

**REPUBLIC OF TURKEY
FIRAT UNIVERSITY
INSTITUTE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS**



**THE RELATIONSHIP BETWEEN UNEMPLOYMENT
ANXIETY, DEPRESSION LEVELS AND ATTITUDES
TOWARD FUTURE OF PROSPECTIVE PHYSICAL
EDUCATION AND SPORTS TEACHERS**

MASTER'S THESIS

DILSHAD HAVAL ABDULLAH

2022

APPROVAL

.....

Prof. Dr. Mesut AKSAKAL

Director of Health Sciences Institute

This Thesis is suitable for the standards of a Master's Degree Thesis.

Prof. Dr. Yüksel SAVUCU

Department of Physical Education and Sports Sciences

The Thesis is reviewed and accepted as a Master's Thesis in terms of scope and
quality.

Assoc. Prof. Dr. Yunus Emre KARAKAYA

Advisor

Master's Thesis Examining Committee Members

Assoc. Prof. Dr. Yunus Emre KARAKAYA _____

Assoc. Prof. Dr. Yalın AYGÜN _____

Asst. Prof. Dr. Abdullah BİNGÖLBALI _____



ETHICAL DECLARATION

I carried out the work of this thesis study with my effort, I did not violate the code of ethics at all stages from the planning of the studies to obtaining the findings and writing, and all the information and data in this thesis have been validated academically and ethically. I declare that I have obeyed the thesis writing rules and that I am the sole author of the findings and written thesis body except for the cited definitions and texts.

.....
Dilshad Haval ABDULLAH

.....
Assoc. Prof. Dr. Yunus Emre KARAKAYA

Department of Physical Education and Sports Sciences

ELAZIĞ

ACKNOWLEDGMENTS

Praise be to God and all thanks and appreciation to God Almighty who gave me strength and patience to finish my studies that I started two years ago.

I would like to express my very great appreciation to my supervisor Assoc. Prof. Dr. Yunus Emre KARAKAYA who supervised my thesis and for all the support and assistance he/she provided to me, and for all the valuable notes and information that he/she provided to me.

I will not forget the great support from my family, especially my mother and father, during this difficult period and the current situation of the world due to the Covid-19 disease that has swept the world. I thank them from the bottom of my heart for their support financially and morally and their prayers for me as well as all my friends who helped me and supported me, especially Muhammad Can Ozkal, who is a student of physical education of sport at Firat university and helped me with Turkish language translation.

Dilshad Haval ABDULLAH

ELAZIĞ – 2022

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LIST OF ABBREVIATIONS

DSM-IV	: Diagnostic and Statistical of Manual Disorder
ECT	: Electroconvulsive Therapy
ACT	: Acceptance And Commitment Therapy
SSRIS	: Selective Recapture Inhibitors Serotonin
TCAS	: Tricyclic Antidepressants
OECD	: Organization For Economic Co-Operation and Development
WHO	: World Health Organization
CRT	: Campus Employment Training

1. ABSTRACT

THE RELATIONSHIP BETWEEN UNEMPLOYMENT ANXIETY, DEPRESSION LEVELS AND ATTITUDES TOWARD FUTURE OF PROSPECTIVE PHYSICAL EDUCATION AND SPORTS TEACHERS

In this study, the relationship between unemployment anxiety, depression level and attitude toward the future of prospective physical education and sports teachers were investigated.

The study was conducted with 610 prospective physical education and sports teachers, who studied at Fırat University, Harran University, Adiyaman University, Agri Ibrahim Cecen University and Bayburt University. To determine the perspective of the study group, the “Unemployment Anxiety Scale”, "Depression Scale" and the “Attitude Toward Future Scale” were used. The analyses of the data collected from the scale forms were conducted by using SPSS 24.0 package software. To reveal the distribution of the study group in terms of the demographical variables, frequency, and percentage calculations were conducted. To determine whether the data obtained from the scale and its subscales provided a normality distribution, a normality test was conducted. As a result of the normality test, it was decided to conduct parametric tests. To evaluate the level of differentiation in terms of the independent variables, parametric tests, which included “Independent samples t-test” and “One-way Variance Analysis (ANOVA)”, were conducted. Additionally, “Correlation Analysis” was conducted to reveal the level and significance of the relationship between dependent variables.

According to the results of the research, it was seen that there were statistically significant differences according to the variables of gender, school type, age, class, income status, father and mother education status, attitude towards the teaching profession, and the university where they received sports education.

A positive and significant relationship was observed between the “Unemployment Anxiety Scale” and the “Depression Scale”. Negative and significant relationships were determined between each of the “Attitudes towards the Future Scale” and the “Unemployment Anxiety Scale” and “Depression Scale”.

As a result, it is a worrying situation for the future of physical education and sports teaching that students studying at universities do not have a positive attitude towards their profession. It would be beneficial for university institutions to work together and prepare an action plan for the future to reduce employment.

Key Words: Physical Education and Sports, Prospective Teachers, Unemployment, Depression, Future Expectation

2. ÖZET

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENİ ADAYLARININ İŞSİZLİK KAYGILARI, DEPRESYON DÜZEYLERİ VE GELECEĞE YÖNELİK TUTUMLARI ARASINDAKİ İLİŞKİ

Bu tez araştırması, örneklem grup çerçevesinde yükseköğretim düzeyinde spor eğitimi alan beden eğitimi ve spor öğretmeni adaylarının işsizlik kaygıları, depresyon düzeyleri ve geleceğe yönelik tutumları arasındaki ilişkileri ortaya koymak amacıyla yapılmıştır. Araştırma, Fırat Üniversitesi, Bayburt Üniversitesi, Harran Üniversitesi, Ağrı İbrahim Çeçen Üniversitesi ve Adıyaman Üniversitesi'nde öğrenim gören 610 beden eğitimi ve spor öğretmeni adayı üzerinde yapılmıştır.

Araştırma grubunun görüşlerini belirlemek amacıyla, ulusal/uluslararası düzeyde araştırmacılar tarafından geliştirilmiş üç adet ölçek formu kullanılmıştır. Ölçek formlarından elde edilecek verilerin analizleri, lisanslı SPSS 24.0 paket programı kullanılarak yapılmıştır. Araştırma grubunun, demografik değişkenlerine göre dağılımını ortaya koymak amacıyla frekans ve yüzdelik hesaplamalar yapılmıştır. Ölçekler ve alt boyutlardan elde edilen verilerin normallik varsayımını gerçekleştirip gerçekleştirmediğini görmek için normallik testi yapılmıştır. Bağımsız değişkenlere bağlı farklılaşma düzeyini değerlendirmek için parametrik verilerde “*Independent sample t-testi*” ve “*Tek yönlü varyans analizi (ANOVA)*” kullanılmıştır. Non-parametrik verilerde ise “*Kruskal Wallis Testi*” kullanılmıştır. Bağımlı değişkenler arasında ne düzeyde ve ne yönde bir ilişki olduğunu belirlemek için “korelasyon analizi” yapılmıştır.

Araştırmanın sonuçlarına göre cinsiyet, okul türü, yaş, sınıf, gelir durumu, baba ve anne eğitim durumları öğretmenlik mesleğine yönelik tutum, spor eğitimi aldıkları üniversite değişkenlerine göre istatistiksel olarak anlamlı farklılıklar olduğu görülmüştür.

“İşsizlik Kaygısı Ölçeği” ile “Depresyon Ölçeği” arasında pozitif yönde anlamlı ilişkiler gözlenmiştir. “Geleceğe Yönelik Tutum Ölçeği” ile “İşsizlik Kaygısı Ölçeği” ve “Depresyon Ölçeği”nin her biri arasında negatif ve anlamlı ilişkiler belirlenmiştir.

Sonuç olarak, üniversitelerde okuyan öğrencilerin mesleklerine tam anlamıyla olumlu bakmamaları beden eğitimi ve spor öğretmenliğinin geleceği açısından endişe verici bir durumdur. Üniversite kurumlarının birlikte çalışması ve istihdamı azaltmak için geleceğe yönelik bir eylem planı hazırlaması faydalı olacaktır.

Anahtar Kelimeler: Beden Eğitimi ve Spor, Öğretmen adayları, İşsizlik, Depresyon, Gelecek Beklentisi

3. INTRODUCTION

Unemployment is one of the economic and social problems that have security-related and political effects on the young generation, which is the constructive generation and the generation that possesses the power of work, production, skill and experience. The interruption of physical energy or interruption of the desire to work, especially among young people, may lead to the self-destruction of young energies, which causes a lot of problems among individuals globally and locally. We find that in some countries, the countries have taken some positions against these phenomena and against the rulers and owners of capital, who are responsible in the eyes of the unemployed for the problem of unemployment. Statistics confirm that there are tens of millions of unemployed young people all over the world. Consequently, they suffer from poverty, need, and deprivation. Their health conditions are underdeveloped, and they are unable to take responsibility for their families. The same scientific statistics also indicate that unemployment has bad effects on mental health, as well as on physical health. There is no doubt that before reaching a comprehensive definition of unemployment, it is first necessary to define the concept of who is unemployed. One of the most important characteristics of the unemployed is that the individual does not work. But this concept is considered insufficient, as there are individuals who do not work because they are unable to work; therefore, cannot be considered unemployed, such as children, the sick, the infirm, and the elderly, who have been retired and are now receiving pensions. Some individuals can work, but they do not work. However, it is not permissible to consider them unemployed because they are not looking for work, such as students who study in secondary schools, universities, and higher

institutes who have reached the working age but are not looking for work. They prefer to develop their abilities and skills by studying, and for this reason, it is not correct to include them among the unemployed. Also, some individuals can work but do not search for it because they are completely discouraged. This is because their efforts to search for work in the past period did not succeed, and the official statistics do not include them among the unemployed. On the other hand, other individuals can work, but they are not looking for work because they are at a degree of wealth that can enable them to survive without working. These people are also not considered unemployed. Unemployment has been recorded as one of the factors causing student stress in various studies.

This would encourage the search for reasons to stay away from employment among university students, which can be considered as one of the factors that lead to stress, anxiety and depression, which would open the door for governments to help and solve problems in the future.

Anxiety-related in societies is a frequently observed process in universities and is the last step in the educational environment. The influences of environmental factors that exist on career choice in college students when an occupation arises or pressure to pursue a career also cause unemployment concerns. At this point, the literature can be observed that high levels of unemployment anxiety, the current basic environment, or family factors in college students have a large share in this situation. Anxiety is one of the psychological problems for students in general and university students in particular. Therefore, university students face many pressures, which lead them to cases of anxiety that may affect them as a result of their fear of the unknown future.

