculties of sports sciences of all universities in Turkey in the 2022-2023 fall academic year, the study was explained and the students were asked to send

the online survey link to the students. However, feedback was received from a total of 6 universities, namely Balıkesir University, Trakya University, Istanbul Esenyurt University, Istanbul Gelişim University, Erzincan Binali Yıldırım University and Akdeniz University.

Psycho-Social Scale for Unemployment Anxiety

The "Unemployment Anxiety Scale" developed by Ersoy-Kart and Erdost (2008) was used. The scale consists of 26 questions, a 5-point Likert scale ((5) strongly agree- (1) strongly disagree), and 4 sub-dimensions. Sub dimensions; employment difficulties in the economy, environmental and social pressure, personal pessimism and lack of self-confidence, and qualitatively lack of knowledge and skills. Cronbach Alpha values were calculated as 0.90.

Academic Self-Efficacy Scale

The "Academic Self-Efficacy Scale" developed by Owen and Froman (1988) and adapted into Turkish by Ekici (2012) was used. The scale consists of 33 items and 3 sub-dimensions. The sub-dimensions of the scale are listed as social status, cognitive practices, and technical skills sub-dimensions. The Cronbach Alpha value was found to be 0.86. Cronbach's alpha values for the sub-dimensions: 0.88 in the social status sub-dimension; 0.82 in the cognitive applications sub-dimension and 0.90 in the technical skills sub-dimension.

Analysis of Data

The data collected through the Google form were transferred to the SPSS 21 Statistics program. Mahalanobis and Cook's distance values and extreme values were removed from the data set. Descriptive statistics of the sub-dimensions used in the study (number of people, mean, standard deviation, skewness and kurtosis, kolmogrov- simirnov and Cronbach's Alpha) were examined and distribution normality was examined. Since Kolmogorov-Smirnov $p<0.05$, the distribution is considered not normal. Since the data did not show normal distribution, the findings were obtained with Mann Whitney U Test, Kruskal Wallis Test and Spearman's Correlation tests with 5% significance level.

Table 1. Distribution Normality Findings

	Unemployment 1	Unemployment 2	Unemployment 3	Unemployment 4	ASE 1	ASE 2	ASE 3
N	417	417	417	417	417	417	417
Mean	3,12	3,12	2,87	2,78	2,62	2,57	2,54
Median	3,33	3,25	3,00	3,00	2,6	2,53	2,5
Skewness	-0,47	-0,32	-0,09	-0,05	0,35	0,26	0,28
Kurtosis	-0,63	-0,84	-0,65	-0,81	-0,112	-0,27	-0,27
Kolmogrov-Smirnov (p)	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Cronbach's Alpha			0,95			0,94	

Unemployment Anxiety Scale
1: Employment Challenges in the Economy
2: Environmental and Social Pressure
3: Personal Pessimism and Lack of Confidence Unemployment
4: Lack of Qualitative Knowledge and Skills

ASE: Academic Self-Efficacy
ASE 1: Social status
ASE 2: Cognitive Applications
ASE 3: Technical Skill

FINDINGS

In this part of the research, the analyzes are presented. Frequency and percentages of gender, academic achievement average, presence of coaching certificate, and work experience are given (Table 2). Significant gender differences, academic achievement average, presence of coaching certificate, and work experience according to unemployment anxiety and academic self-efficacy are given (Table 4, Table 5, Table 6, Table 7). The relationship between gender, academic achievement average, presence of coaching certificate and work experience, unemployment anxiety, and academic self-efficacy are given in Table 8. The relationship between unemployment anxiety and the academic self-efficacy of the participants is given in Table 9.

Table 2. Demographic Characteristics of the Participants

		N	%
Gender	Female	168	40,3
	Male	249	59,7
Academic GPA	2.00 and below	30	7,2
	2,01-2,49	73	17,5
	2,50-2,99	183	43,9
	3,00-3,49	113	27,1
	3,50-4,00	18	4,3
Do you have a coaching certificate?	Yes	236	56,6
	No	181	43,4
Do you have work experience?	Yes	304	72,9
	No	113	27,1
	Total	417	100

In Table 2, the frequency and percentages of the personal information of the participants are given. Participants mostly; It consists of male (59.7%), academic GPA between 2.50-2.99 (43.9%), having a coaching certificate (56.6%) and work experience (72.9%).

