

THE REPUBLIC OF TURKEY
FIRAT UNIVERSITY
THE INSTITUTE OF HEALTH SCIENCES
PHYSICAL EDUCATION AND SPORT TEACHING



UNEMPLOYMENT ANXIETIES OF
STUDENTS TAKING SPORTS EDUCATION
IN FIRAT UNIVERSITY

MASTERS THESIS
Shalal Abdulla MOHAMMED
ELAZIĞ - 2017

APPROVAL PAGE

Principal of Institute of Health Sciences

This thesis was found fit to Master's Degree Thesis standards.



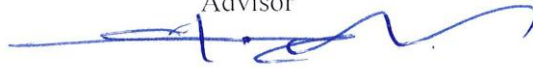
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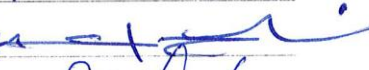


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ACKNOWLEDGEMENT

Firstly, I would like to express my sincerely gratitude to my advisor (**Doç. Dr. Sebahattin DEVECİOĞLU**) for the constant support of my Masters study and the research process. His patience, motivation, and immense knowledge has guided and helped me at all the time throughout the research and writing of this thesis.

Many thanks to my lovely wife and my family especially my dear parents. Also my special thanks goes to my dear friends and all faculty members. who had helped me in various levels of my study life, words can't appreciate their mercy and help to me. Innermost, I appreciate the rule of Firat University for giving me this great chance to study and obtain the certificate that I have always dreamed with, this opportunity never be forgotten. Thank you all, and hope you all the best and delight.

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1. ABSTRACT

Anxiety is one of the critical medical conditions that affect individuals due to various reasons. Some of these reasons may be related to inheritance while others are acquired during major life events. In order to measure the level of anxiety as well as the tendency to anxiety, scientists and researchers have developed a number of measures. However, the most commonly used measure is called Spielberger State - Trait Anxiety Inventory (STAI).

In this study, STAI has been used for evaluating both state and unemployment anxiety levels for the students of Faculty of Sport Sciences, Firat University – Turkey. The targeted sample used in 1161 total this research is 333 students from both male and female genders. Four undergraduate educational years and in both daytime and nighttime modes were considered for the sample collection. All Faculty of Sport Sciences, which are Physical Education and Sport Teaching, Sports Management, Coaching Education, and Recreation, were included and used for the evaluation purpose. The questionnaire distributed is based on STAI which is translated to Turkish. The questionnaire here is divided into two parts: Form I for the state anxiety and Form II for trait anxiety. The evaluation is based on the collected respondents. For the analysis purpose, SPSS 22.0 was used and general frequency and correlation tests were applied to the collected data. Seven main factors were correlated to both state and trait anxieties, namely gender, age, department, study level, job priority, work experience and the hope of finding a job. Kolmogorov-Smirnov test was used for inspecting the significance of the relationship assuming the normal distribution assumption. The null hypothesis in this research is considered

as ($p < .05$) where any lower significance is considered as evidence proofing the existence of a relationship.

According to the findings of this work, significant relationships were obtained between the state anxiety and gender (for both male and female), age ranges (16-18) and (19-21), Departments (Sports Management I, Coaching Education I and II, and Recreation I), first and second educational years, job priorities (having a status and being a human useful for society), work experience, and for the hope of finding a job. On the other hand, the significant relationships were obtained between the trait anxiety and both male and female students (with respect to gender), age ranges (19-21), (22-25) and (26-28), Departments (Physical Education and Sport Teaching I and Recreation I), study level, job priorities (earning money and being a human useful for society), work experience and the hope of finding a job.

The findings of this study allow researchers and educators to understand and explore the factors that affect the state and trait anxieties in Sport Sciences students. This can be used as a pilot study for further research either Firat University or other universities nationwide. The confirmed relationship between state and trait anxieties and considered factors can also be further investigated to better understand the reasons behind the findings, allowing the deployment of the best strategy to combat these anxieties and their impact on students' life.

Keywords: Anxiety, Sports Sciences Students, Unemployment

2. ÖZET

Fırat Üniversitesinde Spor Eğitimi Alan Öğrencilerin İşsizlik Kaygıları

Anksiyete, çeşitli nedenlerle insanları etkileyen kritik tıbbi durumlardan biridir. Bu nedenlerden bazıları kalıtımla alakalı olabilirken, bazıları da majör yaşam olayları sırasında edinilmektedir. Bilim insanları ve araştırmacılar, kaygı düzeyini ve kaygı eğilimini ölçmek için bir dizi ölçüler geliştirmiştir. Ancak, Spielberger Durumluk-Sürekli Kaygı Envanteri (DSKE) en yaygın kullanılan ölçektir.

Bu çalışmada, Türkiye Fırat Üniversitesi Spor Bilimleri Fakültesi öğrencilerinin hem durumluk hem de sürekli kaygı seviyelerini değerlendirmek için DSKE kullanılmıştır. Toplamda 1161 örneğe uygulanan, bu araştırmanın %30'una tekabül etmektedir ki bu da hem bay hem bayan, 333 öğrenciyi kapsar. Örneklem toplaması için dört lisans eğitimi yılı ve hem birinci hem de ikinci öğretim sınıfları dikkate alınmıştır. Beden Eğitimi ve Spor Öğretmenliği, Spor Yönetimi, Antrenörlük Eğitimi ve Rekreasyon Bölümleri olmak üzere Spor Bilimleri Fakültesinin tamamı çalışmaya dahil edilmiş ve değerlendirme amacıyla kullanılmıştır. Dağıtılan anket formu, Türkçeye tercüme edilen DSKE'ye göre hazırlanmıştır. Anket formu iki bölüme ayrılmıştır: Durumluk kaygı için Form I ve sürekli kaygı için ise Form II kullanılmıştır. Değerlendirme, katılımcılardan toplanan cevaplara göre yapılmıştır. Analiz için, SPSS 22.0 kullanılmış ve toplanan verilere genel frekans ve korelasyon testleri uygulanmıştır. Hem durumluk hem de sürekli kaygı, cinsiyet, yaş, bölüm, eğitim yılı, iş önceliği, iş deneyimi ve iş bulma umudu olmak üzere yedi temel faktör ilişkilendirilmiştir. Normal dağılım varsayımı öngörülerek, ilişkinin anlamlılığını araştırmak için Kolmogorov-Smirnov testi kullanılmıştır. Bu çalışmada boş hipotez

($p < .05$) olarak anılmış ve düşük anlamlılıklar, bir ilişkinin varlığını gösteren bir kanıt olarak değerlendirilmiştir.

Bu çalışmanın bulgularına göre, durumluk anksiyete ve cinsiyet (hem erkek hem de kadın için), yaş aralıkları (16-18) ve (19-21) Bölümler (Spor Yönetimi I, Antrenörlük Eğitimi I ve Rekreasyon I), birinci ve ikinci eğitim yılları, iş öncelikleri (bir statüye sahip olma ve topluma yararlı bir insan olma), iş deneyimi ve iş bulma kaygısı arasında anlamlı ilişkiler tespit edilmiştir. Diğer yandan, hem erkek, hem de kadın öğrenciler (cinsiyetle ilgili olarak), yaş aralıkları (19-21), (22-25) ve (26-28), Bölümler (Beden Eğitimi ve Spor Öğretmenliği I ve Rekreasyon I), eğitim yılı ile iş öncelikleri (para kazanma ve topluma yararlı bir insan olma), iş deneyimi ve iş bulma kaygıları arasında anlamlı ilişkiler tespit edilmiştir.

Bu çalışmanın bulguları, araştırmacılara ve eğitimcilere, Spor Bilimleri öğrencilerindeki durumluk ve sürekli kaygıyı etkileyen faktörleri anlamasına ve araştırmasına imkan sağlamaktadır. Bu çalışma, Fırat Üniversitesi'nde veya ülke çapında başka bir üniversitede gelecekte yapılacak araştırmalar için bir pilot çalışma olarak kullanılabilir. Durumluk ve sürekli kaygı ile dikkate alınan faktörler arasındaki doğrulanan ilişki, bulguların altında yatan nedenleri daha iyi anlamak için ayrıca araştırılabilir ve böylece bu kaygılar ve öğrencilerin hayatı üzerindeki etkisiyle mücadele etmek için en iyi strateji olarak uygulanabilir.

Anahtar Kelimeler: Kaygı, Spor Öğrencileri, İşsizlik

3. INTRODUCTION

This chapter presents the needed thesis introductory. It covers a wide range of elementary definitions, conceptual explanations, and a basic understanding of the most relevant related work. It also provides research problem and significance, research methodology and finally the organization of the rest of the chapters of this thesis.

Today, sport is one of the easiest ways for people to develop physical, emotional and social well-being, to facilitate group work, to provide mutual support, and to acquire community membership. In this context, sports can be defined as intensive efforts to improve the physical and psychological health of people, to get excited, to win the competition and to increase the power of success in the real sense and to show the performance to the highest point within the competition measures according to certain rules (1).

Sports is a concept that helps individuals socialize with a sense of personal and social identity and group membership as well as a set of physical activities (2).

It is necessary not to evaluate the benefits of sports on society with the health gains of people. Because, if it is considered in terms of economic gain and employment, sports have become an industry today with sports facilities and companies producing sports materials, tourism and professional clubs.

In parallel with the development of the sports industry, a lot of work areas have emerged. The "The Sports Directory" lists 13 career fields for sports. These areas include events organization, event management and marketing, sports media, sports sponsorship, athlete services, sports associations, sports lawyers, producers

and distributors, materials and suppliers, teams, leagues, college athletes and finance. This shows how large the size of the sport industry is (3).

Considering that sports have a collective effect in modern societies, different groups of people dealing with sports interact socially with each other because of sports. In the base of sports and socialization relation the questions of “How people from every age and group are persuaded to sports” and “ how do the experiences they get from here effect their lives (4).

It is among the duties of the sports managers to create an effective sports environment by making necessary changes in organization structure, staffing, equipment and methods used by implementing the innovations, technology and knowledge management of the times. The technological developments in the field of sports, the successes observed in international organizations thanks to these developments and the great importance that sports gained in today's society make management in this area important. Sports managers have the opportunity to work in sports clubs in amateur and professional leagues, provincial and district directorates affiliated to the youth and sports directorate in the central and provincial organizations, municipal sports facilities in all municipal and private establishments, athletic training centers and private sports courses.

Along with the restructuring process initiated with the establishment of the Ministry of Sports in Turkey in recent years, investments in sports fields, with the numerical increase of national and international sports organizations, are said to be at a better level than the indicators of many countries in the sports sector.

However, in Turkey with its very young population, together with the inadequacy of the number of medals in the 2016 Olympics, the number of licensed athletes is far behind the European averages as well as the sporting masses being unorganized and uncontrolled and inadequate, it has many problems that are waiting for solutions in many fields such as sports education, sports tourism, sports industry and technology.

In Turkey, which aspires to many sports investments and organizations as well as the organization of the 2020 Olympics with a population of seventy-five million people, there is a need for young people with university education in this field in order to make the developments in the constitutionally guaranteed sports field more planned and healthy.

Together with The Sports Ministry, Universities, Municipalities, Sports clubs and sports related organizations, NGOs and media organizations must come together and develop new and long-term projects with very significant potential in the sports sector. Sports related organizations, by establishing organizational structures and ensuring employment of human power (sports managers) available in this field, can contribute to the sports services and production as well as to the social-economic development and improvement of society with the development of sports culture of our country and training of healthy generations (5).

The purpose of this study is to determine the state and continuous anxiety levels of the students who are studying at the departments of the Faculty of Sports Sciences of Firat University (Physical Education and Sports Teaching, Sports Management, Coaching Education, Recreation) and determine whether there is a

relationship between hope of employment, job priority and job experience and state and continuous anxiety levels.

3.1. General Background

Employment is one of the biggest humanity concerns across the globe. The uncertainty related to the undertaken future created by the unemployment status has been an interesting area of research due to the caused impacts on human psychology and health (6). This fact is not only reflected by only the uncertainty of securing an adequate supply for basic life needs, but also for ensuring a level of decency, self-esteem, and self-realization which is a prestigious need everybody's life (7). Indeed, the concept may have been changed over time; yet the unemployment is considered as a source of the chronic diseases and lack well-being (8-11). Various studies investigated the effect of unemployment on individuals' health, which will be thoroughly discussed in chapter II. These studies, conducted in different countries, have recorded a number of possible diseases and psychological impacts due to the unemployment status. Accordingly, the range of impact may be in the form of stress, depression or anxiety, and in worse cases, it may cause hypertension, mental disorder and premature mortality (7, 8, 12). In most of these studies, it is noted that there is a correlation between the certain symptoms, some of which are mentioned above, and the unemployment status. However, the majority of these studies were targeting general unemployed individuals in a randomized fashion.

The investigation of physical and psychological of unemployment impacts may not only affect unemployed individuals, but it may also cause a sort of impact on university students who are still in their study phase (13). Here, the student may have various concerns related to future employment uncertainty and the fair of

ending up unemployed. In fact, unemployment is recorded to be one of the factors causing students stress in different studies (14-17). This in turns encourages the investigation and research in the area unemployment effects on college students. A number of factors can be considered as a suitable candidate in this case, for instance, stress level, depression, anxiety and/or trait anxiety. The insight in such research may open the door for further steps created by governmental and private institutions in an effort to help in solving this matter in future.

3.1.1. Anxiety and Anxiety Research

Anxiety is a widely studied phenomenon in conjunction with various researches. It is proven that the anxiety, in many cases, affects different critical human choices and decisions (18, 19). According to the American Psychological Association, the anxiety is simply defined as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure” (20) while is defined by Merriam-Webster dictionary as “a strong desire sometimes mixed with doubt, fear, or uneasiness” (21). Precisely, the state of worry, doubt, tension, fear, etc. all together as anxiety has been the source of several studies to anticipate its effect on human physical health, mental health, decision-making process and various types of reactions to other factors. It is generally known that the long term effects of anxiety may cause mental disorder and sever health diseases (8). However, the level of anxiety varies based on the circumstances, living conditions, social and economic status (22). Anxiety level research has been widely investigated by different researchers and organizations, where it was discussed from different causing aspects, such as war (23, 24), socio-economic (25-27), education and certain courses in education (28-33), marital status (34, 35), health status (36), and last but

not least employment status (5, 7-12). Throughout these researches and many others, a number of measures were used to evaluate the level of anxiety. Perhaps the most commonly used measure is State-Trait Anxiety Inventory (STAI) which is discussed in the following subsection.

In fact, anxiety has been appearing in a lot of scientific and academic research as a rich candidate for further development, especially in the modern technological era. The idea behind this assumption is that the more uncertainty individuals do have in their life, the higher the effect of anxiety level on their mental, health, potential and sanity. This is also applicable to college students, as they have various anxiety causing sources such as monetary, accommodation, results as well as future employment.

3.1.2. The Stat-Trait Anxiety Inventory

According to the American Psychological Association, STAI is famous frequently used measure for constructing anxiety research (37). This measure was developed by Spielberger *et al.* where the target was employing the measure clinical situation to properly diagnose the anxiety and differentiate it from other sources of distress (37, 38, 39). The developed idea by Spielberger *et al.* was originally based on a distinction concept proposed by Cattell and Scheier for state-trait research (40). The measure is essentially based on a questionnaire addressing feelings such as stress and worry which are directly related to anxiety. The measurement here considers the norm in the feelings i.e., the most positive and negative ends. Spielberger *et al.* developed a number of versions addressing state-trait anxiety; however, the most popular version Form Y (37). Form Y consists of 40 points in total divided equally

for assessing trait and state of anxiety. The questionnaire includes certain state anxiety measuring criteria such as “I feel calm; I feel secure” and “I am stressed; I am worried”, and certain trait anxiety measuring criteria such as “I am a cool person; I am steady person” and “I worry too much over something that doesn’t really matter”. In this form, there is a four-point scale where it starts by “Almost Never” to “Almost Always” (37).

3.2. Problem Statement and Research Significance

The level of college students’ anxiety is highly created by different factors ranging from exams, social and economic status, income, accommodation, political stability, etc. However, the most influential factor, especial at senior education level, is the unemployment anxiety which is generated by the fear of not having a proper job after graduation. Having mentioned that, the idea of estimating the trait of anxiety in college students toward unemployment status needs to be investigated and discussed. This is essentially created by two main reasons, that is, the fact that there is no proper formal measurement applied for estimating the trait anxiety without conducting a proper survey, and the lack of formal results conducted by similar studies that may cope with the same issue. Therefore, conducting a survey study to identify the state and trait anxiety levels of college students is highly justified. This research becomes more interesting and beneficial when applied to sport education students as sport education departments could be the most joyful, energetic, and prone to lead their students to have less stress effect than other departments’ students.

3.3. Research Objectives

This research is aiming at identifying the state and trait of anxiety levels of the Faculty of Sport Sciences Departments students in Firat University – Turkey.

This broad objective is sub-divided to the following objectives:

- To review and investigate the literature related to unemployment impact on human health in general and caused anxiety in particular.
- To develop a survey questionnaire related to the state and trait anxiety caused by the uncertainty of employment status for the Faculty of Sport Sciences Departments students in Firat University.
- To apply various tools such as Spielberger State-Trait Anxiety Inventory (STAI) (40) as well as the Turkish reliability and validity studies (42) in order to determine the state and trait of anxiety levels of the students.
- To conduct the needed research data evaluation using SPSS 22.0 software program in order to determine the relationship, if available, between the factors and conclude the final results.
- To benchmark the results of the current research with similar researches that can be found in the literature.

3.4. Research Methodology

This research is based on a survey study that is conducted at the Faculty of Sport Sciences – Firat University, Turkey. The survey is developed in order to determine the level of relationship, if available, between certain factors such as “hope of finding a job”, “job priority”, “work experience”, and “state and trait anxiety levels” of the students Faculty of Sport Sciences students.

3.4.1. Study Sample

The study is targeting the students of Faculty of Sport Science – Firat University, Turkey; where there are four departments: Physical Education and Sport Teaching, Sports Management, Coaching Education, and Recreation with a total number of 1160 students. A random sampling method is applied in the initial phase where the students are given the option to participate or not, and those who did not participate are excluded from the evaluation. The detailed tabulated participation based on the departments is given in chapter III of this thesis.

3.4.2. Questionnaire Form

The questionnaire includes the followings:

- **Personal information:** faculty, department, gender, age, and family income.
- **Anxiety related information:** anxiety about finding a job, work experiences, and job priorities.

3.4.3. Evaluation Measures

The following measures are used in the evaluation:

- **STAI:** Spielberger State-Trait Anxiety Inventory which was developed by Spielberger *et al.* in 1964 (42) is used in this research to determine the state and trait anxiety levels of the students.
- **Turkish Reliability and Validity Scale Studies:** Turkish reliability and validity scale studies were applied by Öner and Le Compte (41, 42) to determine the test-retest stability coefficients are used in this research to conduct the analysis of the survey responses.

3.4.4. Evaluation Tool

The used evaluation environment is SPSS 22.0 statistical analysis software installed on ASUS-PC with i-7 Intel core @ 2.6GHz microprocessor speed. The aimed analysis results are including Frequency distributions, T-test and F-test, and Kolmogorov-Smirnov Test.

Basically, the responses of the survey questionnaire will be inspected. Any incomplete or improperly filled forms are excluded. The rest of the forms, which are generally acceptable and properly filled, are evaluated using Frequency distribution, T-test, and F-test. Kolmogorov-Smirnov test is then applied to the data to inspect both normal distribution assumption as well as “state of anxiety levels”. The results will be used to obtain the significance level of the analyzed data; here, the consideration is made as ($p > 0.05$). This will allow producing some sort of measurement for how significance the relationship between the:

- “hope of finding a job”,
- “job priority”,
- “work experience”,
- “state and trait anxiety levels”.

3.5. Thesis Organization

This thesis is organized as follows:

- **PART I AND II:** Provided the abstract in both English and Turkish languages.
- **PART III:** This part has presented a general introductory session that presented general information on unemployment impact on human life. It

also discussed the concepts of state and trait anxiety due to unemployment status. In addition, this chapter has presented research problem, objectives, methodology as well as the final organization of the thesis.

- **PART IV:** This part presents a thorough review of the related work and attempts that can be found in the literature. The discussed attempts and research efforts here will be restricted to topics that generally discuss unemployment effects on human health and particularly the generated anxieties due to the thought of unemployment status in future for college students.
- **PART V:** This part presents the detailed methodology, tools, measurements used for conducting this research. It also discussed the developed survey, used sample details, and used evaluation tools and tests.
- **PART VI:** This part discusses the obtained results from the developed survey and it also presents the needed analyses of the students' responses on "state of anxiety level".
- **PART VII:** The final remarks and the conclusions drawn from the conducted research are presented in this chapter. It also presents directions for future investigation and development in this field.
- **PART VIII:** The used resources and references.
- **PART IX:** Questionnaire forms for both state and trait anxieties are provided as appendices in this part.

4. EMPLOYMENT AND ANXIETY DISORDERS

As discussed in chapter 1, anxiety is a human body reaction to certain situations such as fear and challenge. This response may not be bad in some cases as it assists in enabling the person avoiding dangerous or properly respond to hardships. Yet, it may get developed to chronic disorders that deteriorate human health as well as psychology (42-44). The studies that have been made in the field of anxiety are countless and they vary based on the causes and symptoms. In order to understand the state and trait anxiety caused by a certain reason, it is necessary to present some details on anxiety symptoms as well as anxiety disorders.

4.1. Anxiety Symptoms

There are various signs and symptoms associated with anxiety disorders. These signs and symptoms may vary from one person to another, according to reaction given by the human body. The effect may range from a severe sudden anxiety attack to a basic panic from certain thoughts and ideas. However, the followings are characterized as general anxiety symptoms.

4.1.1. Emotional and Psychological Symptoms

It is yet confirmed the why some people feel more anxious than others. It may be genetically affected as studies indicate that the history of anxiety in the family does affect the generations (45, 46). However, the emotional and psychological symptoms may range from feeling too tired or sick without having any obvious physical illness, focusing only on negative aspects and expecting troubles, feeling tense or irritated, sometimes feeling lack of confidence and disable to accomplish any of the goals, derealization, and frequent feeling of dying (47-49).

4.1.2. Physical Symptoms

Anxiety does also affect the physical health of the individuals as it causes an internal unbalance of the hormones due to the responsive nature of the feelings and emotions (50). Among the most common physical symptoms of the anxiety is insomnia, pounding heart, excessive sweating and urination, diarrhea, general tension in the muscles, hypertension, headache, tingling, palpitation, nausea, choking, fatigue and dizziness (49).

4.2. Anxiety Disorders

There is a number of anxiety disorders which have been recorded in the literature. These disorders are categorized as the most common types of psychiatric disorders. Anxiety disorders, as mentioned above, are mainly generated due to a specific body reaction of a person as well as the severity of the state of the fear or challenge (51, 52). The general mutual symptoms of anxiety disorders are tension, fear, danger anticipation, apprehension, and nervousness. Anxiety disorders are characterized by their severity as well as persistence or the course of the reaction (53, 54). The followings are the most common types of anxiety disorders.

4.2.1. Generalized Anxiety Disorder

The Generalized Anxiety Disorder (GAD) is categorized as a long-term anxiety disorder. GAD is essentially caused by excessive worry which is usually not justified. The body response to chronic worry about daily events differs from the natural reaction of worry as it is mainly excessive, disruptive, intrusive and persistent. Actually, in normal situations, people feel anxious before entering exams, going for a job interview or giving a public speech. Yet, once the cause is longer available, so is the anxiety in normal people. Nevertheless, those who suffer from

GAD feel anxious and overly worried most of the time. This type of anxiety is widely spread all over the world with different percentages. However, according to some statistics, the highest majority is distributed over America and Europe (42). Physicians usually diagnose the symptoms of GAD with specific signs and symptoms if they present for six months or more. These signs and symptoms include, but limited to, the followings: difficult not worry, the worry affects normal daily activities like work and study, difficult to concentrate, easily getting tired, feeling restless and irritable, having abnormal muscles tension (different muscles) as well having sleeping disorder or finding it difficult to sleep (43, 44).

4.2.2. Panic Disorder

Panic Disorder (PD) is generally considered one of the anxiety types. The general symptoms here may be a sort of panic attacks, sweating, breathing problems, abnormal heartbeats and chest pain. The consequences here may range from a severe and intensive fear, lack of control, unusual worry and concern about the future, and high concern from repeating events that happened in the past (44, 55).

4.2.3. Separation Anxiety Disorder

Separation Anxiety Disorder (SAD), as the name indicates, is mainly related to the fear of separation from beloved things or ones. This disorder usually affects individuals with strong and sensitives sentimental emotions. SAD usually influences children much more than adults, yet it may be influencing adults and elder people as well (56). The main symptoms of SAD can be represented by an excessive distress from anticipating a separation, excessive worry towards any event may lead to a separation, nightmares that may include separation presence, general headache, barfing, nausea and stomachache if a separation event takes place (57).

4.2.4. Specific Phobic Disorders

A Phobic Disorder (PD) can be explained by an extensive unjustified state of fear and concern. Phobic disorders are not exactly one type, rather, they can be categorized into different types based on the theme of phobia as follows:

Agoraphobia: An anxiety disorder which is directly related to the fear of existing in public or outdoor. Agoraphobia is likely to be categorized based on the type of fear and its related circumstances. For instance, monophobia which is related to being left alone and claustrophobia which is related to the feeling of being trapped and the fear of moving away (58). Agoraphobia is generally very rare compared to other anxiety types and it affects women twice times the men. Essentially, agoraphobia is known by these symptoms: chest strengthening and pain, heartbeat irregularity, sudden holt-cold feeling, general sweating, diarrhea, nausea, and general dizziness (59).

Social phobia: or often called Social Society Disorder (SSD) is mainly centered around the idea of having fear of social performance. This type of disorder is sometimes called a social phobia. Those who are generally affected by social society disorder would feel afraid to from certain situation such as performing in public and giving a lecture or a talk before an audience. The fear here may be initiated from being embarrassed or afraid to be judged for their appearance, talk, actions, etc. The general symptoms are focused on finding it difficult to talk to unfamiliar people, feeling worried to be embarrassed in front of people those who do not get in touch with my often, being extremely afraid to be judged by people, having a high concert long before the event time, being isolated or not socialized with new people, finding it very difficult to make new friends or starting a talk to new people, and feeling nausea and sweating in front of people, especially audience (43, 60).

4.2.5. Obsessive-Compulsive Disorder

Obsessive-Compulsive Disorder (OCD) is the excessive troublesome thoughts that create a repeated ritual of a certain thing in an abnormal manner. Individuals with OCD usually show an unusual behavior towards the fear of dirt or contamination, excessive fear of harming others by simple things, excessive worry about losing trivial belongings that may be worthless, and unusual thought about self or others images. Often the symptoms can be represented by frequent bathing, repeated extremities washing, overly rechecking of things orders and repeating same phrases or words during rituals (61).

4.2.6. Post-traumatic Stress Disorder

Post-traumatic Stress Disorder (PTSD) is one of the anxiety categories resulting from tragic experiences, severe shocks or dangerous situations. The negative events here can be due to war, natural disasters, major assaults such as rape, abduction and child abuse, and major accidents (62). The general symptoms of PTSD are memory flashbacks where the individual re-witnesses the event from his memory, irregular heartbeat, nightmares, scary thoughts and imaginations, and general sweating (63).

4.2.7. Situational Anxiety Disorder

Situational anxiety disorder happens due to uncomfortable situations or events. In some cases, events may cause an unusual discomfort to the individual such as being in a packed queue, standing in the middle of a massive crowd, using the elevator, and driving on crowded roads. In some cases, the term situational anxiety is attached to GAD as a sub-category of it (64). This type of anxiety is relatively common (65) and it may develop a panic attack (66).

4.3. State Anxiety

The anxiety disorders mentioned in the previous sub-section are essentially imposing different feelings, reactions, and symptoms on the individuals. In the clinical and academic literature, they are two main measures for these feelings and reactions; one of which is State Anxiety or A - State. A – State is basically used for describing unpleasant feelings related to certain situations, questions, or any specific event (67). There are specialized mental assessments can be made for A – State and based on them, the person can be identified to have certain A – State level.

According to different sources (39, 40, 68), in order to benefit from the A – State as a measurement for the anxiety level, it can be used in formal template procedure with standard questions or survey questionnaire points. The most commonly used in educational studies is STAI which was briefly mentioned in Part III.

4.4. Trait Anxiety

Trait Anxiety or T – State is the second main measure for anxiety assessment. In a similar way, TA is generally arising due to any situation perceived as a threat. However, the main difference between the A – State and T – State is that T – State is basically used for measuring the tendency of individuals to experience A – State for any anticipated threat (67). Therefore, T – State is used to identify the likely to have an A – State based on certain situations that might be faced in future. For this reason, it can be said that T – State is a description of personal characteristics and behavior rather than instant feelings.

In similar fashion, T – State is used along with A – State in composing the commonly used measure of anxiety that is STAI.

4.5. State-Trait Anxiety Measures

4.5.1. State-Trait Anxiety Inventory

STAI is standard state-trait anxiety measure developed by Spielberger *et al.* in 1983. This measure is widely used both in clinical and educational purposes. The measure in its standard form is composed of 40 questions or statements, 20 of which are directly related to A – State while the other 20 are directly related to T – State. These 40 questionnaire items are used assessing the individuals is exact levels for state and trait anxieties. Originally, the 40 statements STAI was given the name of Form X which later revised and updated to Form Y. STAI (Form Y) is most commonly used in the modern studies, and it is also being used in the current study based on the translated Turkish version provided in (41).

Responding to STAI items is mainly separated into two parts: A – Anxiety assessing scale which measures the temporary feeling on 4-point Likert Scale as follows (1: not at all; 2: somewhat; 3: moderately; 4: very much so), while T – Anxiety assessing scale is measuring the frequency of feelings on general basis using 4-point Likert Scale as follows (1: almost never; 2: sometimes; 3: often; 4: almost always).

There is a short or abbreviated version of STAI called (STAI-6) which basically consists of only 6 items in the questionnaire (68). This short version is used in special cases where the complete version (Form X or Y) cannot be applied for clinical reasons.

4.5.2. Beck Anxiety Inventory

Beck Anxiety Inventory (BAI) is a short form used as anxiety measure. BAI is mainly centered around anxiety's somatic symptoms that basically distinguish

between depression and anxiety (69). Similar to STAI, BAI is administered using self-report style, yet it includes 21 items related to the status of relaxing, inability, and symptoms such as dizziness and nervousness (69). The participants of BAI measure should indicate the level of disturbance associated with each symptom over a period of one week right before the test. Similar to STAI, BAI is using a 4-point Likert scale where the responses range from 0 for “not at all” to 3 “severely” (69). BAI is very much specialized and it won’t be included within the use of thesis’s work.

4.5.3. Hospital Anxiety and Depression Scale-Anxiety

Hospital Anxiety and Depression Scale-Anxiety (HAD-A) is mainly centered around the general symptoms of anxiety and fear. This measure is essentially used in clinical applications for assessing the level of anxiety and depression of patients at hospitals. Thus, this measure includes items related to main anxiety symptoms such as fear, panic, tension, worry, etc. HADS-A has 7 items scaled using a 4-point Likert scale. The values assigned to the responses range from 0 for “definitely” to 3 for “not at all” (69). Similar to BAI, HADS-A is a very specialized anxiety measure and it is not used as an application in this thesis.

4.5.4. Hamilton Anxiety Rating Scale

Hamilton Anxiety Rating Scale (HAM-A) one of the oldest anxiety scales developed by Hamilton in 1959. HAM-A is specialized for clinical application research and it includes 14 items related to different anxiety symptoms (70). HAM-A is scored based on the response to each item on 5 Likert scale ranging from 0 “not present” to 4 “severe”. HAM-A is widely criticized for its lack of ability to distinguish between the side effects of somatic and somatic anxiety (70). This

measure does not consider anything related to the trait anxiety which makes it not suitable for the application of this research.

4.6. Related Work

4.6.1. Unemployment and its Impact on Human life

Employment plays a vital role in human being survival. Individuals' perception on employment is essentially based on a number of factors including regular income, prestigious identity, self-esteem as well as a source of happiness (71). In fact, unemployment has a tremendous effect on global and national economies. The consequences of unemployment on the economy may be represented in the form of recession, incremented financial costs and decrement in productivity level. However, what could be worse is the effect of unemployment on the society where many factors may deteriorate the sanity of society due to the unemployment including health diseases, psychological and mental issues, employment gaps, skills lost, the standard of living deterioration, the increment of crime and violence rates, increment in suicide rate etc. (72-74). Therefore, a lot of studies have been dedicated to investigating and understanding unemployment effects on individuals' life. These studies are divided into various different disciplines based on the considered factors which are affected by unemployment status. In this regard, one of the early studies was conducted by Cohn (75) on how the self-attitudes change based on the employment status. In this study, a model-based evaluation was conducted on datasets collected from national panel survey. The study considered a number of items in order to evaluate the self-satisfaction due to employment change and/or loss. A theoretical model was developed in the process of accomplishing the aim of the study and interesting expected results were produced. The study affirmed that a

change in employment status from loss of employment to reemployment dramatically changes in the self-attitudes in the positive direction including the attitude towards family members, self-esteem as well as productivity (76). Although the outcomes of this study are basically the natural consequence, yet modeling the process and affirming these consequences in a scientific way was necessary back then. In a similar fashion, Thomas *et al.* attempted to address the stress generated in the family and its relationship to the unemployment (77). In their study, they tracked the results of other studies on the impact of unemployment on family conditions. Basically, they concluded that three main impacts are created due to unemployment status that is economy deterioration, negative impact on the psychological importance of work, and the change of the gender role within the family. These results are considered as a base for a number of studies on the social implications of unemployment (78-80).

Cantor and Land approached the impact of unemployment from a different, yet important, view that is the relationship between crime rates and unemployment in the U.S. (81). They followed a theoretical and empirical model in order to develop their study. The main idea of this research work was based on two main hypothetical assumptions relating the level of unemployment rates in any given year and its directed relationship (positive or negative) on a seven index crime, and the level of unemployment rate fluctuations and its relationship (positive or negative) on the crime rate in the successive year (82). The study considered certain crimes in conjunction with unemployment status, these are motor vehicle theft, larceny-theft, burglary, robbery, and homicide. In their results, they showed that the unemployment is negatively affecting all these crimes in both hypothetical assumptions. This means

there is an evidence indicates that unemployment status increases or partially affects the increment of these types of crimes. Similarly, Ghiricos attempted to provide evidence on the relationship between unemployment rate and crimes rate (73). In his study, various research papers were reviewed aiming at providing a concrete evidence proves or disproves the direct relationship between unemployment rate and crime rate. The study is considered as an extensive review that provided reasoning for further research and investigation on the topic of crime and unemployment rates relationship. Yet, this study did not create any model nor it provided any particular data analysis. The same concept had motivated Farrington and his colleagues (84) to investigate the relationship between unemployment, school leaving and crime. In their study, a sample of 411 males from London, U.K., was used. They monitored these individuals from the age of eight in order to discover characteristics of the said relationship between leaving school and crime and level of unemployment rates. The focus of this research effort was guided to the committed crimes, if any, after the age of 14 years-old and status of being at school, employed or unemployed. The authored concluded that higher crimes rate was recorded with unemployed participants than with employed participant in the same sample. They discovered that youth who are unemployed prone to be more violent and tend to commit more crimes (84). The same scenario was also followed by Raphael and Winter-Ember (85) where they considered the effect of unemployment of crimes rate.

Linn *et al.* studied the mental and physical health conditions generated by unemployment (86). In their study, a sample of 300 men was considered and routinely analyzed every six months to obtain the needed mental and health conditions and correlate them to employment/unemployment status. They mainly

inspected the variance and covariance using multivariate analysis, and they applied this analysis to data collected from two matching groups obtained from the sample where one of them consisted of employed individuals and the other consisted of unemployed individuals. They discovered that unemployed group members tend to be more affected by depression and anxiety much more than employed group members. They also discovered that some of the members were able to deal with the job loss better than others in the unemployed group due to family and friends support (86). In the same regard, Kessler and his colleagues attempted to prove the relationship between unemployment and community health deterioration (9). In their study, they surveyed different categories of people in Michigan, U.S., based on the status of stably employed, previously unemployed and currently unemployed in an area with high unemployment rate. They based their health measurement on a four-item scale of a health questionnaire which was standardized by the National Center for health Statistics. The used health indicators in their study considered depression, anxiety as well as somatization as symptoms. They discovered from the data analysis of their samples responses that a general significant health damage frequently appears in unemployed individuals (9). This approach was also followed by a number of other researchers who had investigated the effect of unemployment and mental health in particular (87-93).

The same research path was taken by Theodossiou in his study on the relationship between unemployment and the caused mental distress (94). The author conducted his analysis on a data extracted from (British Household Panel Study, 1992) where his sample included 7897 individuals from different age groups and included employed, and unemployed and out of labor status. In this study, five

psychological condition measures responses were collected, namely “Have you recently felt constantly under strain?”; “Have you recently been losing confidence in yourself?”; “Have you recently been thinking of yourself as a worthless person?”; and “Have you recently been able to enjoy your normal day-to-day activities?”; “Have you recently been able to face up to problems?”; “Have you recently been feeling reasonably happy, all things considered?”. The author used a logistic regression approach to analyze the collected responses from the above questions and found out that the unemployment has a negative effect on six facets of psychological well-being. These six facets are the level of general happiness, reduction in self-esteem, loss of confidence, depression, and anxiety (94).

Lucas *et al.* inspected how the unemployment changes people’ self-satisfaction in an extensive longitudinal study that used a sample spanned over 15 years and covered 24,000 participants who were living in Germany (95). In their study, they modeled their process using multilevel approach and they investigated and tested the level of satisfaction based on prior, during and after employment. They discovered that most of the participants showed a change in self-satisfaction during unemployment time over a certain period. They also discovered that a number of participants showed an adaptation process after a certain period of unemployment where their expectations shifted back to the baseline (96). This study is considered very important due to its big number of participants and long time span. The study has ultimately proven that life satisfaction as well as self-satisfaction change due to unemployment regardless of economy conditions. In addition, Clark had approached the effect of unemployment duration on happiness level (96). In his study, he used data collected from different panels across the Europe. The responses were measured

based on different scales (according to panel and questionnaire). Although this study used data retrieved from different European countries over a long period of time, yet the results could not prove that there is a concrete evidence on the long-term unemployment and level of unhappiness. In fact, the consistent results showed by this study is that unhappiness strongly related to unemployment regardless of the time period over which unemployment occurs.

Actually, there is a countless research work that has been addressing the negative effects of unemployment on human beings and their life. The majority of these researches affirmed that idea of the “bad influence” created by unemployment status on mental health, physical health, social-economy norm, happiness, etc. Essentially, there is no doubt that the negative impact of unemployment is imposed on unemployed individuals and this implication may vary based on other factors. However, after reviewing these research attempts and providing a number of benefits and conclusions, the aim is guided towards a focused review the effect of unemployment and the anxiety level as it is more relevant to the current thesis’s idea.

4.6.2. Unemployment and the State-Trait Anxiety Levels

As the main objective of this research is to study the state – trait anxiety towards unemployment status, it is highly demanded to review the literature related to unemployment and anxiety level or in other words the negative impact of unemployment on anxiety level. In this regard, some study such as (9, 86, 94) addressed the impact of unemployment on mental health and they used anxiety as one of the measuring factors. Apart from that, one of the early studies in this field was presented in the work of Fergusson *et al.* (97) where anxiety appeared along with other mental health issues in conjunction with unemployment status for young

New Zealand adults. In their study, anxiety presented as one of the main health conditions affecting factors and considered as critical psychiatric deterioration contributor. In the same regards, one of the comprehensive studies in this area was presented by Montgomery *et al.* (11) who had discussed in their analytical work the relationship between anxiety and unemployment of young adult in the U.K. The idea was not restricted only to anxiety, yet it also considered the general well-being of the samples (11). According to their research, a high correlation did actually exist between the unemployment and the level of anxiety. Again, anxiety was highlighted and discussed in the work Graaf *et al.* where the relationship between unemployment and anxiety levels in Netherland was affirmed to have a direct correlation (98). Similarly, Reneflot and Evensen considered anxiety one of the indices in their review work of factors related to the young adult distress caused by unemployment in Nordic countries (99). In their study, anxiety was reviewed as a keyword in mental distress along with depression. This again highlights and implies the importance of considering anxiety in unemployment impacts research.

4.6.3.State - Trait Anxiety of College Students and their Relationship with Unemployment

College students are vulnerable to stress and anxiety factors as they have a lot of responsibilities on their shoulders including exams, accommodations, funds, as well as the uncertainty about the future. This is actually a norm in students' life, yet this vulnerability becomes more severe at the senior level as students tend to be more worried about their post-graduate steps, i.e., employment, paying back loans if any, assisting the household income and thought of having a separate family for their own. These reasons have stimulated a number of researchers to investigate and

study anxiety level of college students in conjunction with a number of factors. Perhaps one of the earliest studies in this field was presented by Singh and Kumar in 1976 where the authors addressed anxiety stimulated by unemployment as well as education (100). In their study, they used a specialized comprehensive test of anxiety developed by Sinha and Sinha in 1969. They addressed two main categories that are unemployed master and degree holders. They discovered from their analysis that unemployed master holders were more anxious than unemployed bachelor holders. In addition, those who had been unemployed for long periods were more anxious than those who had been recently unemployed regardless of the category they belong to (100). Hoi Yan also studied the factors that influence the state anxiety of higher education students in Macau. In his study, he used a Chinese version of Spielberger STAI 40-items questionnaire which was administered to day and night education students. The idea of this research was to distinguish the level anxiety and its relationship to the employment in both day and night education students. The finding of the research presented in an interesting result of higher anxiety level in night education students who are employed compared to their daytime education students who are unemployed or employed on a part-time basis (101). The general consideration is, in fact, the relationship between stress and anxiety more than the effect of unemployment in this research; for this reason, the implication of having another influencing factor such as stress level is highly considered in anxiety research.