Among the factors affecting anxiety in professional life in the future are the students' awareness, the degree of their attention, and their ability to control the issuance of judgments and reactions, which expresses the mental alertness of students. As reported in the literature (1), it is seen as an awakening that is a skill that all human beings already possess, the more it has been practiced, the easier it is to use, and it affects anxiety in a way. Awareness and attention lead to reduced fears and the ability to make decisions. Several studies have shown that mental alertness helps reduce stress and prevent it as well as working to increase students' awareness and focus and help reduce their anxiety. It also contributes to enhancing academic success and self-awareness among university students who suffer from academic problems. Moreover, it contributes to reducing students' anxiety and developing their adaptive skills and positive thinking (2).

The danger of the phenomenon lies in the fact that it affects the category of university graduates, as statistics indicate an increase in the number of applicants for high-ranking jobs. Thus, this segment did not pay attention to this problem due to its academic degrees. Academic degrees can be useful assets to enter the world of work without hindrances, but the continuous increase in the number of graduates from large universities and the market requirements for experience has made it impossible for them to integrate into the world of work. This is because these graduates have only theoretical knowledge, and this is what made them face difficulties in finding a job that suits them and meets their basic needs and helps them get rid of financial dependence on independence while attaining self-reliance and self-realization. However, that has become impossible in light of recent developments. This affects them negatively and leads to their suffering because

they did not achieve their desired goals which inevitably leads to severe anxiety and fear of the unknown future, including depression, abnormalities and corruption (3). Unemployment often leads to anxiety and depression, and university students worry about the stress of the future in case of facing unemployment. These students have a certain way of life and anticipating the future is at the heart of their life. At this point, living in the present is usually future-oriented, which gives purpose to their actions. Additionally, the perception that the individual sets them for the future helps them to move their goals, which would move their behavior. In a study, it was indicated that the perception of the future is important in an individual's life because it provides him/her with a solid ground that enables him/her to communicate and interact with life through his/her needs. Undoubtedly, thinking about the future and worrying about it is one of the things that have preoccupied the minds of young people and university students who think about the future with what they imagine and fear what may be in store for them. Young people at this stage experience many contradictions while simple and complex crises under the current conditions that are reflected in most societies and leave their imprint on their behavior, influencing and affecting their characteristics, practical ideas, and future directions. Young people are the life force and true mirror of any society. These are reflected through them along with the extent of their development and orientation toward the future (4).

Considering the above-mentioned challenges, the government should pay attention to the problem of anxiety about unemployment, which may pose a threat to the future of students and the state itself (5).

Hence, these constitute the importance of the current study with its variables. As unemployment is one of the features that characterize the current era and is considered one of the diseases of the current era, it generates anxiety among individuals in general and university students in particular regarding their fate after graduation from appointments that may be non-existent most of the time. We find that the levels of anxiety among young people are rising and their depression is increasing due to the inability to find jobs, which are considered sources of livelihood.

3.1. Importance Of The Study

When the process of prospective physical education sports teachers in being appointed to the profession following graduation is examined, it is observed that a process of elimination is conducted by the Public Personnel Selection Examination. In this elimination process, approximately 10% of the candidates are appointed while 90% of them are faced with a sense of unemployment. Accordingly, this thesis study to be conducted will be conducted with the aim of determining unemployment anxieties, depression statuses, and attitudes toward the future in prospective physical education and sports teachers, revealing how they change according to certain demographic variables, and exploring the relationships between them. It is believed that revealing the relationship between unemployment anxieties, depression statuses, and attitudes toward the future of prospective physical education and sports teachers will contribute to the literature and research in the future.

3.2. Purpose Of The Study

This study will be carried out with the aim of revealing the relationship between anxiety about unemployment, the level of depression and attitudes towards the future in future physical education and sports teachers, who received higher-level sports education within the group of the sample. In addition, the answers to the following research questions will be investigated.

- What are the levels of unemployment anxiety of future physical education and sports teachers and are there significant differences according to the independent variables?
- What are the levels of depression of future physical education and sports teachers and if there are significant differences according to the independent variables?
- What are the attitudes towards the future levels of future physical education and sports teachers and are there significant differences according to the independent variables?
- What kind of a relationship is there between unemployment anxieties, depression statuses, and attitudes toward the future of prospective physical education and sports teachers?

3.3. Unemployment

3.3.1. Unemployment Concept

The term unemployment appeared for the first time in history around the beginning of the seventeenth century AD when it was meant to be temporarily unemployed. The term took its collective form in 1782 AD. As for the modern

definition of unemployment, it appeared in the late thirties of the last century when the definition of the term was added. We find that the most recent concept of unemployment lies in the thirties of the last century, which pointed out that the unemployed are people who do not work while not being tired of looking for work constantly. The first census of unemployment was conducted in 1937.

Unemployment is one of the most serious problems that an employee or student may face at the beginning of his/her life, which threatens the stability of nations and countries. Additionally, its severity varies from one country to another and from one society to another. Unemployment is the main cause of most social diseases and represents a clear threat to political stability. According to some reports, employees suffer from job insecurity, which in turn exposes them to the constant threat of dismissal or leaving work at any time, which may cause them to constantly worry about dismissal. This may push working individuals or employees to deviate from moral values and turn to prohibitions as an attempt to release the psychological pressure that they feel from job insecurity leading to unemployment (6). Hence, we find that employment or appointment, whatever its name is, does not only provide a good living income for the individual employee, but also works to create non-material benefits such as social status, self-realization, and time management. Therefore, the loss of a job and unemployment for long periods does not mean only the loss of a source of livelihood, but it has its effects from the pressures accompanying this loss and a huge decrease in psychological and social levels at the individual and family level in addition to its negative effects on mental health. Furthermore, in this study, unemployment is represented in the loss of these non-material benefits, except for feeling it only when a disaster strikes and leaving

work, which can cause frustration and depression to the individual and the family. Numerous recent studies conducted in European countries, such as Germany, have found that the impact of job loss has a strong negative impact not only on health but also on social life (7). Unemployment is defined by the Encyclopedia of America as those who can work, who are willing to do so, and who are seriously looking for it but do not or cannot find it. As for the definition of unemployment in the economic dictionary, the word means the wage-earner who lost his/her job and source of livelihood and became unemployed as a result. The unemployed covers every individual who can work, is ready to work, and seeks and accepts jobs around the limit of the prevailing level of wages, but does not find a job. Unemployment can be defined as the forced cessation of a part of the economy from working with the desire and ability to work. What is meant by labor force is the number of people who are able and willing to work. The word unemployment in the Arabic language refers to void while unemployment refers to nullity. In both cases, it means unemployment and relinquishment of work, the unavailability of work for those who are willing and able, or the situation in which there are no jobs to look for people. A proverb, a day of unemployment is any day off, is also an indicator of such a circumstance (8). The term unemployment is applied to the situation of people who do not have a job to exercise and have not been able to engage in the effective workforce in society, as they are constantly seeking a job (9). The term unemployment is related to the ability to work, with the need for a person to seek an opportunity to work (10). Politically, unemployment is defined as stopping work or the lack of capabilities of the state to employ manpower. The reason for this is the economic situation within a particular profession or institution, and some

government policies that do not interfere with securing work, slowing economic activity, and others. However, the legal definition of unemployment is shortened as the lack of work or sufficient personal resources to support one's self and family (11). The unemployed person can be defined according to the labor organization. The international community defines the terms as everyone who can work, willing, looking for work, and accepting at the prevailing wage level, but to no avail. As the term unemployment cannot be used to denote people who are unemployed only because they do not work, may be children or old people, including those who are sick, disabled, or retired (4). Some have referred to unemployment as the percentage of the unemployed, and to calculate the unemployment rate, it is necessary to know the number of people in the labor force. The labor force includes people who have a job, with the need to know the amount of paid work that a person needs to be considered as having a job, in addition to unemployed individuals (12). It is noted that unemployment is an important economic indicator because it indicates the ability (or inability) of employees to find profitable work and contribute to the productive output of the economy. This trend can be attributed to the effect of the global crisis on the growth of output and employment, structural changes in production, and the decline in the marginal utility of labor as a result of cost constraints. With more workers unemployed, there will be less aggregate economic productivity than there could be otherwise. Idle labor, unlike idle capital, must at least maintain subsistence consumption during the period of unemployment. It was also elaborated that an economy with high unemployment produces less output without a proportionate decrease in the need for primary consumption. High and chronic unemployment may refer to great economic pressures that lead to social

and political turmoil and the International Labor Organization indicated in its definition of unemployment that the unemployed are people who are of working age, who are capable of it and who look for it and accept it at the prevailing wage while being unable to find it (13). In the same regard, the International Labor Office indicated that unemployment covers all individuals aged between 16 to 59 years who find themselves without available work (14).

The phenomenon of human anxiety about unemployment is considered an issue that has a natural interaction with the normal circumstances of life, especially in situations of expectation, such as taking an exam or joining a job. Concern, in its natural limits, acts as a strong motivator toward success and progress in individuals. However, if it exceeds its limits and becomes severe to the point of standing in the way of adaptation and obstructing progress, it becomes a satisfactory symptom. This is what is called unemployment anxiety neurosis. The events that the individual observes exaggeratedly will turn into sources of pressure and the perception of the negative stimulus due to the individual's inability to control it, which leads to a feeling of unemployment. In addition to the stressful life situations, changing demands and the anxious environment saturated with factors of fear, deprivation, insecurity and the mismatch between the real self and the ideal self as well as the promise of individual fulfillment of the individual's requirements fall within the phenomenon of unemployment (15). In a study investigating unemployment by examining the skills available to graduates of education in the US state of Walden, the skills acquired and the extent of the demand for them, it was concluded that 64% of the graduates were worried about unemployment, as they did not find work (16). Unemployment, which is a common problem in both

developed and developing countries today, is both a social and economic plan problem. This problem, the problem of social unemployment, with its persistence from the past to the present has become one of the contemporary and important problems with increasing globalization in present (17). Youth unemployment rates have reached significant levels in many countries. In many studies, it has been revealed that unemployment, which causes important problems at the individual and social levels, is a social problem that must be solved in the first place (18). University students face various problems such as various adjustment problems, economic problems, and academic problems, family problems, stress, depression, problems in finding a job, and future anxiety throughout their college life (19).

In the literature, it was stated that the most common reason for applying to university counseling centers is the problem of adjusting to university life when students experience in their first year. However, over time, with the increases in grade level, college students' problems and concerns diversify. In recent years, the concerns about future career planning, job search, and unemployment for the future have increased significantly (20).