Table 3. Unemployment Anxiety and Academic Self-Efficacy Values of the Participants

	X	Ss
Unemployment Anxiety	3,02	0,88
Academic Self-Efficacy	2,58	0,70

It is seen that the mean unemployment anxiety values of the participants are $3,02 \pm 0.88$ and the mean academic self-efficacy values are 2.58 ± 0.70.

Table 4. The Differentiation Status of Unemployment Anxiety and Academic Self-Efficacy Levels According to Gender Variable

Unemployment Anxiety	**Gender**	**N**	**X**	**U**	**Z**	**p**
Contraction in Employment and the Labor Force the Effect of Reduction in Needs	Female	168	210,85	20604,5	-0,26	0,79
	Male	249	207,75			
Environmental and Social Pressure	Female	168	221,13	18877,5	-1,69	0,09
	Male	249	200,81			
Personal Pessimism and Lack of Confidence	Female	168	210,53	20659	0,21	0,83
	Male	249	207,97			

Qualitative Lack of Knowledge and Skills	Female	168	217,65	19462,5	-1,21	0,22
	Male	249	203,16			
Academic Self-Efficacy	**Gender**	**N**	**X**	**U**	**Z**	**p**
Social Status	Female	168	205,95	20403,5	-,42	0,67
	Male	249	211,06			
Cognitive Applications	Female	168	192,96	18222	-2,23	**0,02**
	Male	249	219,82			
Technical Skill	Female	168	200,53	19492,5	-1,18	0,24
	Male	249	214,72			

According to the Mann Whitney U Test results, there is no significant difference between the sub-dimensions of unemployment anxiety according to the gender of the participants (p> 0,05).

From the sub-dimension of the academic self-efficacy scores, there are significant differences between cognitive practices and gender (u=18222, p=0,02<0,05, z=-2,23). Cognitive applications scores of male participants are higher than female participants.

Table 5. The Differentiation Status of Unemployment Anxiety and Academic Self-Efficacy Levels According to Academic Grade Point Average

Unemployment Anxiety		N	Mean Rank	X^2	df	p
The Effect of Contraction in Employment and Decrease in Labor Need	2.00 and below	30	172,18	12,16	4	**0,02**
	2,01-2,49	73	174,55			
	2,50-2,99	183	216,45			
	3,00-3,49	113	226,48			
	3,50-4,00	18	224,58			
Environmental and Social Pressure	2.00 and below	30	187,90	11,28	4	**0,02**
	2,01-2,49	73	172,85			
	2,50-2,99	183	212,76			
	3,00-3,49	113	229,19			
	3,50-4,00	18	225,81			
Personal Pessimism and Lack of Confidence	2.00 and below	30	207,27	8,91	4	0,06
	2,01-2,49	73	173,77			
	2,50-2,99	183	211,91			
	3,00-3,49	113	226,92			
	3,50-4,00	18	212,67			
Qualitative Lack of Knowledge and Skills	2.00 and below	30	214,17	4,96	4	0,29
	2,01-2,49	73	192,96			
	2,50-2,99	183	216,50			
	3,00-3,49	113	213,31			
	3,50-4,00	18	162,14			
Academic Self-Efficacy		**N**	**Mean Rank**	X^2	**df**	**p**
Social Status	2,00 ve altı	30	303,28	29,10	4	**0,00**
	2,01-2,49	73	232,88			
	2,50-2,99	183	203,88			
	3,00-3,49	113	184,36			
	3,50-4,00	18	161,75			
Cognitive Applications	2,00 ve altı	30	293,77	32,70	4	**0,00**
	2,01-2,49	73	237,30			
	2,50-2,99	183	207,29			
	3,00-3,49	113	184,69			
	3,50-4,00	18	122,94			
Technical Skill	2,00 ve altı	30	265,73	11,34	4	**0,02**

2,01-2,49	73	222,64
2,50-2,99	183	207,27
3,00-3,49	113	194,21
3,50-4,00	18	169,58

The participants' academic self-efficacy and unemployment anxiety scores were examined with the Kruskal-Wallis test whether there was a significant difference according to their academic grade point average.