5. MATERIALS AND METHODS

In this study, the State-Trait Anxiety (STAI) levels are measured deploying the Spielberger State-Trait Anxiety Inventory developed in (40) and adapted to the Turkish reliability and validity studies by Öner and Le Compte and presented in (41). STAI levels here are studied in conjunction with the effect of unemployment status; that is, the unemployment anxieties. The conducted study is based on a survey questionnaire which is distributed to the sample population presented by the students of the Faculty of Sport Science, Firat University – Turkey. The Faculty of Sport Science is composed of four separate departments, which are Physical Education and Sport Teaching, Sports Management, Coaching Education, and Recreation. The universal participants' pool comprises 1160 students. These students are categorized based on their educational level to Phase I and Phase II among all the departments.

5.1. Participants Details

The sample of this study is focused on the students of Sport Science Faculty – Firat University students in the academic year 2016 - 2017 (Fall and Spring Semesters). The total number of all departments' students is 1160 students. However, the study is not conducting a total scan that includes all students. Rather, it only considers a total of 333 students from the four departments and both educational periods, i.e. daytime and night-time. The choice is made based on Simple Random Sampling for choosing the participants to be evaluated. The details of the study sample are presented in Table 1.

As shown in Table 1, the total targeted sample, N, is 333 students distributed over the two educational level for the academic year 2016-2017. The participants were not paid any fee nor were they asked any fee as a part the process.

Table 1: Students Distribution and Sample Details

DEPARTMENTS		DAY-TIME	NIGHT-TIME	
		~ 30%	~30%	
Physical Education and Sport Teaching	207	61	None	-
Sports Management	180	42	176	51
Coaching Education	193	59	199	60
Recreation	101	30	105	30
TOTAL	681		480	
TOTAL 30%		192		141

The administered questionnaire is requiring the consent of each and every participant prior taking the survey. All private and personal information such as name, identification, address, etc. are neither requested nor are they provided. Only the vital biographical information that is needed for conducting the search. The needed biographical information details are listed below:

- a. Gender,
- b. Age range,
- c. Department along with education period (daytime or nighttime),
- d. Educational year,
- e. Experience.

If any specific details are required, a separate consent is provided to the participant in order to obtain the needed details. Appendix I provides the preamble of the survey provided to the participants.

It is important to mention that all forms which were submitted incomplete or had obvious mistakes are excluded from the analysis. Only complete and forms and those which are guaranteed not to have any intended or unintended mistakes are

subjected to the simple random sampling in order to get the final number 333 forms for analysis purposes.

5.2. State-Trait Anxiety Level Scale

In this study, the State-Trait Anxiety Inventory developed by Spielberger in (35) and adapted to Turkish society studies by Öner and Le Compte (36) has been used. This measure is following the Likert scale for assessing specific responses related to the state and trait anxiety. The scale is included four different possible options for both state and trait anxiety as they are discussed in the following subsections. These options indicate the level of state or trait anxiety felt or lived by the participants responding to the survey questions. The level of state-trait anxiety here is created or initiated by the actual feeling expressed by the feelings, thoughts, concerns and behavior of the participants (41).

The used inventory in this study is applicable to any individual whose age is 14 years old and above. This inventory is represented by a questionnaire form which is composed of 40 questions inspecting and assessing the level of state and trait anxiety levels. There is no specific time needed for the optimal filling of the questionnaire form(s). Therefore, the participant is requested to fill the application based on no specific time or arrangement apart from the personal consent. The time needed for responding to the survey questions is approximately 10 minutes on average. The participant is requested to fill up needed biographical information first then Form I and finally Form II.

5.2.1.State Anxiety Scale

The State Anxiety (S – Anxiety) level is measured based on (35, 36) as a standard procedure. A – State is mainly representing how the participant feels about

a specific situation and under certain conditions. The anticipated feelings and conditions here are based on the employment status in order to determine the level S – Anxiety of the participants. Basically, the subjective fear felt by the participant due to the future and/or current employment status is measured on a four-point Likert scale. The stated fear due to the state of unemployment might be creating certain physical changes such as sweating, yellowing, blushing and shivering. These physiological stimuli occur in the autonomic nervous system and they are considered as indicators of the individual's feelings of stress and disturbance.

The participant is requested to tick one of the four available options in the questionnaire (Form TX 1). Form TX - 1 here is composed of 20 items and the options available for the participants are:

1. "Not at all",
2. "Somewhat",
3. "Very much so",
4. "Completely".

Based on the responses to these options, the measurement and evaluation of the level of the S – Anxiety is obtained.

5.2.2. Trait Anxiety Scale

The Trait Anxiety (T – Anxiety) is the individual's tendency towards the anxiety experience (35, 36, 64). This can also be defined as the individual's tendency to perceive the current situation as stressful or interpret it as stress in general (40, 41, 69). It is seen that the individuals whose such anxiety level is high are easily hurt and sink into depression. These individuals also experience the state anxiety more frequently and intensively than the others. For measuring T – Anxiety, Form TX – 2

is used. This form is based on (40, 41) as well, and it is composed of 20 statements to be responded to. The participants have four-point Likert scale provided for them to tick their most suitable option. There is a short instruction provided for the participants which clarifies to them what and how they should be responding based on their feelings.

The options available for the participants are focused on their tendency for anxiety and they are as follows:

1. “Almost never”,
2. “Sometimes”,
3. “Often”,
4. “Never”.

Based on the responses of the participants to these options, the measurement and evaluation of the T – Anxiety is obtained.

5.3. Scale Scoring

In both forms TX – 1 and TX – 2 there are direct statements that infer a negative feeling on the level of S – Anxiety and/or T – Anxiety which the participant directly feels. Responding to these statements implies the value 1 is the lowest and the value 4 is highest or the most severe in both State – Trait Anxiety levels. However, there are reversed statements that infer positive feelings towards anxiety. These statements are marked in an opposite way to direct statement where 4 means low State – Trait Anxiety level and 1 means severe State – Trait Anxiety level. Form TX – 1 for S - Anxiety Scale has 10 (1, 2, 5, 8, 10, 11, 15, 16, 19 and 20th items) as reversed statements and T - Anxiety Scale has 7 (21, 26, 27, 30, 33, 36 and 39th) as reversed statements.

The weights of each statement provided in both forms range from 1 to 4 with a uniform difference of 1 between the consecutive items.

5.4. Responses Evaluation

The evaluation of the participants' responses to the survey will be based on the reliability as well as the validity.

5.4.1. Reliability

Initially, the associativity is measured by Pearson Moment-Product Correlation Coefficient which is called Pearson Correlation Coefficient for short. Pearson Correlation Coefficient, denoted by r , and it refers to the level of strength of linearity association between two variables (101). In order to ensure a considerable level of reliability, Test-Retest reliability method is applied. For T – Anxiety, the values .71 to .86 are set for the scale while .26 to .68 is set for S – Anxiety scale. The internal consistency and test homogeneity are calculated by Kuder–Richardson Formula 20 and found between .83 and .87 for state anxiety scale and .94 and .96 for trait anxiety scale. The statements have been checked for reliability and Tables 2 and 4 show the details of the reliability in terms of Cronbach's Alpha as well as the correlation for both S-Anxiety and T-Anxiety.

5.4.2. Validity

The validity is investigated by constructing validity and criterion-referenced validity methods. Correlation coefficients among T – Anxiety scale and other anxiety scales are found between .52 and .80 for female students and .58 and .79 for male students.

It should be noted that the null hypothesis, H_0 “there is no a relationship between S-Anxiety and x ” where x here is represented by the (1) gender, (2) age, (3)

department, (4) study level, (5) job priority, (6) work experience, and (7) hope of finding a job will be accepted if the probability p has a significance of 5% or less. In other words, the hypothesis will be rejected and it can be proved that there a significant relationship if ($p < 0.05$), otherwise, it would accept and it will be confirmed that there is no relationship.

The same goes to the null hypothesis for T-Anxiety, where H_0 here is rejected by the existence of ($p < 0.05$) in order to prove that there is a relationship between the trait-anxiety and the above mentioned particulars (gender, age, study level, job priority, work experience, and hope of finding a job).

Table 2: State Anxiety questionnaire statements and their square multiple correlation and individual Cronbach's Alpha

Statement	Squared Multiple Correlation	Cronbach's Alpha
1. I am calm right now	.499	.759
2. I feel safe	.416	.766
3. I feel nervous right now	.333	.758
4. I feel regret	.393	.752
5. I am in peace right now	.302	.758
6. I don't feel good right now	.367	.749
7. I am worried about what will happen to me	.401	.750
8. I feel rested	.317	.751
9. I am anxious right now	.361	.760
10. I feel comfortable	.400	.764
11. I have self-confidence	.304	.773
12. I get nervous right now	.528	.754
13. I am so angry	.503	.757
14. I feel I am very nervous	.511	.755
15. I feel comforted	.386	.754
16. I feel content with my situation right now	.419	.755
17. I am worried right now	.486	.749
18. I feel nonplussed because of excitement	.393	.748
19. I am joyful right now	.484	.750
20. I am in a good mood right now	.504	.749
Alpha = .768		

Table 3: Trait Anxiety questionnaire statements and their squared multiple correlation and individual Cronbach's Alpha

Statement	Squared Multiple Correlation	Cronbach's Alpha
21. I usually feel good	.151	.799
22. I usually get tired quickly	.244	.794
23. I usually cry easily	.270	.789
24. I would like to be happy as others	.331	.788
25. I miss the opportunities because I can't decide quickly	.224	.784
26. I feel rested	.214	.792
27. I am usually calm, self-possessed and cold-minded	.198	.795
28. I feel that the difficulties have accumulated as much as I cannot get over	.290	.791
29. I worry about trivial things	.234	.787
30. I am usually happy	.268	.792
31. I take everything seriously and become anxious	.260	.785
32. I usually have no self-confidence	.227	.790
33. I usually feel safe	.315	.792
34. I avoid encountering distressed and difficult situations	.232	.784
35. I usually feel sad	.210	.792
36. I am usually pleased with my life	.277	.797
37. Unnecessary thoughts disturb me	.339	.787
38. I take my frustrations so seriously that I never forget	.196	.784
39. I am a rightminded and determined person	.257	.800
40. I worry about the issues that occupy my mind recently	.504	.790
Alpha = .799		

6. RESULTS AND ANALYSIS

The main goal of this study is to investigate the state and trait anxiety towards unemployment of Sport Science Faculty, Firat University – Turkey. The deployed tool for this purpose is the STAI Inventory developed in (40) and adapted to Turkish society studies in (41). The initial results which taken into the account the details of the survey participants. According to the survey questionnaire, enclosed in Appendix I, the following details are required:

- Gender (Male or Female),
- Age Category (16-18, 19-21, 22-25, 26-28 and 29+),
- Department and study period (Physical Education and Sport Teaching I, Sports Management I and II, Coaching Education I and II, and Recreation I and II),
- Study level (1, 2, 3, and 4),
- Job priority (earning money, having a status, a tool for self-realization, having social security, and being a human useful for society),
- Work experience (available or not available)
- Hope of finding a job (yes or no)

6.1. Participants Details Analysis

The detailed participants' percentages are given in Table 4. According to the final results to the considered survey forms, the male participants are constituting 67.0 % by 233 respondents out of the total 333 participants. The females are representing a percentage of 33.0 % with 110 considered participants out of the total 333 participants. In fact, this is a quite acceptable outcome as the number of male

students of the Faculty of Sport Science departments is generally more than the number of the female students. In this study case, the females are representing approximately half the males.

Table 4: Participants distribution details

Group		Frequency (f)	Percentage (%)
Gender	Male	233	67.0
	Female	110	33.0
Age (year)	16-18	24	7.2
	19-21	227	68.2
	22-25	56	16.8
	26-28	16	4.8
	29+	10	3.0
Department and study period	Physical Educational and Sport Teaching	61	18.3
	Sports Management I	42	12.6
	Sports Management II	51	15.3
	Coaching Education I	59	17.7
	Coaching Education II	60	18.0
	Recreation I	30	9.0
	Recreation II	30	9.0
Study level	1	57	17.1
	2	207	62.0
	3	68	20.4
	4	1	.30
Job priority	Earning money	105	31.5
	Having a status	79	23.7
	A tool for self-realization	41	12.3
	Having social security	20	6.0
	Being a human useful for society	88	26.4
Work experience	Available	187	56.2
	Not available	146	43.8
Hope of finding a job	Yes	232	69.7
	No	101	30.3
Total		333	100.0

The highest majority of age category goes to 19-21 years range which is represented by 227 students (68.2 %) followed by 22-25 years range which is composed of 56 students (16.8 %). The range 16-18 is represented by 24 students (7.2 %), 26-28 is represented by 16 students (4.8 %) and finally, 29 and above is constituting 10 students to the total participants with the percentage of (3.0 %).

Generally, the age distribution of undergraduate studies in Turkey has the highest majority in the range of 19-21. As a result, the greatest percentage of the considered participants is within this range.

All participants are distributed over the faculty departments. The greatest majority of the study participants belongs to the Coaching Education Department where 119 students (35.7 %) had joined the survey and their forms were successfully recorded. The second largest percentage goes to the Sports Management department where 93 students (27.9 %) applications were recorded. The department of Recreation has contributed by 60 students (18 %) to the total 333 considered students. These students are coming from both study periods, i.e. daytime and nighttime education periods. Finally, the department of Physical Education and Sport Teaching has added 61 (18.3 %) to the other departments. This department has only one study phase, thus, less number of participants is essentially expected.

The distributions of the participants over study levels are composed of 57 (17.1 %) participants from the first year students, 207 (62.0 %) participants from the second year students, 68 participants (20.4 %) and only 1 (0.3 %) student from the fourth year students.

The responses to job priority statement are recorded as 105 (30.5 %) for money earning reason, 79 (23.7 %) for having a status reason, 41 (12.3 %) for a tool for self-realization reason, 20 (6.0 %) for social security reason, and finally 88 (26.4 %) chose to be a useful human for the society. As expected, the job is the main source of income for the majority of people; thus, it is considered by the majority of

the participated students as a reason for money earning followed by social reasons like being useful to the community and having a decent job status.

The frequency of work experience availability is 187 (56.2 %) while 146 (43.8 %) participants were recorded with no job experience. This indicates that more than the half of the participants have a previous and/current job experience.

A considerable majority of the participants are hopeful for finding a job. This is reflected by 232 (69.7 %) participants while 101 (30.3 %) participants are not hoping for an upcoming job during their study or after graduation.

6.2. State Anxiety Frequency Analysis

Regarding the frequencies distribution of statements of the S-Anxiety, the detailed results are presented in Table 5. As it can be seen in Table 5, there is an approximately moderate uniform mean distribution for all S-Anxiety statements responses provided by all participants. The highest selected response belongs to “I am joyful right now” with the choice of “Somewhat” where the frequency found here is 127 (38.1 %). The lowest frequency goes to “I feel comforted” with the option “completely” where only 36 (10.1%) highlighted this option. This is actually true, as the life of students is usually uncomfortable and passes with a lot of troubles and stress.

6.3. Trait-Anxiety Frequency Analysis

Similarly, the T-Anxiety frequencies distribution for the questionnaire statements responses is provided in Table 6. As shown in Table 6, the highest frequently ticked response is “I usually get tired quickly” with the option “sometimes” where the frequency here is 149 (44 %). This is due to the fact that the

stressful life of students implies that they feel tired from time to time, even without giving any excessive effort. Interestingly, it can also be noted that the lowest frequency in Table 6 goes to “I usually feel tired quickly” but with the option “almost always” where the frequency here is 24 (7.2 %). This is also implied by the fact that although students do have a stressful education environment and conditions, they tend to quickly give up frustrate.

Table 5: S-Anxiety questionnaire statements frequencies, median and standard deviation

S-Anxiety Questionnaire Statements	Not at all		Somewhat		Very so	Much	Completely		n	Mean	σ^2
	f	%	f	%	f	%	f	%			
1. I am calm right now	93	27.9	101	30.3	65	19.5	74	22.2	333	2.36	1.112
2. I feel safe	62	18.6	97	29.1	82	24.6	92	27.6	333	2.61	1.080
3. I feel nervous right now	105	31.5	90	27.0	88	26.4	50	15.0	333	2.25	1.059
4. I feel regret	110	33.0	88	26.4	80	24.0	55	16.5	333	2.24	1.085
5. I am in peace right now	94	28.2	123	36.9	69	20.7	47	14.1	333	2.21	1.007
6. I don't feel good right now	92	27.6	103	30.9	81	24.3	57	17.1	333	2.31	1.054
7. I am worried about what will happen to me	112	33.6	95	28.5	70	21.0	56	16.8	333	2.21	1.086
8. I feel rested	126	37.8	108	32.4	61	18.3	38	11.4	333	2.03	1.010
9. I am anxious right now	81	24.3	104	31.2	94	28.2	54	16.2	333	2.36	1.022
10. I feel comfortable	89	26.7	125	37.5	65	19.5	54	16.2	333	2.36	1.025
11. I have self-confidence	74	22.2	94	28.2	87	26.1	78	23.4	333	2.25	1.080
12. I get nervous right now	92	27.6	103	30.9	92	27.6	46	13.8	333	2.28	1.016
13. I am so angry	95	28.5	123	36.9	73	21.9	42	12.6	333	2.19	.989
14. I feel I am very nervous	87	26.1	110	33.0	95	28.5	41	12.3	333	2.22	.984
15. I feel comforted	85	25.5	126	37.8	86	25.8	36	10.8	333	2.26	.949
16. I feel content with my situation right now	90	27.0	115	34.5	81	24.3	47	14.1	333	2.28	1.008
17. I am worried right now	80	24.0	122	36.6	88	26.4	43	12.9	333	2.28	.972
18. I feel nonplussed because of excitement	109	32.7	101	30.3	88	26.4	35	10.5	333	2.15	.997
19. I am joyful right now	102	30.6	127	38.1	67	20.1	37	11.1	333	2.12	.970
20. I am in a good mood right now	101	30.3	91	27.3	88	26.4	53	15.9	333	2.28	1.063

Table 6: T-Anxiety questionnaire statements frequencies, median and standard deviation

T-Anxiety Questionnaire Statements	Almost never		Sometimes		Often		Almost always		n	Mean	σ^2
	f	%	f	%	f	%	f	%			
21. I usually feel good	43	12.9	126	37.8	119	35.7	45	13.5	333	2.50	.781
22. I usually get tired quickly	66	19.8	149	44.4	94	28.2	24	7.2	333	2.23	.719
23. I usually cry easily	84	25.2	114	34.2	83	24.9	52	15.6	333	2.31	1.034
24. I would like to be happy as others	57	17.1	109	23.7	101	30.3	66	19.8	333	2.53	.991
25. I miss the opportunities because I can't decide quickly	62	18.6	124	37.2	92	27.6	55	16.5	333	2.42	.949
26. I feel rested	62	18.8	135	40.5	82	24.6	54	16.2	333	2.38	.939
27. I am usually calm, self-possessed and cold-minded	45	13.5	116	34.8	97	29.1	75	22.5	333	2.61	.962
28. I feel that the difficulties have accumulated as much as I cannot get over	54	16.2	122	36.6	99	29.7	58	17.4	333	2.48	.925
29. I worry about trivial things	72	21.6	118	35.4	85	25.5	58	17.4	333	2.39	1.021
30. I am usually happy	53	15.9	113	33.9	108	32.4	59	17.7	333	2.52	.925
31. I take everything seriously and become anxious	53	15.9	118	35.4	97	29.1	65	19.5	333	2.52	.961
32. I usually have no self-confidence	94	28.2	94	28.2	86	25.8	59	17.7	333	2.33	1.144
33. I usually feel safe	43	12.9	117	35.1	108	32.4	65	19.5	333	2.59	.894
34. I avoid encountering distressed and difficult situations	70	21.0	108	32.4	94	28.2	61	18.3	333	2.44	1.036
35. I usually feel sad	58	17.4	132	39.6	84	25.2	59	17.7	333	2.43	.951
36. I am usually pleased with my life	38	11.4	114	34.2	117	35.1	64	19.2	333	2.62	.850
37. Unnecessary thoughts disturb me	47	14.1	135	40.5	94	28.2	57	17.1	333	2.48	.877
38. I take my frustrations so seriously that I never forget	56	16.8	111	33.3	101	30.3	65	19.5	333	2.53	.979
39. I am a rightminded and determined person	38	11.4	103	30.9	117	35.1	75	22.5	333	2.69	.879
40. I worry about the issues that occupy my mind recently	48	14.4	107	32.1	100	30.0	78	23.4	333	2.62	.994

6.4. State Anxiety Correlation Analysis

In order to understand the relationship between all considered 7 factors and the S-Anxiety, correlation analyses have been conducted. These analyses elaborate the existence of any significant relationship. The application of

Kolmogorov-Smirnov (K-S) test is providing the detailed needed information on the relationship between different cases.

6.4.1. Correlation Analysis for A – Anxiety and Gender

Table 7 shows the test of normality that provides df as well as the significance considering the gender and the S-Anxiety. As it can be clearly seen from K-S analysis, the significance level for male students is provided by .001 which is less the needed threshold ($p < 0.05$). However, this tends to fade away a little bit in female students as the significance is .006. Yet, it can be concluded that in the case that S-Anxiety has a significant relationship with the gender of male and female students.

The histogram representations of both male and female students' genders versus the S-Anxiety are provided in Figures 1 and 2 respectively. In addition, it is very useful to provide the deterrence in the normality of the S-Anxiety for both male and female students which are provided in Figures 3 and 4 respectively. It can be noticed for Figures 3 and 4 that the deviation of female students' distribution is less compared to the male students.

Table 7: Normality test (K-S) for the Gender vs S-Anxiety

	Gender	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Male	223	.001	-.4215	94.398
	Female	110	.006	-.0818	114.993

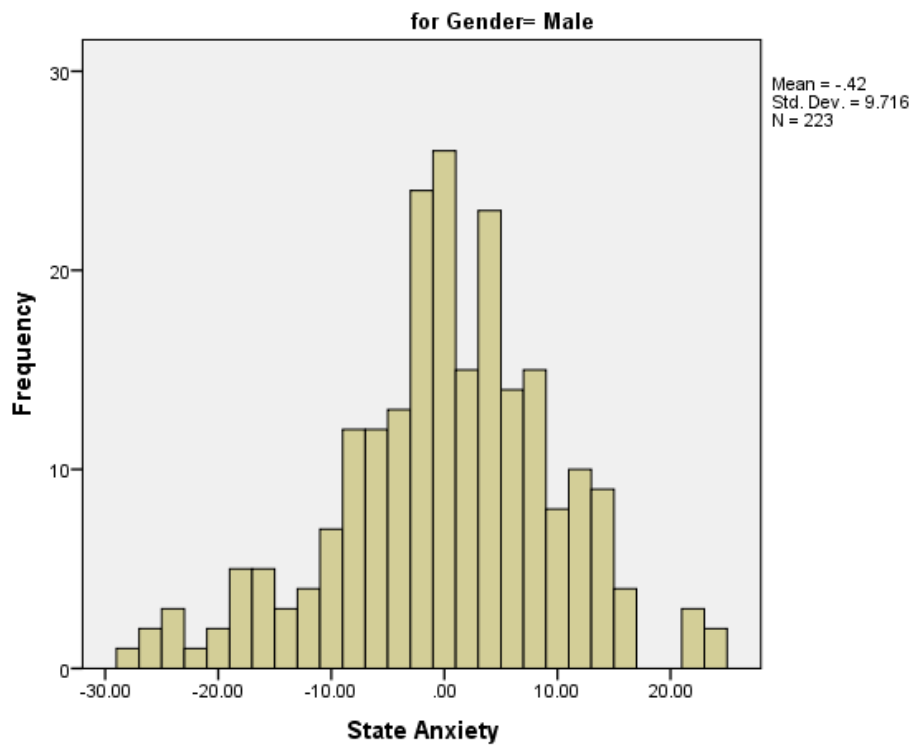


Figure 1: S-Anxiety distribution for male students

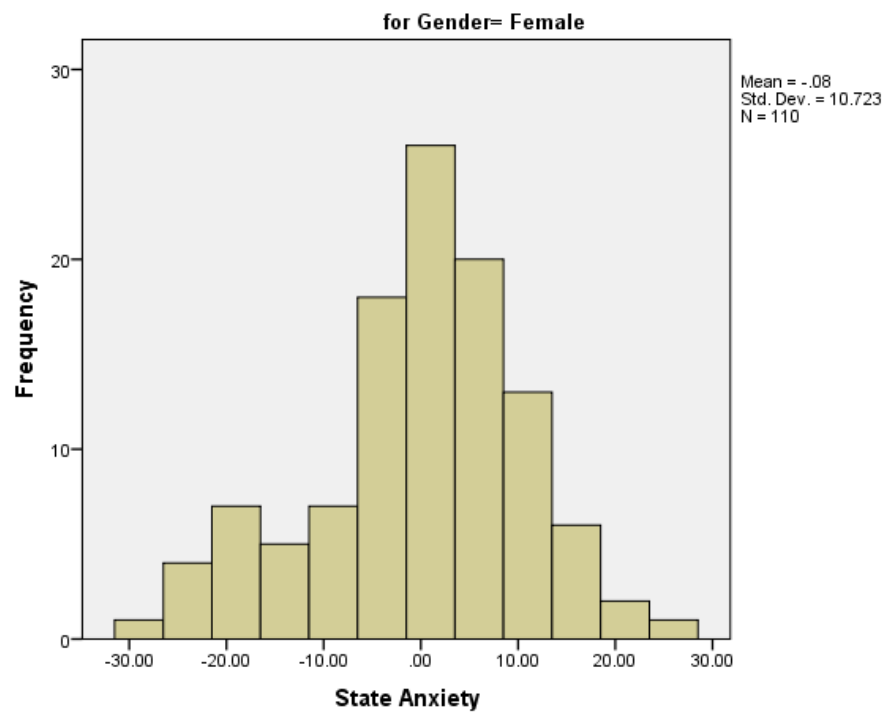


Figure 2: S-Anxiety distribution for female students

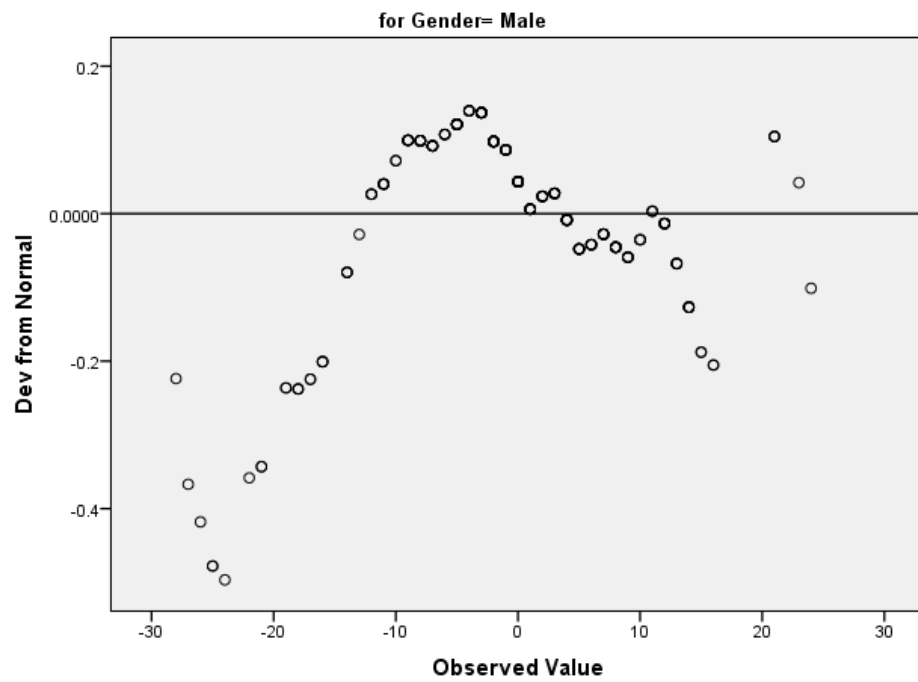


Figure 3: Detrended normal Q-Q plot for the S-Anxiety

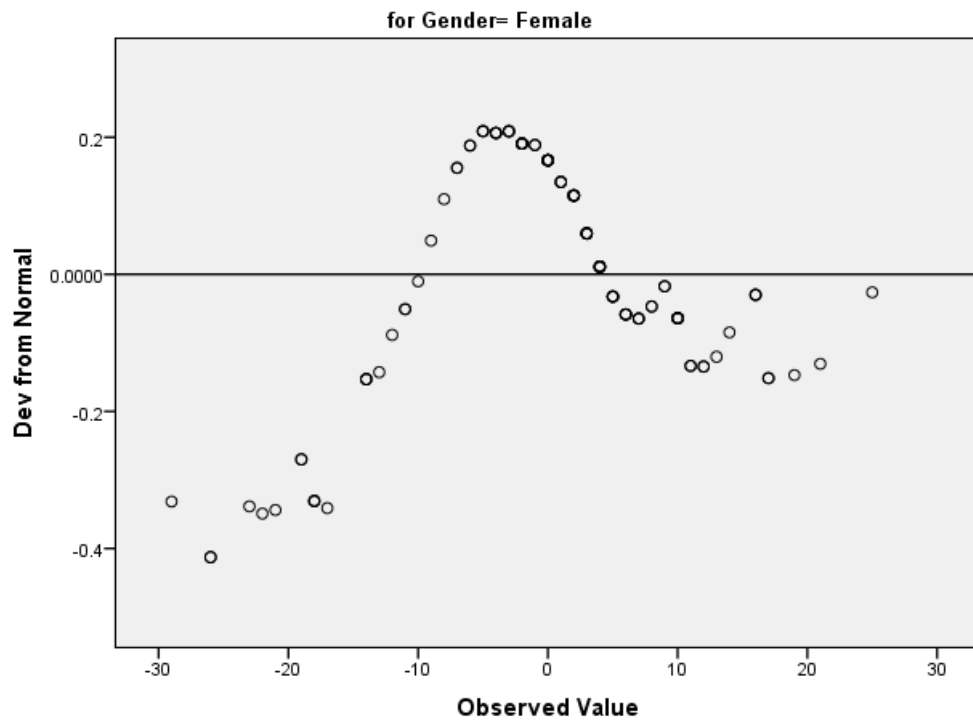


Figure 4: Detrended normal Q-Q plot for the S-Anxiety

6.4.2. Correlation Analysis for A – Anxiety and Age

Table 8 provides the test of normality where the df as well as the significance considering the S-Anxiety with respect to the age. As it can be clearly seen from K-S analysis, the significance levels range based on the age. The age ranges of 16-18 and 19-21 satisfy the condition for fulfilling null hypothesis rejection. The smallest significance is obtained at age range 19-21 which is exactly .005; apart from age range effects on S-Anxiety, it is also clear that the highest percentage of frequency happens in the same range. This may be another reason for anxiety tendency which is high satisfying the condition to claim that there is a significant relationship.

It is also interesting to visualize the histogram distribution of the age with respect to the S-Anxiety. These are provided in Figures 5, 6, 7, 8, and 9 respectively. The deviation from normality is provided in Figures 10, 11, 12, 13 and 14.

It can be easily concluded from these figures that the smoothest normal distribution occurs at the age range 19 – 25. Thus, this is adequate for confirming the existence of a significant relationship between the age range and S-Anxiety.

Table 8: Normality test (K-S) for the Age vs S-Anxiety

	Age	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	16 – 18	24	.023	-.1667	61.101
	19 – 21	227	.005	-.1564	110.701
	22 – 25	56	.081	-2.4464	95.561
	26 – 28	16	.200	3.9375	57.396
	29+	10	.200	4.500	20.278