3.3.2. The Importance of Unemployment

Unemployment at the present is one of the diseases that society in general, and students in particular, suffer from. Especially, in light of the technological and technical development and digital transformation witnessed by the current era, most parties have started to look for individuals who can work electronically and not manually. Especially, after the world witnessed the Corona crisis and its consequences that affected all the fields of economy and business, these events led to the transfer of the performance of the business to home, which reduced the

number of workers in all economic and commercial fields while the practical life became dependent on technological expertise.

On the other hand, we find that the number of graduates from Turkish universities within the current situation may force young people to compete with the largest number of individuals for jobs, which may expose their ambitions to future danger. In addition, the graduates who hold highly regarded certificates may get jobs better than those whose reports or grades are somewhat low (21). We note that the social and economic situation within the Turkish environment of housing, living, and political trends within the country contribute to increasing cases of anxiety and unemployment among individuals or university students, which affects their education levels and loss of hope from the situation. On the other hand, the situation may make the hope of graduating from universities very difficult due to the lack of a stimulating and safe environment for the students (22). Unemployment is a situation that makes life difficult for people, especially young people. This makes them pessimistic about their prospects. The presence of people who are optimistic about the future is critical in determining the fate of a country. Only those who do not care about unemployment and feel secure can provide innovative and astounding improvements. In this regard, having a job and being comfortable with oneself both personally and socially is extremely important for young people (23). Anxiety about unemployment is a phenomenon worthy of investigation among university students, especially among final-year students. Given that the university student is a basic pillar in production and achieving ambition in life, any obstacles or life pressures that these students are exposed to during the period of their studies may direct the university life to an imbalance in psychological and physiological

terms. This is also valid in social terms, which has the greatest impact on the students' psychological and physical health (24). The study conducted by Davras indicated that anxiety about unemployment among university students negatively affected their lives and behavior while affecting their psychological and physical health. Additionally, this anxiety might be high and lead to the student's feeling of pessimism, lack of self-confidence, and introversion, including low self-concept and the consequences of low levels of ambition, achievement motivation and low self-esteem (24, 25). Another study, which was conducted by Ashtayeh and Shaheen, showed that anxiety about unemployment among final year university students led to instability in their mood, preoccupation with their thoughts, and disturbance of their mental and physical health (26).

We find that the physical and psychological effects have an impact not only on the unemployed but also on university students who have not graduated and see that their fate is the same as the fate of those who are currently in the labor market. The student may be concerned about future job prospects and the possibility of becoming unemployed. Unemployment has been identified as one of the variables that cause anxiety in students in various research papers. As a result, more examination and research into the consequences of unemployment for college students is encouraged. The findings of such research may pave the way for future efforts by government and private agencies to help resolve this issue.

3.3.3. Forms and Types of Unemployment

Unemployment has many forms, each of which is due to special reasons, and the treatment of each form requires special measures. Knowing the type of unemployment is very important because accordingly the causes are known and we

can diagnose the appropriate treatment for this problem. These types will be presented in groups as the following.

3.3.3.1. Frictional Unemployment (Technical)

The reason for the existence of this type of unemployment is due to the temporary suspension of work due to moving from one job to another, a temporary cessation to search for a better job, temporary cessation of studies, marriage and so on (26).

Unemployment covers the unemployment status that results from the continuous movement of workers between different regions and professions and arises due to a lack of information among job seekers and among business owners who have job opportunities. Because the movement of a worker from one region to another or from one profession to another requires a period during which the search for available capabilities, the comparison between them, and the work search may be prolonged due to the lack of sufficient information or the absence of it. Therefore, the lack of information leads to the lack of convergence of the desire of the two parties, and to the extent that information is available, the waiting period for work is reduced. This type of unemployment decreases as the cost of searching for work increases, which is the lost income as a result of the unemployment in addition to the costs of transportation, interviews, publication, and advertisement in newspapers and the media.

Monopolistic unemployment is referred to as the continuous movement of workers between different regions and professions, which arises due to a lack of information among job seekers, and among business owners who have job opportunities. Therefore, the establishment of a center for information on

employment opportunities would reduce the duration of the work search, and provide individuals looking for work the opportunity to choose between the available possibilities more quickly and efficiently (27). One of the most important problems of the current era is the technological development that may cause the employee to lose his/her job because technology replaces the individual as the employee. As technology works to simplify tasks, there is a constant concern on the part of individuals towards technological development and the automation of processes whose concepts are to reduce the workforce (28). Technological development has led to a change in work cultures in many aspects. Throughout history, manual work, crafts, weaving and induction were abolished, which took time and cost a lot of individuals and employees their jobs because they were made by hand due to the technological development that opened after World War II, industrial development and globalization. Accordingly, these impacts equipped all factories with the latest technology in operation to reduce costs and increase profits in addition to reducing the workforce, which may cause job loss in the short term. On the other hand, we can divide the discussions about technological unemployment into two types, optimistic and pessimistic. Optimists agree that innovation and technological development has no cause or motive for unemployment, but on the contrary, it may be one of the incentives to search for qualified individuals who can cope with this technology. The other opinion, the pessimistic one, holds that technology is the main reason behind unemployment because it reduces the labor force within a labor market, which is referred to as technological unemployment (29).

During the eighteenth century, there were many concerns regarding technological developments and the multiplicity and diversity of machines within all fields of industries and administration. Then, a section of thinkers began to exploit the situation and ignited the situation around unemployment and fears about the conditions that innovations and industrial developments would be the main reason for leaving work by many individuals. Considering the harmony with technology, which is considered one of the difficult matters, these claims were placed within the official mold in the early nineteenth century. During the second half of the mentioned century, the truth became clear that industrial development would benefit the community and not harm it, which was pointed out by certain scholars of the time. Then, the adaptation to technology and industrial development was initiated.

Many Oxford University professors in the twenty-first century (such as Carl Benedict Frey and Michael Osborne) indicated that many studies reported that unemployment was increasing all over the world. For example, 47% of the jobs in America were at risk as a result of the technology used within working environments (30). However, most of the results that were reached by the researchers were interpreted incorrectly, as PBS News Hour made it clear that the results should not have been linked to technology and technological development to occur in the future (31). The report presented by the professors of business management (Andor McAfee and Sperling) in 2017 on how to deal with automated industries represents one of the problems that individuals, employees and especially, students may face, which may lead them to worry and experience unemployment, in other words, staying away from all jobs that include dealing with

technology (32, 33, 34). The development report for 2019 within the World Bank indicated that the developed technology would raise the skills of individuals, not reduce them, which may open other areas for jobs that previously existed through their interaction with technology, indicating that technology would not increase unemployment. On the contrary, it might reduce the workforce in certain areas, but it would certainly open up other areas in an increasing manner for individuals in a balanced way (35, 36).

3.3.3.2. Structured Unemployment

Unemployment is caused by a mismatch between job opportunities and the experiences of the unemployed, meaning that work exists and is available or can be provided, but those looking for it either have not found it yet or they do not have the necessary qualifications for this work (37). On the other hand, unemployment has been referred to in terms of the organizational structure, as extending over a long time and resulting from political and economic transformations or changes, which are mostly external causes, such as governmental conditions that cannot be avoided. As in the case of technological development, competition and politics, in most countries, unemployment occurs within this type for many reasons, including the fact that individuals do not have the skills that enable them to continue with the work they perform. Thus, there is a very large gap between what individuals possess as skills and the advanced skills required by the current work due to technological development (38). We find that structural unemployment occurs continuously due to continuous changes within the industry, which constantly push individuals to change job titles, requiring them to raise performance and skills while increasing their qualifications continuously.

Some cases may lead to structural unemployment, which is the inability of organizations to provide equal job opportunities for individuals. Such circumstances may lead organizations to lay off working individuals, who in turn become unemployed for reasons belonging to business organizations and not for reasons due to the individual (39).

The fluctuations within the corporate trade during the stages of economic growth, which is known as stagnation, are also one of the causes of unemployment that makes it periodic. Furthermore, periodic unemployment is often the result of the imbalance between goods and services. Thus, it is necessary to be careful and consider all these indicators to overcome them or reduce their effects, which cannot be eliminated (40). A lack of compatibility and cohesion occurs between what jobs are available and the skills possessed by unemployed individuals while this is possible due to shifts within the basic aspect, which makes it difficult to obtain some jobs before individuals in many aspects (41).

3.3.3.3. Periodic Unemployment

We find that periodic unemployment is one of the collective components that result from the economic movement represented by economic recovery or economic downturn that affects the raising or reduction of unemployment rates.

Period unemployment is the unemployment caused by the economic cycle from fluctuations in real GDP around potential output, which is the output that can be achieved with the full use of economic resources or while employing the entire workforce. The reasons for this unemployment are attributed to periods of economic downturn and depression when aggregate demand is less than its level to achieve full employment. The duration of this unemployment depends on the

effectiveness and speed of the economic policy in bringing the economy out of the stagnation stage, namely, deflation. This means that this type of unemployment decreases during the economic recovery and rises during economic stagnation. On the other hand, another study referred to cyclical unemployment as the situation in which economic activity is exposed to periods of periodic ups and downs and recurring movements, which is called the economic cycle. Here, the conditions move from the stage of the boom, where income, output, and employment increase until they reach a peak point. Then, a turning point occurs, which leads to a periodic decline with all its previous components, and the national economy enters the stage of deflation to begin to recover again (42). The demand for labor may appear to reduce working hours while laying off workers due to the decline in purchases. The increase in stocks of consumer goods, and the consequent decrease in production, in addition to the national income, may lead to a decrease in investment spending. Therefore, the result may become a rise in the unemployment rate. This type of unemployment is a feature of the capitalist systems in the major industrial countries that depend on market mechanisms (43). Periodical type of unemployment that is related to the decrease as a result of the business demand is one of the causes of cyclical unemployment, which works to reduce the demand for labor. The high levels of cyclical unemployment are due to the slowdown within the economy, which is one of the unpleasant effects. The decrease in demand means that there is insufficient consumption. Under such conditions, the government needs to address this problem through fiscal and monetary policies to support the state's economy. Strangely, periodic unemployment is also linked to a strange and complete link with the country's overall economy, which may lead to a rise in the case of recession

(44, 45). As for the other indications of unemployment, the reasons for its occurrence cover the lack of sufficient demand within the economy to provide everything that individuals need at present, which aims to reduce the demand for goods and services and in turn, reduce the need for production. We find that all these concerns do not work to reduce wages because they are fixed and do not decrease them to meet the state of balance and the results of unemployment. These may lead to a sudden drop in unemployment. Additionally, money can suddenly impede demand, reducing the demand for labor. The shortage of jobs can be solved by government intervention that includes one of the proposed interventions, such as deficit spending to boost employment and demand for goods within government spending (46).