According to the academic achievement grade point averages of the students, from the unemployment anxiety sub-dimensions; There is a significant difference between the shrinkage in employment and the decrease in the need for labor ($x2=12.16$, $df=4$, $p=0.02$) and environmental and social pressure ($x2=11.28$, $df=4$, $p=0.02$) scores ($p<0.05$). The unemployment anxiety of the participants with an academic achievement GPA of 2.00 and below is higher than the others.

According to the academic achievement grade point average of the students, from the sub-dimensions of academic self-efficacy; social status ($x2=29.10$, $df=4$, $p=0.00$), cognitive practices ($x2=32.70$, $df=4$, $p=0.00$) and technical skills ($x2=11.34$, $df=4$, $p=0.02$). Students with a department average of 2.00 and below have higher academic self-efficacy scores than others.

Table 6. The Differentiation Status of Academic Self-Efficacy and Unemployment Anxiety Levels According to the Variable of Coaching Certificate

Unemployment Anxiety		N	X	U	Z	p
Contraction in Employment and the Labor Force the Effect of Reduction in Needs	Yes	236	213,21	20365	-,81	0,41
	No	181	203,51			
Environmental and Social Pressure	Yes	236	232,67	157725	-4,58	0,00
	No	181	178,14			
Personal Pessimism and Lack of Confidence	Yes	236	236,91	14771	-5,41	0,00
	No	181	172,61			
Qualitative Lack of Knowledge and Skills	Yes	236	233,11	15669	-4,68	0,00
	No	181	177,57			
Academic Self-Efficacy		N	X	U	Z	p
Social Status	Yes	236	208,63	21271	-,07	0,94
	No	181	209,48			
Cognitive Applications	Yes	236	218,94	19011,5	-1,92	0,06
	No	181	196,04			
Technical Skill	Yes	236	207,27	20949	-,34	0,74
	No	181	211,26			

According to Mann Whitney U Test results, environmental and social pressure ($u= 15772.5$, $p=0.00$, $z=-4.58$), personal pessimism and lack of self-confidence ($u= 14771$, $p= 0.00$, $z=-5.41$) and lack of qualitative knowledge and skills ($u= 15669$, $p=0.00$, $z=-4.68$) differ significantly according to the presence of unemployment anxiety coaching certificate ($p<0.05$). The difference found is in favor of the participants with a coaching certificate.

There is no significant difference between the presence of coaching certificate variable and academic self-efficacy ($p>0.05$).

Table 7. The Differentiation Status of Academic Self-Efficacy and Unemployment Anxiety Levels According to the Work Experience Variable

Unemployment Anxiety		N	X	U	Z	p
Contraction in Employment and the Labor Force the Effect of Reduction in Needs	Yes	304	211,53	16407,0	-0,70	0,48
	No	113	202,19			
Environmental and Social Pressure	Yes	304	206,03	16272,0	-0,83	0,41
	No	113	217,00			
Personal Pessimism and Lack of Confidence	Yes	304	203,19	15409,0	-1,62	0,10
	No	113	224,64			
Lack of Qualitative Knowledge and Skills	Yes	304	198,91	14110,0	-2,81	**0,01**
	No	113	236,13			
Academic Self-Efficacy		N	X	U	Z	p
Social Status	Yes	304	203,49	15500,0	-1,53	0,12
	No	113	223,83			
Cognitive Applications	Yes	304	202,78	15285,5	-1,73	0,08
	No	113	225,73			
Technical Skill	Yes	304	200,74	14664,0	-2,31	**0,02**
	No	113	231,23			

According to the Mann Whitney U Test results, the participants' lack of qualitative knowledge and skill sub-dimension, which is one of the unemployment anxiety sub-dimensions, differs significantly according to their work experience (u= 14110.0, p=0.00, z=-2.81). The result is in favor of those without work experience.

Technical skill average scores from the academic self-efficacy sub-dimension differ significantly according to work experience (u=14664.0, p=0.02, z=-2.31). The technical skill scores of the participants without work experience are higher than those with work experience.