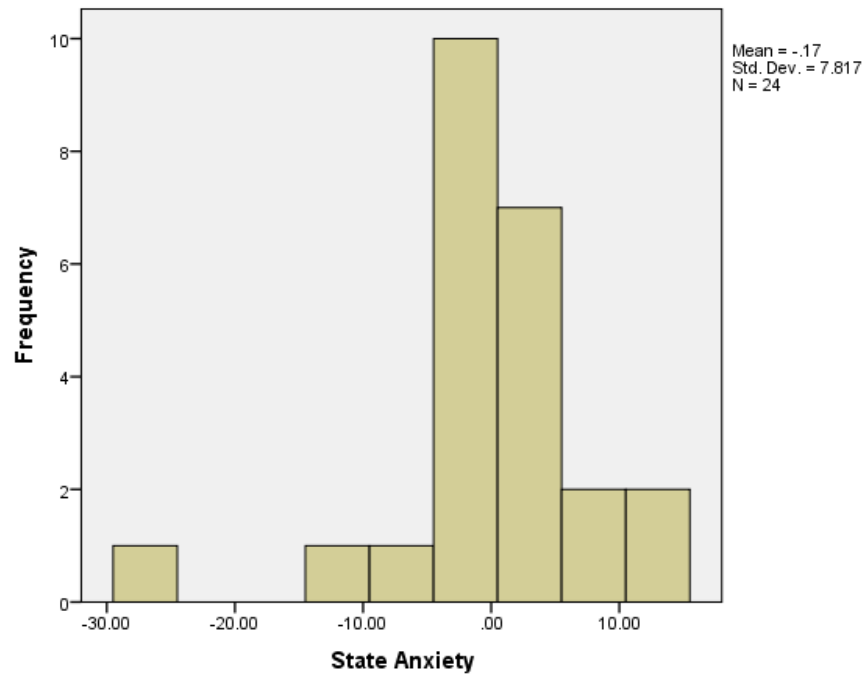


Figure 5: S-Anxiety distribution for age range 16-18

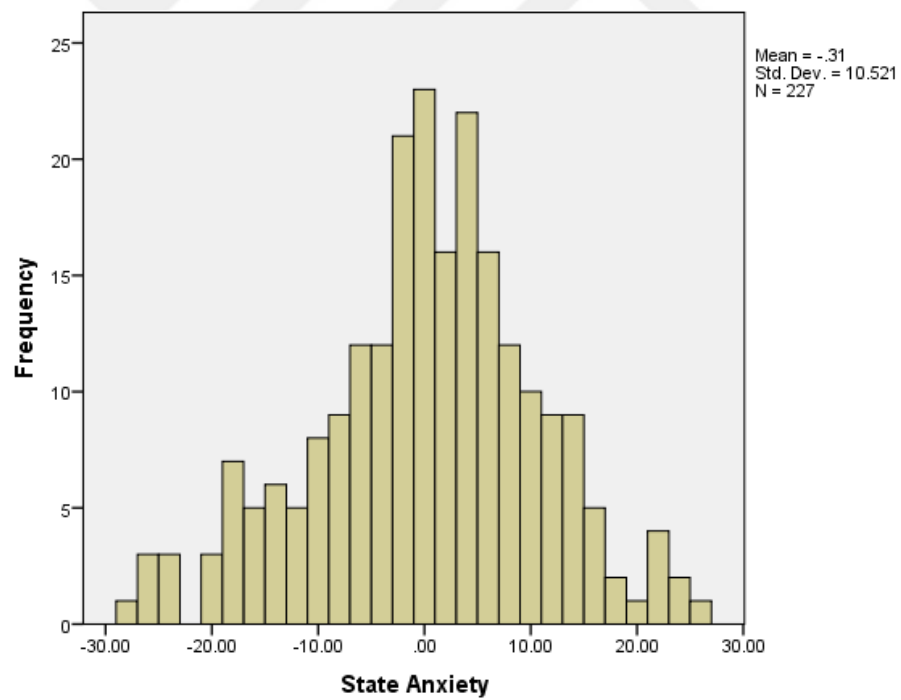


Figure 6: S-Anxiety distribution for age range 19-21

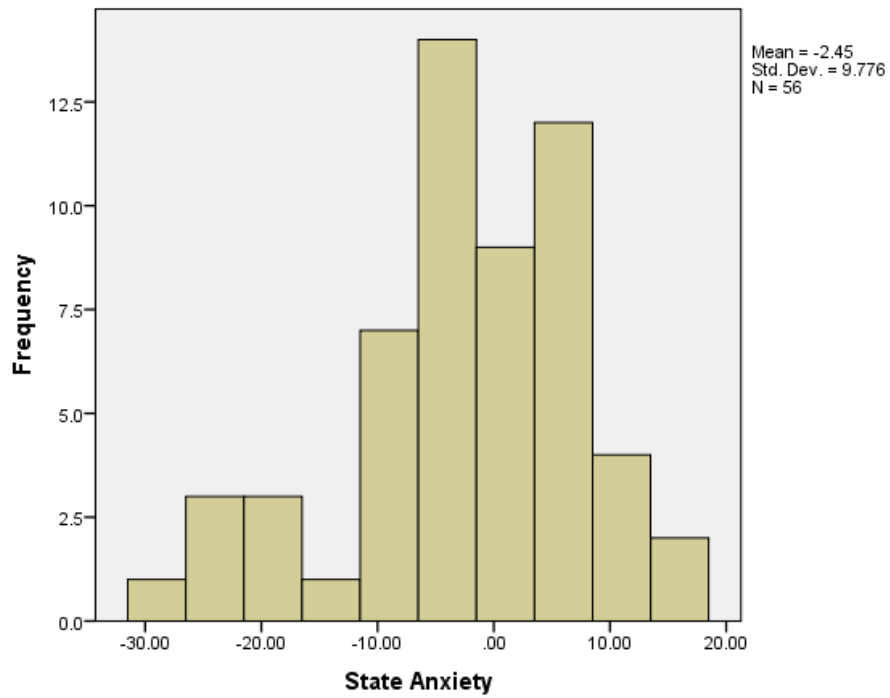


Figure 7: S-Anxiety distribution for age range 21 - 25

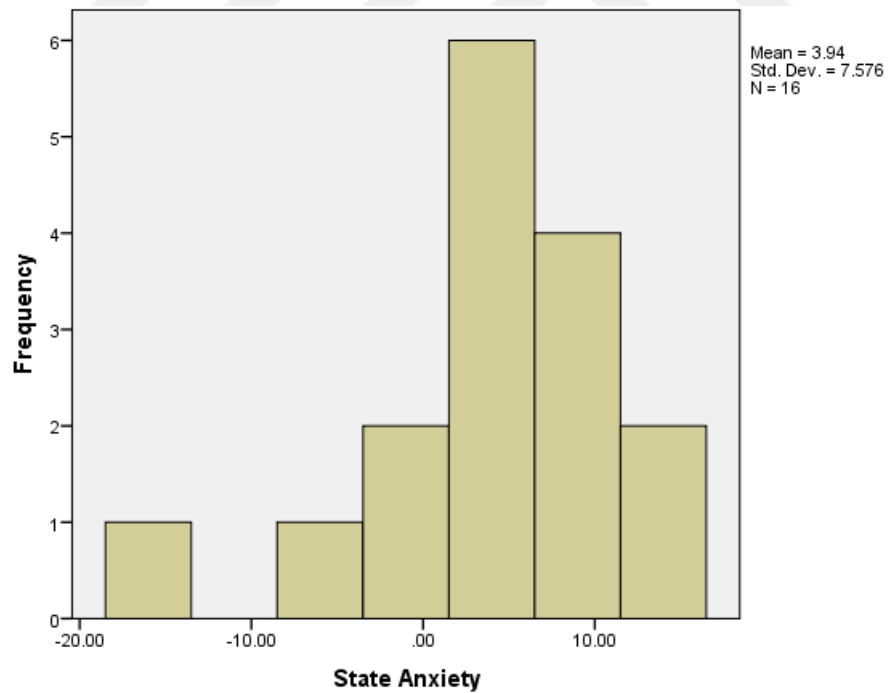


Figure 8: S-Anxiety distribution for age range 26 – 28

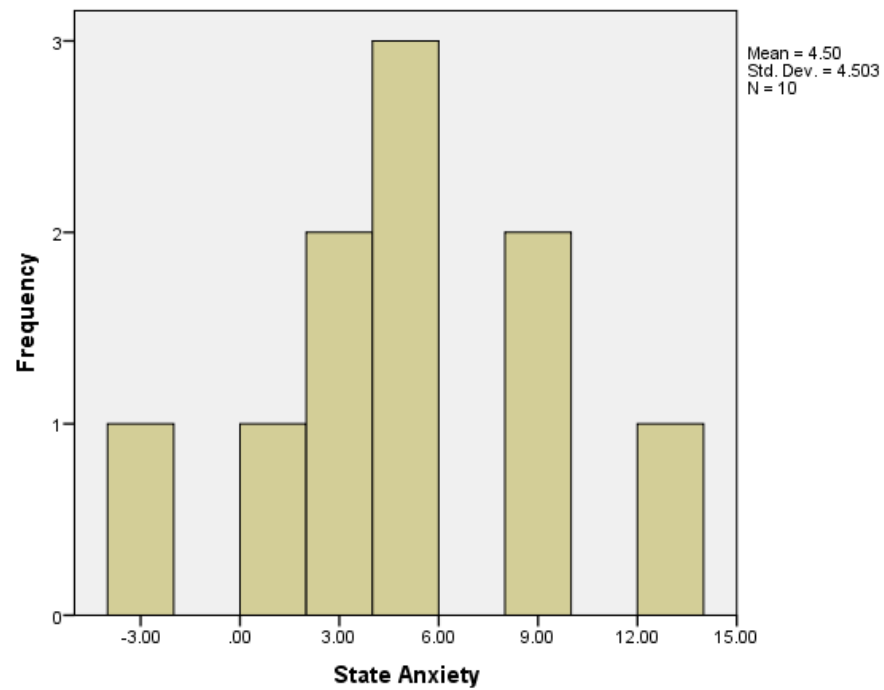


Figure 9: S-Anxiety distribution for age 29+

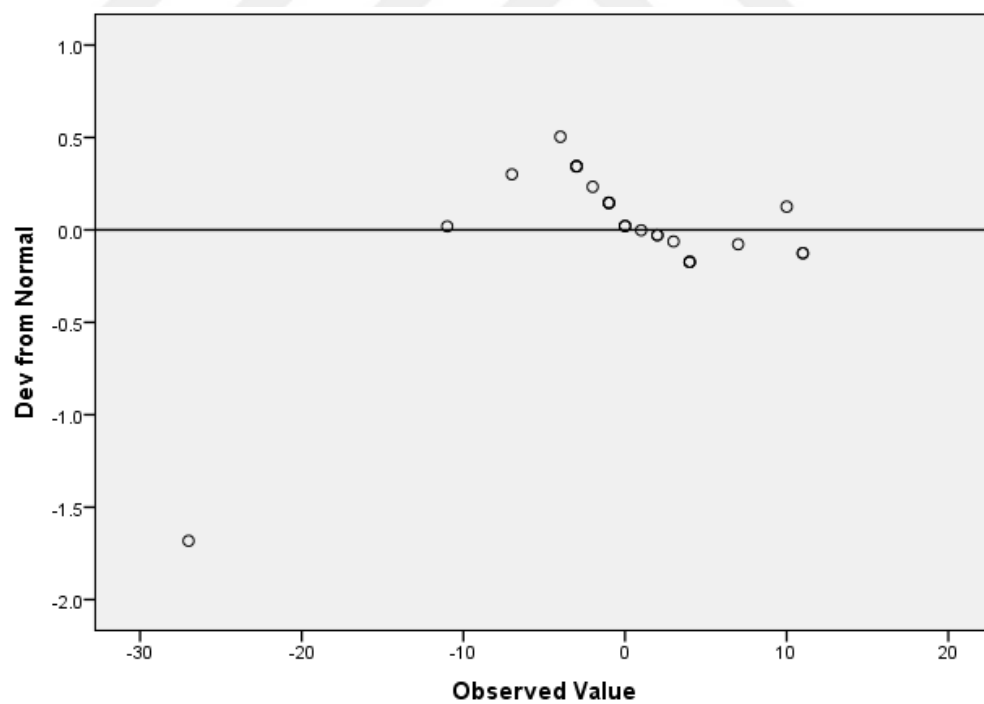


Figure 10: Detrended normal Q-Q plot for the S-Anxiety for age range 16 – 18

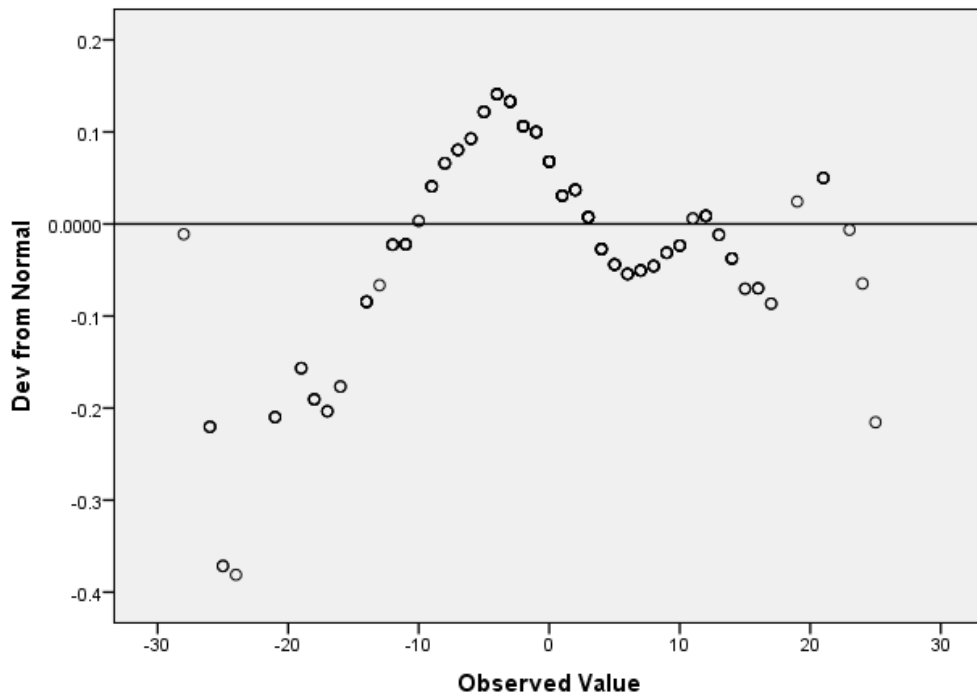


Figure 11: Detrended normal Q-Q plot for the S-Anxiety for age range 19 – 21

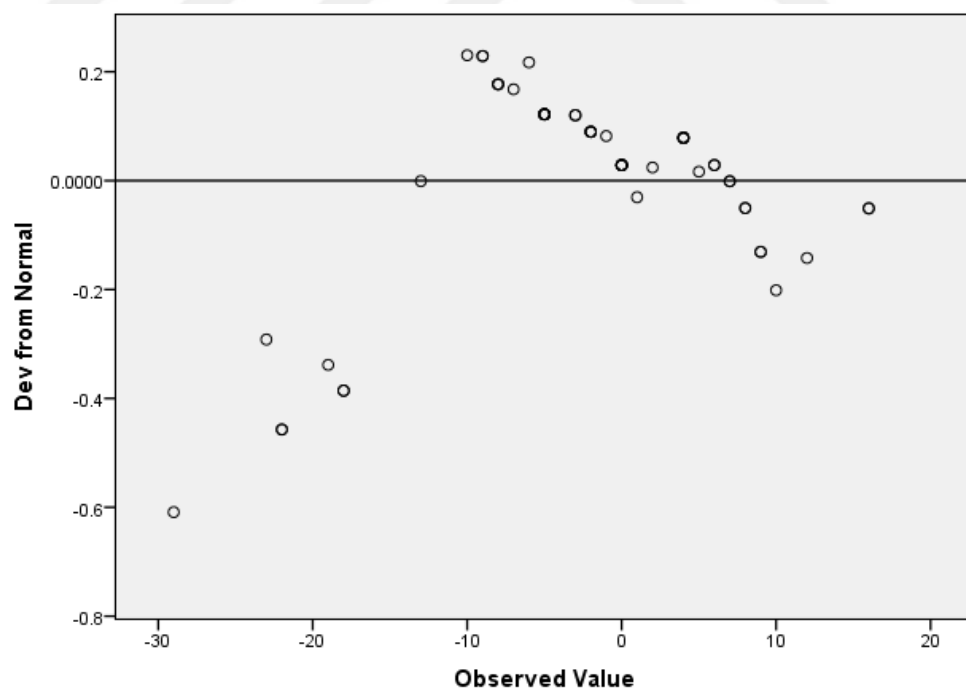


Figure 12: Detrended normal Q-Q plot for the S-Anxiety for age range 22 – 25

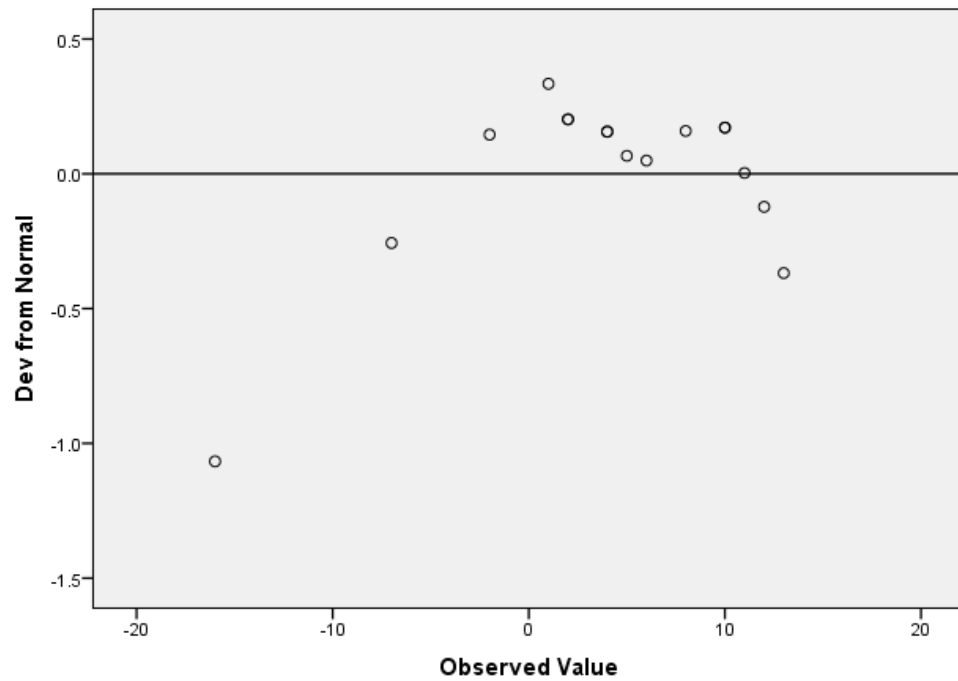


Figure 13: Detrended normal Q-Q plot for the S-Anxiety for age 26 – 28

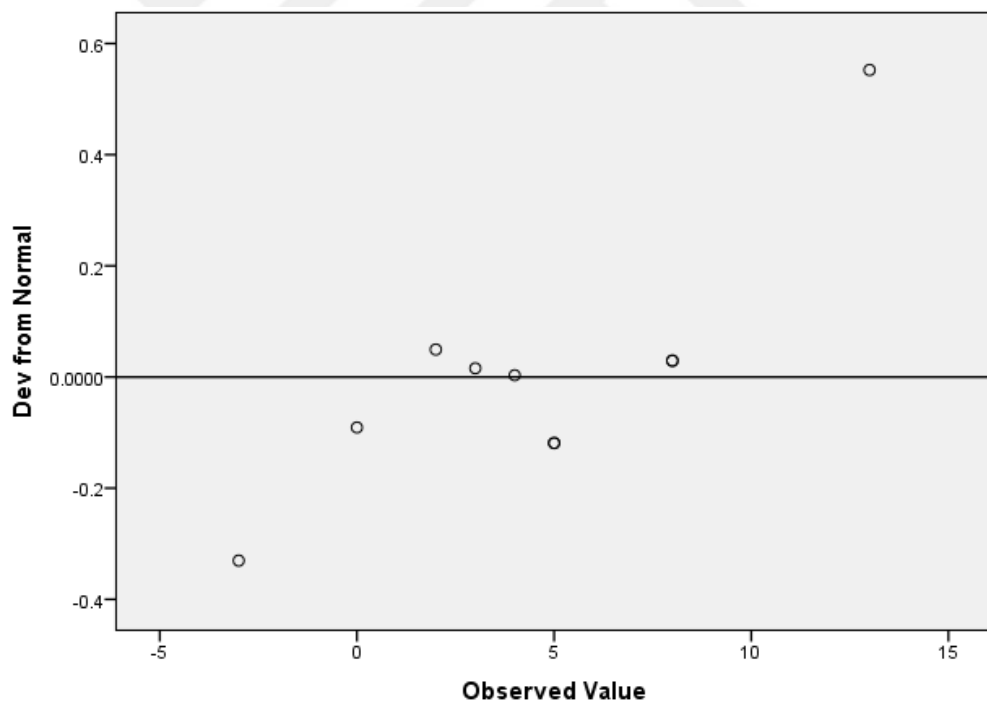


Figure 12: Detrended normal Q-Q plot for the S-Anxiety for age 29+

6.4.3. Correlation Analysis for A – Anxiety and Department

The details of the relationship between the department and state anxiety are provided in Table 9. It can be observed from Table 9 that there are significant values produced by Sports Education II, Coaching Education I and Coaching II departments that satisfy the condition for rejecting the null hypothesis. This indicates that there is direct relation relationship between the S – Anxiety and Sports Management II, Coaching Education I and Coaching II departments confirmed for this specific faculty. However, it is important to highlight that Coaching Education I has a significance of .007 which is the lowest among all the departments. Leading to the conclusion that Coaching Education I students are more vulnerable to the state anxiety. The distributional histogram representations of S-Anxieties over the departments are provided in Figures 13, 14, 15, 16, 17, 18, and 19. In addition, the deviation from normality is provided in Figures 20, 21, 22, 23, 24, 25, and 27.

From these Figures along with analysis results, it can be concluded that the smoothest distribution is occurring with Coaching Education I students.

Table 9: Normality test (K-S) for the Department vs S-Anxiety

	Department	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Physical Education and Sport Teaching I	61	.083	2.213	78.637
	Sports Management I	42	.200	1.595	121.954
	Sports Management II	51	.024	2.471	95.561
	Coaching Education I	59	.007	-.831	104.902
	Coaching Education II	60	.043	-1.067	81.054
	Recreation I	30	.022	-4.500	54.741
	Recreation II	30	.085	-3.500	100.645

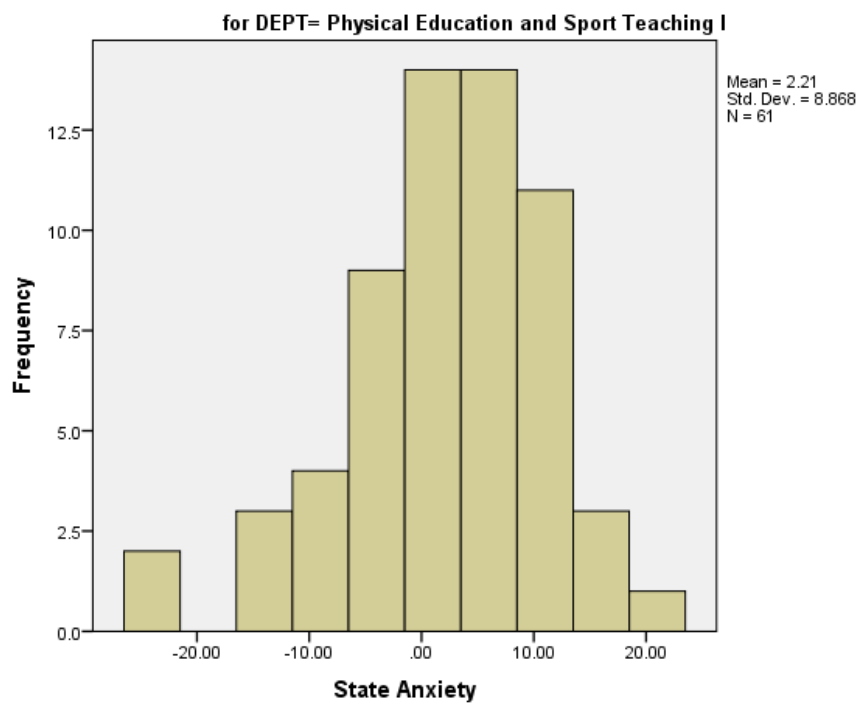


Figure 13: S-Anxiety distribution for Physical Education and Sport Teaching I

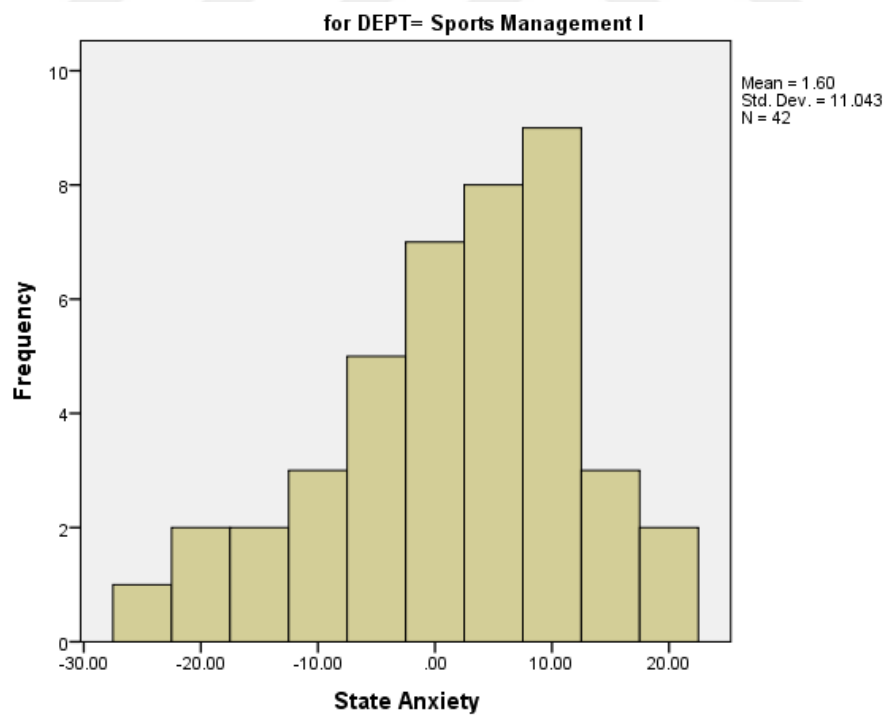


Figure 14: S-Anxiety distribution for Sports Management I

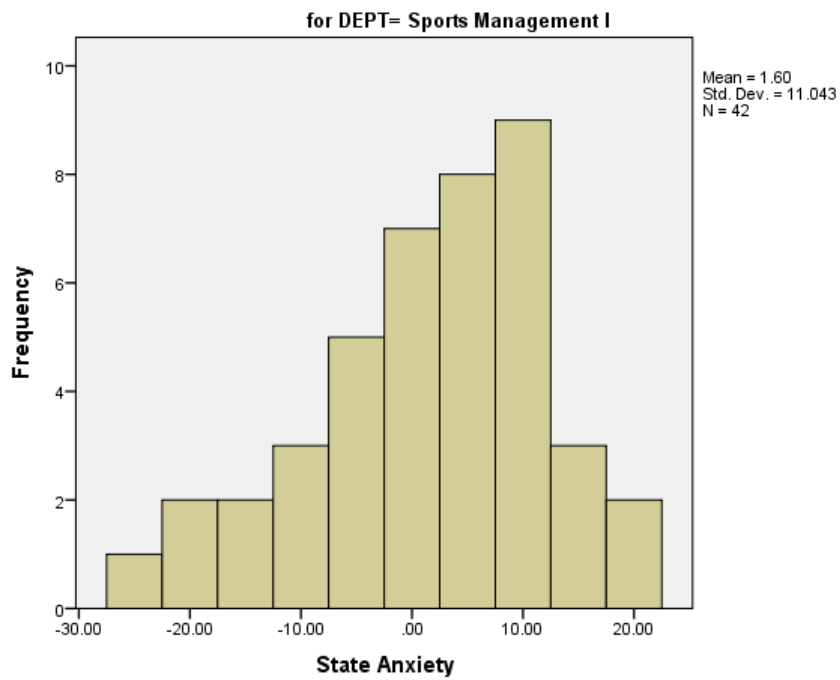


Figure 15: S-Anxiety distribution for Sports Management II

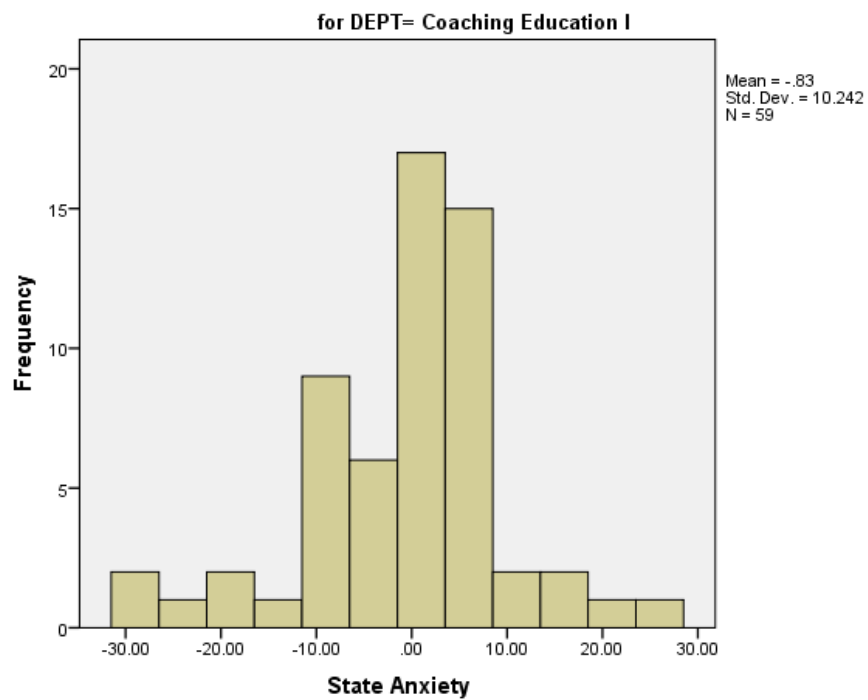


Figure 16: S-Anxiety distribution for Coaching Education I

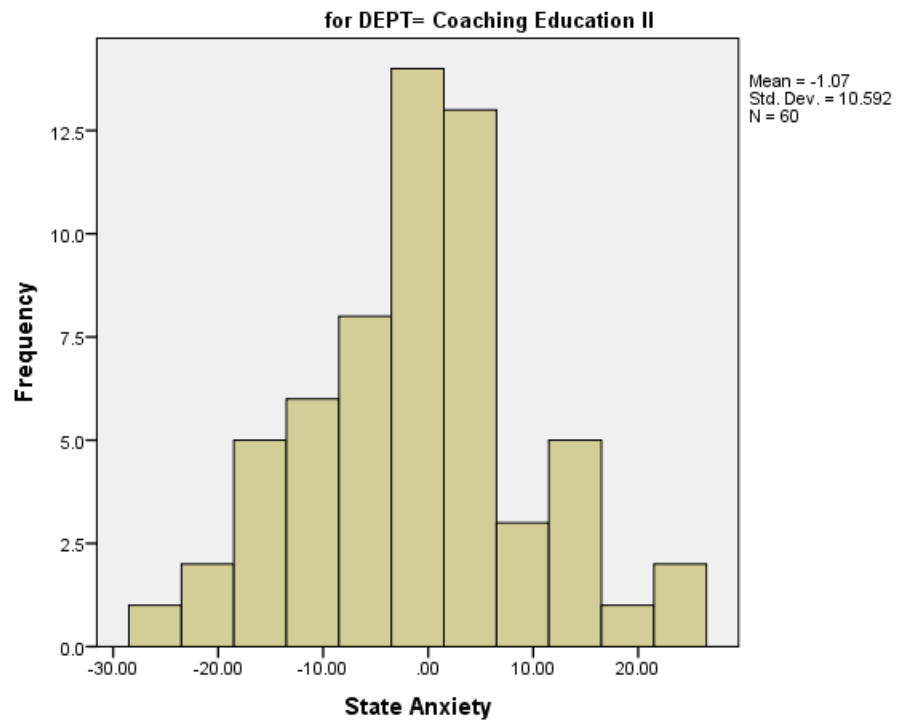


Figure 17: S-Anxiety distribution for Coaching Education II

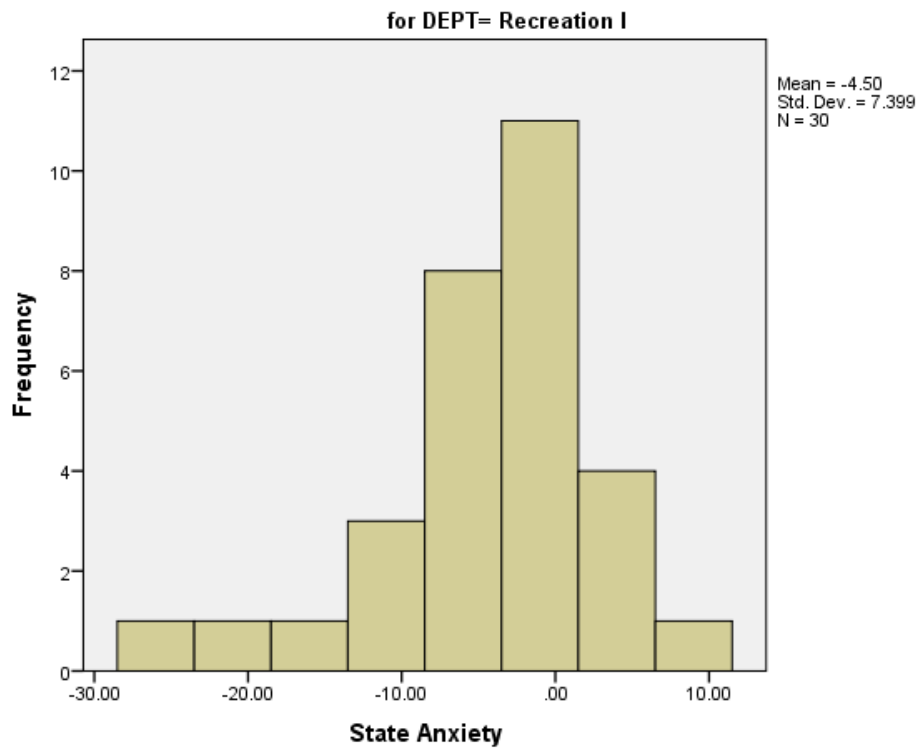


Figure 18: S-Anxiety distribution for Reaction I

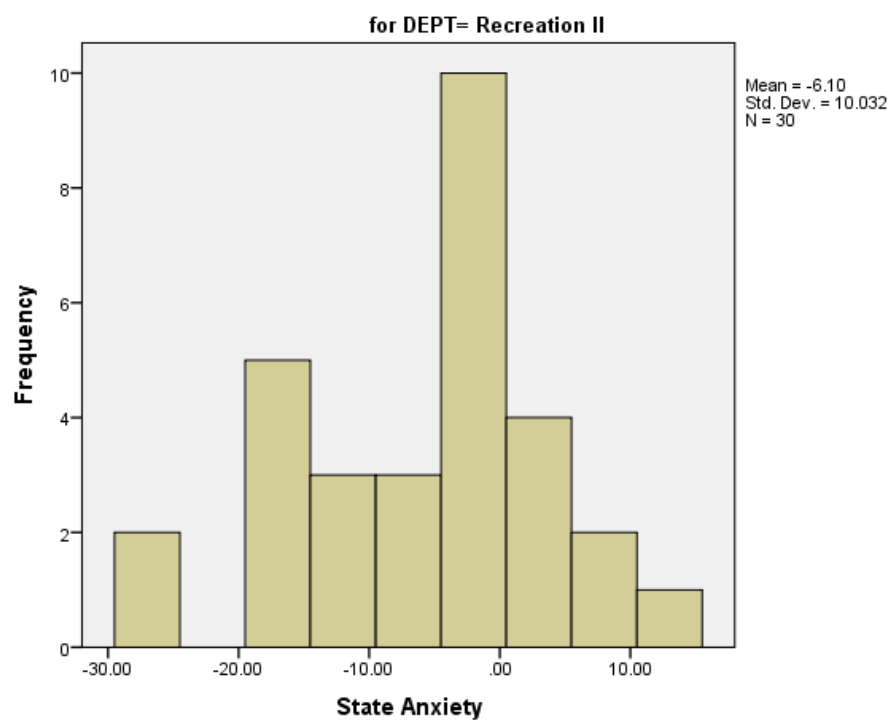


Figure 19: S-Anxiety distribution for Reaction II

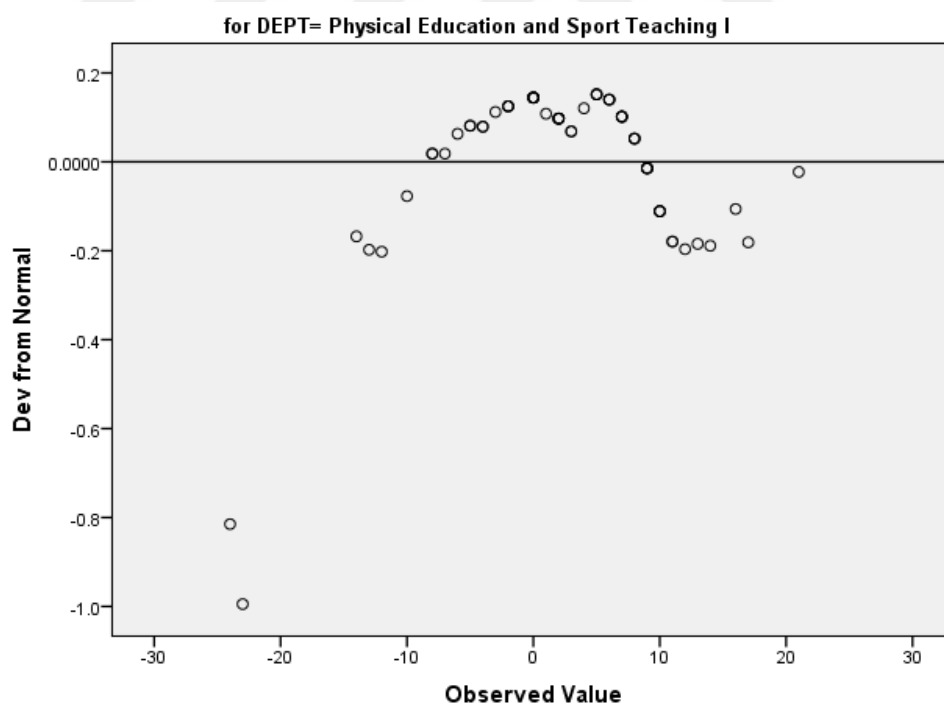


Figure 20: Detrended normal Q-Q plot for the S-Anxiety for Physical Education and Sport Teaching I

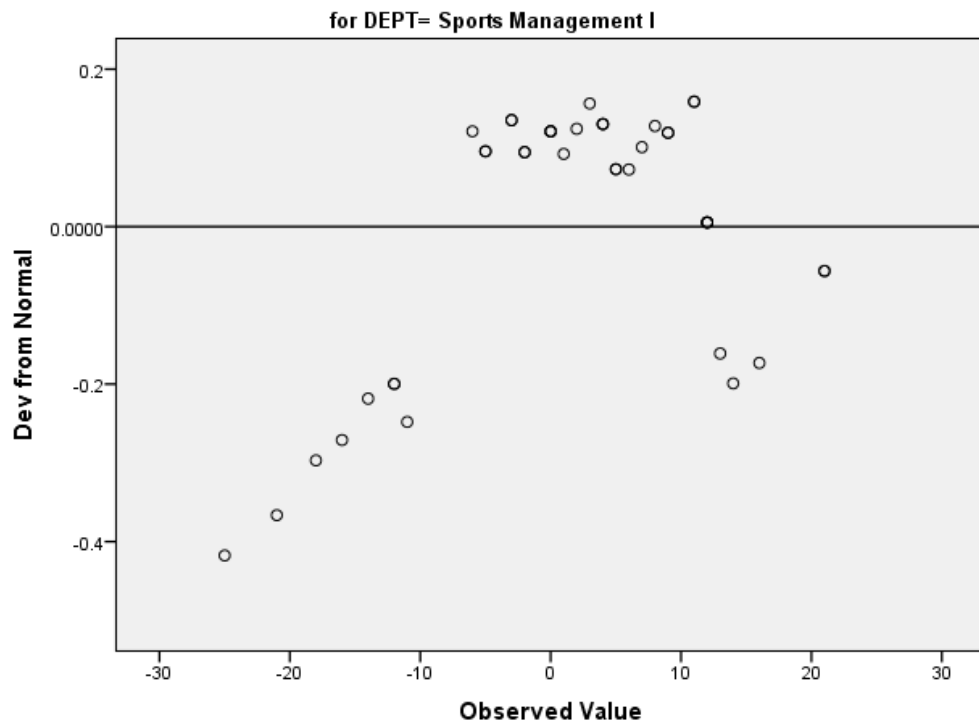


Figure 21: Detrended normal Q-Q plot for the S-Anxiety for Sports Management I

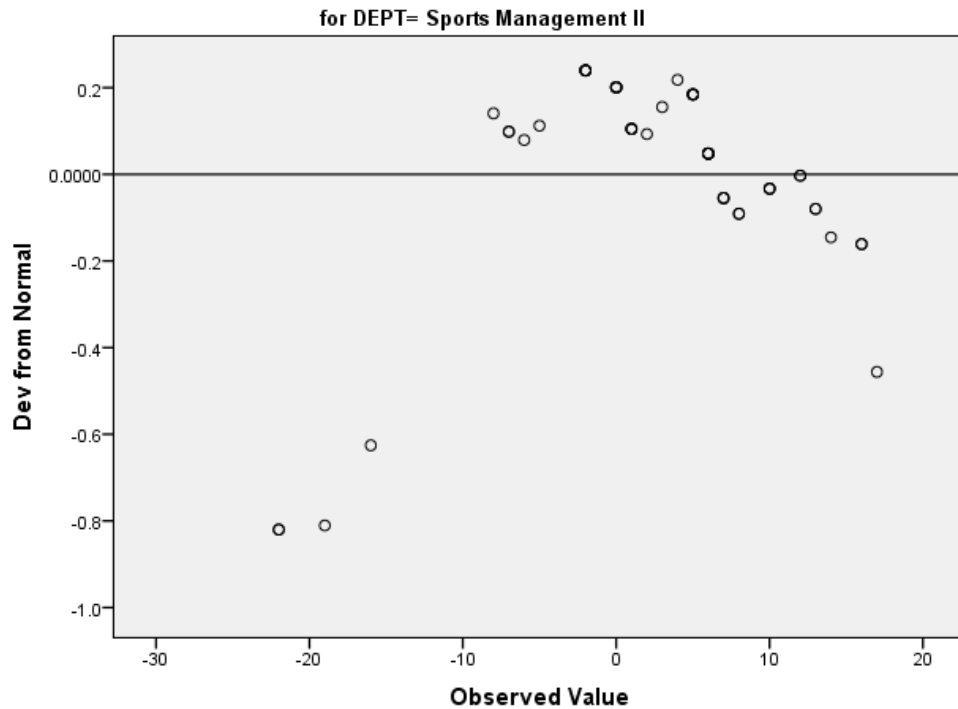


Figure 22: Detrended normal Q-Q plot for the S-Anxiety for Sports Management II

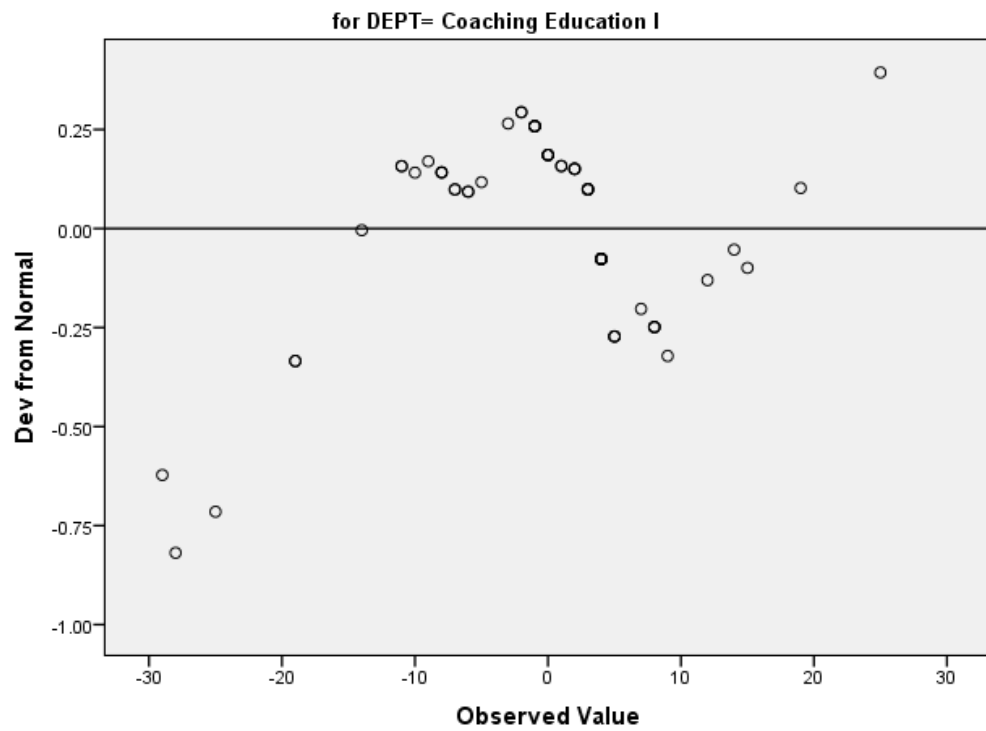


Figure 23: Detrended normal Q-Q plot for the S-Anxiety for Coaching Education I

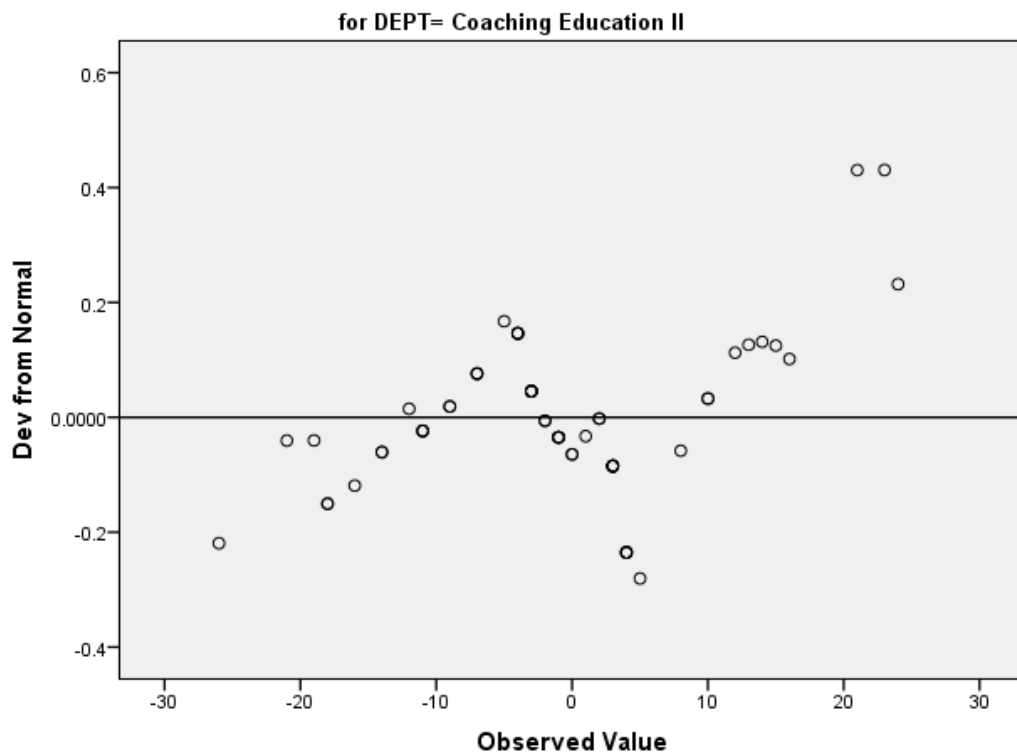


Figure 24: Detrended normal Q-Q plot for the S-Anxiety for Coaching Education II

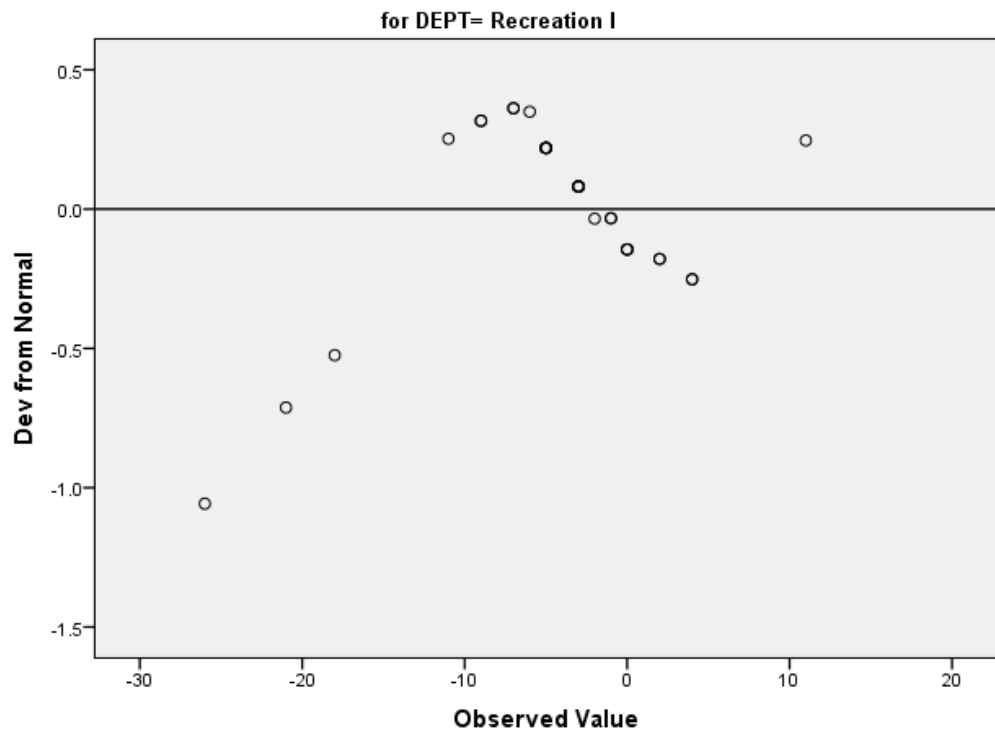


Figure 25: Detrended normal Q-Q plot for the S-Anxiety for Recreation I

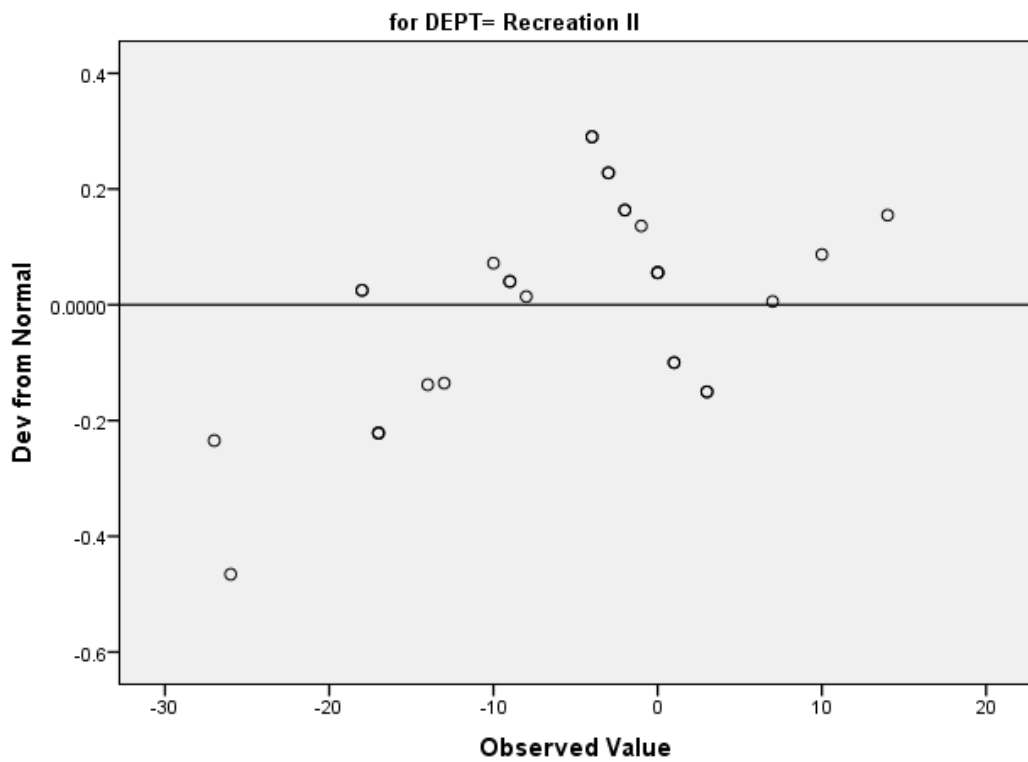


Figure 26: Detrended normal Q-Q plot for the S-Anxiety for Recreation II

6.4.4. Correlation Analysis for A – Anxiety and Study Level

The details of the relationship between the educational level (first, second, third and fourth years) are provided in Table 10. As it can be seen from Table 10, the details of S-Anxiety for the fourth year has been omitted as it is provided by only one respondent, and there can be no judgment as the anxiety here is constant. In addition, a significant level of .000 is obtained from level 2 (second year) which implies that the null hypothesis can be rejected here. Therefore, level 2 (second year) has a strong relationship with S-Anxiety towards the future employment. In addition, level 1 has a significance of .005 which is not adequate for refuting the null hypothesis. The distributional histogram representations of S-Anxieties over the levels are provided in Figures 27, 28, and 29. In addition, the deviation from normality is provided in Figures 30, 31, and 32.