3.3.3.4. Voluntary Unemployment

Voluntary unemployment refers to the situation in which the worker becomes unemployed of his/her own volition by submitting his/her resignation from the work heshe was working on. This could be either because of his/her reluctance to work or because he/she is looking for a better job that can provide him/her with a higher wage and better working conditions among other reasons. In all these cases, the decision to be unemployed is voluntary. According to the prevailing wage level, in this case, we face forced unemployment, an example of which is layoffs, such as forced dismissal. This type of unemployment prevails in the stages of depression, and forced unemployment can take the form of frictional or structural unemployment (47).

Voluntary unemployment is the situation where a person withdraws from his/her work voluntarily for certain reasons. It indicates the presence of individuals

who can work, who do not want it at the prevailing wages despite the presence of jobs for them, such as the unemployed rich, some poor beggars, and individuals who left jobs where they were getting high wages and did not want to join similar jobs with lower wages, to get used to the high wages. It falls under this type of unemployment, namely, frictional unemployment. Frictional unemployment is considered voluntary unemployment because it is based on the desire of individuals to search for information related to the best job opportunities in the market (48). Voluntary unemployment, as a type of unemployment, covers the situation where an individual becomes unemployed of his/her own volition and choice. When the employee submits his/her resignation from work, either because of his/her reluctance to work or refusing to work, such an action covers voluntary unemployment (45). The concept of voluntary unemployment is defined as a situation where a person is unemployed, not because of the lack of jobs in the economy, but because of his/her inability to find a job of his/her choice. Sometimes people turn down job opportunities if they do not receive the desired wages or if they are not offered the kind of work they would like to do.

About voluntary unemployment, it is stated in the Cambridge Dictionary that it is the situation where the individual may not want to work in any low-paid job because it does not bring him/her a high level of happiness or satisfaction, especially when compared to the aid he/she obtains from the government in the event of the absence of any work. The reasons for voluntary unemployment can be high tax rates and the full knowledge of the employee about what those vacant jobs are, especially those that do not meet all the needs of individuals within the current economic situation (49).

We find that the most important cause of voluntary unemployment is the time it takes for an individual to search for jobs, moving from one place to another or from one country to another, which was indicated by the International Labor Organization.

3.3.3.5. Underemployment

Underemployment means that the number of workers exceeds the requirements of the work. Therefore, this circumstance creates individuals who do not fit in this classification completely, although they are working and receiving wages and salaries officially (50). At times, more than the required number of workers are involved in a profession. This situation is called disguised unemployment. Even if a few workers are laid off, no reduction in total production is recorded. Underemployment applies to agriculture in India, where the rural population increases labor available in surplus in the agricultural sector. Thus, there is disguised unemployment in this sector (51). Educated unemployment is when a person is educated and unable to find a suitable and effective job for himself/herself. It can happen for various reasons, but the most common reason is the lack of job opportunities. This also happens when there are a large number of graduate or postgraduate students, but employment opportunities are limited as well as the companies. Young graduates, after their education, find it difficult to get a suitable job. Unemployment of the educated increases each year in India and other countries. Whatever path or profession these individuals choose, it takes a great deal of dedication to face the tough competition. This is the main reason for the failure of young individuals regarding job opportunities. To avoid and overcome such situations, young people must be aware of the career path they have to choose to

get a suitable job for themselves. Therefore, it is necessary to provide excellent education about job prospects and employment opportunities. This will help them choose the profession that is suitable for their abilities and competence. Continuously raising awareness of this matter can gradually reduce the impact of the problem (50).

Some studies have shown that unemployment is one of the phenomena that must be eradicated because it destroys individuals' lives, especially when it is at a very high rate. Statistics indicated that the unemployment rate among graduates of new universities was at the highest rate compared to university graduates in previous years, which indicated that it was difficult for graduates to find jobs in recent years (52).

We find that after one year of graduation, the unemployment rate for holders of bachelor's degrees between 2007/2008 became approximately 9%, which is a high rate when compared to the graduates of previous years. The graduation ratios and the jobs available within the current environment creates this gap, which forms unemployment in addition to the competition and the lack of opportunities for students to be appointed. All these indicate that what is needed by the employee, in reality, was not learned within the educational curriculum as a student (53, 54). Unemployment exists in the case of leaving a large group of individuals without work without a goal and in a way, such a situation makes their production zero. At this point, unemployment can be linked to a very large extent in the economic cycle because the decrease in the production process and the lack of production can certainly be followed by a decrease in the demand for labor. Considering the number of graduates from universities and institutes and the lack of economic

projects, the main reason is the decline in production capacity for reasons that are mainly political, environmental or economic. Accordingly, unemployment can be largely formed among students while it can happen among all groups of society based on the inability of the industrial and productive environment to accommodate that increasing number of individuals, which is confirmed by all the statistics. We may find that the people who are neglected are not among the required workforce while the people who are characterized by unemployment may be among the required workforce, which in turn, works on the imbalance within that environment (55, 56). In terms of the other indications of disguised unemployment, one of the reasons for governments is to leave a large proportion of individuals without jobs while the number of jobs offered is greater than the natural need of individuals. We often find this within the developed countries, as we mentioned earlier, where the number of individuals or the population percentage is large, which is known as a surplus in the workforce (57).

Underemployment can refer to any part of the population that is not working. However, it is often not counted within the national economy in official unemployment statistics. This may include those who work well below their abilities, those who have a few general productive jobs, or any category that is not currently looking for work but can do valuable work. Another way to talk about underemployment is to say that people work but not effectively (54).

3.4. Types of Disguised Unemployment

Underemployment under certain circumstances, people who work part-time can qualify as underemployment if they desire and can do a full-time job. It also includes those who accept work to a much lower degree than their skill set. In such

cases, latent unemployment may also be called "*underemployment*", including those who work at a certain capacity but not at their maximum capacity.

Illness and Disability Another category that can be included in those who are sick or have a partial disability. Although they may not be actively operating, they may be able to succeed in the economy. In the case of disability, this type of disguised unemployment is temporary and classified when a person seeks help from a person with a disability. This means that an individual is often not seen as part of a country's unemployment statistics.

No longer looking for work Whatever the reason, if a person stops looking for work, they are often no longer considered unemployed when it comes to measuring the unemployment rate. Many states require that an individual actively seek work to be considered unemployed (57).

3.5. Causes of Unemployment

We find that despite the different causes of unemployment in developed and developing countries, there are common causes for it in both developed and developing countries alike, which was stated as the following.

Unemployment in advanced capitalist economies is part of the economic cycle, where it appears with the onset of the recession phase and disappears with the recovery phase. In general, unemployment has become a structural problem at present, especially in developing countries. Despite the achievement of economic recovery and growth, it has been worsening year after year. It should be noted that in the economies transitioning toward a free market economy, unemployment began to worsen, especially after these countries adopted economic reform policies, which would increase unemployment rates in the short term in addition to the failure of

economic development plans\ the aggravation of the external debt crisis and the high rates of economic recession. In addition to these, the economically improper exploitation of financial resources on one side and the increase in financial and administrative corruption rates, especially in developing countries, on the other side, contributed to the exacerbation of the unemployment problem in developing countries. The increase in population growth rates sometimes exceeds 3% in developing countries, which leads to an increase in the growth of the labor force. On the other hand, these countries suffer from the inflexibility of their production apparatus as well as the inability of the economies of these countries to create additional job opportunities to absorb the increasing numbers of the labor force, which ultimately leads to the aggravation of the problem of unemployment in developing countries. The increase in economic independence and interdependence between developed and developing countries in light of globalization, which leads to the case of capitalist countries being exposed to a specific crisis, will lead to a decline in global production, and the latter will lead to a decline in demand for both labor and raw materials, which ultimately means an increase in unemployment rates. This was demonstrated in the recent global crisis that occurred (58). Hence, we can find that there is an agreement about the reasons that lead to unemployment in general, which is discussed in some detail.

3.5.1. The Economic Reasons

Many local factors affected the workforce and employment levels in the United States. These include economic growth, cyclical and structural factors, demographics, education and training, cooperation, trade unions, and industry consolidation.

There are many economic effects caused by unemployment as the following. These include a low standard of living. Accordingly, the majority of the unemployed suffer from a low standard of living due to their inability to provide a stable monthly source of income and the impact of unemployment usually appears directly on the life of the individual when he/she stops working. This manifests itself as a decrease in purchasing power and the inability to cover debts-if any-to secure life needs and secure adequate housing (59, 60). Loss of shelter and homelessness are among other factors. An exacerbation of the unemployment rate often leads to an increase in homelessness rates as the unemployed person does not have sufficient income to cover the costs of housing, which may lead him/her to become homeless (61). Many economic effects affect societies as a result of unemployment, including decreased purchasing power. Accordingly, unemployment results in a decrease in purchasing power, which in turn, causes a decrease in corporate profits, a decrease in the state's general budget, and consequently, a decrease in the number of the workforce (62). Another factor is the closure of workplaces. The spending of a particular person is a source of profit for another party. Thus, the spread of unemployment and the decrease in the number of available jobs leads to a decrease in demand for services provided by local factories, which may be closed due to a lack of demand and benefit from their services. Loss of National Product is also at play here. Unemployment has become a major cause of the loss of national production if the state suffers from a scarcity of economic resources. With the increase in the unemployment rate, it has become difficult to find a job opportunity that guarantees individuals a decent living while the negative impact of unemployment has become long-term, affecting the overall

economic growth of the state, which led to decreases in prices, profits and production (59). Financial costs cover the increase in financial costs provided by the government to social welfare for families suffering from the impact of unemployment, which leads to an increase in the state's general budget deficit, increasing due to the possibility of raising taxes or lowering public spending plans on public goods (63). Deprivation of education means that families who have lost their source of income due to unemployment find it difficult to enroll their children in schools and universities. This is due to the inability to provide tuition fees and study requirements, which leads to depriving the economy of the skills and qualifications developed by the educational sector (60). Increasing the burden on companies covers that taxes on companies rise due to the high rate of unemployment, which leads to an increase in the burden on companies, on which their part suffers from a decrease in demand for their products. Thus, their profits are reduced and they are forced to maintain the number of workers they have (60). The economic drivers and unemployment economists, as well as academics, make compelling arguments that there is some natural level of unemployment that cannot be erased, where high unemployment imposes significant costs on the individual, society and the country (64, 65). Furthermore, even worse, most of the costs are of the deadweight type, where there are no gains equivalent to the costs that everyone has to bear. Depending on how it is measured, the unemployment rate is subject to interpretation, where it may be difficult to imagine the costs of unemployment incurred by an individual. When individuals lose their job, there is often a direct impact on their standard of living. Before the Great Recession, the average U.S. savings rate was near zero and sometimes, lower. Additionally, unconfirmed reports

stated that the average person was just weeks away from serious financial trouble without gainful employment (66). Even for those who qualify for unemployment benefits and other forms of government assistance, these benefits often replace 50% or less of normal income (67). This means that these people consume much less than usual. However, the economic consequences can go beyond a simple decrease in consumption. Many people will turn to the retirement savings in question, and the depletion of these savings has long-term implications. The talent economy is also helpful. At the same time, the experience of unemployment, both direct and indirect, can change the way workers plan for their future while prolonged unemployment can increase doubt and pessimism about the value of education and training, which may lead to the reluctance of workers to invest in long years of training which is required by jobs. Similarly, the lack of income resulting from unemployment can force families to deprive their children of educational opportunities and deprive the economy of these future skills. Last but not least, there are other costs borne by the individual. Studies have shown that long-term unemployment is detrimental to the mental health of workers and leads to poor physical health and a shortened lifespan (68, 69).