Table 8. Relationship Between Dependent Variables and Independent Variables

		Unemployment Anxiety				Academic Self-Efficacy		
		Contraction in Employment and the Labor Force the Effect of Reduction in Needs	Environmental and Social Pressure	Personal Pessimism and Lack of Confidence	Qualitative Lack of Knowledge and Skills	Social Status	Cognitive Applications	Technical Skill
Gender	r	-0,01	-0,08	-0,01	-0,06	0,02	**0,11**[*]	0,06
	p	0,80	0,09	0,83	0,23	0,67	**0,03**	0,24
	n	417	417	417	417	417	417	417
Academic Grade Point Average	r	**0,15**[**]	**0,15**[**]	**0,11**[*]	0,00	**-0,23**[**]	**-0,26**[**]	**-0,15**[**]
	p	**0,00**	**0,00**	**0,02**	0,96	**0,00**	**0,00**	**0,00**
	n	417	417	417	417	417	417	417
Coaching Certificate	r	-0,04	**-0,22**[**]	**-0,27**[**]	**-0,23**[**]	0,00	-0,09	0,02
	p	0,42	**0,00**	**0,00**	**0,00**	0,94	0,05	0,74
	n	417	417	417	417	417	417	417
Work Experience Status	r	-0,03	0,04	0,08	**0,14**[**]	0,08	0,08	**0,11**[*]
	p	0,48	0,41	0,11	**0,00**	0,13	0,08	**0,02**
	n	417	417	417	417	417	417	417

p*0,05; p **0.01

The relationship between the participants' variables was examined with Spearman's Correlation. There is no significant relationship between gender and unemployment anxiety sub-dimensions (p>0.05). There is a weak positive correlation between gender and cognitive practices from the academic self-efficacy sub-dimension (r=0.11*; p<0.05). There is a significant relationship between the participants' academic grade point average and unemployment anxiety sub-dimensions (p<0.05).

Effect of reduction in employment and labor force and decrease in needs (r=0.15*; p<0.05); environmental and social pressure (r=0.15*; p<0.05); there is a weak and positive significant relationship between personal pessimism and lack of self-confidence (r=0.11*; p<0.05) and academic grade point average. There is no significant relationship between the Lack of Qualitative Knowledge and Skills and the academic grade point average (p>0.05).

There is a significant relationship between academic grade point average and academic self-efficacy (p<0.01). Social status (r=-0.23**; p<0.01), cognitive practices (r=-0.26**; p<0.01) and technical skill (r=-0.15**; p<0.01) and academic gpa there is a weak and negative significant relationship between them (p<0.01). Environmental and social pressure (r=-0.22**; p<0.01) according to participants' coaching certificate; there is a weak and negative significant relationship between personal pessimism and lack of confidence (r=-0.27**; p<0.01) and lack of qualitative knowledge and skills (r=-0.23**; p<0.01) (p<0.01). There was no significant difference between academic self-efficacy and the presence of coaching certificate (p>0.05). According to the work experience of the participants, there is a weak and positive correlation between unemployment anxiety and lack of qualitative knowledge and skills (r=0.14*; p<0.01). There is a weak and positive correlation between technical skill and work experience (r=0.11*; p<0.05), which is one of the sub-dimensions of academic self-efficacy.

Table 9. The Relationship Between Academic Self-Efficacy and Unemployment Anxiety

			Academic Self-Efficacy		
			Social Status	Cognitive Applications	Technical Skill
Unemployment Anxiety	The Effect of Contraction in Employment and Decrease in Labor Need	r	-0,02	-0,00	-0,09
		p	,70	,93	0,08
		n	417	417	417
	Environmental and Social Pressure	r	-0,02	0,02	-0,06
		p	0,75	0,67	0,18
		n	417	417	417
	Personal Pessimism and Lack of Confidence	r	0,08	**0,12***	0,05
		p	0,12	0,01	0,31
		n	417	417	417
	Qualitative Lack of Knowledge and Skills	r	0,07	**0,16****	0,07
		p	0,14	0,00	0,13
		n	417	417	417

p*0,05; p **0.01

When the relationship between unemployment anxiety and academic self-efficacy is examined, there is no significant relationship between social status and technical skills sub-dimensions and unemployment anxiety sub-dimensions (p>0.05). However, there is a weakly significant positive correlation between cognitive practices and personal pessimism and lack of self-confidence (r=0.12*; p<0.05) and a qualitative lack of knowledge and skills (r=0.16**; p<0.01). There is no significant relationship between the effect of shrinkage in employment and reduction in labor force and environmental and social pressure.