From these figures along with analysis results, it can be concluded that the smoothest distribution is occurring at level 2 where the relationship between the S-Anxiety and the level is confirmed.

Regarding fourth year level, due to the extremely few number of respondents, the S-Anxiety for them is considered constant and omitted from the analysis. Therefore, there can be no judgment for their level based on the current study.

Table 10: Normality test (K-S) for the Study level vs S-Anxiety

		Kolmogorov-Smirnov		Mean	Variance
Level		df	Sig.		
State - Anxiety	1	57	.005	-5.632	74.094
	2	207	.000	-.966	102.381
	3	68	.200	2.353	78.053
	4	-	-	-	-

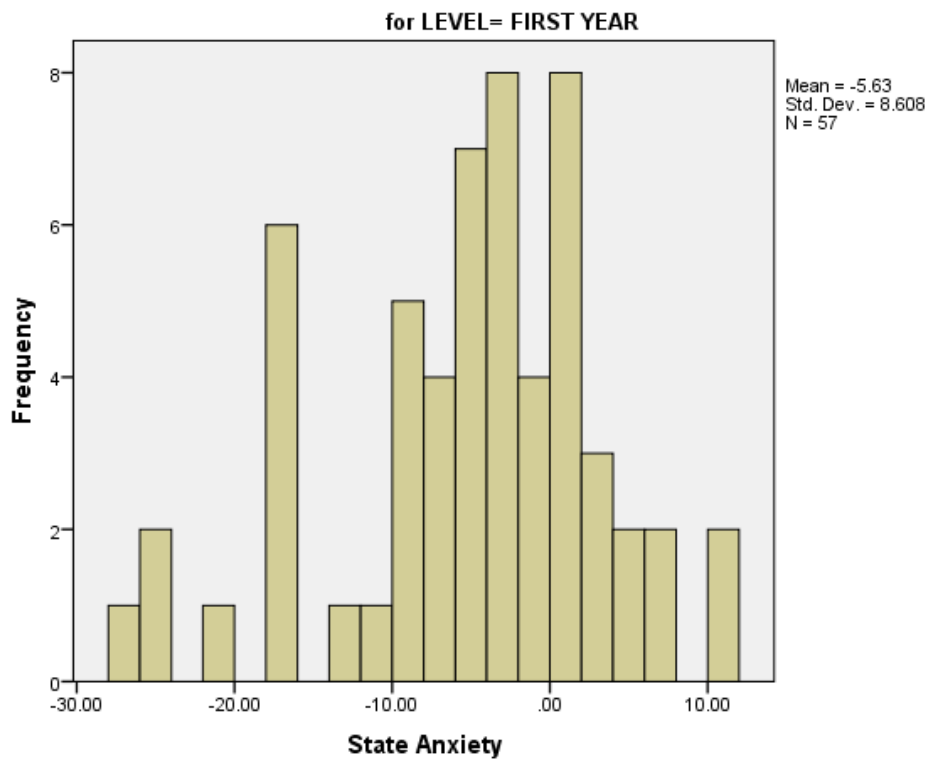


Figure 27: S-Anxiety distribution for level 1

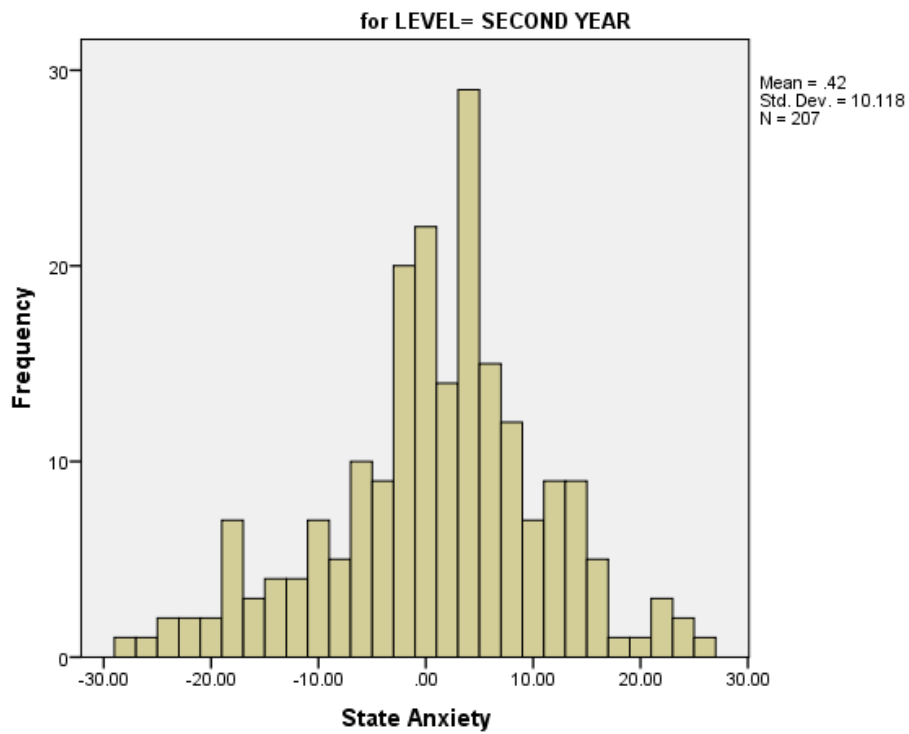


Figure 28: S-Anxiety distribution for level 2

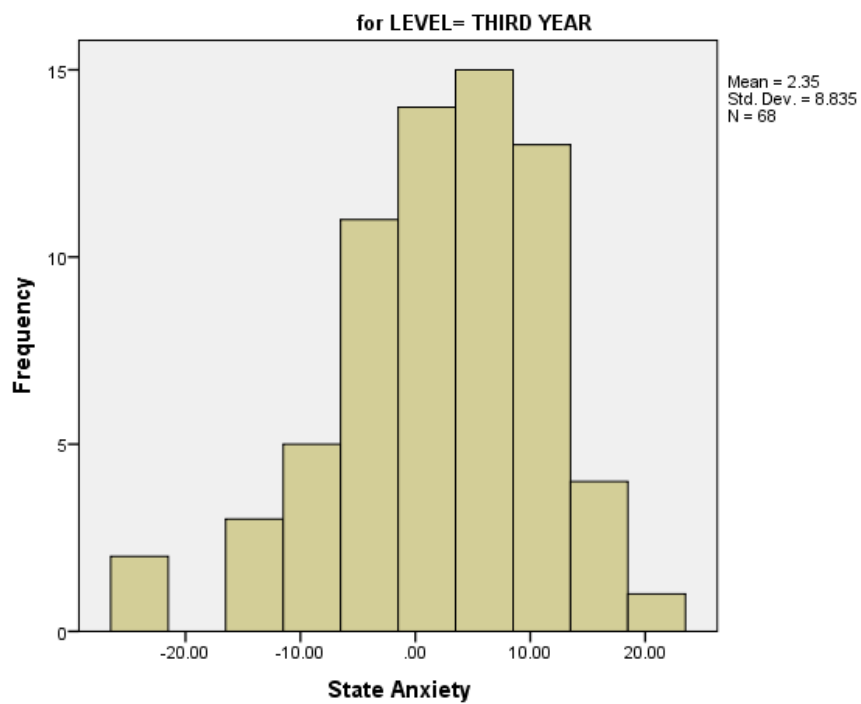


Figure 29: S-Anxiety distribution for level 3

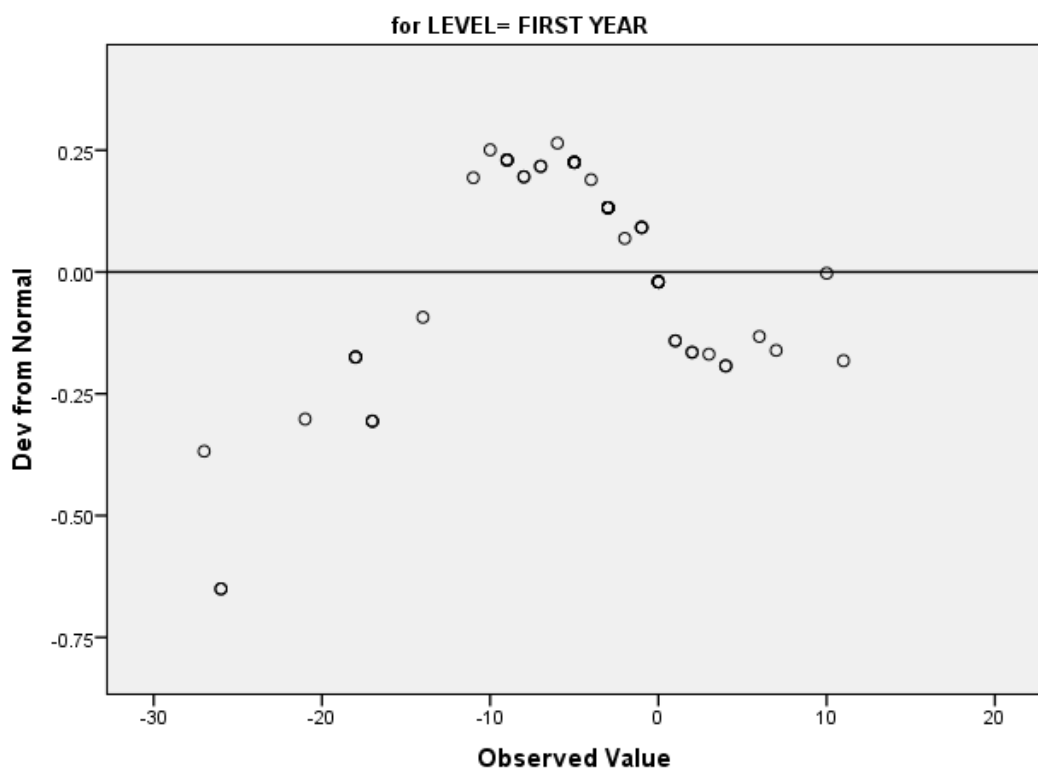


Figure 30: Detrended normal Q-Q plot for the S-Anxiety for level 1

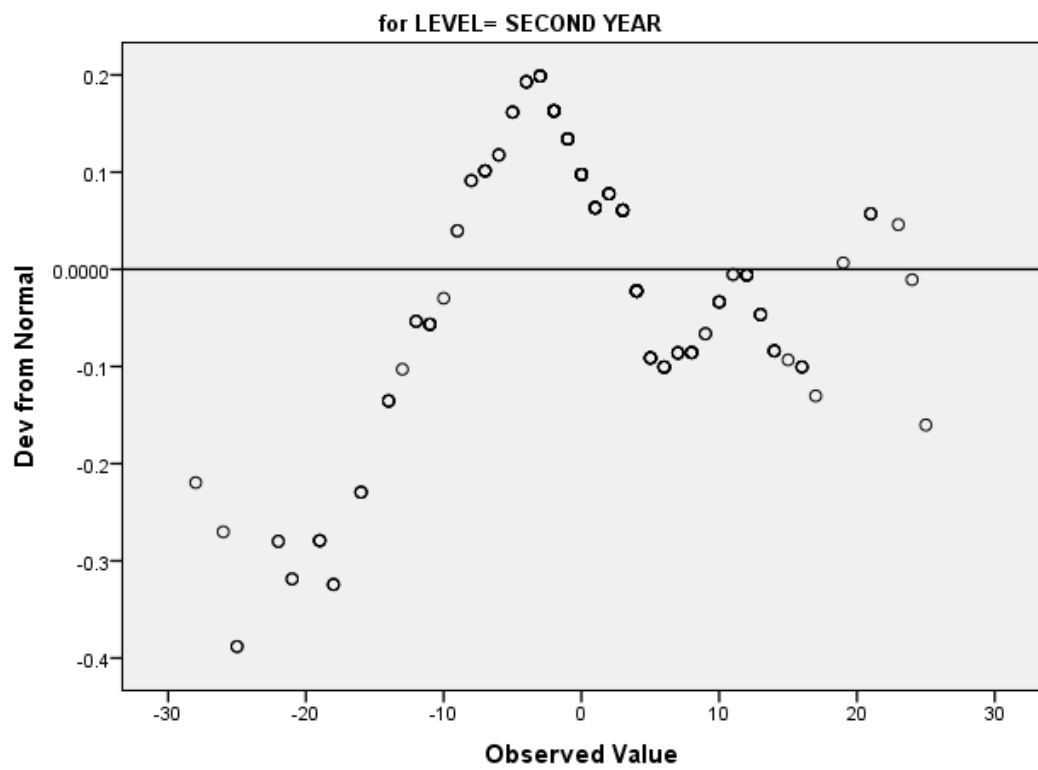


Figure 31: Detrended normal Q-Q plot for the S-Anxiety for level 1

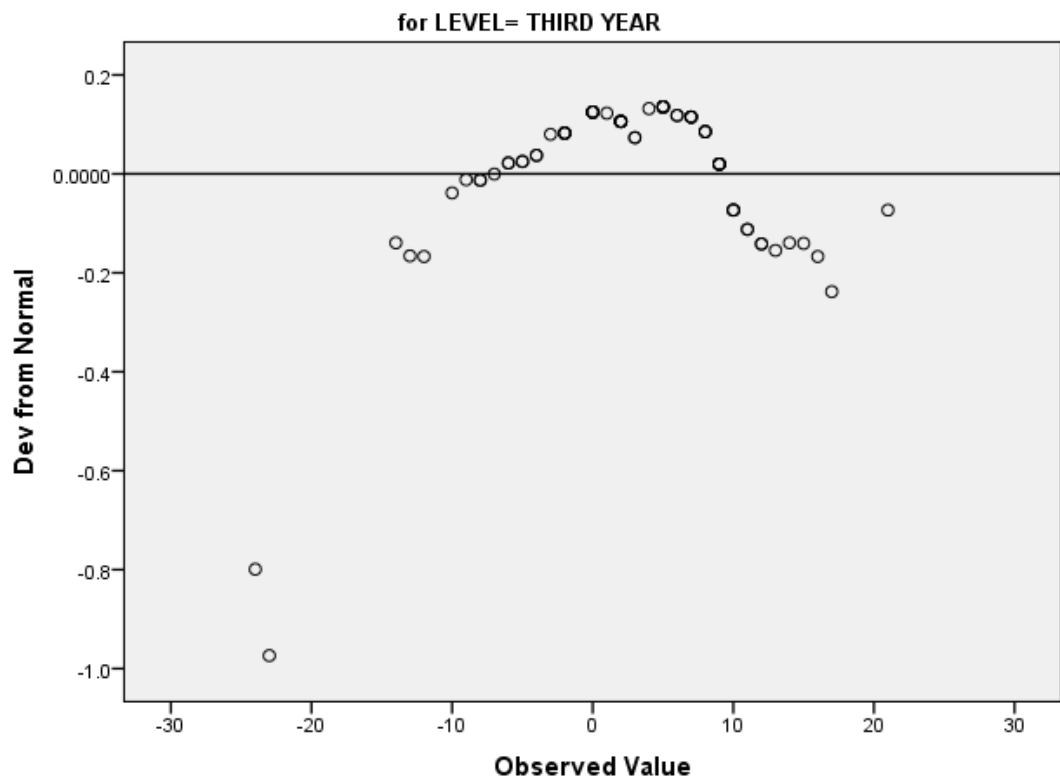


Figure 31: Detrended normal Q-Q plot for the S-Anxiety for level 1

6.4.5. Correlation Analysis for A – Anxiety and Job Priorities

The details of the relationship between the S-Anxiety and job priorities (earning money, having a status, a tool for self-realization, having a social security, and being a human useful for society) is provided in Table 11. Basically, the results of the participants' responses analyses here are straightforward. Two the options succeeded in providing the required significance level to base an argument for having a direct relationship with the S-Anxiety. These two options are “Having a status” where the significance is .031 and “Having a social security” where the significance is .024. Therefore, it can be concluded that there is a direct relationship between the job priorities (having a status and have a social security) and S-Anxiety for the participated students.

The visualizations of the results are provided in Figures 32, 33, 34, 35 and 36 for the respected job priority options. In addition, the deviation from normality is provided in Figures 37, 38, 39, 40 and 41.

Table 11: Normality test (K-S) for the Job priority vs S-Anxiety

		Kolmogorov-Smirnov		Mean	Variance
Job priority		df	Sig.		
State - Anxiety	Earning money	105	.062	.267	84.024
	Having a status	79	.031	-.582	102.381
	A tool for self-realization	41	.200	2.317	8.287
	Having a social security	20	.024	1.700	133.274
	Being a human useful for society	88	.162	-2.4318	107.398

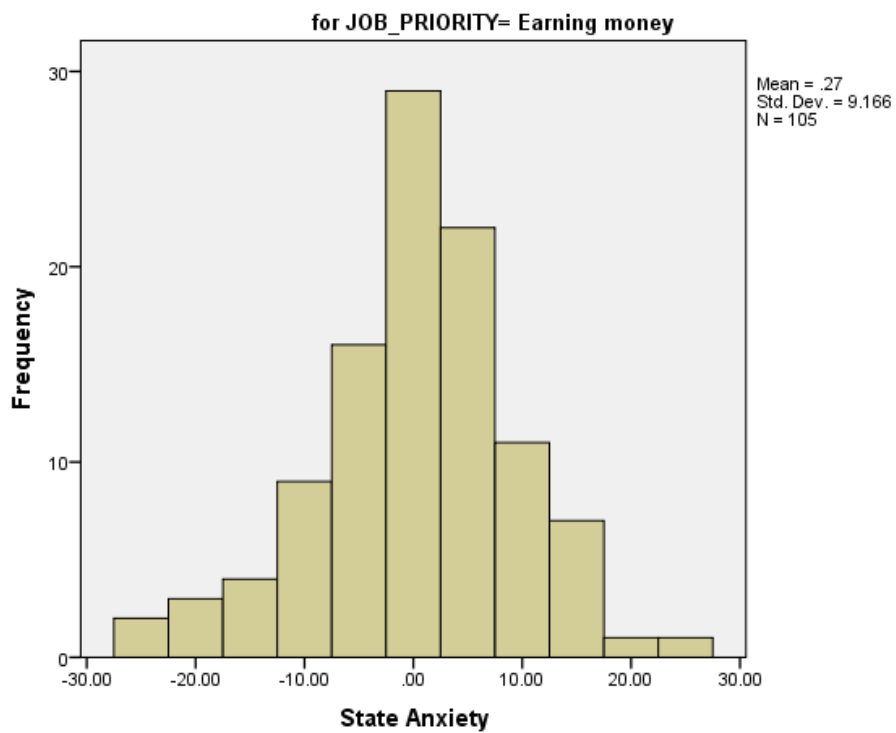


Figure 32: S-Anxiety distribution for job priority (earning money)

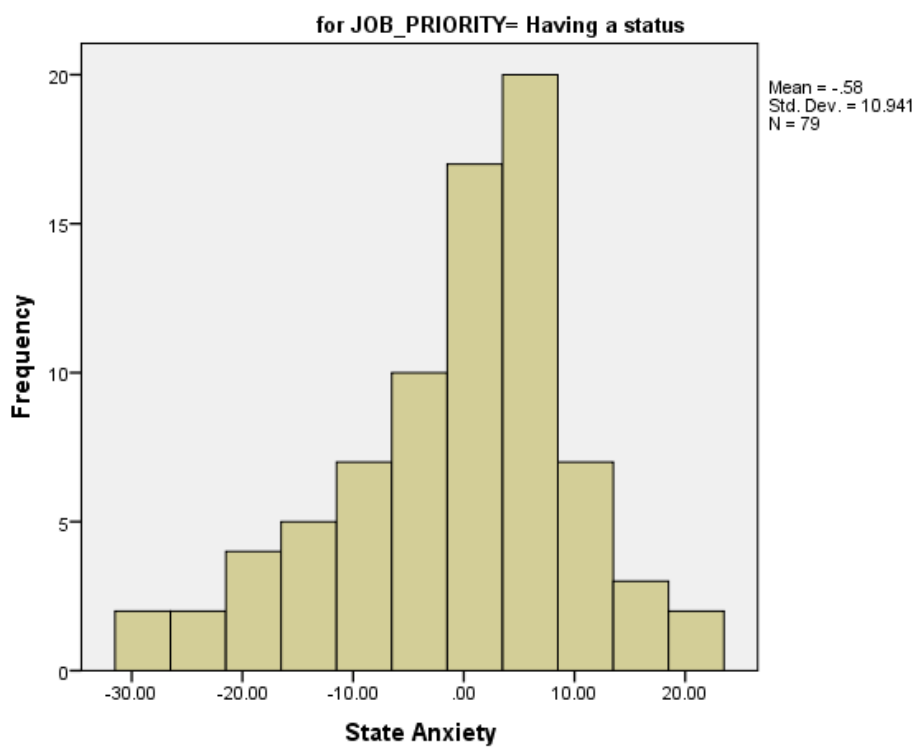


Figure 33: S-Anxiety distribution for job priority (having a status)

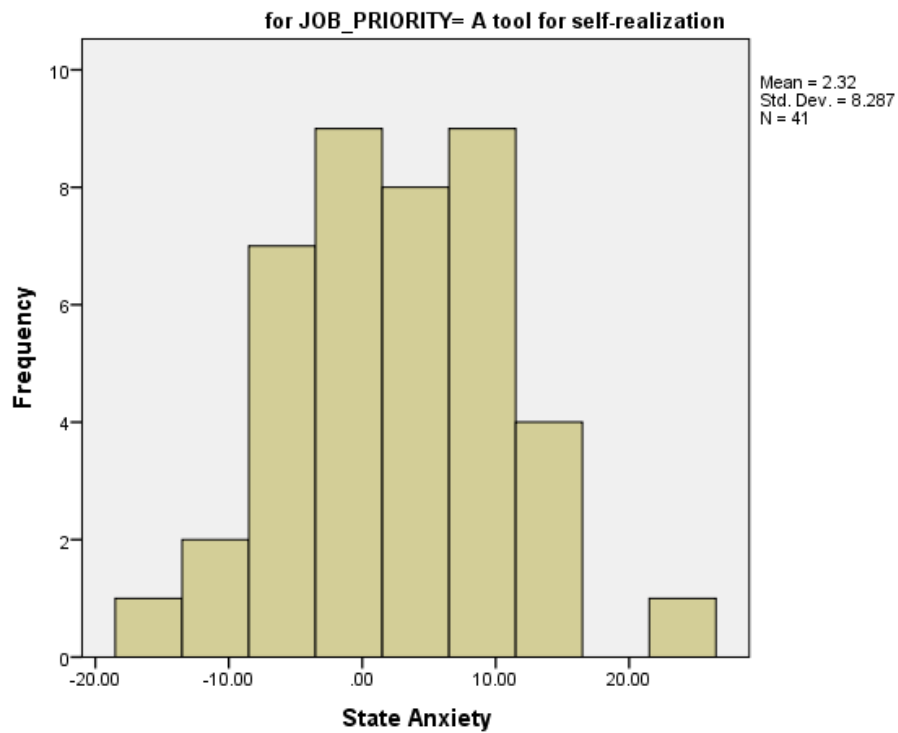


Figure 34: S-Anxiety distribution for job priority (a tool for self-realization)

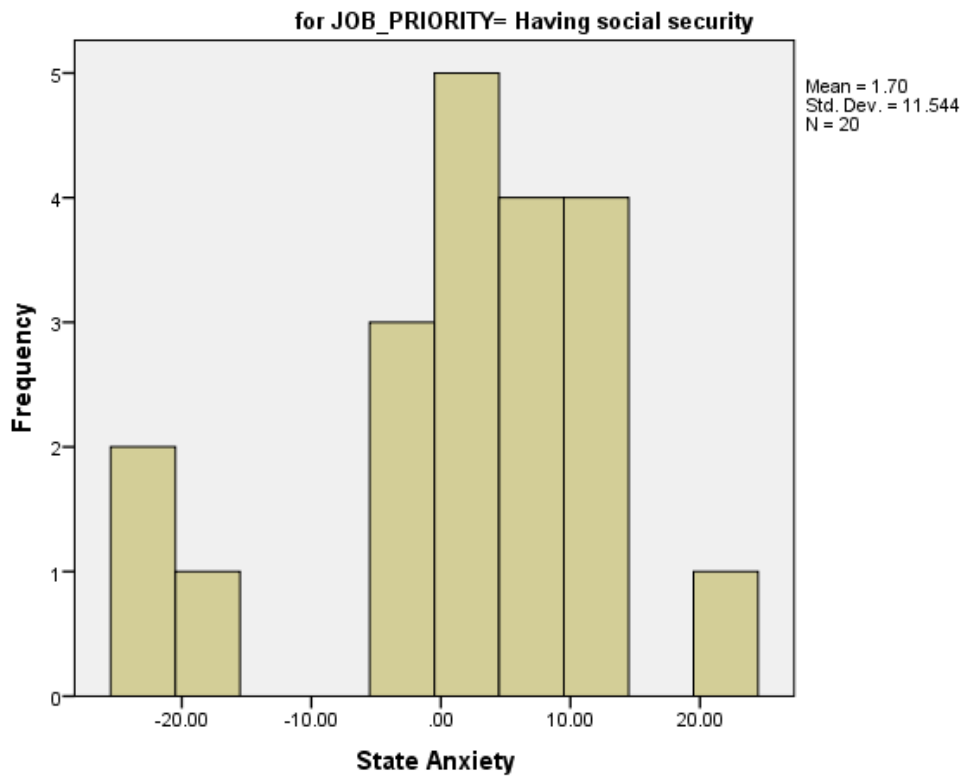


Figure 35: S-Anxiety distribution for job priority (having social security)

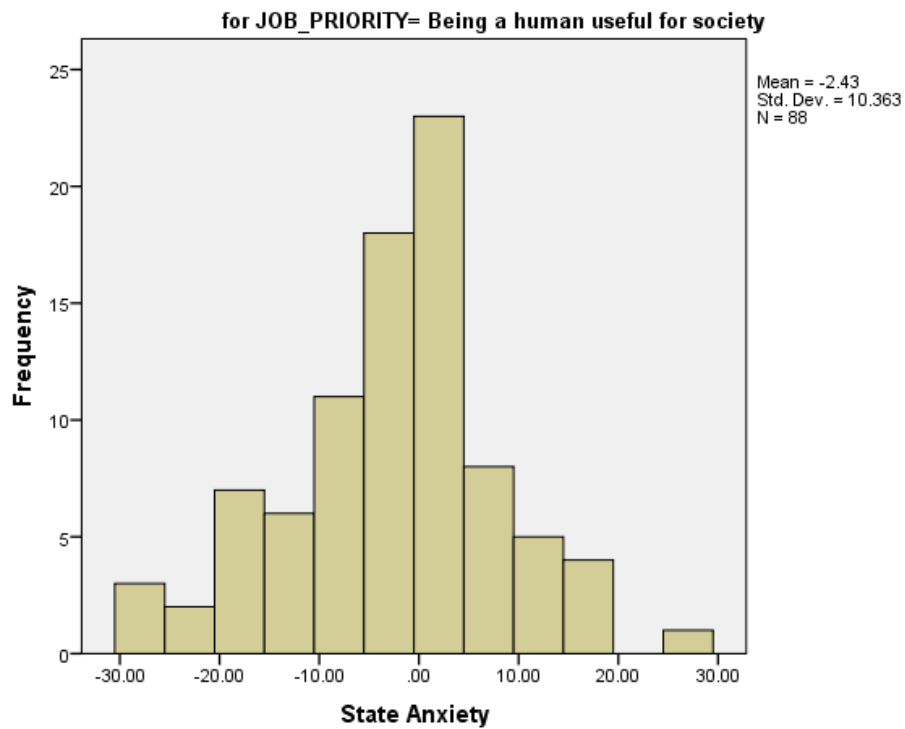


Figure 36: S-Anxiety distribution for job priority (having social security)

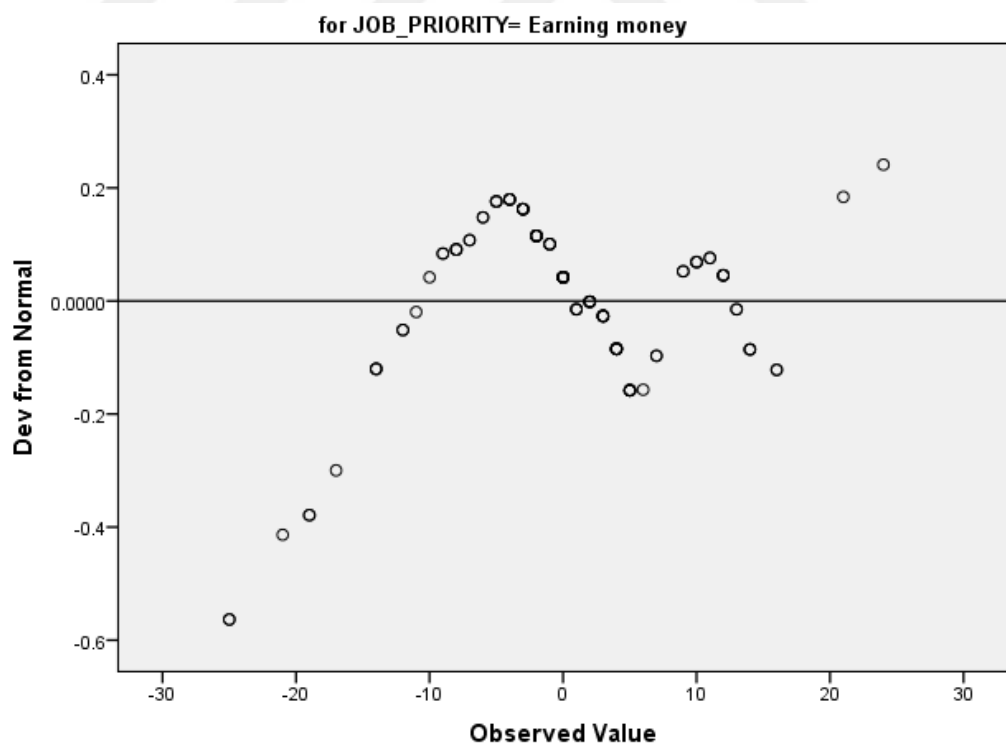


Figure 37: Detrended normal Q-Q plot for the S-Anxiety for earning money

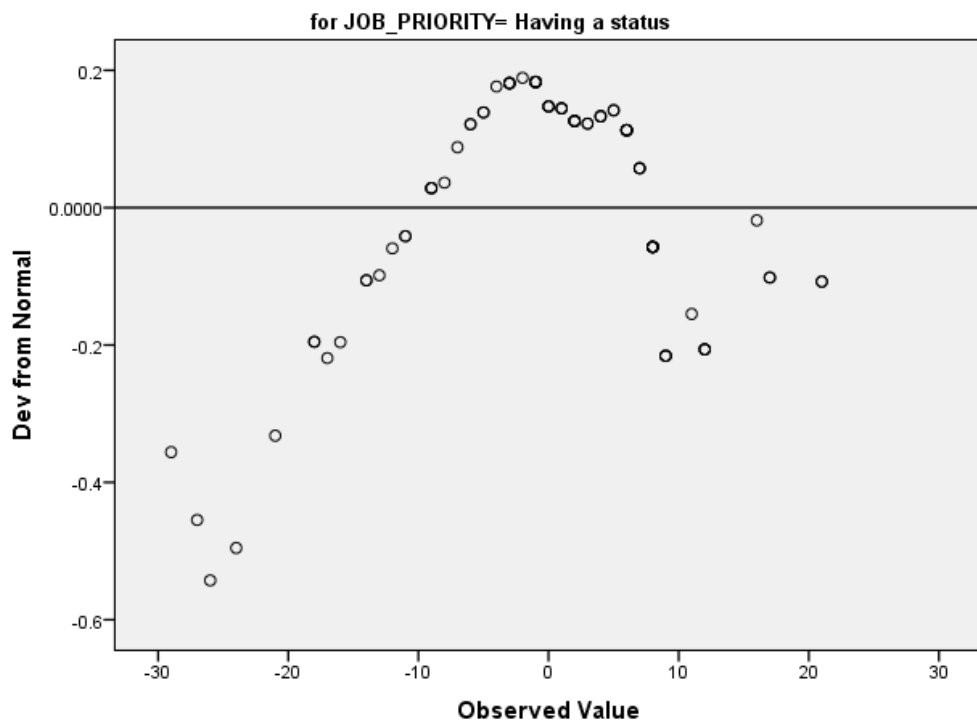


Figure 38: Detrended normal Q-Q plot for the S-Anxiety for earning money

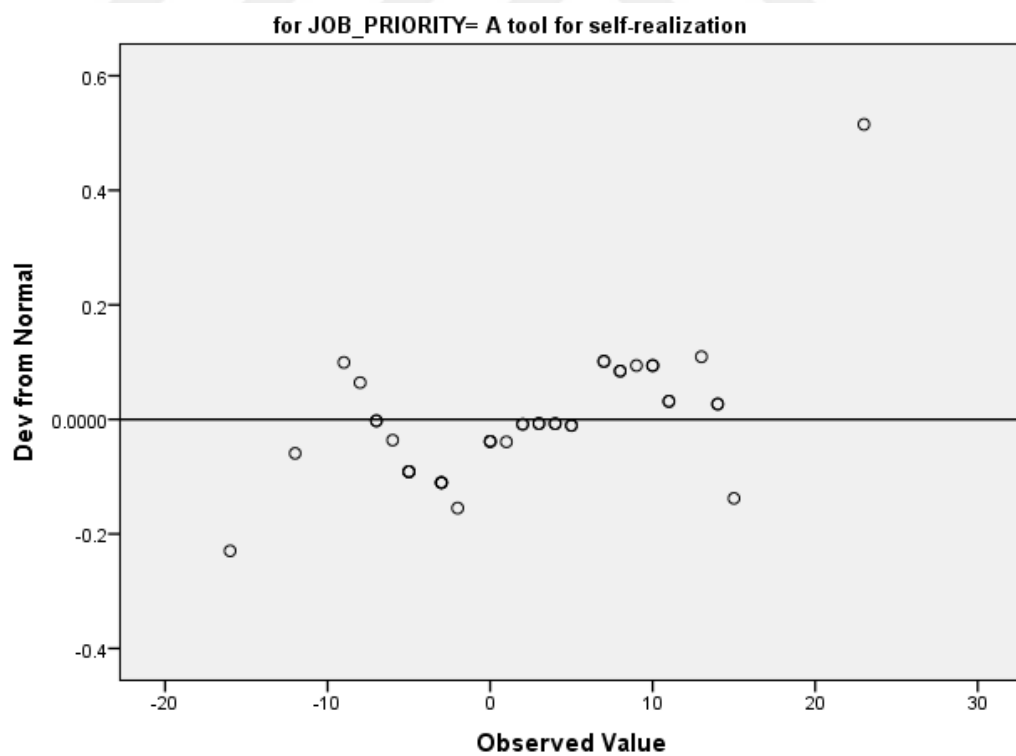


Figure 39: Detrended normal Q-Q plot for the S-Anxiety for a tool for self-realization

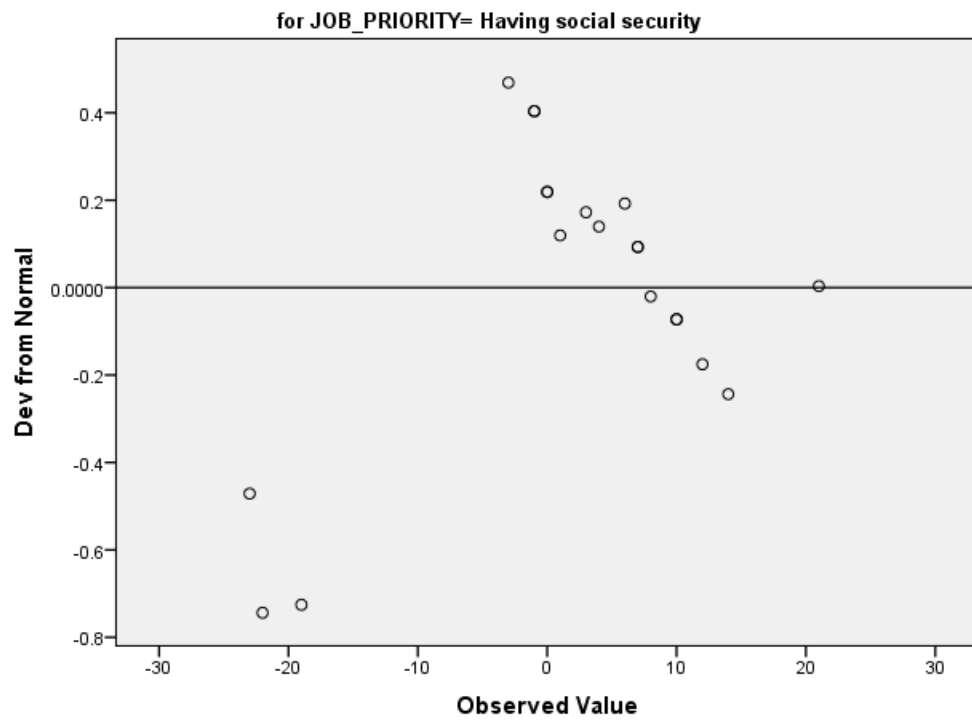


Figure 40: Detrended normal Q-Q plot for the S-Anxiety for a tool for self-realization

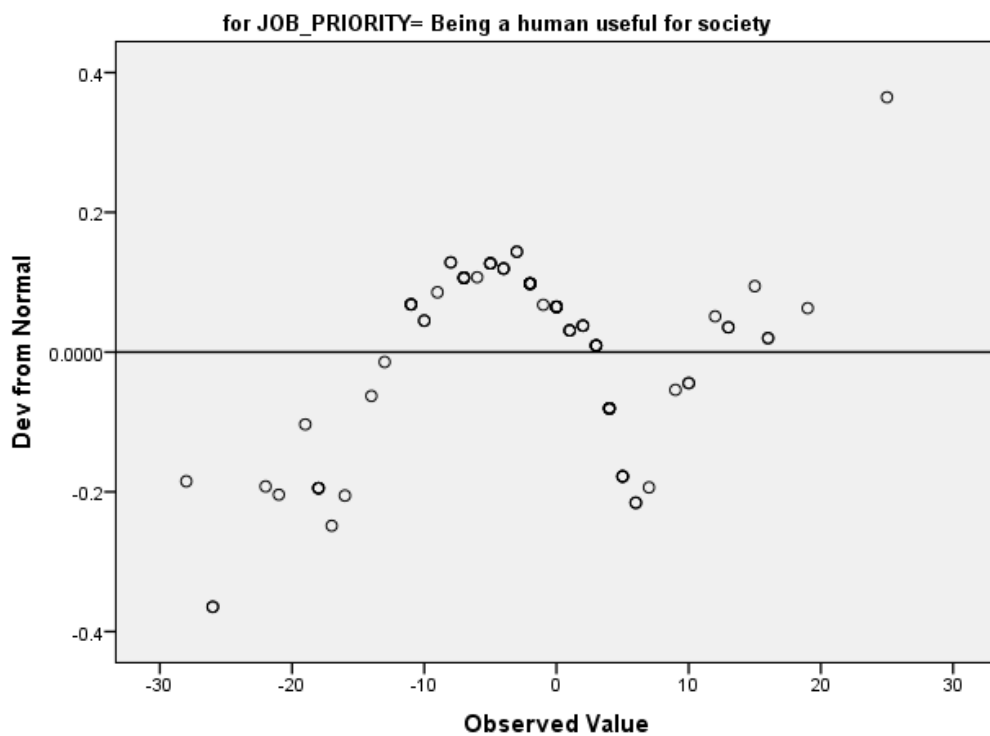


Figure 41: Detrended normal Q-Q plot for the S-Anxiety for a tool for self-realization

6.4.6. Correlation Analysis for A – Anxiety and Work Experience

The details of the relationship between the S-Anxiety and work experience (available or not available) are provided in Table 12. The relationship here is quite obvious, as there is a significance level of .000 which is way much below the adequate ($p < .05$) for “not available” option. Meaning that there is a direct relationship between the S-Anxiety level and the lack of previous work experience. Similarly, in the case of the availability of work experience, the significance level is adequate for refuting the null hypothesis. This indicates that the S-Anxiety level is negatively affected by the availability of work experience, however, less than in the case of lack of any work experience.