3.5.2. Social Reasons

The phenomenon of unemployment emerges as an expression of poor social relations and their unfairness. These may happen as another aspect of the misdistribution or division of social work and the misdistribution of income and wealth at the local and national levels and the global level between rich and poor countries. Economic, social and moral ethics are not natural results of historical progress, especially not an inevitable result of scientific and technical progress. The

conservative thought defends the interests and privileges gained against the logic of science and history claims. The whole social situation taking place today in the light of globalization and at all levels, such as international, regional, and local unemployment, results in several social and psychological effects, where the unemployed feel frustration, despair and lack of belonging to the state. Accordingly, crimes of all kinds spread, especially among the unemployed who do not receive unemployment benefits during the period of their unemployment. The weakest sectors of society, namely the poor and women, add to this intellectual deviation and the spread of a feeling of malice and hatred towards the classes that live in prosperity. Then, the individual loses the advantage of getting used to work and mastery and degrades his/her level (70).

Unemployment helps to increase the state of the so-called social fragmentation, and the state of permanent and temporary unemployment as well as the accompanying social problems and economic pressures, which cause the majority of unemployed youth to suffer from a state of chronic severe frustration and a state of lack of self-confidence, especially among young people with intermediate and university degrees. This feeling leads them to think seriously about revenge against the society that refuses to allow them to live a decent life, improve their social conditions, achieve themselves, and embody ambitions through fortification of work. This feeling also pushes them to think about emigrating to other societies. We find that there is a growing interest from a social perspective in the link between integration in the labor market and social integration. The term "unemployment" is becoming increasingly prominent in political discussions of

poverty and social inequality, often referring to defects in basic living conditions that reduce the possibility of participation in society (71).

Within this context, unemployment is one of the most important risks that business organizations may face that distances them from society, which may activate the concept of alienation within the functional environment. From a political perspective, relying entirely on government support for individuals as concepts of maintenance for individuals and society would increase unemployment. At this point, the vision requires government systems to fully understand the mechanisms behind the high rates of unemployment and be prepared to build the full knowledge of individuals and job opportunities that work on effective assistance to mitigate the negative effects of unemployment (72).

3.5.3. Political Reasons

The political causes of unemployment are one of the most important reasons for the spread of unemployment due to the difference in opinions between politicians about work, which may be considered as one of the important indicators that can be used by the government to support individuals who are unemployed for work and within short periods. Accordingly, unemployment appears very clearly within countries that depend on appointments for the sake of individuals and society. Thus, there will be a very urgent demand for jobs and governments may work on appointments increasingly, which raises the notion of disguised unemployment. All these occur because of the lack of planning or structuring mechanisms for appointments and retirement later.

There is a direct proportion between the political factors and unemployment. Within this framework, countries that suffer from unemployment are unable to

perform their political role optimally, manage their affairs properly, or make full use of their resources, which may lead to the instability of their political system. The political effects of unemployment can be summarized as the following.

Weakening loyalty and belonging to the homeland provides the environment for the spread of extremism and deviation.

The increase in poverty and unemployment deepens the dependence of the poor countries on the rich countries. Consequently, it leads to the thesis of their political independence. Unrest in daily life may affect political stability and change of governments and the weak degree of political participation. There is no doubt that economic development requires an atmosphere characterized by social and political stability. Therefore, the dangerous effects of unemployment also affect the process of growth in productive activity in any country (73).

3.6. Data on Unemployment Within the Global and Turkish Environment

3.6.1. Unemployment Within the Global Environment

Studies to measure the impact of unemployment hysteresis are generally divided into studies using time series belonging to a single country and studies using panel tests to measure labor markets for groups of countries collectively. In the literature review portion of this study, studies on unemployment hysteresis were examined based on target and chronologically-sequential groups of countries. The first study in the field of unemployment hysteresis was conducted by Blanchard and Summers in 1986. The Dickey-Fuller and Dickey-Fuller unit root tests were used in the study, which was conducted in France.

Annual data for Germany, America, and England were used for the period between 1953 and 1984. As a result of the study, unemployment hysteresis was identified in other countries, except for the USA, after 2000. There was also an increase in studies testing unemployment hysteresis. The studies generally examined the labor market in OECD countries and used annual data from 1960 to 2000 (74). The data was between 1960 and 1997 based on OECD countries. The Peron plate unit root test investigated unemployment slowdowns in 22 OECD countries. As a result of the study, unemployment hysteresis was identified in 9 countries.

Slowing unemployment in the labor market was revealed in the remaining 13 countries. After one year of this study (75), it was concluded that the unemployment hysteresis theory was valid for all countries involved covering the data between 1960 and 1999 in the analysis of 21 OECD countries (76). The data covered 10 OECD countries between 1960 and 1995 in the study. As a result, it was reported that 9 other OECD countries, except for the USA, had unemployment hysteresis (77). used annual data for the period between 1956 and 2001 for 19 OECD countries. As a result of the study, unemployment hysteresis was not found in these countries. Li used the data from 23 OECD countries in the study conducted in 2010. As a result of the analysis, it was concluded that there was no unemployment hysteresis in OECD countries (78). The study covered extensive research including OECD countries. In the study, the researcher used quarterly data for the periods from 1992-1 to 2013-1. The unemployment hysteresis was valid in groups of countries including Turkey, which represented the European Union as 15, the European Union as 27, the Organization for Economic Cooperation and Development, and the G8 countries (79). The annual data between 1991 and 2014

was covered in another study. As a result, Mercan et al., covering Turkey and OECD countries, reported that the unemployment hysteresis was valid in the labor market. In studies published in 2011 on the labor market in Turkey (80), the annual data between 1988 and 2008 were examined. Two different results were obtained in the study. According to the result of the tests that considered the structural interruption, it is concluded that there was no unemployment hysteresis in the sectors under study while according to the test result, the structural interruption was not considered. It was concluded that there is a hysteresis effect on sectoral unemployment rates. In this study, it was determined that structural disruptions had a direct impact on unemployment hysteresis (81). In another study, the presence of the effect of hysteresis on unemployment rates was determined by the data between 1992 and 2009. In the study, the presence of the effect of hysteresis was determined using annual data for the years from 1923 to 2011 (82), covering the annual unemployment data between 1923 and 2010. As a result of the study, it was determined that unemployment moved away from its normal rate as a result of domestic and foreign economic fluctuations in the analysis for the period between 1923 and 2010 in the study (83).

3.6.2. Unemployment Within the Turkish Environment

According to classical economic analysis, unemployment arises from the imbalance between the supply of labor and the demand for labor. When the supply of labor exceeds the demand for labor, unemployment is observed in the economies. Of course, the only cause of unemployment is not the imbalance between supply and demand for labor. The supply of labor equals the demand for labor. Unemployment can occur in labor markets even when the labor demanded and

supplied is of the same quality. Otherwise, the problem of unemployment rises again due to differences in quality (84). The demographic structure of a country and the structure of the workforce determines the supply of labor in a country in addition to social, cultural, and religious reasons. The demand for labor is determined by the amount of investment in the country as well as the amount of capital and technology, and many other economic factors (85). Unemployment is also the unemployed part of the workforce. Officially, as expressed in the definition of unemployment issued by the Turkish Statistical Institute, the unemployed population includes all non-institutional people of working age who have used at least one job search channel in the past three months to search for a job and can start working within 15 days (86). Structural and cyclical causes increase unemployment in Turkey. While there was no serious unemployment problem in Turkey until the eighties, unemployment became one of the most important economic and social problems in the eighties and beyond. In Table 1 below, the unemployment rates in Turkey were reported between 2000 and 2013 (85).

Table 1. Unemployment Rates (2000-2013, Turkey)*

Years	Unemployment (%)
2000	6.2
2001	8.4
2002	10.3
2003	10.5
2004	10.8
2005	10.6
2006	10.2
2007	10.3
2008	11
2009	14
2010	11.9
2011	9.8
2012	9.2
2013	9.7

* The table was obtained from the reference (85).

There has been a steady increase in unemployment rates since 2000. The crisis of 2001, which occurred for the first time in the mentioned period, increased unemployment rates by about 1.9%. After this period, unemployment did not fall to single digits until 2010. Again during the mentioned period, the second major economic crisis in 2009 caused the unemployment rate in Turkey to rise to 14%. After 2010, unemployment was observed to decrease over the years. Structural and cyclical causes are the causes of unemployment in Turkey. We can divide it into two parts. Structural reasons include population growth, which covers the failure to provide the necessary structural arrangements for the transition from an agricultural to an industrial society and with a high level of education and school enrollment rate, to a female workforce.

Market entry occurs due to higher labor costs, cyclical causes between globalization and increased competitive pressure and the transition to flexible workforce practices and lower investments during periods of instability. Additionally, technological developments can be shown as the reason for the change in the structure of employment and business (87). On the other hand, it was indicated that the relationship between economic growth and unemployment in Turkey was studied theoretically and practically. In this context, the unemployment and economic growth data for the periods of 1960-1979, 1980-1999, and 2000-2016 were taken as a basis. This is because the economic growth strategy implemented between 1960 and 1979 in the Turkish economy was the import-alternative manufacturing model, it shifted to an export-based growth model after 1980. After 2000, the role of the public sector in the economy was reduced, and the establishment of an economic growth strategy was directed toward foreign capital,

in which neoliberal policies were implemented. As a result of the econometric tests conducted in this study, the series stability was checked by the ADF unit root test, and at the end of the unit root test applied to variables between 1960-1979, the trend of unemployment was constant. A one-way causal relationship for the variables was determined in the test causality conducted between unemployment and economic growth. In other words, economic growth affected unemployment. When this result was evaluated with correlation variables for the same period, it was seen that economic growth reduced unemployment, albeit weakly. It is observed that the data were constant when the second variable was taken from 1980 to 1999. As it was mentioned above, during this period, measures were taken to reduce the resident country's share of the economy in Turkey. Imports were liberalized, and Turkey's current account deficit began to increase. However, during this period, the role of the public in production and the economy still prevailed. As a result of our analysis, it was found that economic growth was not only related to unemployment in the respective period as it was in the period between 1960 and 1979. Accordingly, it was concluded that there was a directional causal relationship. When this result was evaluated with correlation values for the same period, it was seen that economic growth reduced unemployment, albeit weakly (88, 89).