DISCUSSION AND CONCLUSION

The aim of this study was to examine the effect of unemployment anxiety on academic self-efficacy of university students studying at the faculty of sports sciences.

When Telci et al., (2022) examined the unemployment anxiety of senior undergraduate students, the fact that male students were found to be higher than female students supports our study. In a study of 937 unemployed youth aged 18-27, it was emphasized that young men aged 25-27 are the most vulnerable group (Basic et al., 2009). However, another study was prepared by interviewing 2767 young people and a strong correlation was found between unemployment and general health survey scores. Women had higher rates of psychiatric disorders than men. It has also been found that unemployment increases psychological symptoms (Banks & Jackson, 1982; Wahed & Hassan, 2016). Also, men are more likely to worry about losing their jobs, but women are more likely to feel gloomy (Yalçın, 2022). In Turkey, men have more responsibilities to look after their families and have less parental support than women. It is thought that this situation will create a gender difference in the anxiety of being unemployed.

It can be said that young people who are successful in education are more afraid of their efforts being wasted and being unemployed. Academic achievement also causes differentiation in academic self-efficacy. Surprisingly, university students with academic disabilities have high academic self-efficacy. In addition, students' academic achievement has a positive relationship with unemployment anxiety and a negative relationship with academic self-efficacy. As academic achievement increases, academic self-efficacy decreases. Tayfun and Korkmaz (2016) found no difference in unemployment anxiety among university students compared to the department average.

The students of the faculty of sports sciences are the students who have an active sports life and have the opportunity to work while studying at the university. Opportunities to work are higher than for students of other faculties. Our research findings also support our opinion by showing that more than 50% of the participants have work experience. Qualitative lack of knowledge and skills and academic self-efficacy of technical skills are higher among the students of the faculty of sports sciences who do not have work experience compared to the participants with work experience.

According to the research findings, there is a positive and significant relationship between unemployment anxiety and academic self-efficacy of the students of the faculty of sports sciences. It has been determined that academic cognitive practices increase self-efficacy as students' pessimism and lack of self-confidence and qualitative knowledge and skills increase. The economic problems experienced in the Western world for a long time increase the unemployment rate. Spain, which has a young population (37.7%), has been one of the countries most affected by youth unemployment. In a study conducted in Spain, 542 young unemployed people were employed and it was found that as self-efficacy worsened, psychological distress increased (Merino et al., 2019).

A study was conducted to examine the relationship between the employment status of young unemployed and psychological well-being among Brazilians and Hispanics. A relationship was found between youth unemployment and mental health deterioration in both Spain and Brazil (Luque et al. 2017). In addition, it is determined that academic success increases unemployment anxiety (Telci et al., 2022). According to the results obtained, there is a positive and significant relationship between unemployment anxiety and academic self-efficacy of the students of the faculty of sports sciences. As the unemployment anxiety of the students increases, their academic self-efficacy also increases. In other words, it was concluded

that students' anxiety about being unemployed had a positive effect on their academic self-efficacy.

Results of the research: Cognitive practice scores of female students of faculty of sports sciences participating in the research were found to be higher than males. It is seen that as the unemployment anxiety of the participants increases, the academic grade point average also increases. In addition, as academic self-efficacy scores increase, academic achievement grade averages decrease. Participants with a coaching certificate have higher unemployment anxiety than those without a certificate. Participants without work experience are more likely to lack qualitative knowledge and skills than those with work experience. In addition, the technical skill scores of the participants without work experience are higher than those with work experience. It was determined that as "personal pessimism and lack of self-confidence" and "lack of qualitative knowledge and skills" increased, their academic self-efficacy in cognitive practices increased.

Suggestions

It is necessary to help increase the future motivation of young people by making more studies on youth employment. It is important to develop new and applicable strategies, especially the state and its policies. Private, public, or foundations with employment doors; Sustainable projects and incentive program applications can play a helpful role in preventing unemployment.

Limitations of the Research

3rd and 4th year students from all departments in the faculty of sports sciences were included in the research. 1st and 2nd year students of the faculty of sports sciences were not included in the study.

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