The visualizations of the results are provided in Figures 42 and 43 for the respected work experience options. In addition, the deviation from normality is provided in Figures 44 and 45.

Table 12: Normality test (K-S) for the Work experience vs S-Anxiety

	Work Experience	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Available	187	.034	-1.321	95.391
	Not available	146	.000	.9863	105.655

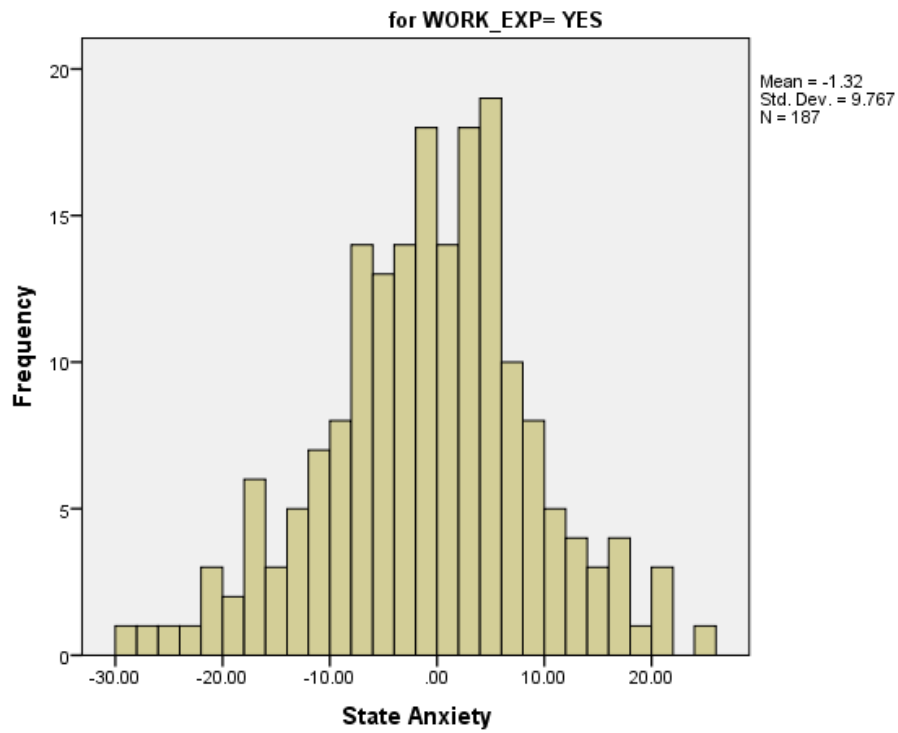


Figure 42: S-Anxiety distribution for work experience (available)

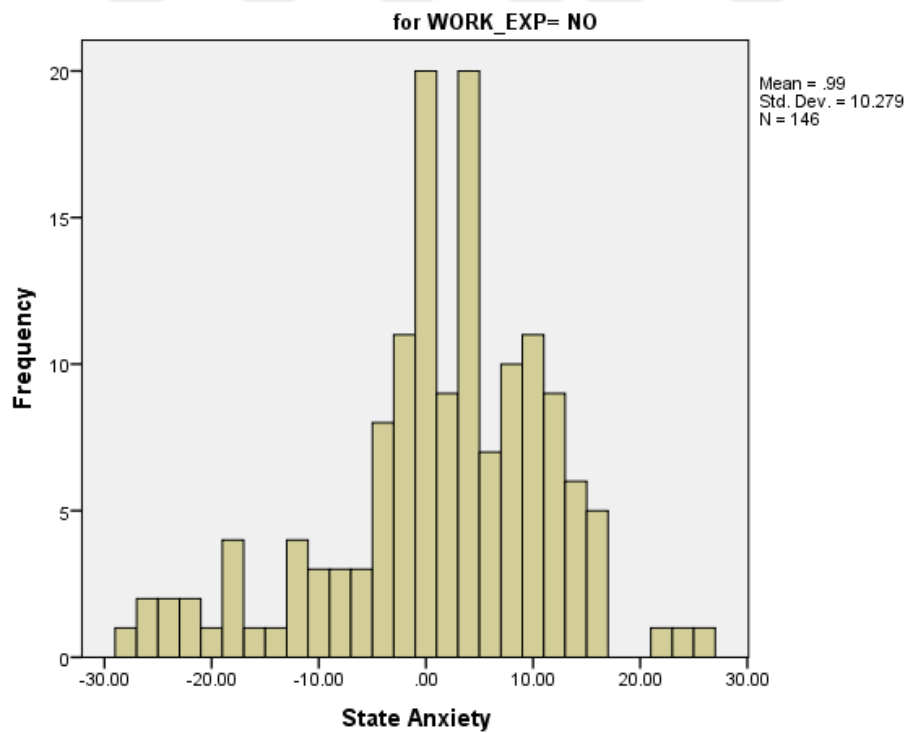


Figure 43: S-Anxiety distribution for work experience (not available)

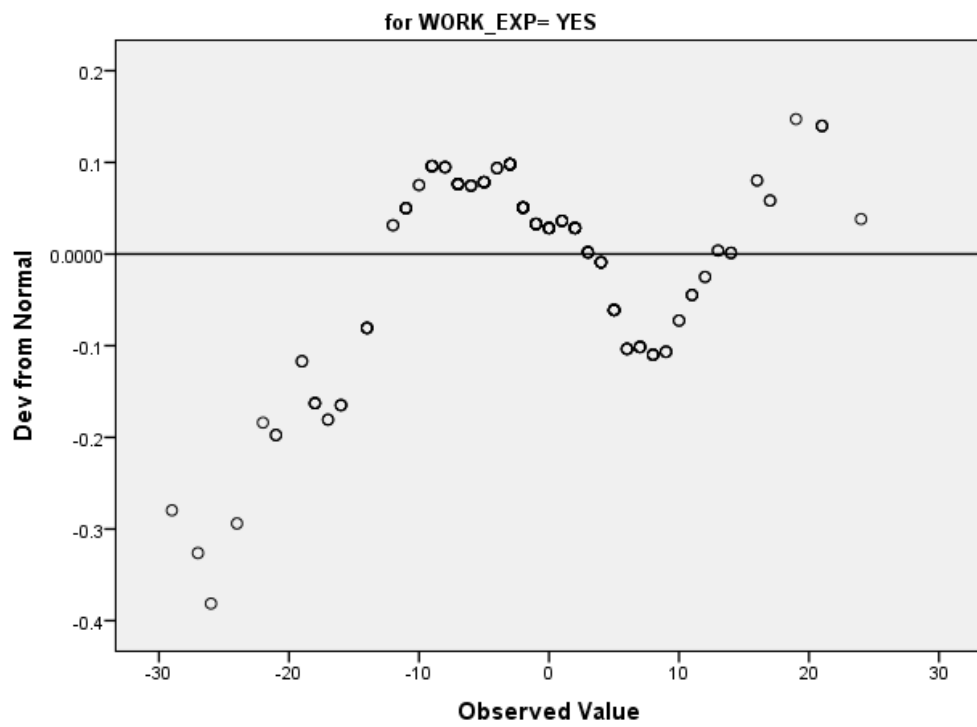


Figure 44: Detrended normal Q-Q plot for the S-Anxiety for work experience (available)

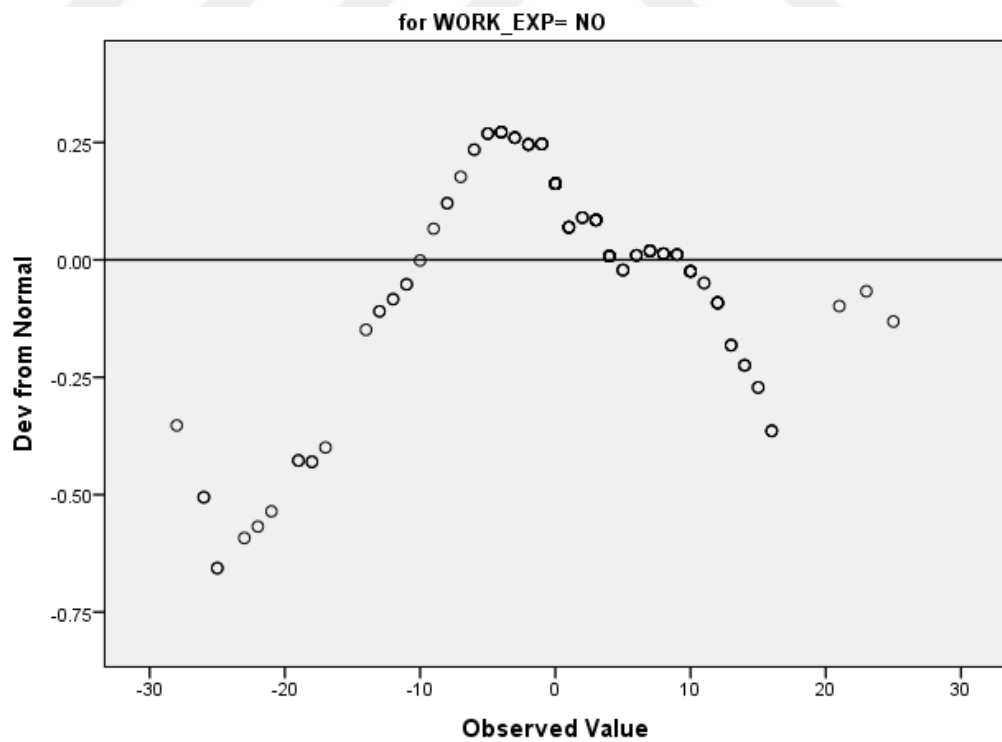


Figure 45: Detrended normal Q-Q plot for the S-Anxiety for work experience (not available)

6.4.7. Correlation Analysis for A – Anxiety and Hope of Finding a Job

The details of the relationship between the S-Anxiety and hope of finding a job (yes or no) are provided in Table 13. The relationship here is quite obvious, as there is a significance level of .000 which is a way much below the adequate ($p < .05$) for the “yes” option. Meaning that there is a direct relationship between the S-Anxiety level and the hope of finding a job for the affirmative answer “yes”. In contrast, in the case of there is no hope of finding a job or it has not been yet planned in the mind of the participant, the significance level is not adequate for refuting the null hypothesis. This indicates that the S-Anxiety level is not negatively affected by the lack of hope for finding a job in future yet it is directly affected by the existence of this hope.

The visualizations of the results are provided in Figures 46 and 47 for the hope of finding job options. In addition, the deviation from normality is provided in Figures 48 and 49.

Table 13: Normality test (K-S) for the Hope of finding a job vs S-Anxiety

		Kolmogorov-Smirnov		Mean	Variance
Hope of finding a job		df	Sig.		
State - Anxiety	Yes	232	.000	-2.151	103.878
	No	101	.092	3.921	69.094

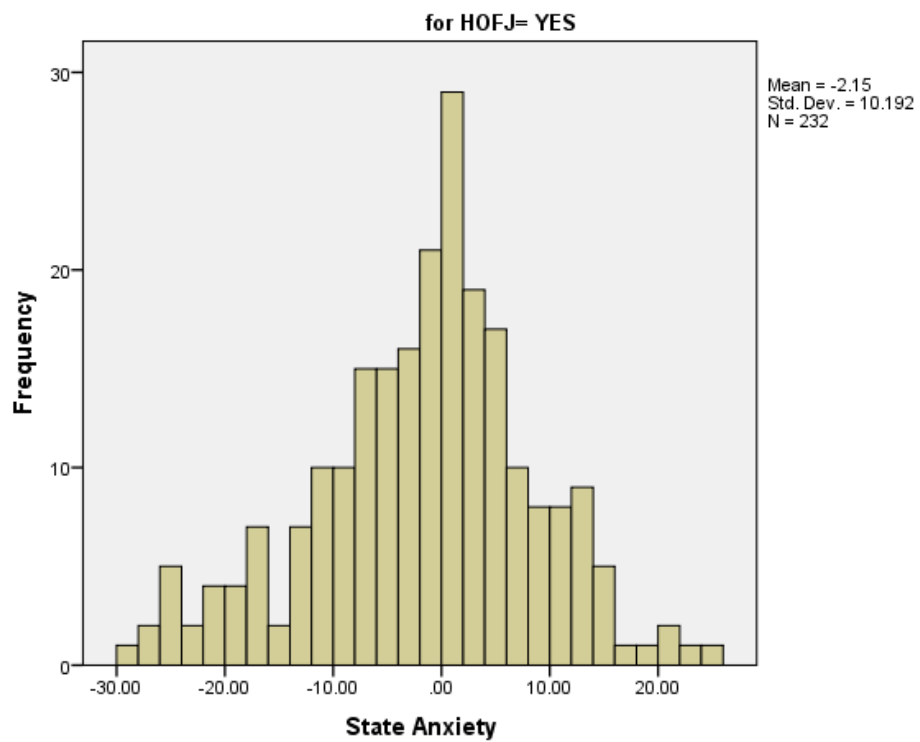


Figure 46: S-Anxiety distribution for the hope of finding a job (yes)

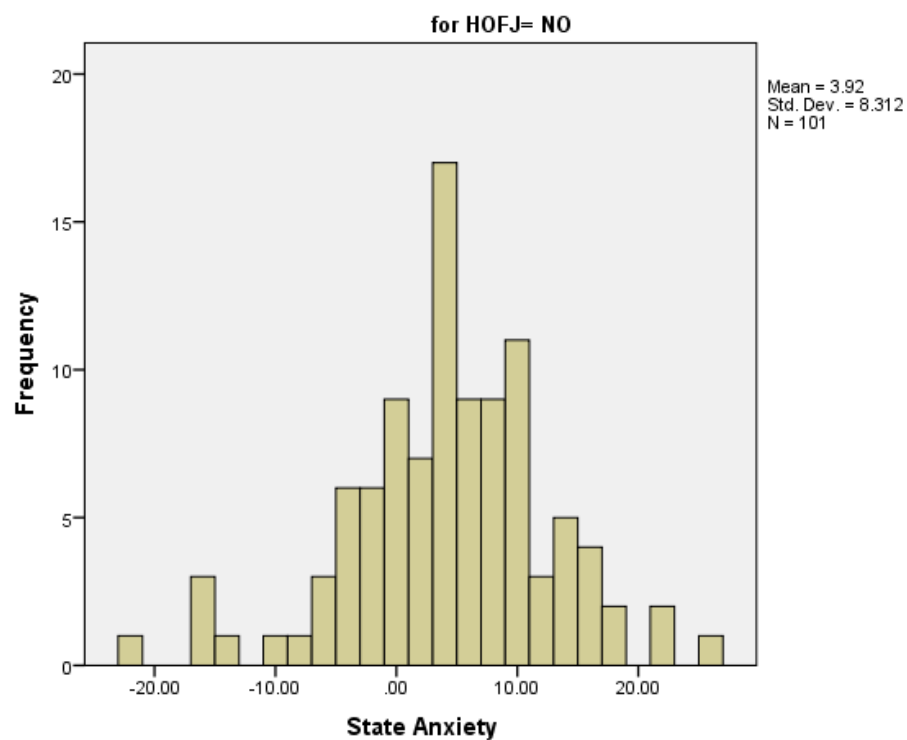


Figure 47: S-Anxiety distribution for the hope of finding a job (no)

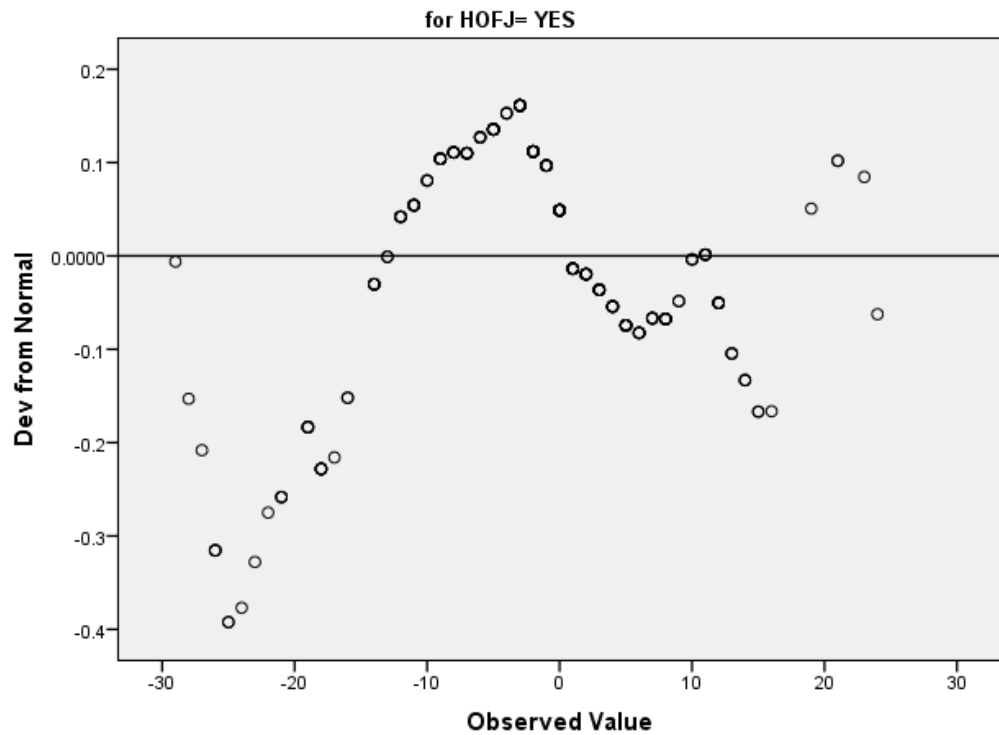


Figure 48: Detrended normal Q-Q plot for the S-Anxiety for the hope of finding a job (yes)

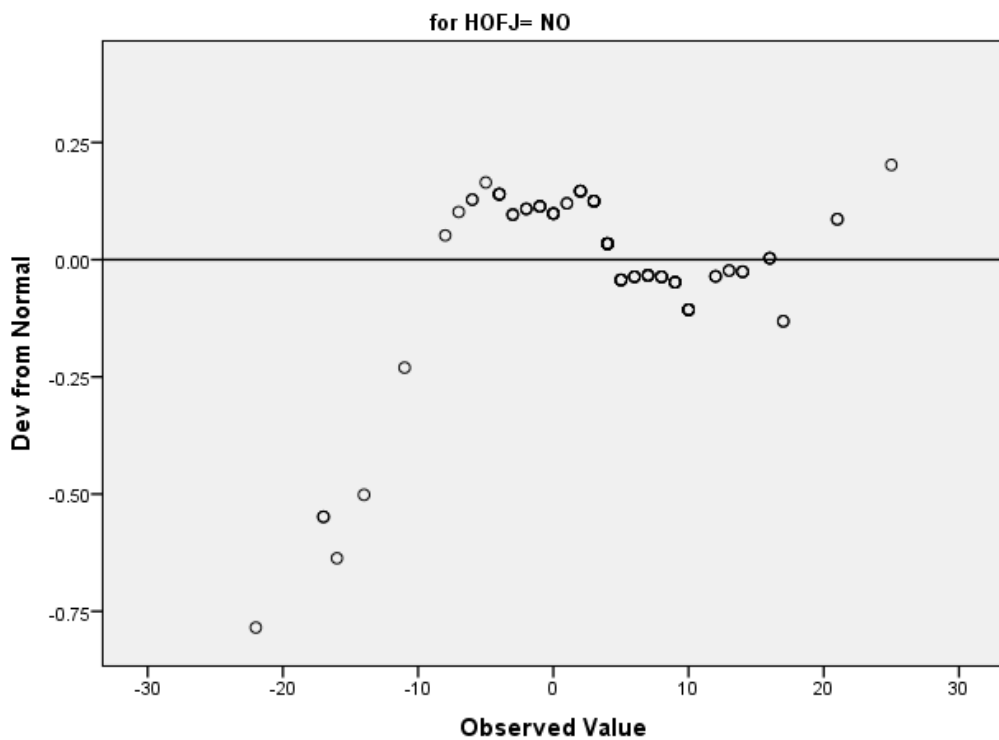


Figure 49: Detrended normal Q-Q plot for the S-Anxiety for the hope of finding a job (yes)

6.5. Trait Anxiety Correlation Analysis

In order to understand the relationship between all considered 7 factors and the T-Anxiety, correlation analyses have been conducted. These analyses elaborate the existence of any significant relationship. The application of Kolmogorov-Smirnov (K-S) test is providing the detailed needed information on the relationship between different cases.

6.5.1. Correlation Analysis for T – Anxiety and Gender

Table 14 shows the test of normality that provides df as well as the significance considering the gender and the T-Anxiety. As it can be clearly seen from the K-S test, the significance level for male students is provided by .000 which is less the needed threshold ($p < 0.05$). In the same time, this tends to fade away a little bit in female students as the significance is .026; yet, it is still satisfying the case ($p < 0.05$). Thus, it can be concluded that in the case of male and female students, T-Anxiety has a significant relationship with the gender.

The histogram representations of both male and female students' genders versus the T-Anxiety are provided in Figures 50 and 51 respectively. In addition, it is very useful to provide the deterrence in the normality of the T-Anxiety for both male and female students which are provided in Figures 52 and 53 respectively. It can be noticed for Figures 52 and 53 that the deviation of female students' distribution is less compared to the male students.

Table 14: Normality test (K-S) for the Gender vs T-Anxiety

	Gender	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
Trait - Anxiety	Male	223	.000	13.354	45.329
	Female	110	.026	14.7364	47.260

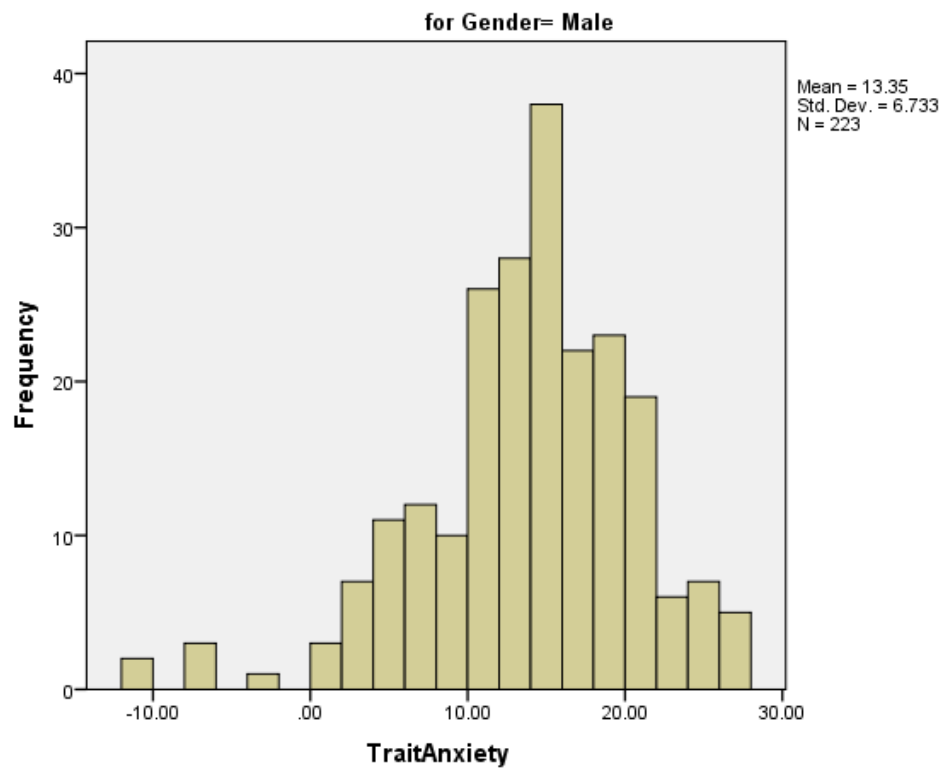


Figure 50: T-Anxiety distribution for male students

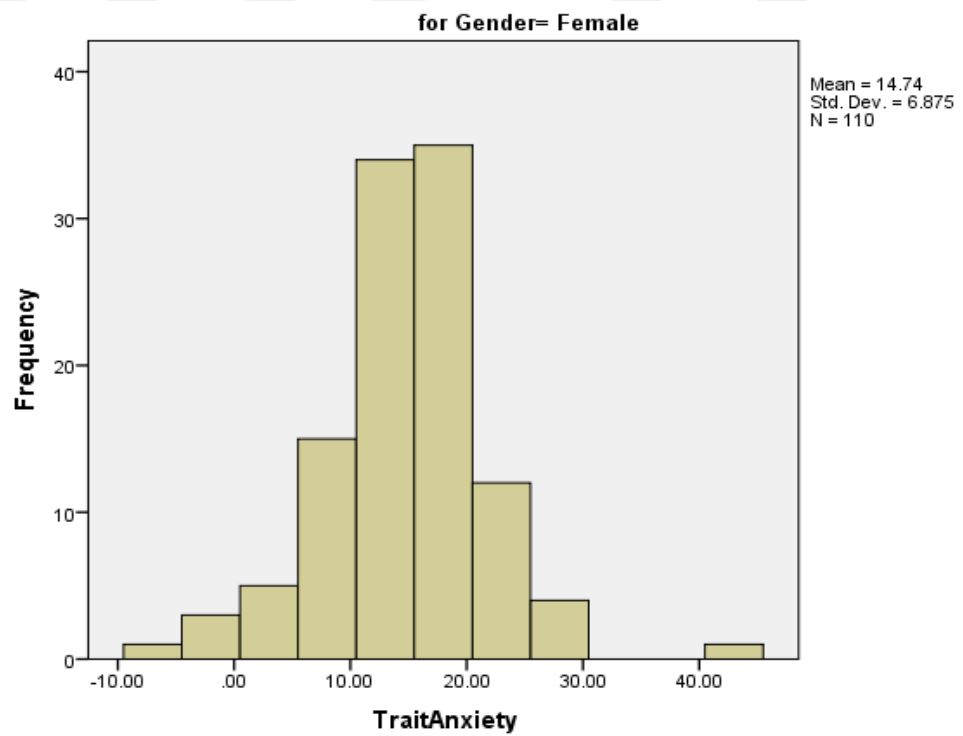


Figure 51: T-Anxiety distribution for female students

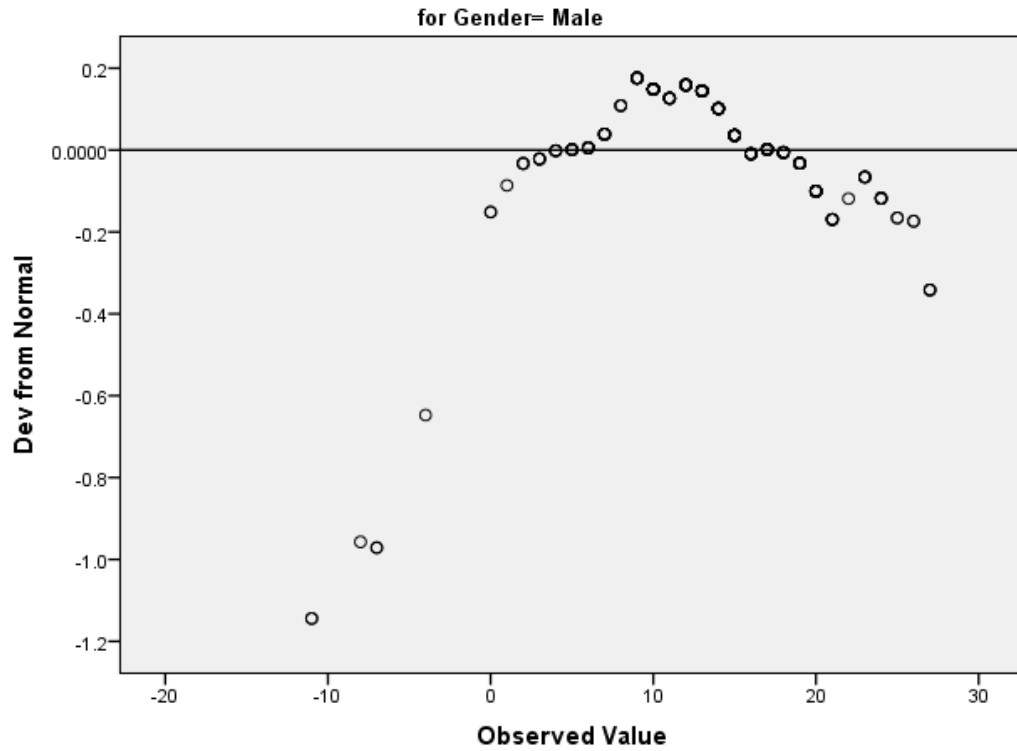


Figure 52: Detrended normal Q-Q plot for the T-Anxiety of male students

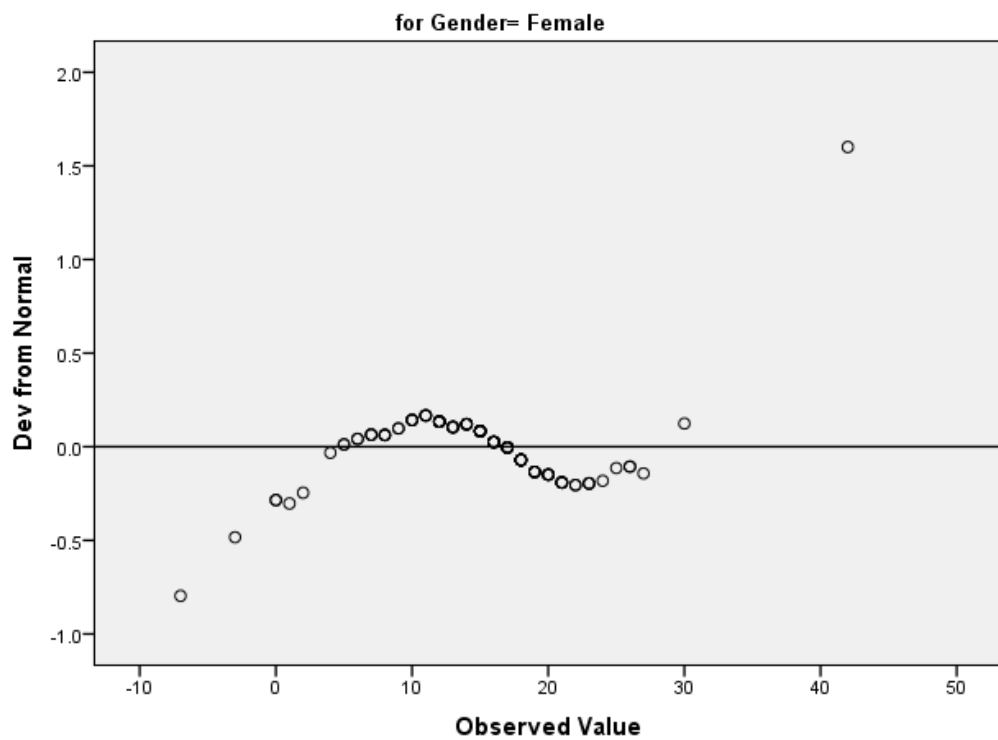


Figure 53: Detrended normal Q-Q plot for the T-Anxiety of female students

6.5.2. Correlation Analysis for T – Anxiety and Age

Table 15 provides the test of normality where the df as well as the significance considering the T-Anxiety with respect to the age. As it can be clearly seen from K-S analysis, the significance levels range based on the age. However, three ranges satisfy the condition for fulfilling the null hypothesis rejection, that is (19-21) where the significance falls to .003, (22-25) where the significance falls to .039, and (26-28) where the significance falls to .006. Therefore, these age ranges prone to have T – Anxiety level. In fact, this is a natural conclusion as at these age ranges students become highly concerned about their future employments. In addition, it is interesting that the age range 29+ is showing a high significance level where it does not tend to have T – Anxiety. This is due to two main reasons, most of the participants in age range are already employed and the number of participants is quite small ($n = 10$) compared to other ranges.

It is also interesting to visualize the histogram distribution of the age with respect to the T-Anxiety. These are provided in Figures 54, 55, 56, 57, and 58 respectively. The deviation from normality is provided in Figures 59, 60, 61, 62 and 63. It can be easily concluded from these figures that the smoothest normal distribution occurs at the age ranges 19 – 28. In these three ranges, the significance is adequate for confirming the existence of a significant relationship between the age range and T-Anxiety.

Table 15: Normality test (K-S) for the Age vs T-Anxiety

	Age	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
Trait - Anxiety	16 – 18	24	.129	13.750	55.674
	19 – 21	227	.003	13.414	52.447
	22 – 25	56	.039	14.035	19.381
	26 – 28	16	.006	15.875	39.050
	29+	10	.200	18.444	28.044