On the other hand, it was indicated that unemployment in Turkey was more prevalent among young people. The study mentioned that the problem of youth unemployment did not only occur in Turkey but also in many countries around the world. It was one of the main problems of the economy. Low unemployment rates were experienced in many OECD countries where youth unemployment rates were 2.5 to 3.5 times higher than these rates. But in Turkey, this number was 1.8.

Unemployment and unemployment among youth in the period between 2004 and 2018 had a correlation coefficient of 0.98. This is unlike other countries. Youth unemployment and unemployment in Turkey are caused by the same criteria. In addition to youth unemployment and economic growth in the same period, the correlation coefficient between them was -0.57. This ratio indicates pioneering youth growth and shows that unemployment has a great relationship with each other as an indicator. Youth labor market entry statistics compiled by TURKSTAT provide very important data on youth unemployment. According to this data, the education system in Turkey is suitable for the qualifications of the labor market. However, it lacks content. A large part of the young graduates from the past says that the school does not make any contribution to finding a job for young people and the most important tool in recruitment is the referral of relatives and close circles. While the share of educational institutions and employment offices is very low, the situation shows that young people face an important orientation problem in getting into work. It was also revealed according to TUIK data that the young workforce was mostly employed in unskilled or low-skill jobs. Therefore, the added value produced by young people was very low. Unemployment and youth unemployment rates in the 26 regions that form the basis of the study are quite different from each other. The mode has different characteristics of regions, which explains their properties. As a result of the econometric analyses, it is seen that construction investments and exports do not affect youth unemployment, which was found to be a factor. In this case, it was indicated that young people with less preference in the sector and increased amount of exports did not cause an increase in capacity or the existing factors of production that are used. These circumstances

can be adequately explained in such a way that increased per capita income and increases in industrial output are two important factors that reduce youth unemployment. The most striking result was the young graduates of higher education (90).

3.7. The Results of Unemployment

The impact of unemployment is not limited to the material situation of the individual, the family, and the local community. It also goes beyond in a way that affects the health aspect and the death rate. Especially since its effects extend for years later. Additionally, it affects the local economic sector and negatively affects its increase at such a level that an increase of 1% of the unemployment rate reduces the GDP by 2% (91). In terms of the classification of the effects and consequences of unemployment, whether on the individual, society, or the state, the following statements were presented.

3.7.1. The Results of Unemployment at the Individual Level

3.7.1.1. Health and Psychological Effects

The existence of work in the life of the individual is necessary for increasing his/her social status, achieving financial security, and acquiring high and diverse skills and capabilities while working. These also include the individuals' ability to manage their lifestyle and improve communication skills with others. Therefore, losing a job loses the individual all the previously mentioned advantages. This leads to the emergence of many negative effects, both psychologically and physically, including the following (92, 93, 94, 95, 96, 97, 98, 99, 100).

- *Illness:* Long-term unemployment is a cause of an increase in mental and physical diseases, as well as a shortening of the life span, which was indicated by many studies.
- *Depression:* The unemployed person is more likely to feel anxious and depressed. His/her self-esteem may decrease. This occurs especially if he/she has a strong desire to get a job in addition to stress and physical pressure. (94). The individual's sense of despair may grow in the event of dissatisfaction with himself/herself and his/her inability to achieve.
- *Suicide:* The high rates of unemployment increase the rate of suicide in society. This is because unemployment is a cause of increased poverty, deprivation, despair, and an increase in family problems, which are major factors that raise the rates of suicide.
- *Addiction:* Unemployment is a reason for resorting to addiction. Although the loss of a job makes it difficult to find money, the loss of a job also negatively affects the appreciation of identity and self-esteem. The longer this period is experienced, the worse the depression that stimulates the feeling of addiction becomes.
- *Frustration:* Many unemployed youths experience feelings of frustration and despair. This is because they have lost their right to a job. Especially, if some have similar skills and qualifications to occupy a job position, this leads to feelings of lack of belonging. These feelings may develop into such factors that the unemployed person develops into an aggressive person towards others and society.

- *Lack of self-esteem:* The individual needs to communicate with people outside the scope of his/her family to gain more information and a variety of experiences. Since the individual sees himself/herself from the perspective of others, the unemployed may not see a place for himself in many cases. This is because he/she does not have a job in which he/she shows himself/herself and his/her skills. Additionally, the individual needs to share a collective benefit where he/she shares with others so that he/she feels useful and effective in society. In addition to individuals' tendency to occupy their time with what is useful, which develops their abilities and various skills in a way, such situations may lead to the emergence of boredom in various aspects of their life.
- *Introversion and isolation:* The unemployed person suffers from isolation and loneliness because he/she does not engage with his/her peers and goes out of the house for work reasons. These increase their feeling of anxiety and damages their confidence in society, which may lead them to withdraw gradually from the outside society.

3.7.1.2. Social Effects

Many studies found numerous social effects that negatively affected the unemployed (100, 101, 102, 103, 104), which were presented as the following.

- *Low chance of getting a job:* Many companies do not prefer to employ the unemployed for a long period despite their possession of the skills and qualifications that suit the available job. Unemployment also leads to the loss of many skills that were acquired during the period. Previous work skills are not used in the unemployment period, which also makes

it difficult to get a new job. A Swedish study in 2008 indicated that reading comprehension skills were decreased among the unemployed for a year by 5%.

- *Extremism and violence:* The unemployed youth group is considered the most likely to join the extremist groups. It is easy to convince them of the goals of these groups since most of them do not have specific goals in their lives. Thus, they consider both extremism and violence as a way of self-expression.
- *Migration:* The inability to find solutions to the unemployment problem has forced many young people to think about emigrating abroad to find a job.
- *Crime:* The unstable environment of the unemployed person and his/her feelings of loneliness based on the distance from the external society in which he/she lives may lead to the emergence and spread of crime in the society. However, this does not mean that all the unemployed are the owners of crimes. However, unemployment, poverty and the low level of the general economy are among the causes of the occurrence of crimes.

3.7.1.3. Economic Effects

There are many economic effects caused by unemployment, which were reported in various studies (61, 105, 106) and expressed in this study as the following.

- *Low standard of living:* The majority of the unemployed suffer from a low standard of living because they are unable to provide a stable

monthly income source. Usually, the impact of unemployment appears directly on the life of the individuals when they begin to stop working. This is reflected in the decrease in purchasing power and the inability to cover debts -if any- to secure life requirements and secure adequate housing.

- *Loss of shelter and homelessness:* The aggravation of the unemployment rate often leads to an increase in homelessness rates. Because the unemployed person does not have enough income to cover housing costs, this may lead him/her to become homeless.

3.7.2. The Results Of Unemployment at the Level Of Society and the State

3.7.2.1. Social Effects

There are many social effects that societies witness due to unemployment, including a decrease in the rate of volunteer work. This phenomenon can be explained by the psychological effects of unemployment, where the unemployed person becomes a more resentful person who does not have the motivation and the ability to participate in voluntary work (93, 107). The social phenomenon that has affected society and the state based on unemployment is the reluctance of young people to marry due to their inability to cover the costs of marriage. As for the period after marriage, the unemployed are more likely to separate from their spouses due to the psychological pressure and tension that arises between couples due to their inability to provide a suitable job to secure the requirements of life (108). The above-mentioned problems result in negative consequences for children and this appears in several ways, such as the high school dropout rate in families of

the unemployed compared to families of workers, where children are affected emotionally, mentally and physically by their parents. On the other hand, children and wives may become more vulnerable to physical abuse by the affected person himself/herself (109).

3.7.2.2. Economic Effects

There are many economic effects on society as a result of unemployment. These include decreased purchasing power. Unemployment results in a decrease in purchasing power, which in turn causes a decrease in corporate profits, a decrease in the state's general budget and thus, a manpower shortage (62). In terms of work, the spending of a particular person is considered a source of profit for another party. Thus, the spread of unemployment and the decrease in the number of available jobs leads to a decrease in demand for services provided by local factories, which may be closed due to the lack of demand for them and benefit from their services. Unemployment is a major cause of the loss of national production, especially if the state suffers from a scarcity of economic resources. With the increase in the unemployment rate, it has become difficult to find a job opportunity that guarantees individuals a decent living, and the negative impact of unemployment has become long-term, affecting the overall economic growth of the state, which leads to a decrease in prices, profits, and production. When the financial costs are considered, the increase in financial costs provided by the government for the social welfare of families suffering from the impact of unemployment leads to an increase in the state's general budget deficit, which increases the possibility of raising taxes, or declining public spending plans on public goods (89). Another aspect is the deprivation of education. Accordingly, families that have lost a source of income

due to unemployment find it difficult to enroll their children in schools and universities. This is due to its inability to provide tuition fees and study requirements, which leads to depriving the economy of the skills and qualifications that the educational sector develops. Furthermore, this means suffering from a decrease in the demand for educational products, and the profits decline in addition to the fact that at the same time the sector is forced to maintain the number of workers it has (62). Through a theoretical review of the effects or results of unemployment and according to the agreement of most writers and researchers on it, we can say that there are some solutions. If they are followed by the concerned authorities, they may facilitate a reduction in unemployment of all kinds.

3.7.3. How to Reduce Unemployment

The process of eliminating or reducing the negative effects of unemployment is a collective responsibility. The participation of all concerned parties and taking the necessary steps to reduce the effects of unemployment can expedite the process of observing the results on the ground. Some of these steps are as the following (92, 110).

- *Career guidance programs:* This is achieved through the establishment of programs specializing in career guidance, providing information on how to provide an appropriate job opportunity. These can be for unemployed individuals' talents as well as working people who want to replace their job with another job.
- *Private sector participation:* Supporting and encouraging cooperation between the public and private sectors contributes to solving the

problem of unemployment, which leads to providing job opportunities for young people and developing their skills.

- *Holding training courses:* Allowing unemployed people to register in specialized training centers in several areas is one of the factors that can facilitate the overcoming of the phenomenon of unemployment as these centers are interested in developing the skills required for the labor market, and raising the level of experience of trainees. After completing these courses, the unemployed become qualified to start work easily without hindrance.
- *Encouraging entrepreneurship:* Young people should be encouraged to start their businesses, build institutions that provide business advice, and provide financial support. Entrepreneurs with experience with the unemployed, which leads to increased motivation, can start improving their economic conditions.
- *Unemployment allowance programs:* Numerous economically developed countries use these programs, the purpose of which is to protect the unemployed from the deterioration of their economic conditions during the unemployment period, and to give them sufficient time to find a job that fits their qualifications and practical capabilities. This enables them to secure their basic needs without forcing them to accept job offers that are below their level of employment. Therefore, these programs are considered a means of maintaining the stability of the economic situation during the recession period.

3.8. Depression

3.8.1. Depression Concept

Depression is one of the phenomena that affect most of the normal functioning of the affected individuals, hinders their relationships and increases their suffering to the extent that may reach suicide and put an end to life. Depression can lead to an intense attentional focus on the negative aspects of the stimulus (111). The American Institute of Mental Health indicated that depression is an imbalance in the rest of the body, thoughts, and mood and affects the person's view of himself and the people around him. Depression and related events can happen in a way that the patient loses his/her physical and psychological and emotional balance. The institute defined depression as a disorder due to the combination of many fatal symptoms at high levels. These symptoms can be accompanied by a clear cognitive-behavioral, emotional, psychological and rational deterioration in thinking and acting. If you are depressed, you may feel that you have lost all hope and courage and that no one understands what you are going through (112). The work pressures and frustrations of daily dealings in the office climate cause some kind of distress and perhaps, a state of sadness that pushes the employee from his/her usual mood. Some may not differentiate between the connection between depression in a job environment and a social environment. Accordingly, ideas can be mixed while production can be affected. Whoever reaches that stage finds himself/herself regressing in the face of psychological pressure. Furthermore, if he/she does not remedy the matter, organize his/her time and arrange his/her priorities, this will affect his/her health if the impact does not reach his/her family and its surroundings (113).

Some call this situation job depression and it affects the hard-working and those who cannot keep up with the activity by completing the successive tasks. Depression is also known by characteristic signs represented in the damage in the mood, contraction, loss of pleasure, emotional void, and loss of motivation and interests. Furthermore, a large number of physical complaints are also included in such signs, such as feelings of sadness, depression, irritability, loss of energy, low motivation, dispersion, loss of value, despair and meaninglessness, which are often accompanied by anxiety and lack of calmness. Loss of energy, appetite disturbances, weight loss, sleep disturbances, concentration problems and suicide are included in this scope as well (114). Depression can also be described as a disorder due to a combination of many highly debilitating symptoms and these symptoms are accompanied by behavioral deterioration, both emotional and irrational (113).

In certain sources, it was stated that the United States dispensed nearly a million prescription drugs for depression in 2006. The World Health Organization estimates that there are approximately one and half a billion people in the world suffering from depression. As it is mentioned in the first form of reports, forecasts of reports and expectations of WHO for health, the disease becomes second in the year 2020, and this disease has become one of the most prominent ones in 2020. From 1993 to 2002, up to one million prescriptions were written (60, 115, 116).

Depression is referred to as the continuous psychological disturbances in the individual, which are not experienced intermittently (117). Some scholars referred to depression as the imbalance that occurs in the mood of the employee, and the individual and pushes him/her to physical and psychological problems in

the long run that may develop into depression (118). It was pointed out in a way that we differ in terms of the depressed personality in the late seventies, which may cover being mentally disturbed or possessing mental disorders, considering that depression is a chronic disease and a serious condition suffered by the employee for some time (119, 120). Depression is expressed by the disorders individuals suffer from the defects in their personalities that lead to depression, which doctors try through psychological treatments to reduce its effects on individuals and people in general. Accordingly, depression has been replaced by the concept of persistent mood disorder (121, 122).

Double depression is a type of depression (123). On the other hand, we find here that the treatments that experts follow individually with individuals who suffer from depression again are highly effective, which include changing positive thinking methods and giving a positive viewpoint to individuals and enabling them to carry out their work correctly on the concepts of depression and the disturbances that the individual can be himself/herself (124). In the literature, depression is one of the causes of changing the mood of individuals. It has many manifestations, which include the loss of purpose and loss of feelings, including turbulent work. It was found that it was very difficult to identify cases of depression for the employee as there was no measure or analysis of these indicators while there were many relationships in cases of depression. Treatments for depression include electroconvulsive therapy, which is used at present (125, 126, 127, 128).

We find that disordered depression results from a group of factors that may be due to genetic causes within the psychological environment or from the risks of heredity, which was reported to amount to approximately 40% (129). In recent

studies, it was indicated that depressive disorder was at varying rates both in developed countries and developing countries (130).

3.8.2. Types of Depression

Depression is a psychological disorder from which the employee suffers during the performance of his/her job or in the absence of employment in addition to a feeling of unemployment of any of its types (131).

3.8.2.1. Seasonal Depression

Seasonal depression is a type of depression associated with climate change as it begins and ends around the same time each year. The cases of seasonal depression are those that begin in the fall and continue until the winter months while seasonal depression in the summer or spring period is rare. At this time, the patient feels lethargic and moody. Seasonal depression is one of the types of major depression. Thus, there may be similarities between symptoms of seasonal depression and symptoms of general depression, which were presented below.

These symptoms include feeling hopeless, loss of energy, difficulty concentrating, sleep and appetite problems, thinking of suicide, low energy, the presence of sleep disturbances, guilt, worthlessness, and despair. The symptoms also included feeling lethargic or angry, feeling depressed most of the day, often daily, loss of interest in previously enjoyable activities, and loss or increase in appetite, which leads to the weight change.

Symptoms of winter depression include symptoms that occur in the winter as well as in the fall while symptoms of winter depression and autumn depression include the following.

Prolonged sleep changes in appetite and excessive intake of foods rich in carbohydrates, weight gain, fatigue and loss of energy, difficulty staying with people for long periods, heavily using hands and legs are among summer seasonal depression, which is known as summer depression although it also includes what happens in the spring, which is also known as spring depression. More comprehensively, the symptoms include sleep disturbances and insomnia, loss of appetite, weight loss, and feeling anxious and nervous (132, 133). Seasonal disorder type is a depression associated with seasonal changes as seasonal disorder begins and ends at the same time each year. If you're like most people with seasonal affective disorder, your symptoms begin in the fall and persist throughout the winter months, draining your energy and making you feel moody.

3.8.2.2. Severe Depression

Severe depression is considered a disease that threatens the life of the person in general and the employee in particular as it leaves the body with severe symptoms. Therefore, the depressed person feels severely battling with physical symptoms and has delusions and hallucinations because the depressed person must consult a doctor to avoid obtaining difficult results. Acute depression is chronic depression that accompanies a person for a long period during his/her professional and private life. Acute depression is also referred to as intractable depression because it accompanies the employee for the longest possible period and getting out of it requires treatments that may be somewhat difficult. Other symptoms of severe depression can also manifest themselves physically (134). We find that excluding the physical causes of depression through a clinical assessment, which is represented by a lack of vitamins and minerals or a hormonal imbalance (135),

includes managing depression or reducing the severity of several different symptoms, whether through medications, psychological treatment, or through medical devices, although psychiatric medications are the most common treatment for depression (136). A group of scholars indicated that the only way to reduce depression is through psychotherapy sessions and calm and tranquility sessions. We find that there are many treatments followed to reduce the symptoms of depression in all its forms. Physicians, psychiatrists and specialists in psychology find that there are many forms of chronic depression, which are often treated by combining a set of chemical and psychological treatments (137). We find that psychotherapy may be considered one of the preferred treatments for many who suffer from severe depression, especially those whose ages are approximately 18 years (138). We find that many studies indicated many experiences that were followed with adolescents and children in terms of innovative treatment methods. Most of those studies were conducted with children because they were the most balanced among individuals who were older.

Several studies have indicated that one of the most important methods used in the treatment of depression is the cognitive and behavioral form, which works through the use of antidepressant medications (139). Recent research has indicated that conducting psychological treatment at the same time as chemotherapy (antidepressants) may work to get rid of depression and recover from depression as soon as possible (140).

In the seventies of the current century, the methods and methods of treatment used against depression differed from the current situation. The treatments tended to be mostly based on the behavioral aspect, which is often known

as behavioral activation taking a long time, and this treatment is to identify the latent feelings of the individual and change them for the better. This treatment was proven to be very effective in many of the cases in which it was used (141). Many studies indicated that depression could be treated through the so-called therapeutic awakening, that is, therapeutic shock. The awakening of depression works to prevent episodes of depression. Depression through a placebo drug is represented by psychological treatment, which in turn works to generate a state of adjustment between the depressed individual and the current situation over time until the depression is eliminated (142).

3.8.2.3. Psychotic Depression

Psychotic depression is a subtype of depression and belongs to a group known as the Mood Disorders Group, which includes several other types in which depressive symptoms appear.

Psychotic depression involves a combination of clinical major depressive symptoms with symptoms of psychosis and affects 15%-19% of those with major depression. Also, this phenomenon occurs very rarely in postpartum depression in 1% of cases. Psychotic depression usually increases when symptoms of depression appear at a very severe level, especially in cases where there is a risk of suicide, delusion, or other fears and cognitive impairment. Psychotic depression includes symptoms of clinical depression, such as sadness, hopelessness, apathy, and lack of initiative. Additionally, psychotic symptoms appear with psychotic episodes at a variable level. Psychotic symptoms that appear as part of psychotic depression are of two types. The first type includes psychotic symptoms that correspond to depressive characteristics, such as muteness (aphasia), severe self-neglect, and

delusions that correspond to feelings of sadness and despair. It could also be experienced as thoughts about a voice telling the person that he/she is worthless. The second type includes psychotic symptoms that contrast with depressive symptoms. Thus, for example, a person may feel depressed and at the same time, experience a feeling of grandiosity, a feeling that the person has extensive knowledge and excessive power.