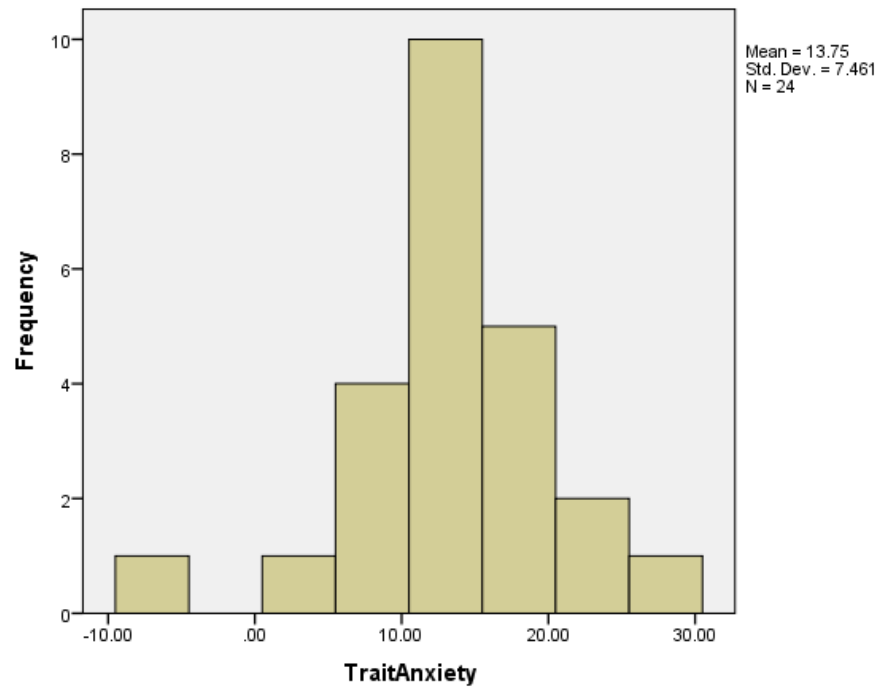


Figure 54: T-Anxiety distribution for age range 16-18

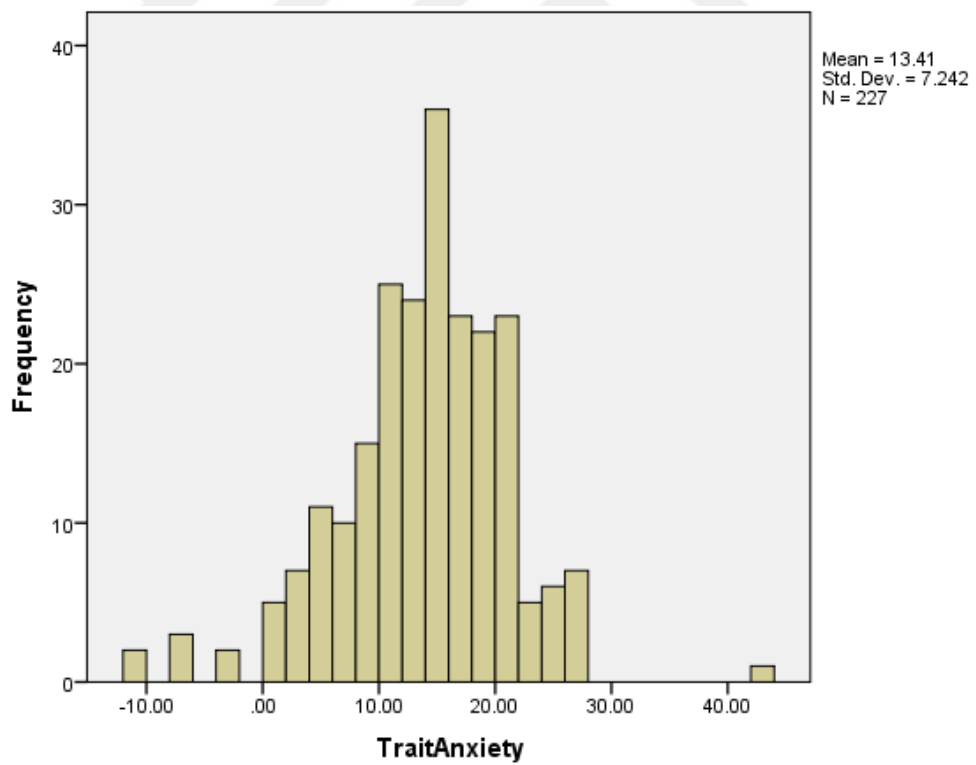


Figure 55: T-Anxiety distribution for age range 19-21

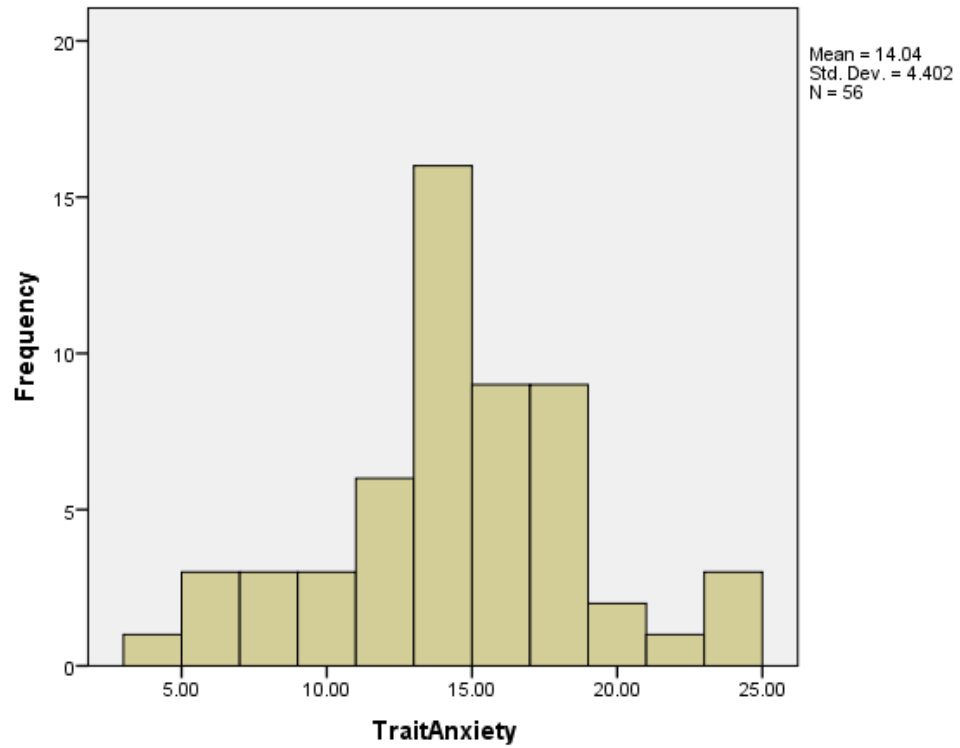


Figure 56: T-Anxiety distribution for age range 22-25

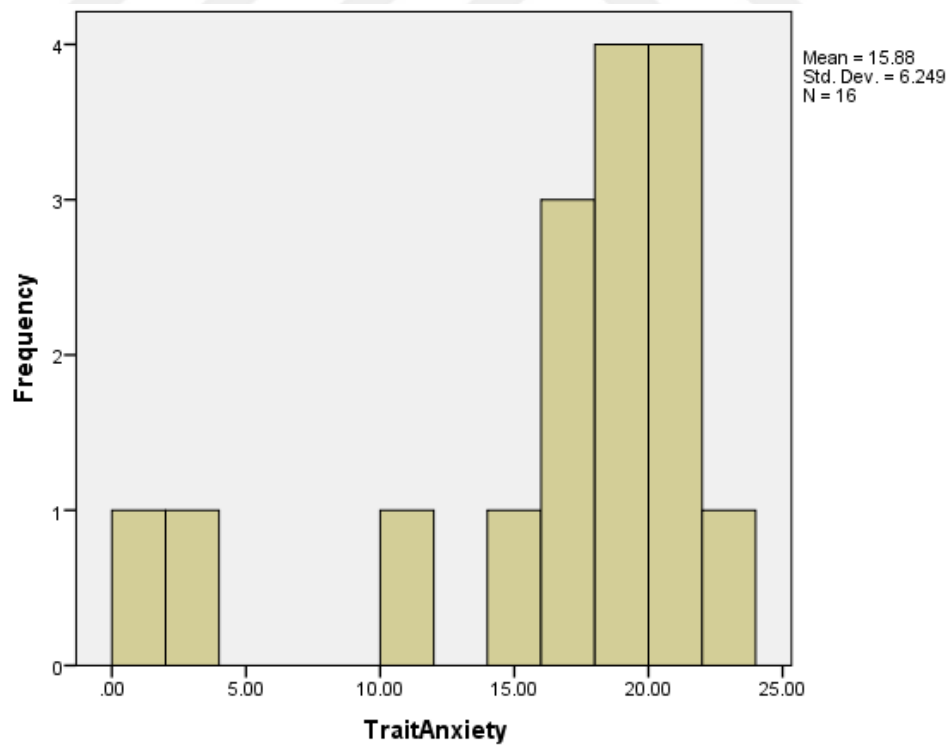


Figure 57: T-Anxiety distribution for age range 26-28

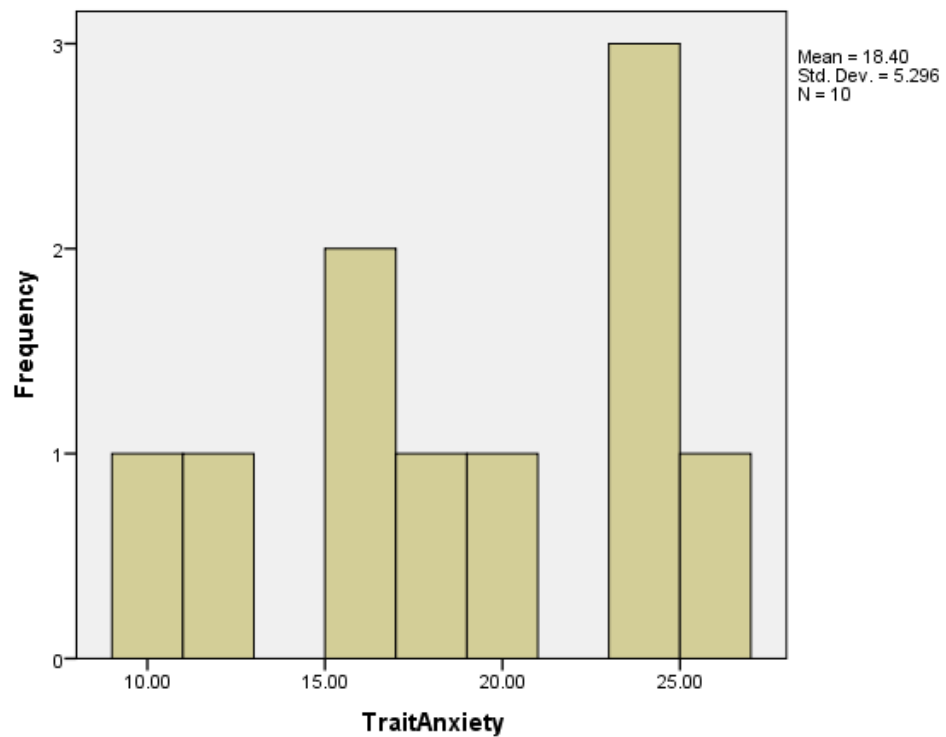


Figure 58: T-Anxiety distribution for age range 29+

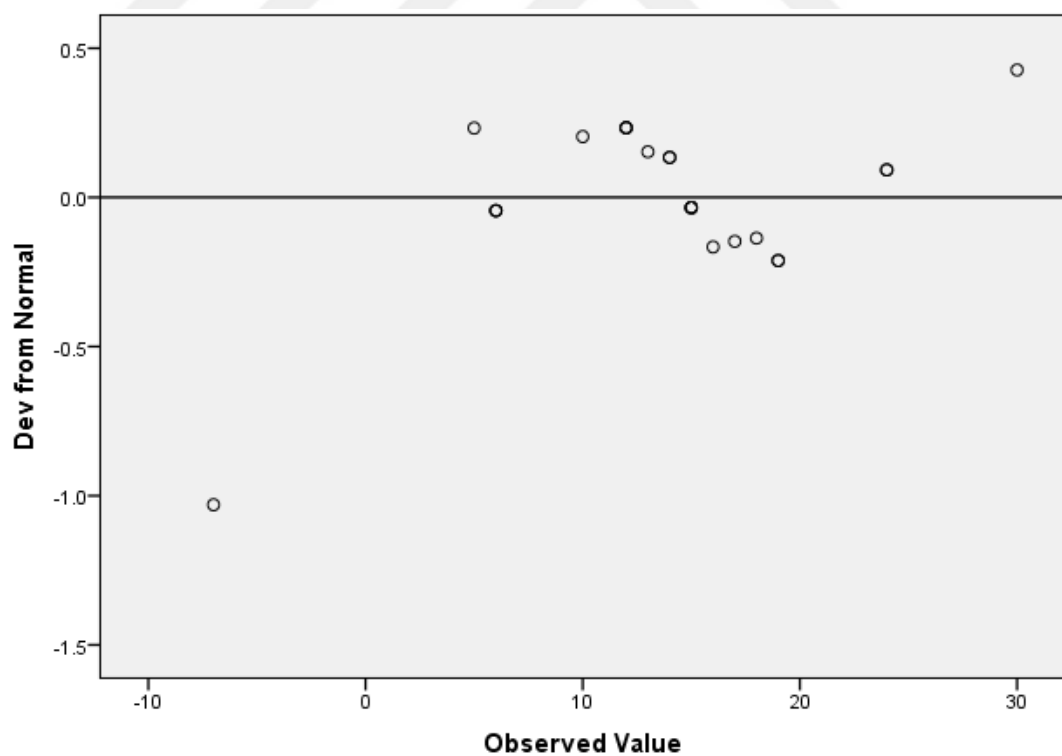


Figure 59: Detrended normal Q-Q plot for the T-Anxiety for age range 16 – 18

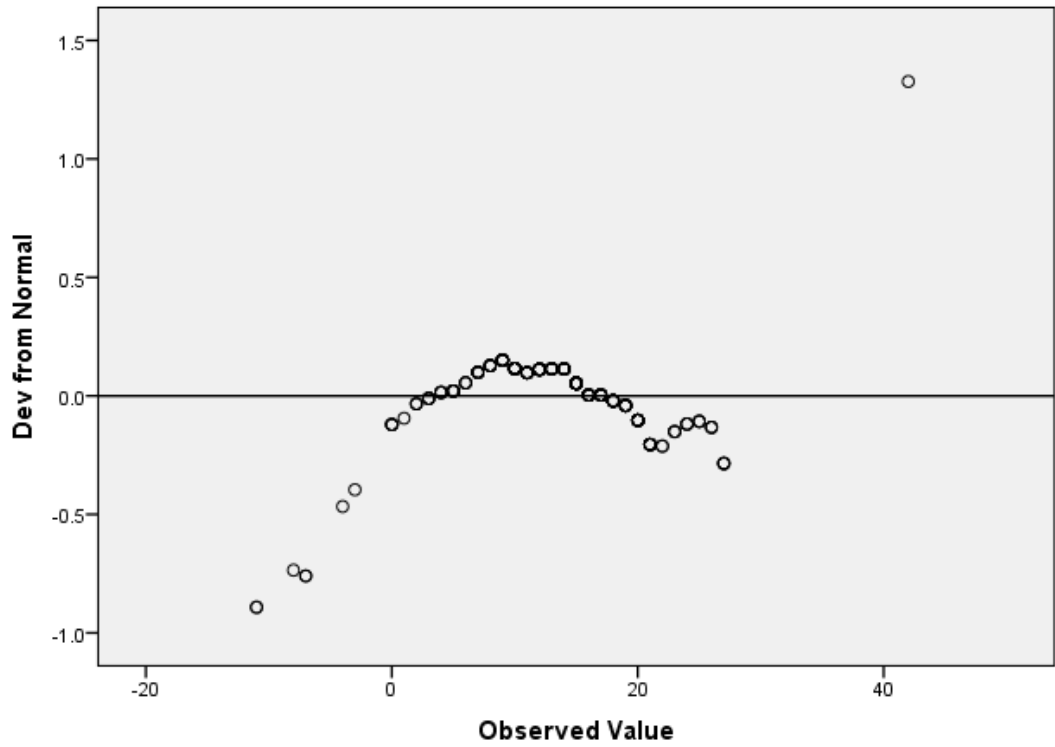


Figure 60: Detrended normal Q-Q plot for the T-Anxiety for age range 19 – 25

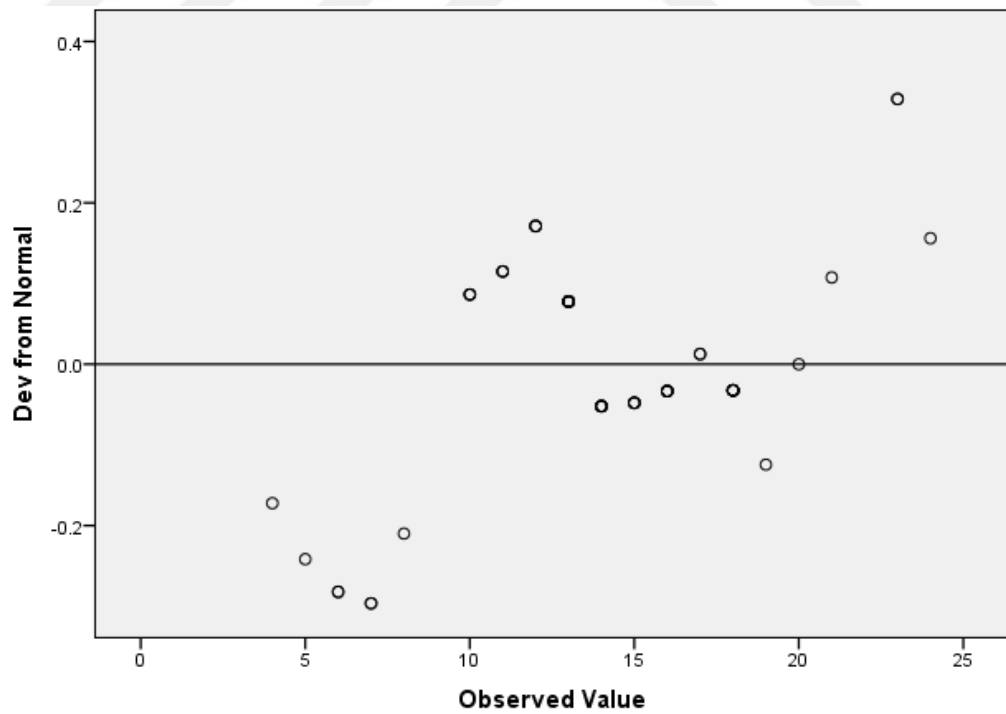


Figure 61: Detrended normal Q-Q plot for the T-Anxiety for age range 21 – 25

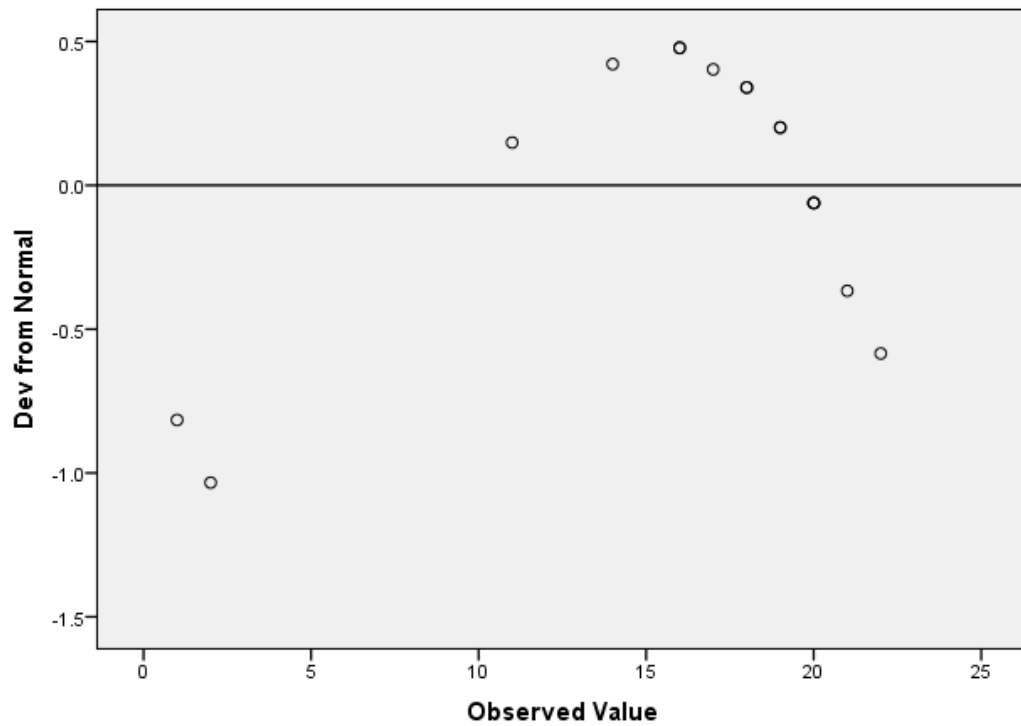


Figure 62: Detrended normal Q-Q plot for the T-Anxiety for age range 26 – 28

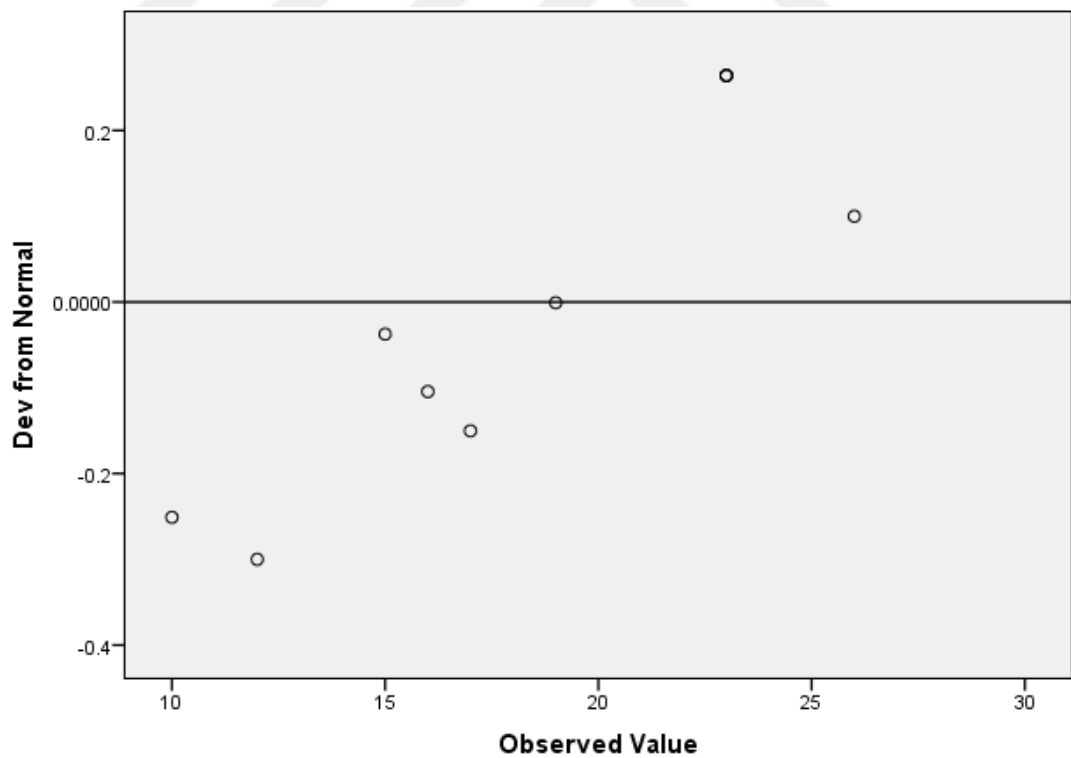


Figure 63: Detrended normal Q-Q plot for the T-Anxiety for age range 29+

6.5.3. Correlation Analysis for T – Anxiety and Department

The details of the relationship between the department and the trait anxiety are provided in Table 16. It can be observed from Table 15 that there are only two cases with a significance level produced by the department that satisfies the condition for rejecting the null hypothesis, namely Physical Education and Sport Teaching I where the significance is .007 and Recreation I where the significance is .019. The reason for having a relationship between this specific department and the T – Anxiety might be due to the novelty of the department and the syllabus and due to that students may be concerned about their future. The distributional histogram representations of T-Anxieties over the departments are provided in Figures 64, 65, 66, 67, 68, 69, and 70. In addition, the deviation from normality is provided in Figures 71, 72, 73, 74, 75, 76, and 77.

From these figures along with analysis results, it can be concluded that the smoothest distribution is occurring with Physical Education and Sport Teaching I students. Here, the provided significance allows the argument that the department has a direct relationship with the T-Anxiety level.

Table 16: Normality test (K-S) for the Department vs T-Anxiety

		Kolmogorov-Smirnov		Mean	Variance
Department		df	Sig.		
Trait - Anxiety	Physical Education and Sport Teaching I	61	.007	14.852	37.461
	Sports Management I	42	.200	13.476	34.973
	Sports Management II	51	.200	14.451	95.561
	Coaching Education I	59	.200	14.8136	50.051
	Coaching Education II	60	.085	13.350	49.113
	Recreation I	30	.019	12.633	68.792
	Recreation II	30	.200	11.200	57.614

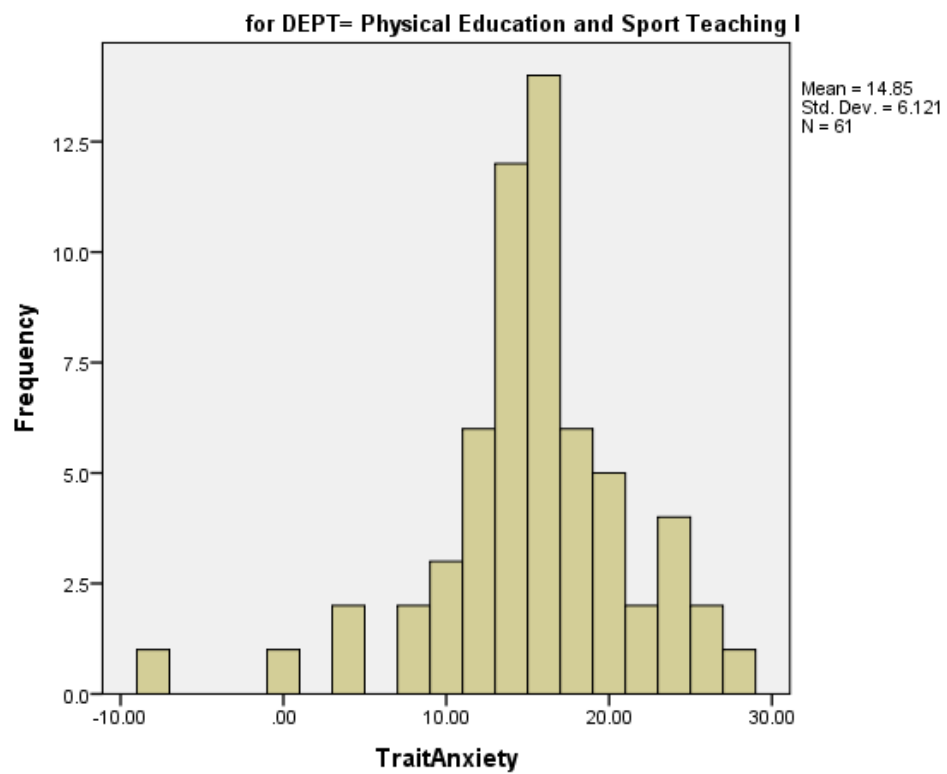


Figure 64: T-Anxiety distribution for Physical Education and Sport Teaching I

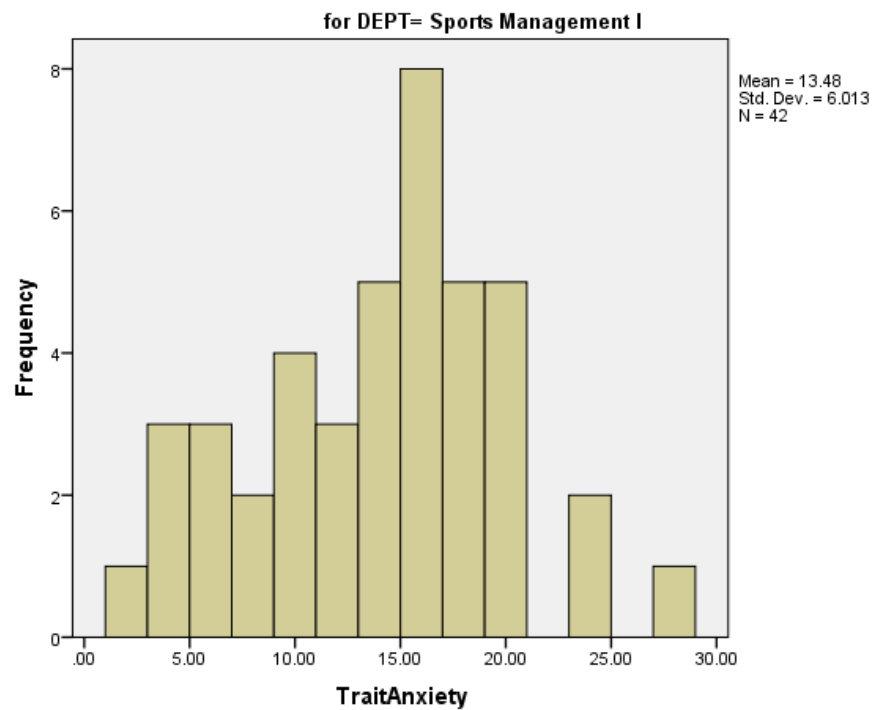


Figure 65: T-Anxiety distribution for Sport Management I

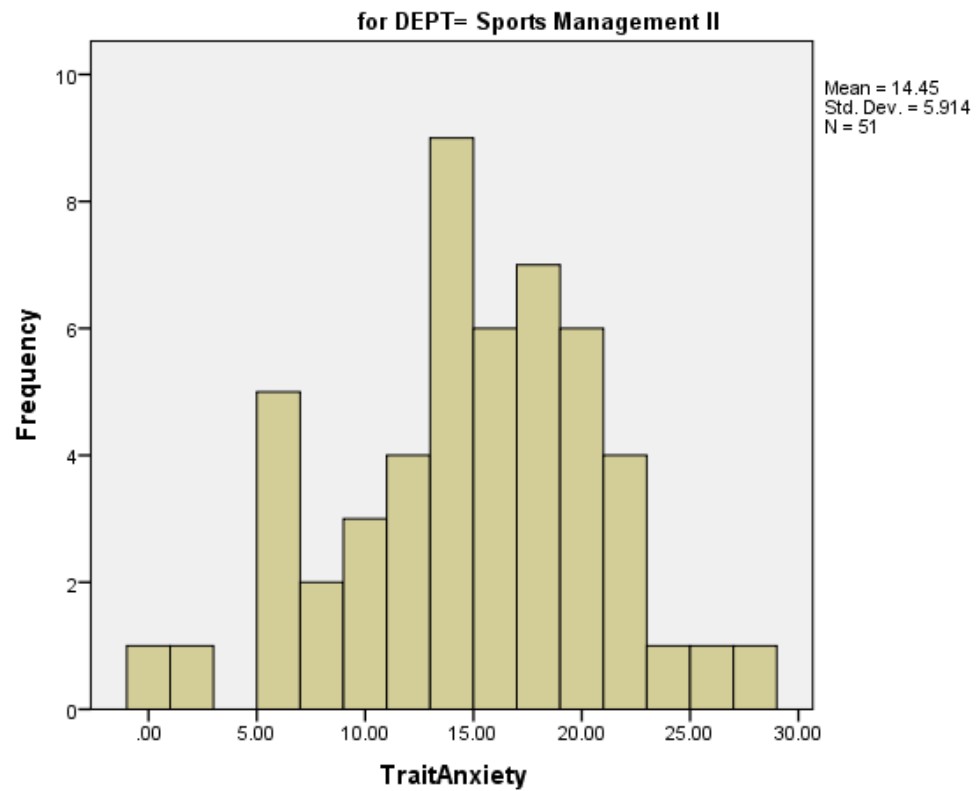


Figure 66: T-Anxiety distribution for Sport Management I

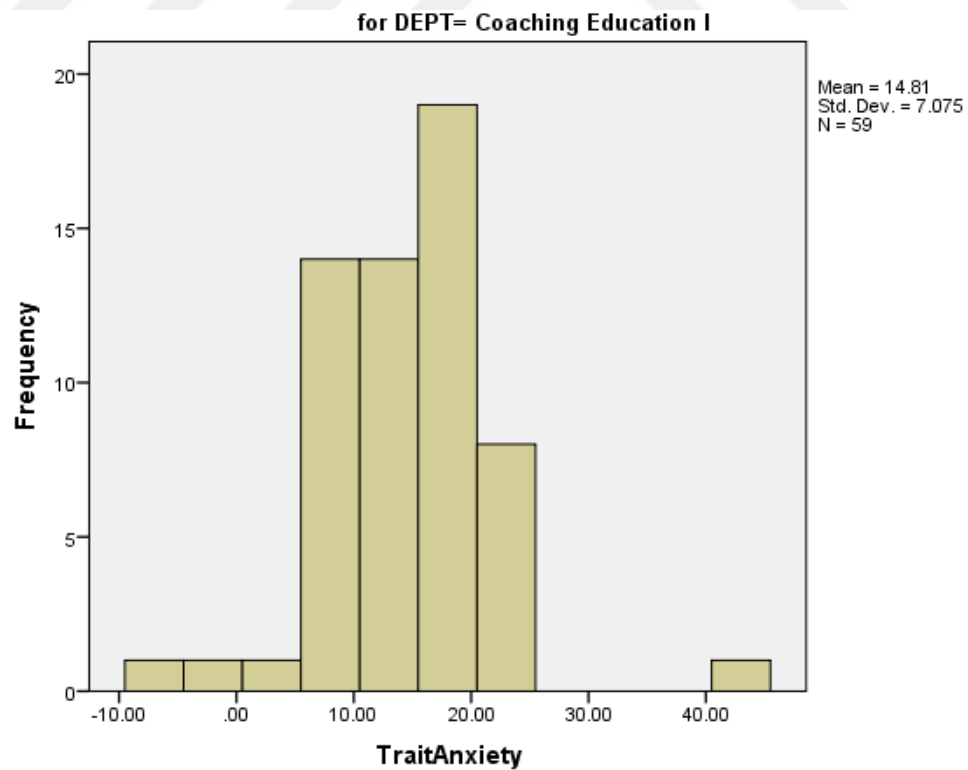


Figure 67: T-Anxiety distribution for Coaching Education I

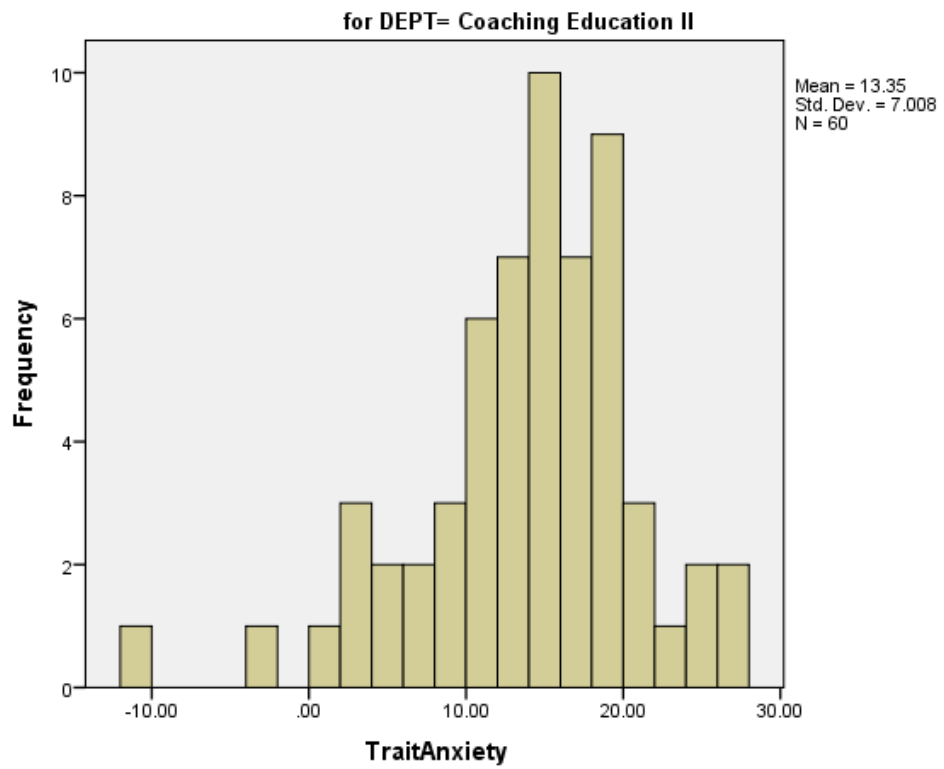


Figure 68: T-Anxiety distribution for Coaching Education II

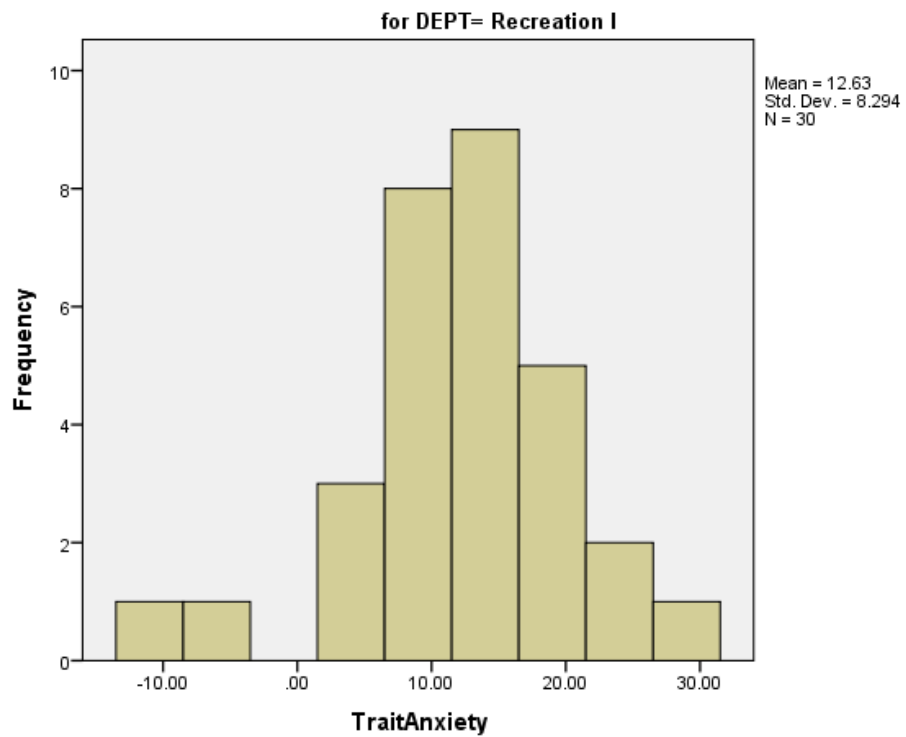


Figure 69: T-Anxiety distribution for Recreation I

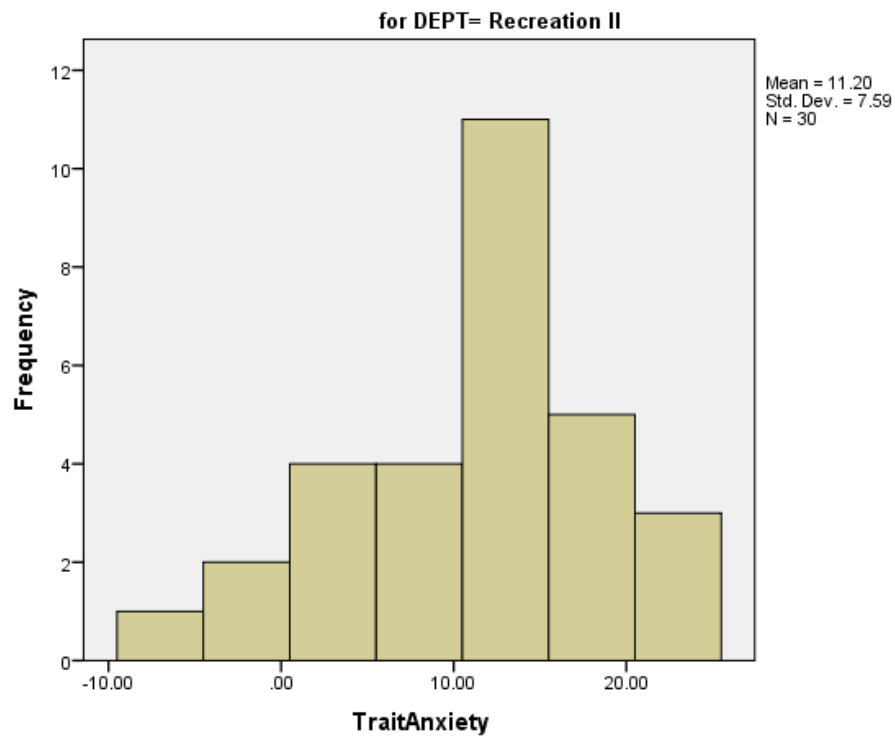


Figure 70: T-Anxiety distribution for Recreation II

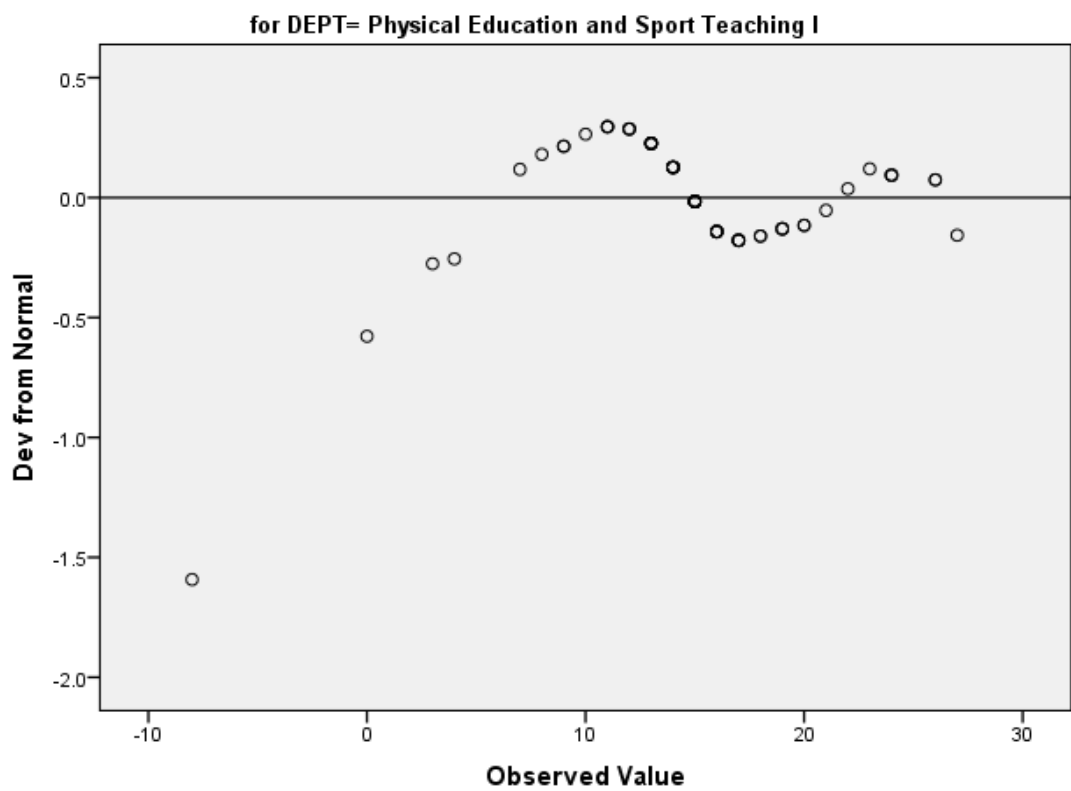


Figure 71: Detrended normal Q-Q plot for the T-Anxiety for Physical Education and Sport Teaching I

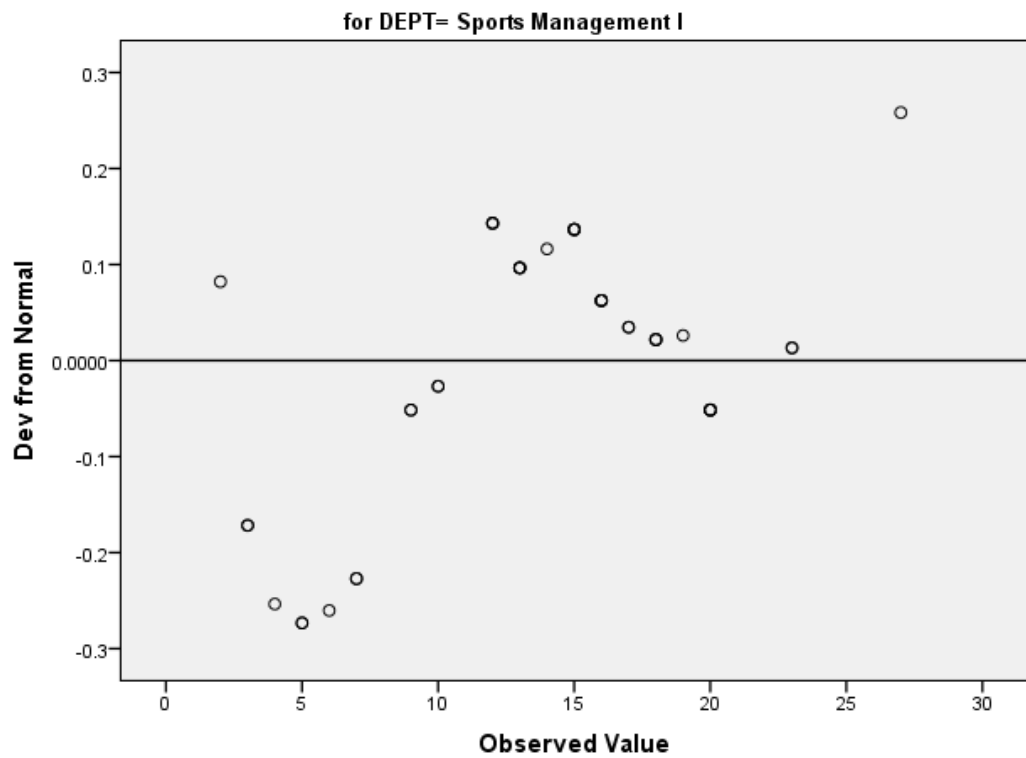


Figure 72: Detrended normal Q-Q plot for the T-Anxiety for Sport Management I

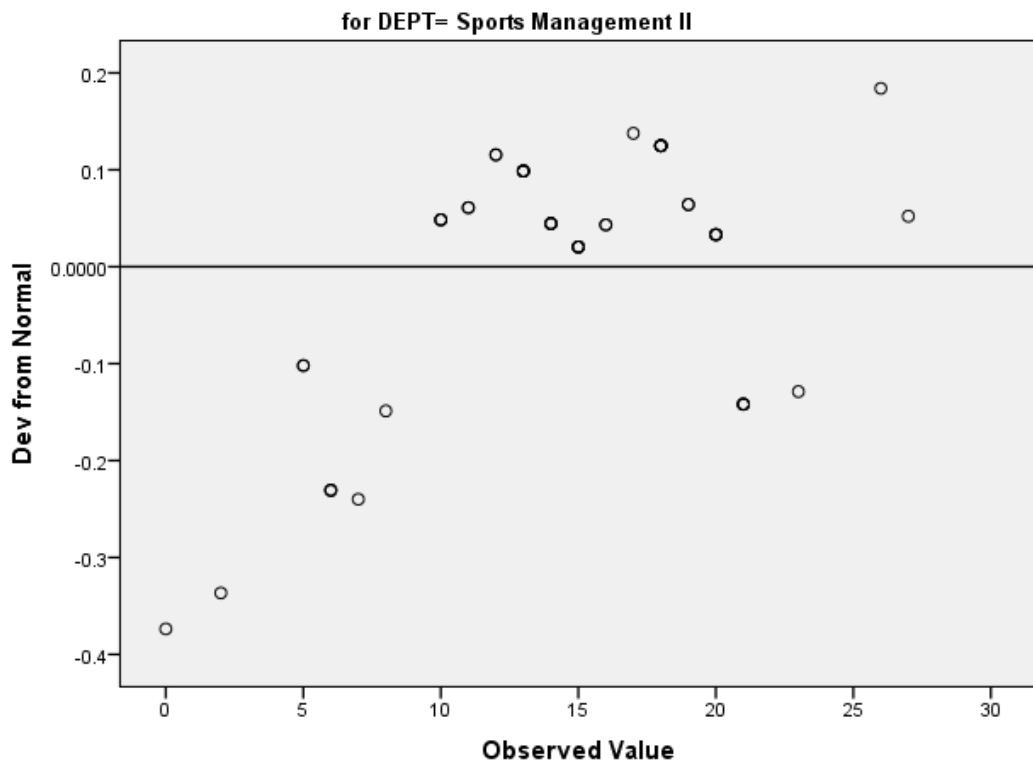


Figure 73: Detrended normal Q-Q plot for the T-Anxiety for Sport Management II

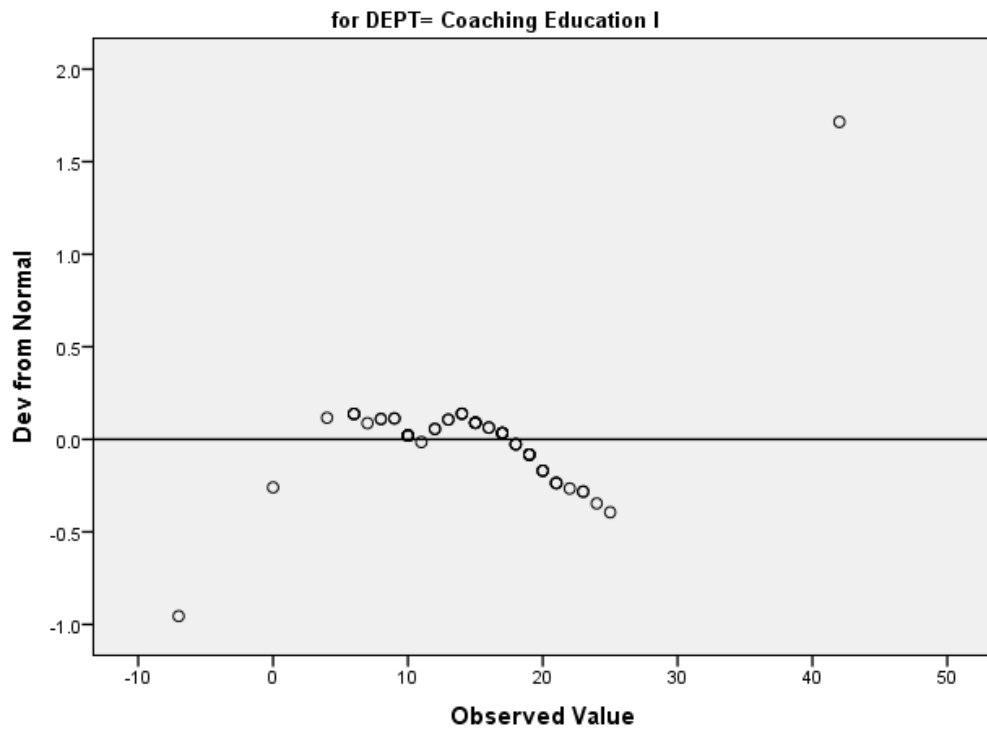


Figure 74: Detrended normal Q-Q plot for the T-Anxiety for Coaching Education I

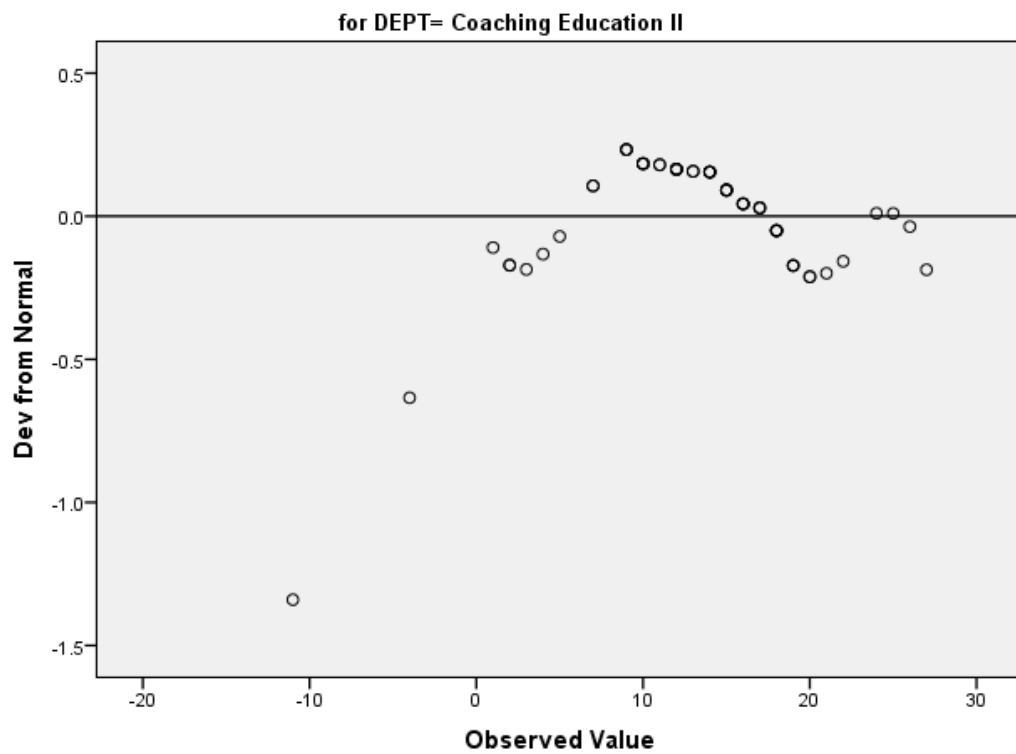


Figure 75: Detrended normal Q-Q plot for the T-Anxiety for Coaching Education II

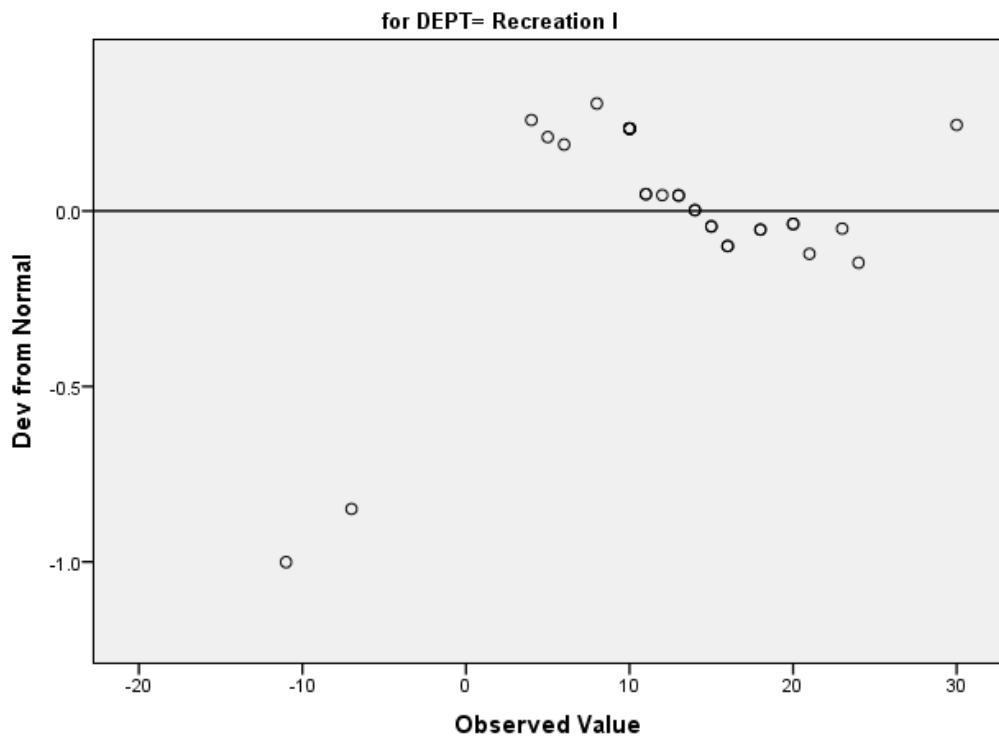


Figure 76: Detrended normal Q-Q plot for the T-Anxiety for Recreation I

6.5.4. Correlation Analysis for T – Anxiety and Study Level

The details of the relationship between the educational level (first, second, third and fourth years) are provided in Table 17. As it can be seen from Table 16, the details of the T-Anxiety for the fourth year has been omitted as it is provided by only one respondent, and there can be no judgment as the anxiety here is constant. In addition, a significant level of .000 is obtained from level 2 (second year) which implies that the null hypothesis can be strongly rejected here. Therefore, level 2 (second year) has a strong relationship with T-Anxiety towards the future employment. In addition, level 1 has a significance of .005 and level 3 has a significance of .006 which are adequate for refuting the null hypothesis as well. This implies that all educational levels, except the excluded 4th level, are directly related to T – Anxiety. The distributional histogram representations of T-Anxieties over the

levels are provided in Figures 77, 78, and 79. In addition, the deviation from normality is provided in Figures 80, 81, and 82.

From these figures along with analysis results, it can be concluded that the smoothest distribution is occurring at level 2 where the relationship between the S-Anxiety and the level is confirmed.

Regarding the fourth year level, due to the extremely few number of respondents, the T-Anxiety for them is considered constant and omitted from the analysis. Therefore, there can be no judgment for their level based on the current study.

Table 17: Normality test (K-S) for the Study level vs T-Anxiety

Level		Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	1	57	.005	11.877	63.967
	2	207	.002	13.980	43.990
	3	68	.006	15.029	34.775
	4	-	-	-	-

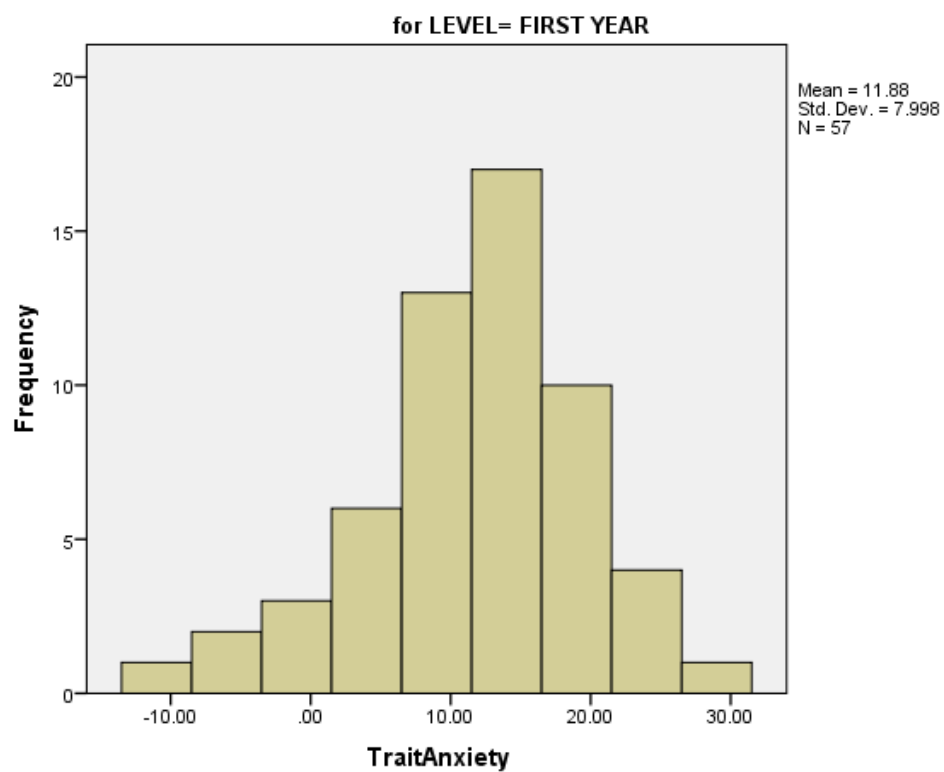


Figure 77: T-Anxiety distribution for level 1

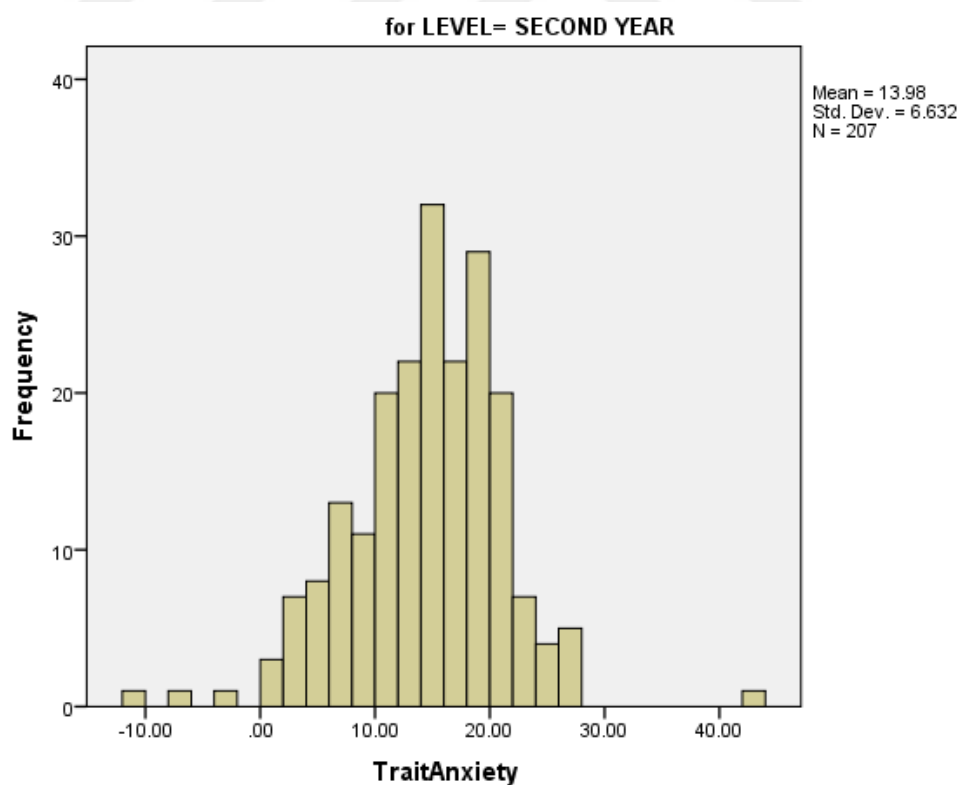


Figure 78: T-Anxiety distribution for level 2

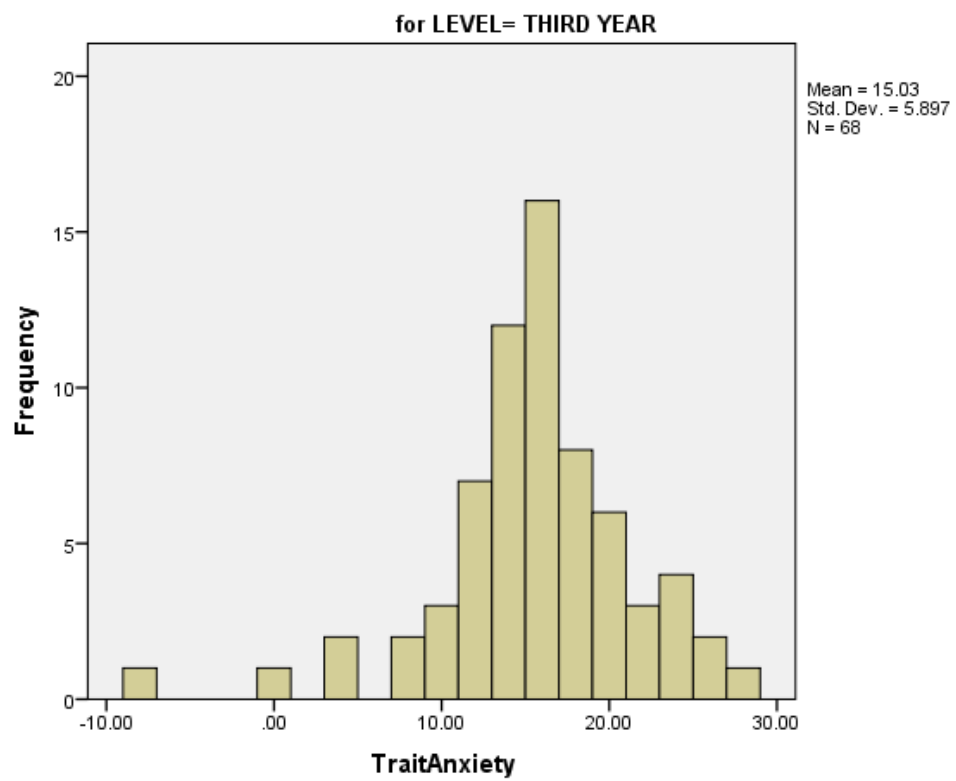


Figure 79: T-Anxiety distribution for level 2

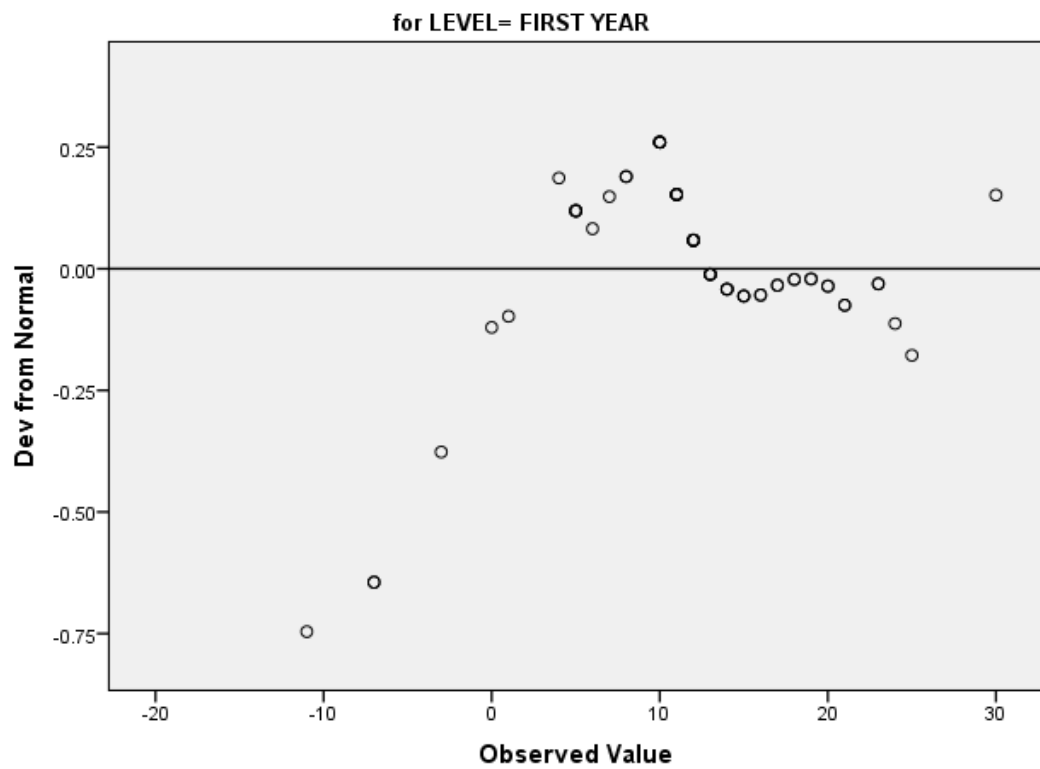


Figure 80: Detrended normal Q-Q plot for the T-Anxiety for level 1

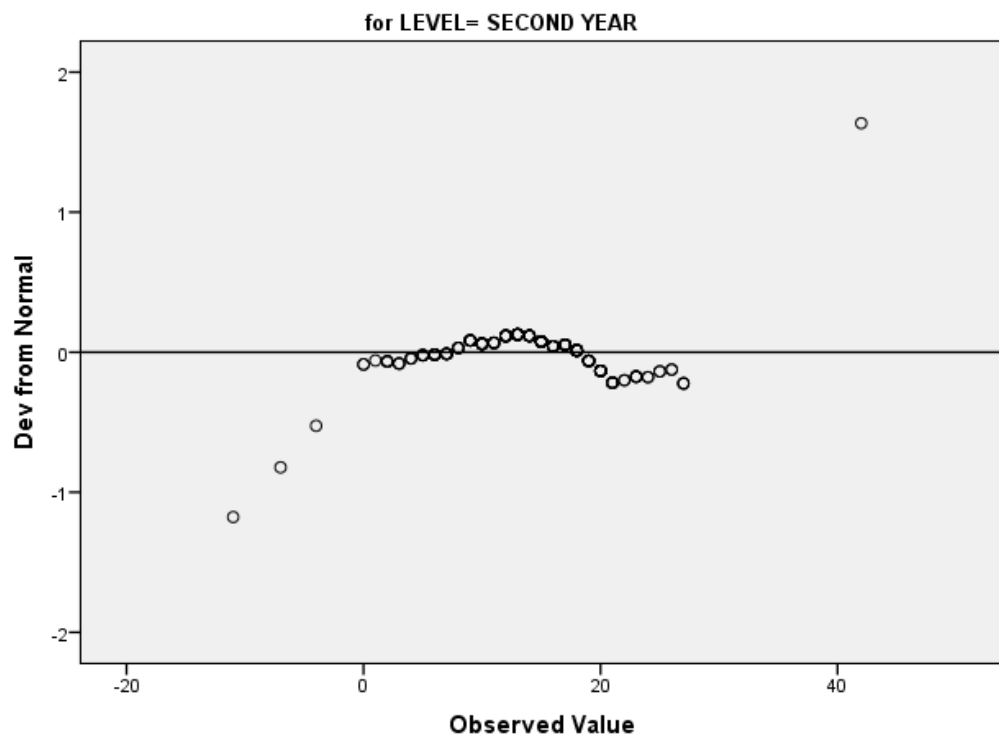


Figure 81: Detrended normal Q-Q plot for the T-Anxiety for level 2

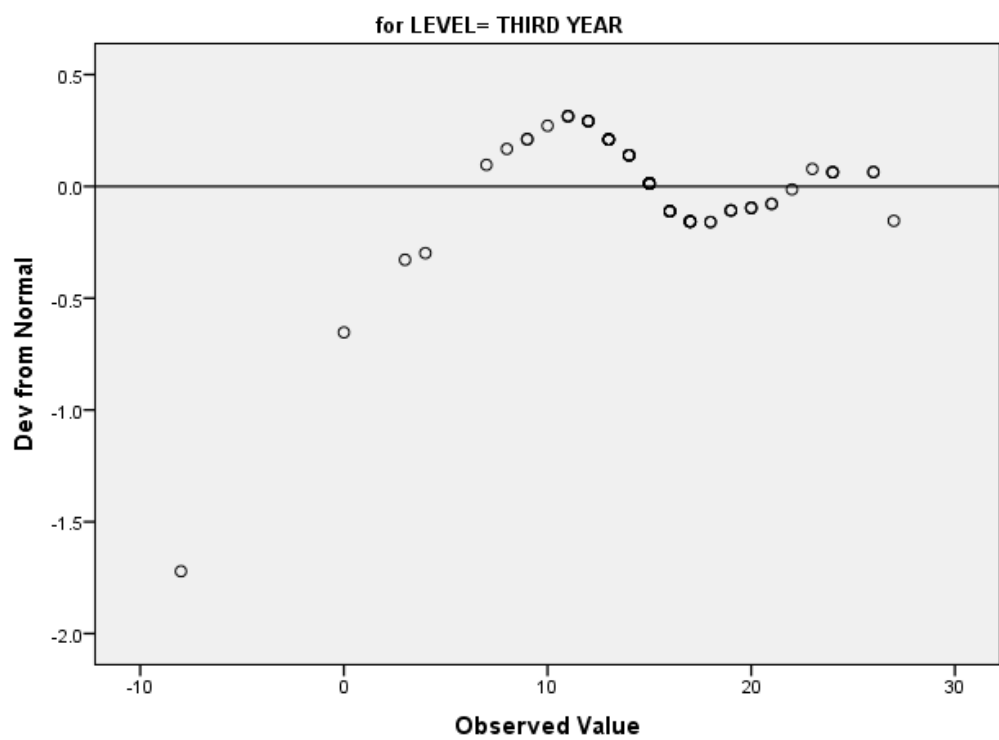


Figure 82: Detrended normal Q-Q plot for the T-Anxiety for level 2

6.5.5. Correlation Analysis for T – Anxiety and Job Priorities

The details of the relationship between the T-Anxiety and job priorities (earning money, having a status, a tool for self-realization, having a social security, and being a human useful for society) are provided in Table 18. Basically, the results of the participants' responses analyses here are straightforward. Only two of the options succeeded in providing the required significance level to base an argument for the T-Anxiety. These options are "Being a human useful for society" with a significance level of .001 and "Earning money" with a significance level of .021. These two cases satisfy the condition for rejecting the null hypothesis. Thus, it can be said there a strong correlation between "Earning money" and "Being a human useful for society" and the level of T – Anxiety. This is due to the fact that students usually have a major concern on how they can earn money and how they benefit their society when they get their jobs.

The visualizations of the results are provided in Figures 83, 84, 85, 86 and 87 for the respected job priority options. In addition, the deviation from normality is provided in figures 88, 89, 90, 91 and 92.

Table 18: Normality test (K-S) for The Job priority vs T-Anxiety

Job priority		Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Earning money	105	.021	14.057	54.227
	Having a status	79	.059	12.772	41.000
	A tool for self-realization	41	.200	14.658	34.080
	Having a social security	20	.200	15.8116	27.145
	Being a human useful for society	88	.001	13.727	51.005

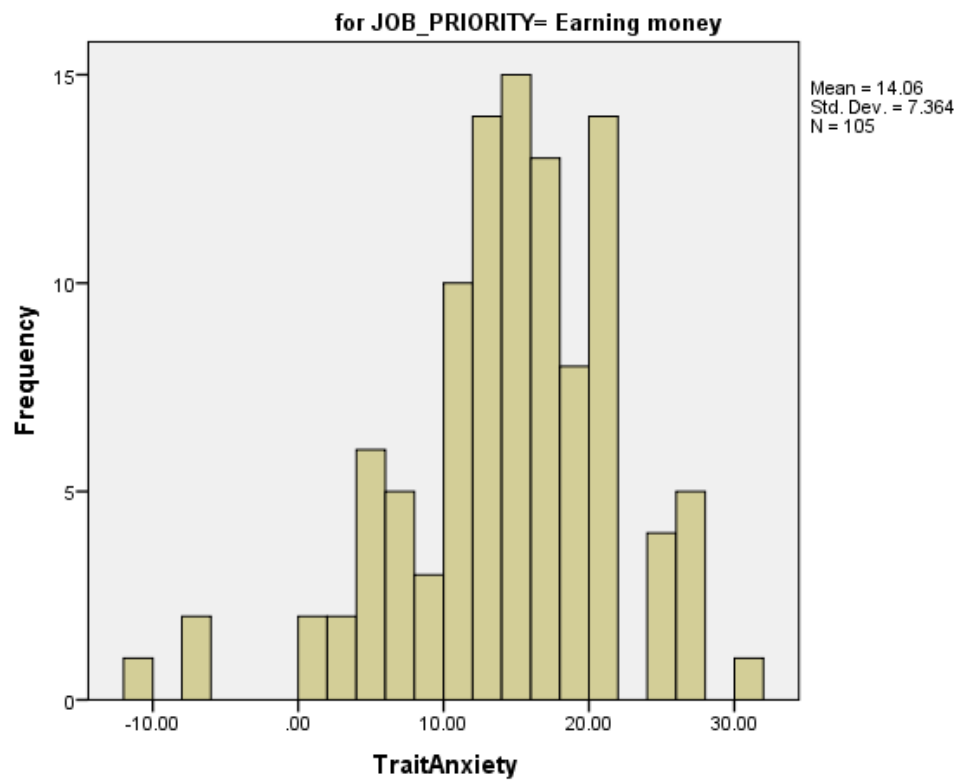


Figure 83: T-Anxiety distribution for job priority (earning money)

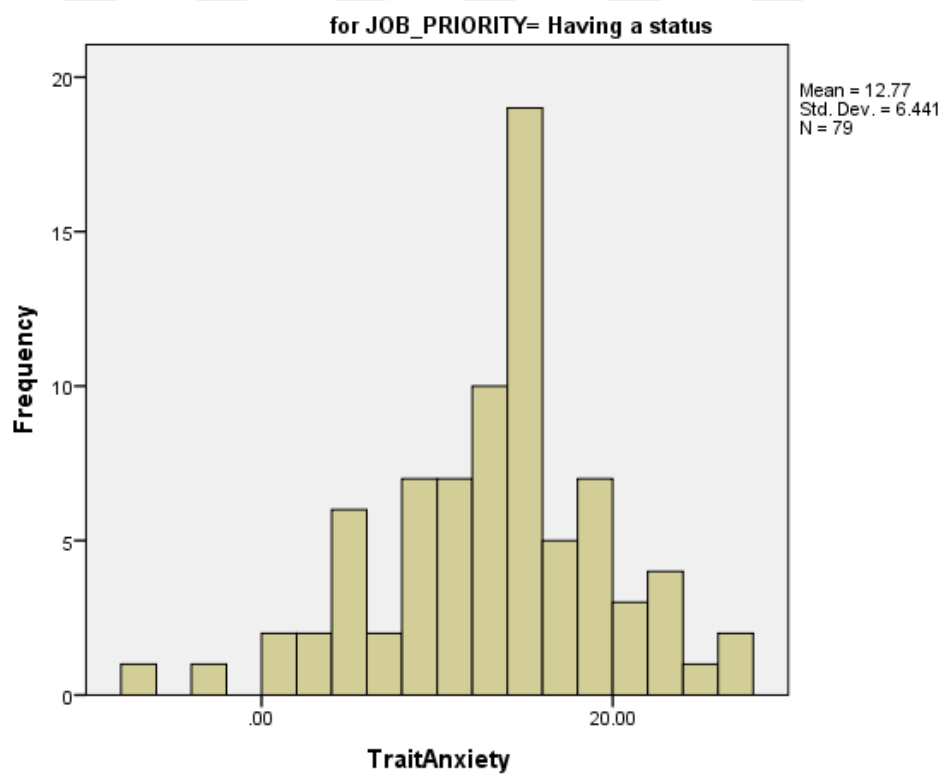


Figure 84: T-Anxiety distribution for job priority (having a status)

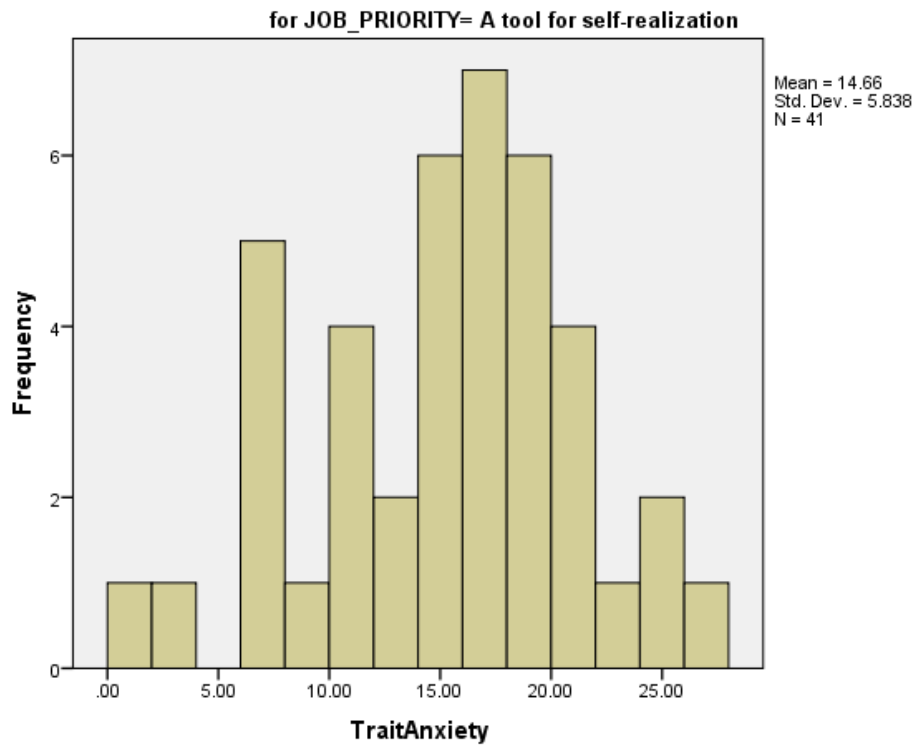


Figure 85: T-Anxiety distribution for job priority (a tool for self-realization)

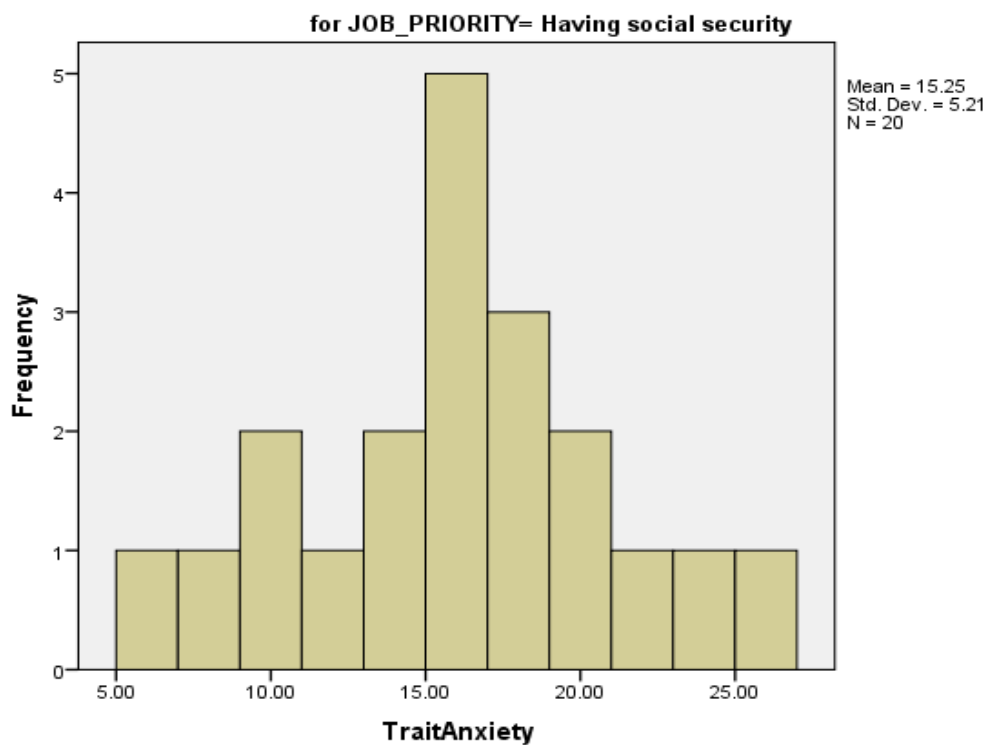


Figure 86: T-Anxiety distribution for job priority (having a social security)

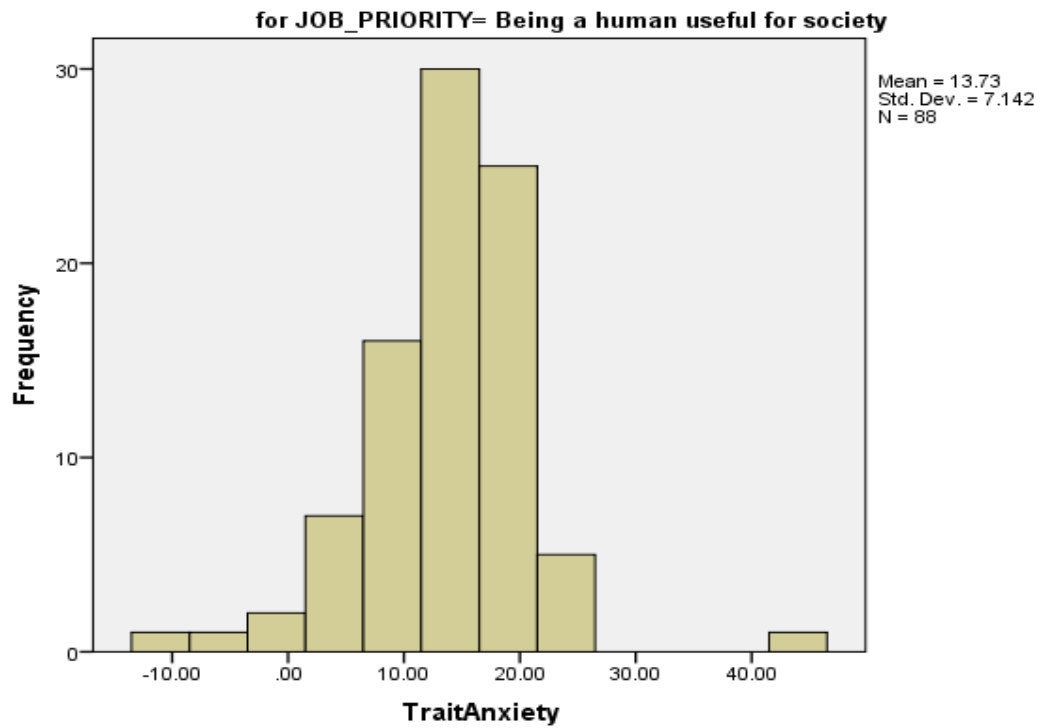


Figure 87: T-Anxiety distribution for job priority (being a human useful for society)

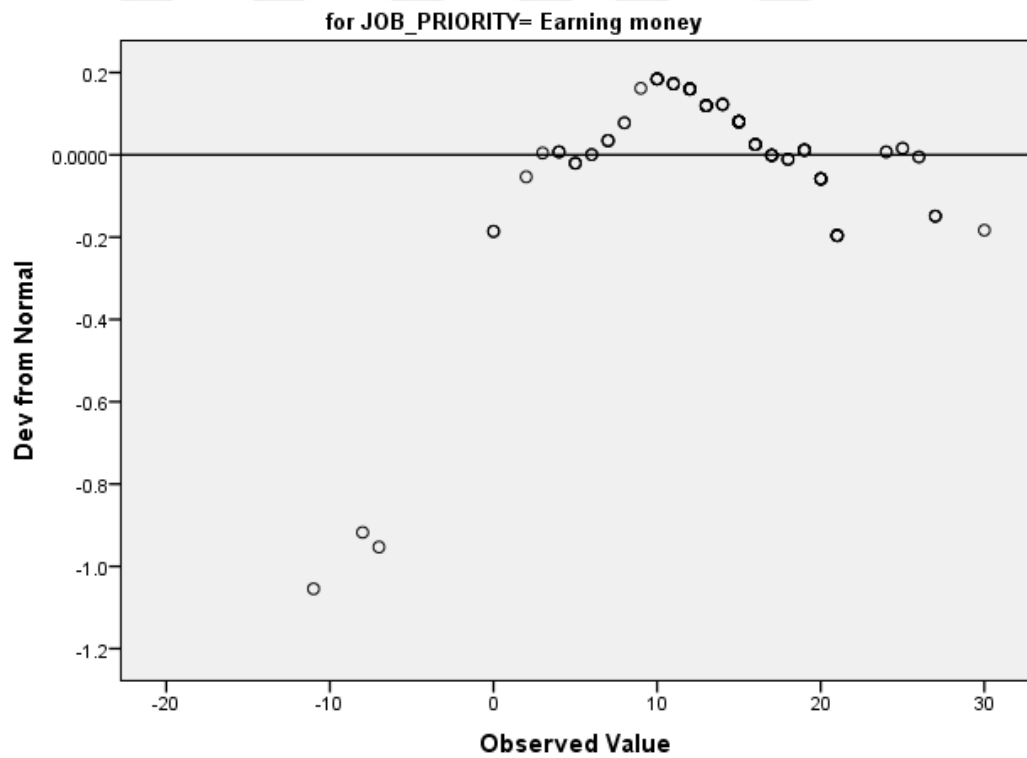


Figure 88: Detrended normal Q-Q plot for the T-Anxiety (earning money option)

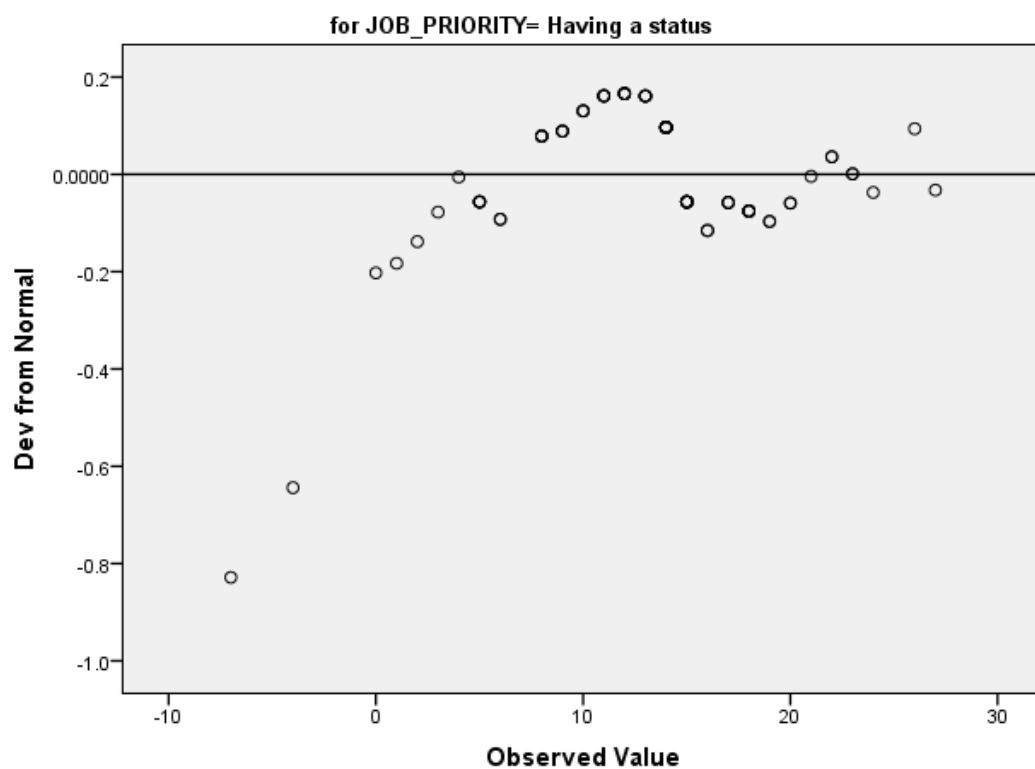


Figure 89: Detrended normal Q-Q plot for the T-Anxiety (having a status)

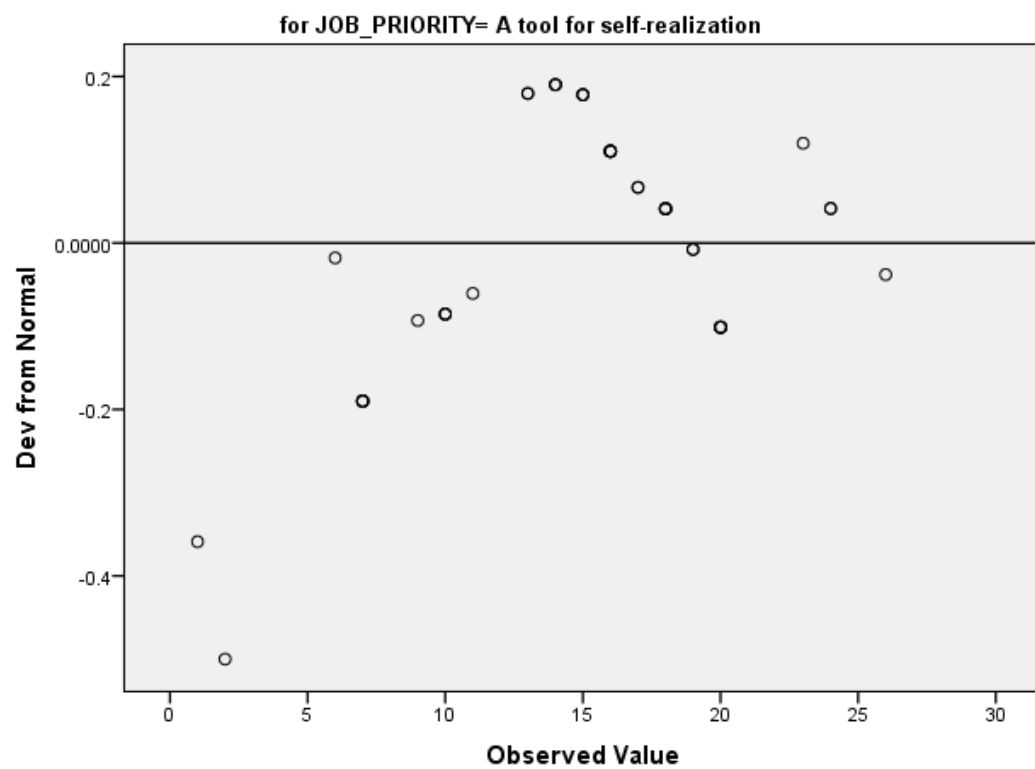


Figure 90: Detrended normal Q-Q plot for the T-Anxiety (a tool for self-realization)

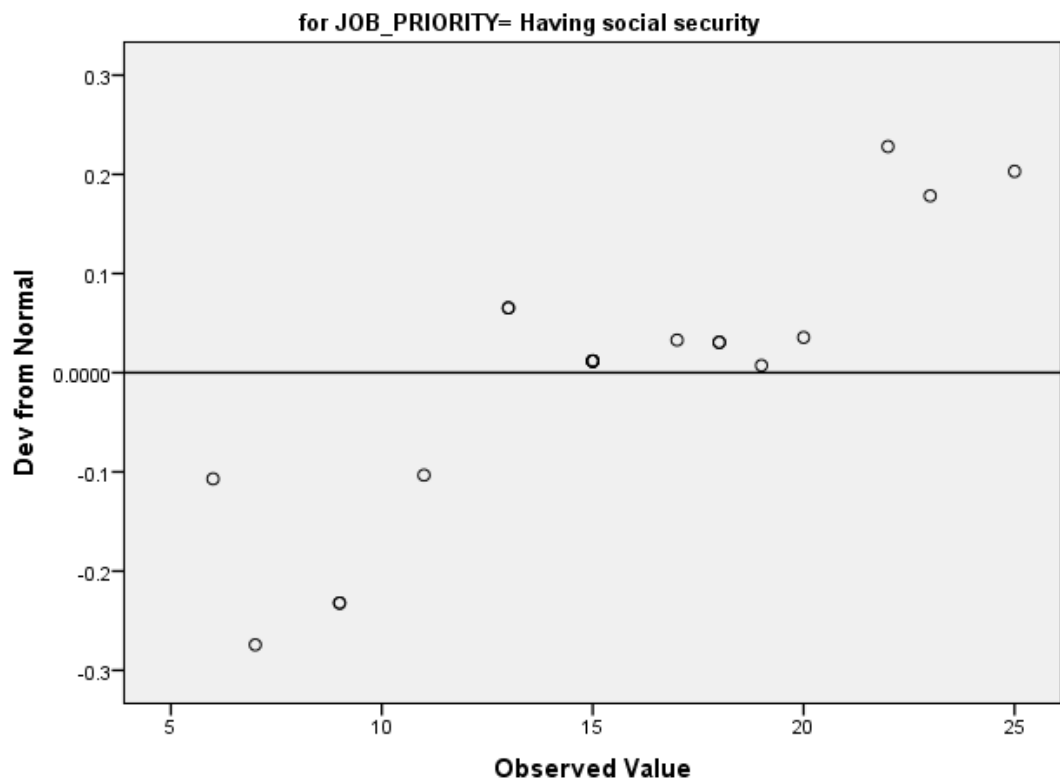


Figure 91: Detrended normal Q-Q plot for the T-Anxiety (having a social security)

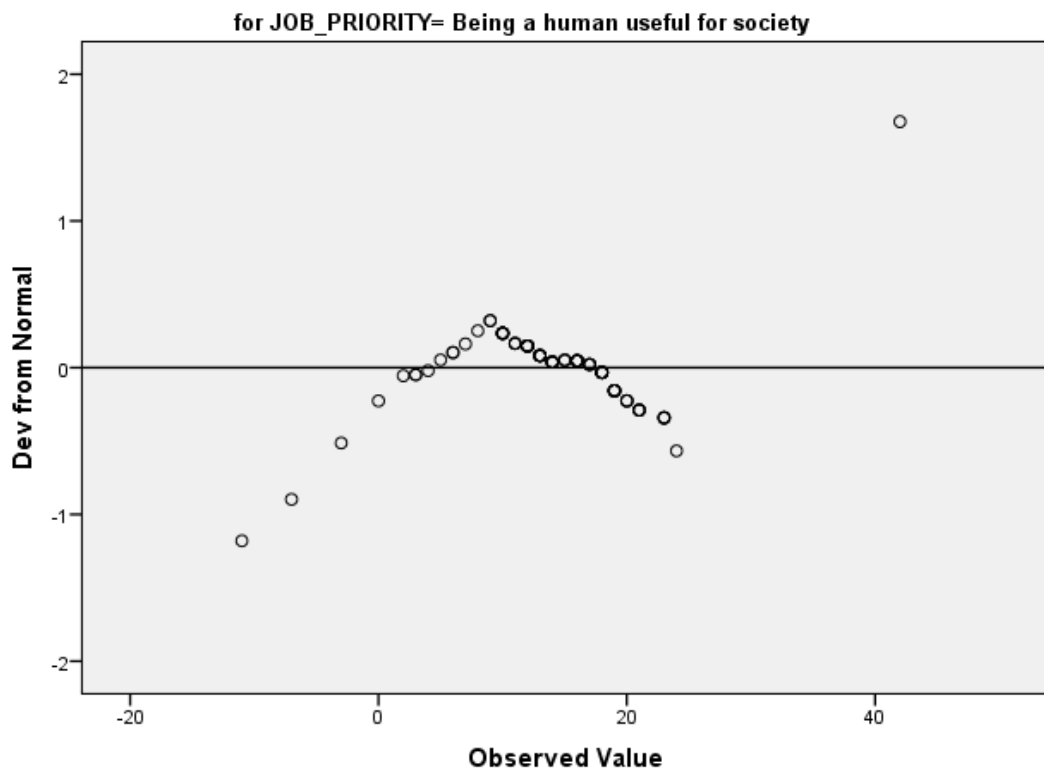


Figure 92: Detrended normal Q-Q plot for the T-Anxiety (being a human useful for society)

6.5.6. Correlation Analysis for T – Anxiety and Work Experience

The details of the relationship between the T-Anxiety and work experience (available or not available) are provided in Table 19. The relationship here is quite obvious, as there is a significance level of .000 which is way much below the adequate ($p < .05$) for “available” option. Meaning that there is a direct relationship between the T-Anxiety level and the availability of previous work experience. Moreover, in the case of the lack of previous work experience, the significance level is also adequate for refuting the null hypothesis where the significance is .014. This indicates that the T-Anxiety level is negatively affected both options of having work experience or not.

The visualizations of the results are provided in Figures 93 and 94 for the respected work experience options. In addition, the deviation from normality is provided in Figures 95 and 96.

Table 19: Normality test (K-S) for the Work experience vs S-Anxiety

	Work Experience	Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Available	187	.000	13.395	48.434
	Not available	146	.014	14.342	43.261

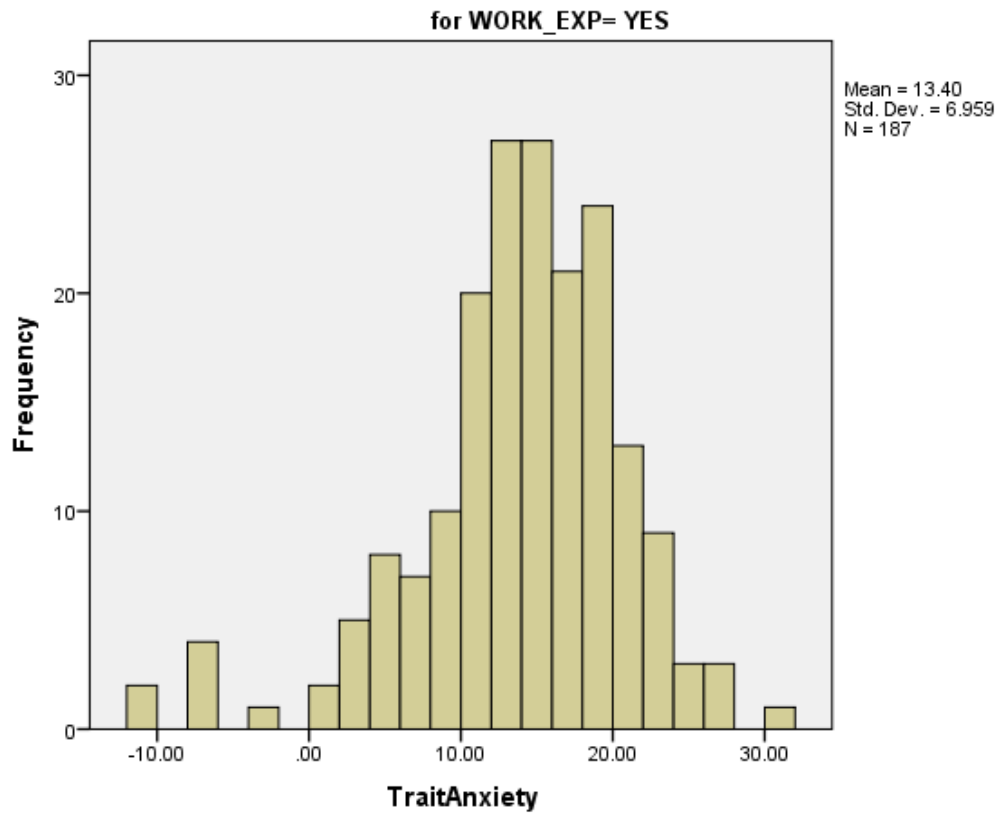


Figure 93: T-Anxiety distribution for work experience (available)

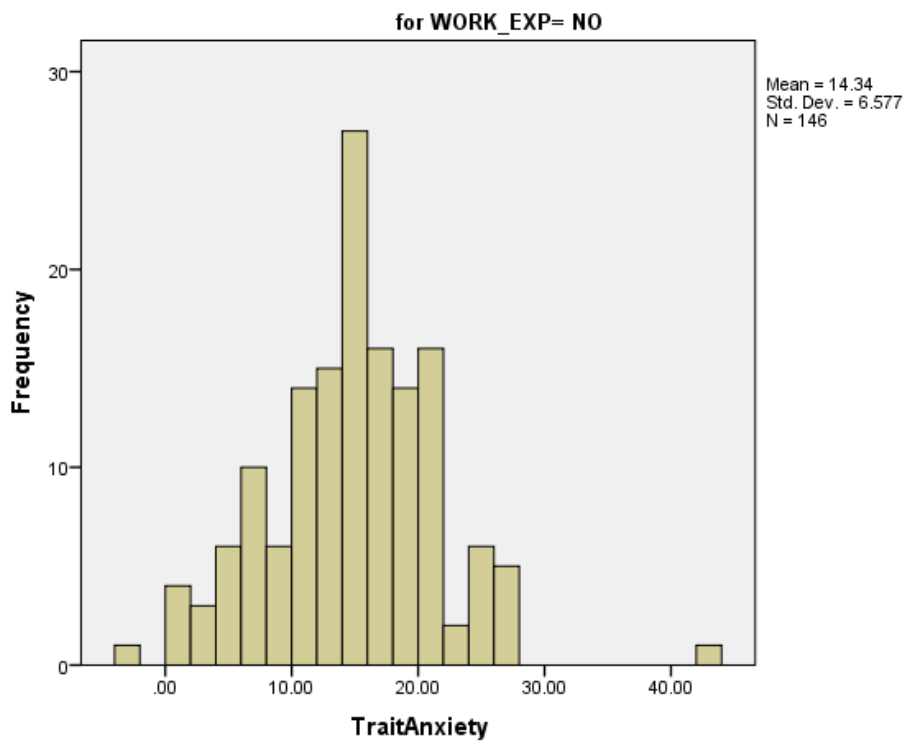


Figure 94: T-Anxiety distribution for work experience (not available)

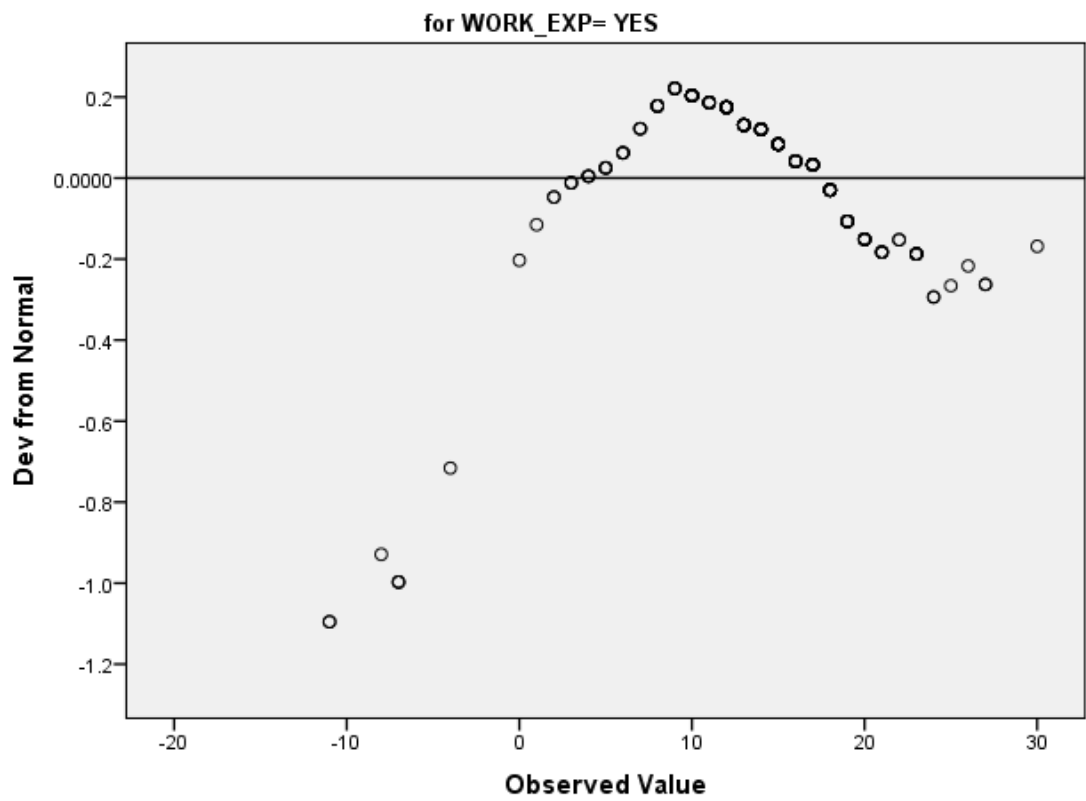


Figure 95: Detrended normal Q-Q plot for the T-Anxiety for work experience (available)

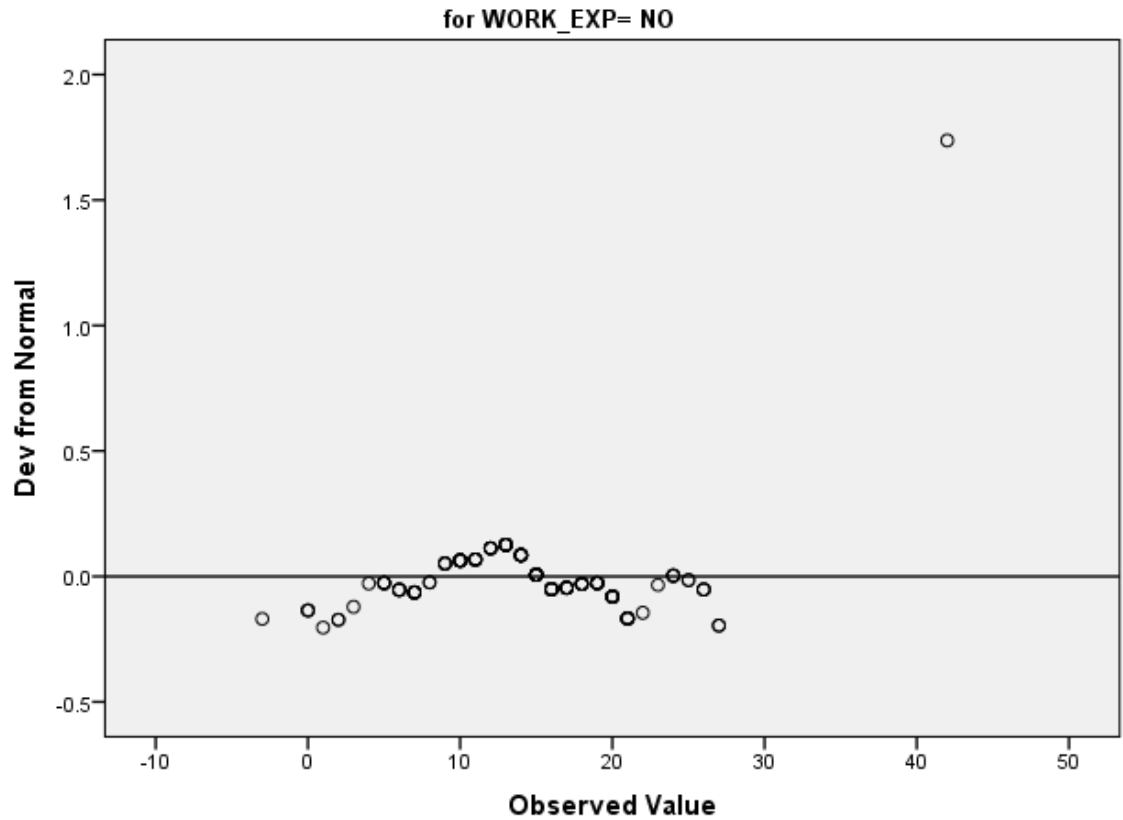


Figure 96: Detrended normal Q-Q plot for the T-Anxiety for work experience (not available)

6.5.7. Correlation Analysis for T – Anxiety and Hope of Finding a Job

The details of the relationship between the T-Anxiety and hope of finding a job (yes or no) are provided in Table 20. The relationship here is quite obvious, as there is a significance level of .000 which is a way much below the adequate ($p < .05$) for the “yes” option. Meaning that there is a direct relationship between the T-Anxiety level and the hope of finding a job for the affirmative answer “yes”. Moreover, in the case of there is no hope of finding a job or it has not been yet planned in the mind of the participant, the significance level is also adequate for refuting the null hypothesis. This indicates that the T-Anxiety level is negatively affected by both statuses of the hope for finding a job in future.

The visualizations of the results are provided in Figures 97 and 98 for the hope of finding job options. In addition, the deviation from normality is provided in Figures 99 and 100.

Table 20: Normality test (K-S) for the Hope of finding a job vs T-Anxiety

		Kolmogorov-Smirnov		Mean	Variance
		df	Sig.		
State - Anxiety	Yes	232	.000	13.099	50.098
	No	101	.017	15.445	33.950

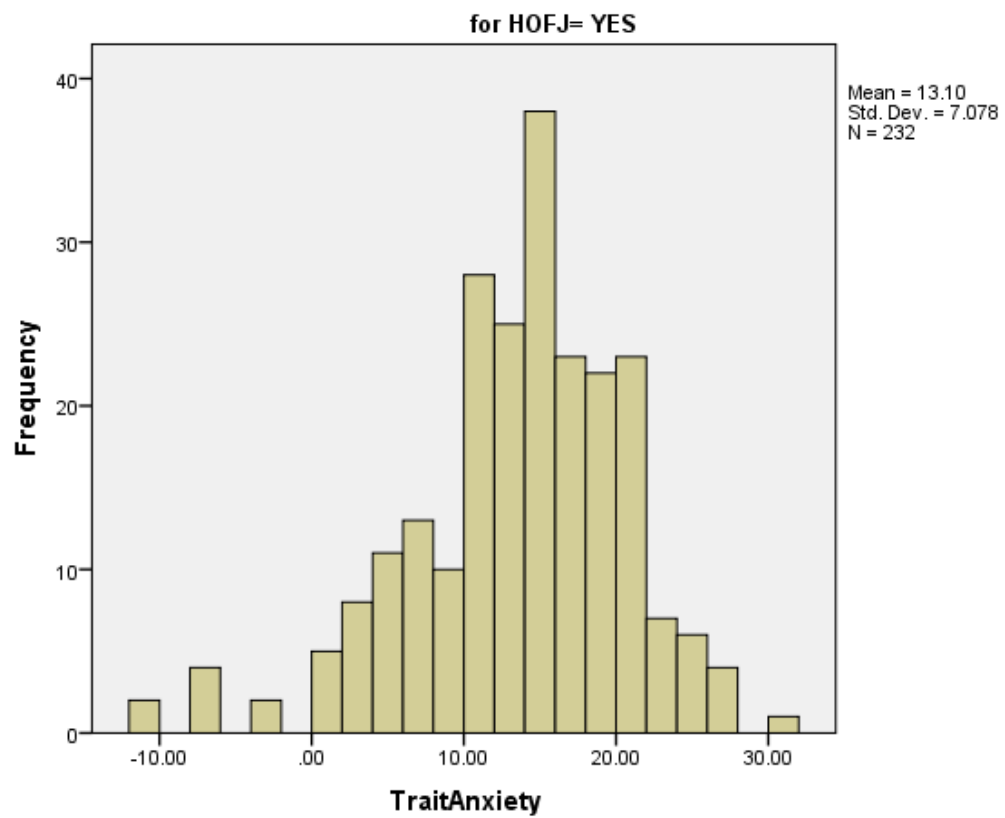


Figure 97: T-Anxiety distribution for the hope of finding a job (yes)

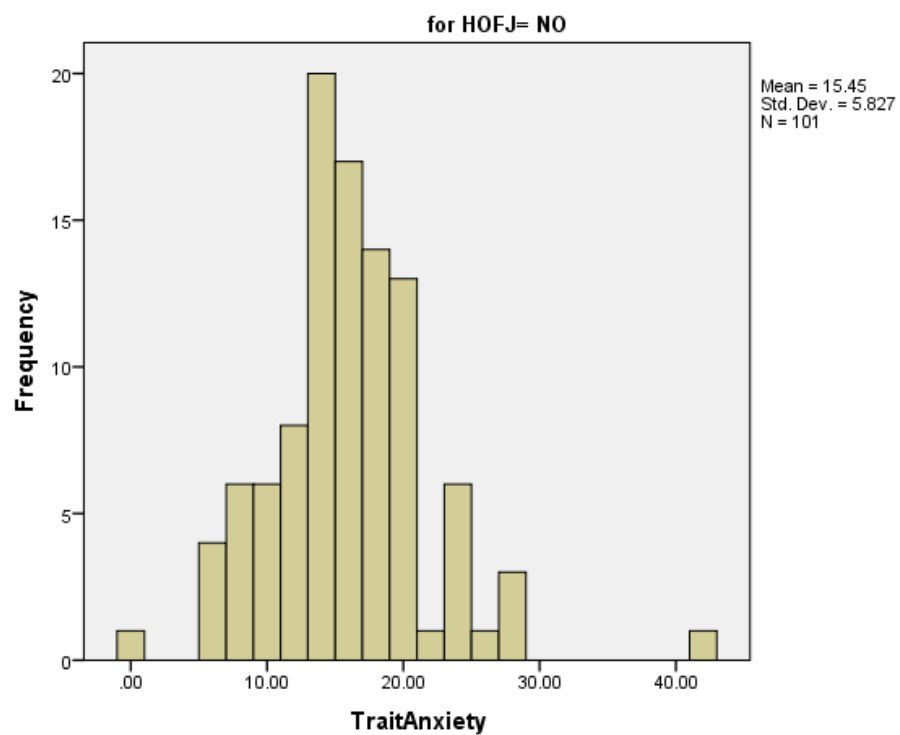


Figure 98: T-Anxiety distribution for the hope of finding a job (no)

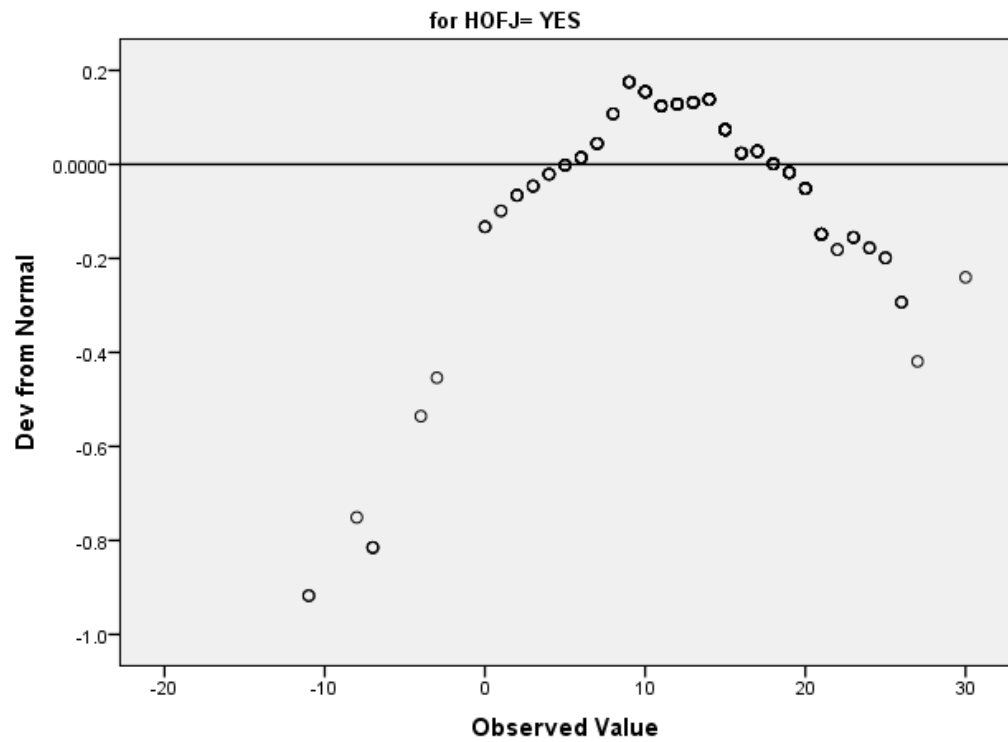


Figure 99: Detrended normal Q-Q plot for the T-Anxiety for the hope of finding a job (yes)

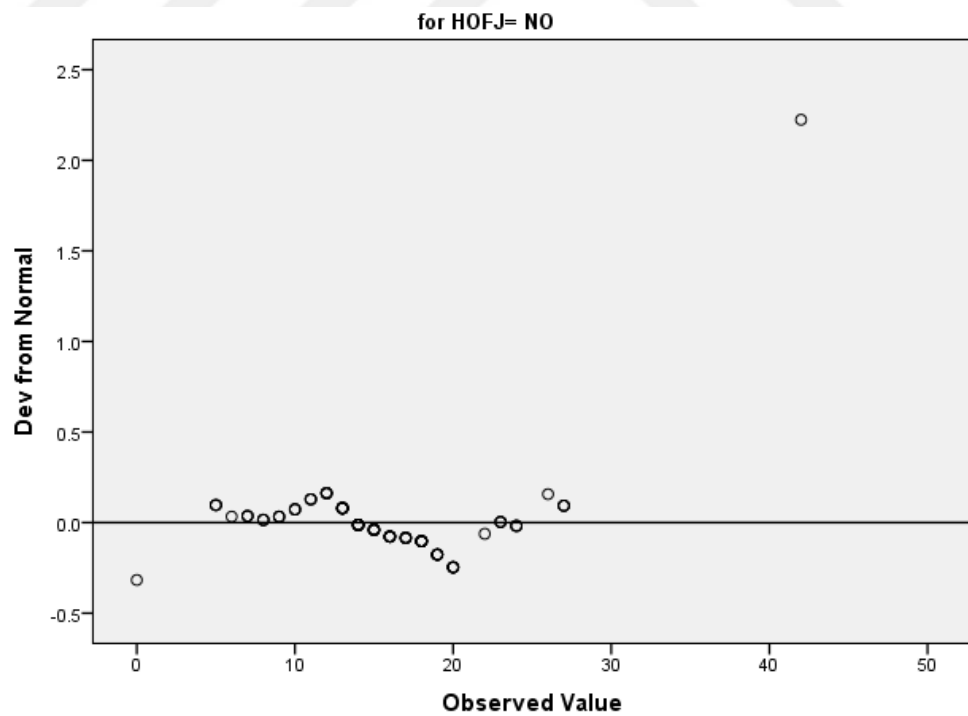


Figure 100: Detrended normal Q-Q plot for the T-Anxiety for the hope of finding a job (no)

7. DISCUSSION AND CONCLUSIONS

7.1. Discussion

The administered research questionnaire of this study targeted a sample of ($N = 333$) students from the Faculty of Sport Sciences – Firat University. The responses were used to evaluate the correlation between seven considered factors: gender, age, department, study level, job priority, work experience, and the hope of finding a job, and both the state and trait anxiety levels. The used measure is the standard STAI forms for state and trait anxieties (40) and it was applied in Turkish version provided in (41). As a precaution step, Alpha Cronbach was found for both state and trait anxiety forms, provided in Tables 2 and 3, as .768 and .799 respectively which confirm the validity of the considered measure.

The demographic analysis of the used sample shows that the sample is constituted of 233 male students (67.0 %) and 110 female students (33.0 %). The highest range of age is residing within 19-21 years' level with 227 students constituting 68.2 % of the total number. In the same time, the age ranges 16-18 and 29+ composed 24 (7.2 %) and 10 (3.0 %) respectively. This is due to the fact that undergraduate studies in Turkey generally fall within the age range 19-21. The distribution of students over departments is essentially provided in Table 4 where more or less close numbers of students for all departments were chosen. The highest level of students is fallen in the second educational year where 207 students (62.0 %) of the total sample population is found there. Yet, only one student from the fourth year had joined the administered survey constituting an insignificant level of 0.3% of the overall population.

More than half of the participants have work experience where 187 (56.2 %) provided a positive reply and 146 (43.8 %) had no work experience. The same participants responded to the job priority as follows: the majority of the responses went to “earning money” where 105 students (31.5 %) had considered this option. In the same time, only 20 students (6.0 %) considered “having a social security” as job priority in their response. Finally, more than two-third of the whole sample population was hopeful to find a job where 232 (69.7 %) responded with “yes” and 101 (30.3 %) responded by “no”.

The frequencies distribution of state anxiety questionnaire items are relatively uniform in distribution. The highest frequency belongs “Somewhat” for “I am joyful right now” where 127 students chose this option reforming 38.1 % of the total percentage. On the other hand, the lowest frequency went to “Completely” for “I feel comforted” where 36 students chose this option reforming 10.1% of the total percentage. Other frequencies range between these two extreme responses with a mean in the range of 2.03 to 2.61.

Similarly, the trait anxiety analysis shows a relatively uniform distribution as well. The highest frequency was highlighted for “Sometimes” as a response to “I usually get tired quickly”. The recorded frequency for this option was 149 or 44% approaching from the half of all students. This is actually true for the packed life of students, especially Sport Sciences students, which makes them vulnerable to tiredness. It is interesting to indicate that the lowest frequency was assigned to “almost alway” as a response to “I usually feel tired quickly”. The frequency here was 24 which is 7.2 % of the total sample population. The result obtained here according to the fact that Sport Sciences students are usually trained not to feel tired

quickly as it is part of their future career and life. Apart from these extreme results, the means of all frequencies range from 2.23 and 2.69.

The correlations of the seven considered factors were found using K-S test assuming a normal distribution and based on a null hypothesis to be rejected in cases ($p < 0.05$). Accordingly:

- The gender is correlated to both state and trait anxieties where significant correlations were found for both males and female students enable the rejection of the null hypothesis, as shown in Table 7 and 14. This indicates that both genders are prone to have state and trait anxieties towards unemployment status in future.
- The age is proved to be correlated to both state and trait anxieties, yet not in a complete match for both cases. The age ranges of (16-18) and (19-21) were found correlated to the state anxiety, as shown in Table 8. However, the age ranges (19-21), (22-25) and (26-28) were found correlated with the trait anxiety, as presented in Table 15.
- The departments have also shown an interesting correlation to both state and trait anxieties. This is clearly implied by the analysis results as Sports Education II, Coaching Education I and II programs were in direct relationship with the state anxiety, as shown in Table 9. However, two different departments were correlated to the trait anxiety, namely Physical Education and Sport Teaching I and Recreation I, as provided in Table 16. This might be related to a number of factors such as workload, syllabus, future job opportunities, etc.

- The educational levels have also shown distinguished correlations with both state and trait anxieties. The direct relationship between the state anxiety and both first and second educational years, as shown in Table 10. Yet, the correlation between trait anxiety and first, second and third educational years was proved in Table 17.
- Not all job priority options succeeded in passing the null hypothesis rejection. Only “having a status” and “having a social security” were shown to be correlated to the state anxiety, as presented in Table 11. However, the correlated options with trait anxiety were “earning money” and “being a human useful for society”, as presented in Table 18.
- Both options of work experience (available and not available) were proved to be correlated both state and trait anxieties as presented in Tables 12 and 19.
- The positive feelings towards the hope of finding a job are related to the state anxiety level, while the negative feelings towards the hope of finding a job were proved to be insignificantly related to state anxiety level, as shown in Table 13. Nevertheless, both positive and negative feelings towards the hope of finding a job are correlated to the trait anxiety, as shown in Table 20.

7.2. Conclusions

This research has presented an attempt for analyzing the unemployment state-trait anxiety of the students Sport Science Faculty – Firat University. The research employed the standardized Turkish version of STAI questionnaire forms provided in

(41). The questionnaires were randomly administered for all Faculty departments' programs, namely Physical Education and Sport Teaching I, Sports Management I and II, Coaching Education I and II, Recreation I and II. 333 students out of 1160 (the total number of Faculty students) were considered, which is approximately 30% out of the total number of all Faculty students. The questionnaires were administered based on a complete random procedure, in order to avoid any misguidance in the results. The demographic analyses of the collected questionnaires revealed that the participants from male gender were slightly more than two-third of the total sample population. This gender deviation has definitely influenced the final answer, yet in any wrong direction.

As the main was guided throughout the whole thesis for discovering the relationship between the seven considered factors (gender, age, department, study level, job priority, work experience, the hope of finding a job). K-S test analysis revealed that a very strong correlation between male gender and both stat and trait anxieties, as it is common for males to take the responsibility to job duty and family support within this society. Nevertheless, female gender was shown to be strongly correlated by in a lower degree, especially with the trait anxiety. Apart from that, the age ranges (16-18) and (19-21) were discovered to correlated to the state anxiety while the age range (19-21), (22-25) and (26-28) provided strong correlations with the trait anxiety. The disappearance of the window age (16-18) from the trait anxiety is most likely to be related to the motivated status of junior students, which may be reduced over time, stress, workload, and a wider vision.

The educational programs were also influencing both state and trait anxiety levels. The analyses revealed that Recreation I is directly correlated to both state and

trait anxieties. This is properly related to the workload and perspective job future. Moreover, Physical Education and Sport Teaching I was shown to be correlated to the trait anxiety while Sports Management I, Coaching Education I and II were correlated to the state anxiety. It can be said that the some of the educational programs are imposing a higher influence towards the unemployment anxiety while other programs are imposing more stress, tighter expectations, and workload which create a tendency towards the anxiety. These educational programs are spread over four educational undergraduate levels. These levels were examined with respect to their correlation with both state and trait anxieties towards unemployment. It is important to mention here that only one student from the fourth year had properly filled the questionnaire. This is definitely will be extremely ineffective in speculating the relationship. Thus, the fourth year level was excluded from the analysis. As a result, it was found that first and second educational years (levels) were strongly correlated with the state anxiety while first, second and third educational years (levels) were strongly correlated to the trait anxiety. This result is generally reflected by the higher tendency towards the unemployment anxiety as the educational level progresses so is the tendency.

In this study, the considered job priority options were categorized into five points. These five options are related to certain intuitions and inceptions that the students may be hoping to get from the future career. “Having a status” and “having a social security” were recorded as correlated with the state of anxiety. This is basically due to the seriousness of these two goals in future career whining the society. Nevertheless, the trait anxiety was shown to be correlated to “earning money” and “being a human useful for society” as job priorities. Essentially, these

two options have a major influence on the tendency towards anxiety of future employment. Apart from that, the influence of work experience was also examined in terms of availability to unavailability. It is interesting to mention that a very strong correlation with the unavailability of work experience existed with the state anxiety while the availability of work experience was also shown to be correlated with the state anxiety but in lower level. This is generally explained by the fact that the availability of work experience has its own influence on the state anxiety yet it is still correlated with it. In contrast, the correlation of the availability of work experience to the trait anxiety much stronger than its unavailability counterpart. This can be reflected by the concern of the students who had or have had previous work experience from the future employment which they cannot guarantee, implying a higher tendency towards the anxiety. In a similar context, the hope of finding a job was also examined to discover its correlation with both state and trait anxieties. It was found the positive feelings towards the hope of finding a job are extremely correlated to both state and anxieties. Yet, it was also shown the negative feelings towards the hope of finding a job are correlated to both state and trait anxieties but at a lower level than their positive counterpart.

Finally, the findings of this study can be widely used in academia and academic research, as various factors along with their sub-factors have been studied in relationship with both state and trait anxieties. One of the aspects that have not been properly tackled within this study is the deep investigation of job priority options as they may be a great motive for both state and trait anxieties. This can be a direction for a future research in this field. In addition, there were no adequate

participants from the fourth year. Therefore, the exact reflection of the fourth year as an educational level was not properly addressed.



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9. APPENDICES

FORM – 1 (STATE ANXIETY SCALE)

INSTRUCTION: There is a set of statements below which are used by the individuals to describe their feelings. Read each statement, then specify how you feel at that moment by marking appropriate one of the brackets on the right side of the statements. There is no right or wrong answer. Mark the answer indicating how you feel immediately without wasting too much time on any statement.

	QUESTIONS	NOT AT ALL	SOMEW HAT	VERY MUCH SO	COMPLET ELY
1	I am calm right now	(1)	(2)	(3)	(4)
2	I feel safe	(1)	(2)	(3)	(4)
3	I feel nervous right now	(1)	(2)	(3)	(4)
4	I feel regret	(1)	(2)	(3)	(4)
5	I am in peace right now	(1)	(2)	(3)	(4)
6	I don't feel good right now	(1)	(2)	(3)	(4)
7	I am worried about what will happen to me	(1)	(2)	(3)	(4)
8	I feel rested	(1)	(2)	(3)	(4)
9	I am anxious right now	(1)	(2)	(3)	(4)
10	I feel comfortable	(1)	(2)	(3)	(4)
11	I have self-confidence	(1)	(2)	(3)	(4)
12	I get nervous right now	(1)	(2)	(3)	(4)
13	I am so angry	(1)	(2)	(3)	(4)
14	I feel I am very nervous	(1)	(2)	(3)	(4)
15	I feel comforted	(1)	(2)	(3)	(4)
16	I am content with my situation right now	(1)	(2)	(3)	(4)
17	I am worried right now	(1)	(2)	(3)	(4)
18	I feel nonplussed because of excitement	(1)	(2)	(3)	(4)
19	I am joyful right now	(1)	(2)	(3)	(4)
20	I am in a good mood right now	(1)	(2)	(3)	(4)

FORM – 2 (TRAIT ANXIETY SCALE)

INSTRUCTION: There is a set of statements below which are used by the individuals to describe their feelings. Read each statement, then specify how you feel at that moment by marking appropriate one of the brackets on the right side of the statements. There is no right or wrong answer. Mark the answer indicating how you feel immediately without wasting too much time on any statement.

	QUESTIONS	Almost Never	Sometimes	Often	Almost Always
21	I usually feel good	(1)	(2)	(3)	(4)
22	I usually get tired quickly	(1)	(2)	(3)	(4)
23	I usually cry easily	(1)	(2)	(3)	(4)
24	I would like to be happy as others	(1)	(2)	(3)	(4)
25	I miss the opportunities because I can't decide quickly	(1)	(2)	(3)	(4)
26	I feel rested	(1)	(2)	(3)	(4)
27	I am usually calm, self-possessed and cold-minded	(1)	(2)	(3)	(4)
28	I feel that the difficulties have accumulated as much as I cannot get over	(1)	(2)	(3)	(4)
29	I worry about trivial things	(1)	(2)	(3)	(4)
30	I am usually happy	(1)	(2)	(3)	(4)
31	I take everything seriously and become anxious	(1)	(2)	(3)	(4)
32	I usually have no self-confidence	(1)	(2)	(3)	(4)
33	I usually feel safe	(1)	(2)	(3)	(4)
34	I avoid encountering distressed and difficult situations	(1)	(2)	(3)	(4)
35	I usually feel sad	(1)	(2)	(3)	(4)
36	I am usually pleased with my life	(1)	(2)	(3)	(4)
37	Unnecessary thoughts disturb me	(1)	(2)	(3)	(4)
38	I take my frustrations so seriously that I never forget	(1)	(2)	(3)	(4)
39	I am a rightminded and determined person	(1)	(2)	(3)	(4)
40	I worry about the issues that occupy my mind recently	(1)	(2)	(3)	(4)

10. CURRICULUM VITAE

Curriculum Vitae - CV

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- Median spoken\ written (Arabic).
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