Psychotic depression may pose a challenge in terms of treatment as one of the main challenges is the diagnosis of this phenomenon about the ability to distinguish it from psychotic depression and schizophrenia of all kinds. For example, when it comes to psychotic depression, which includes depressive symptoms that coincide with psychotic symptoms, the clinical picture of schizophrenia is very similar. Also, in many cases, psychotic symptoms are mild or hidden. A proper diagnosis is extremely important as it determines the treatment as well as the prospects for recovery. Another challenge is related to the quality of treatment. Treatment of psychotic depression depends on the combination of antipsychotic drugs with antidepressant drugs that are given in consultation with a psychiatrist. Sometimes, electroconvulsive therapy (ECT) or other psychotherapy is also combined. However, it has been shown more than once that the symptoms do not respond to treatment and that in many cases, there is a temporary improvement followed by a worsening of the condition. Given the difficulty of diagnosis and treatment, with the risk of suicide, in many cases, it is necessary to admit the person to a psychiatric hospital for variable periods. Also, other cases require rapid therapeutic intervention, especially cases of psychotic depression that appear within the postpartum depression. Treatment in these cases is crucial, not

only because of the mother's concern but also because of the quality and safety of the mother's relationship with the child (143).

Today, some experts claim that depression is not a subtype of major depression, but rather a separate disorder. The arguments are based on the notable neurological differences between the two cases. On the other hand, some see that there is a link between the two groups of disorders as there are mood disorders on the first side and mental disorders on the other side (144).

3.8.2.4. Bipolar Depression

Many researchers have identified bipolar disorder as a double disorder or the disorder from which the employee suffers in varying periods that cannot be counted and which can often lead to fluctuation disorders, such as in mood, energy, activity or focus, which may be called manic depression. A person has a range of ups and downs in their normality but bipolar depression can have an extreme range of mood swings. In episodes of mania, the person may feel very happy, irritable or bloated and there may be a marked increase in the level of activity. In depressive episodes, a person may feel sad, apathetic or hopeless in addition to an extremely low level of activity. Some people experience hypomanic episodes, which are similar to manic episodes but are less severe and disabling. Although symptoms come and go, bipolar disorder usually requires lifelong treatment and does not go away on its own. Bipolar disorder can be a significant factor in suicide, job loss, and family disputes. However, appropriate treatment leads to better outcomes.

Types of Bipolar Disorder

Bipolar disorder consists of three main types, each of which contains marked changes in mood, energy and activity levels. Desperate people who feel hopeless suffer from bipolar disorder, which sometimes occurs in a good mood.

The first type of bipolar disorder: The first type is characterized by episodes of mania that may last for at least a week and be within most of the day, not for alternating periods, but rather continuously. In some difficult cases, it may last for two weeks.

Bipolar II disorder: This type is a depression or mania of a mild degree and may not sometimes be considered a bipolar disorder.

The third type: Cyclic mood disorder is a very mild but persistent mania with depressive symptoms that are not in a strong form and that do not last for a long time. This type of depression is frequent in children or adults in most cases.

Other Bipolar Disorders, Specified, Unspecified, and Related Disorders: This is a category that refers to symptoms of bipolar disorder that do not fit into the recognized categories.

Bipolar disorder is one of the disorders that are characterized by mood changes within unspecified periods as the mood is high in a way that attracts attention from the beginning (145). This is known as hypomania and it is so ruinous that the individual during hypomania is highly energetic and happy and is characterized by a very high and abnormal emotion (146). The person suffering from mania may often work to make some decisions whose effects may not be calculated within the future period (145). Some researchers pointed out that the

depressed individual may manifest some clear indicators such as crying and a negative view in addition to the inability to communicate with others directly. As some scholars indicated that the number of suicide cases among depressed individuals increased during the past 20 years to such a level as 6% in terms of suicide rates. Because of bipolar disease, 30-40% of the patients had some physical injuries as a result (146). It is also possible that genetic factors play important roles in influencing the rise of these cases. Some genetic factors may contribute in one way or another to raising the rates of disorder in individuals (147). We also find that genetic factors are responsible for cases of disorder or depression in individuals at a rate of 70-90%, which is a very dangerous percentage (149, 148). As it is not possible to forget the impact of environmental factors through the surrounding relationships and bullying among some, which in turn, would contribute to raising the rates of disturbance, especially among those of young age (146). This is called the first type if there are episodes of panic and hypomania among individuals, such as only one episode (145). Some cases are characterized by hyperactivity and personality disorders, or what is known as schizophrenia. This personality is characterized by distraction in thinking and lack of focus and may tend to take drugs in an attempt to control them (150). We find through studies that it was indicated that within the United States of America, there was 1% of the world's population characterized by bipolar disorder and that proportion was equal between females and males (151). We find that most of the time, bipolar symptoms begin between the ages of 20-25 years as this age interval is characterized by the onset of bipolar disorder. It was also found that this type was observed within work environments,

tutoring towards life, social and family education, and integrated awareness of the environment (152).

3.8.3. Ways and Means of Treating Depression

Through the monitoring that can be obtained by health authorities over long periods, health organizations have been able to provide good health and psychological treatments that stimulate the individual's behavior through interaction and triadic antidepressants using different medications to treat bipolar disorder. Health care providers should consider the potential adverse effects associated with antidepressant medications and be able to administer any of them. The various forms of psychotherapy that may be considered direct individual and group psychotherapy by professionals and supervised by non-specialist therapists. Antidepressants are not the first treatment option for mild depressive episodes. It should not be used to treat depression in children. It is also not a first-line treatment for adolescents, for whom extreme caution should be exercised, as depression is a priority disease in the WHO Mental Health Gap Programme. The program aims to help countries improve services for people with mental, neurological, and postural disorders through care provided by health workers who are not mental health professionals (153). It is very important to know that there are no instant solutions to life's problems. Solving problems takes time, energy and effort. In therapy, we should not see the mind, spirit, and body as separate units but as one. The mind can only be cured by treatment.

3.8.4. Depression Self-Treatment

In many studies, scholars indicated that the arteries supplying the body with blood work to increase that flow through a sense of calm and serenity. They also work to reduce the risk of chronic diseases, such as heart diseases. We find that doctors recommend psychiatrists and specialists in depression treatments to strengthen the relationships between individuals and search for friendships that last for long periods as this could alleviate the symptoms of depression and even expedite their disposal.

This is a treatment where the environment surrounding the depressed person, including parents, brothers, educators, mentors, and specialists, participates in a self-response from those who suffer from the domination of these symptoms (154), which is detailed in the following.

- *Dialogue - Psychological Counseling:* Here, it is possible through psychological counseling and guidance by listening to sick individuals and opening the way to express their opinions. This will allow them to express and highlight the things that bother the individual. The psychological counselor may be able to treat the situation through a deep understanding of the individual's feelings, thoughts and behaviors in a manner that enables him/her to overcome those problems. At this point, the main goal is to provide job opportunities for the individual that can work to get him/her out of the depression he/she lives in. People with depression require someone to take care of them. At this point, praise is more effective than criticism. You can remind these individuals that they can do things to improve their

situation but you need to do this carefully and gently for them to have an effect (151).

- *Drugs:* Drugs do not cure depression but it certainly relieves symptoms so that you can do something to deal with depression on your own. Antidepressants do not work for everyone and cause unwanted side effects. It usually takes two to four weeks before the medication takes effect. Some antidepressants can be dangerous when used with other drugs and you may experience drug withdrawal effects when you stop taking them. It is useful to mention that there is a certain type of medicine called "monoamine oxidase inhibitors" that should not be taken with certain medicines or foods because they may cause serious health problems. Therefore, you should obtain information about the medicine you are taking by either reading the attached leaflet or contacting the Drug and Poison Information Centers (153).
- *Electroconvulsive Therapy:* This therapy has negative effects on the brain and a person can be shocked only three times.
- *Light Therapy:* A group of studies indicated that the percentage of individuals, 15-25%, who suffer from depression increased during the winter and decreased in the summer. These may follow emotion and one of the proposed treatments for this type of depression is known as high light therapy for all seasonal depressions (154). While emotional disturbance is also associated with seasonal changes, but in a different way from the others, it is affected by genetic traits that may work to activate that depression (152). Similar studies also reported these characteristics of seasonal

changes, which ultimately affected individuals' experience with depression (155).

The diagnosis of depression begins with a psychiatrist or mental health specialist and the importance of this is due to the exclusion of other health problems that cause symptoms similar to those of depression. Due to the special difficulties in diagnosing and treating depression in childhood, the children and adolescents who are suspected of depression may suffer from depression, which such be diagnosed by a specialist in child and adolescent psychiatry and psychotherapy or by a child and adolescent psychotherapist. Doctors diagnose depression based on symptoms, so the diagnosis may include a general physical examination and psychological evaluation where the mental health specialist directs a group of questions to the injured regarding symptoms, thoughts, feelings, and behavior patterns, which are included in the common methods for assessing the severity of depression (156).

3.9. Career Path

3.9.1. Concept

The career path is one of the indicators through which the individual employee can be judged. It is possible to identify whether the employee feels bored or depressed through his/her lack of progress during his/her career and work life. Career promotion in promoting cultures of high performance in the work environment concluded the existence of a relationship between path management and the strategic plan, where the sample of the study included 475 managers from multinational corporations and small and medium industrial companies in the electronics industry (157). The career path is a structured series of steps and

educational programs whose main objective is to provide support to students on what their future careers will be and how they can move from one level to another, such as higher levels through learning and education.

We find that the career path in economic industries within the local or international framework is designed to determine how to promote unemployed individuals and how to enable new workers to enter new markets that enable them to provide new job opportunities. To structure their career and professional life, the career path contains many technical programs that enable the individual to determine the mechanism on how he/she will complete his/her studies and move to career life through a series of certificates and courses that provide the individual with the knowledge necessary to move from one path to another, such as the paths provided within the job. The career path is an organizational map that shows how the individual belongs to business organizations and then, how to move to advanced levels and through which the mechanism of exit from business organizations is clarified with the least possible losses. Career paths are an integrated set of programs and services that aim to develop students' essential academic, technical and functional skills while providing them with continuing education and training and placing them in high-demand and high-opportunity jobs.

Department of Education Office in the US for Vocational and Adult Education has also supported career path initiatives to provide students with post-secondary education and training to improve their skills for advancement in the workplace. It recently selected five positions as grant recipients to further their career path efforts. Career paths are often referred to as Campus Employment Training (CRT) in other countries such UK, China, and India. This training program

is taken up by undergraduate colleges to train their students to face placements through the campus. This usually includes training for interviews, group discussion rounds, competency, and verbal test rounds. The career path is defined as the path that shows the group of successive jobs in which the individual moves or moves to during his/her career in the organization, either vertically through the organizational levels from the base of the organizational structure to its top, which is a movement by promotion, and horizontally, which is called horizontal job transfer (158). In terms of career path, this depends on the desires of the profession that are recognized during the time spent in arranging the profession, and conceivable career paths are determined for the representatives. The career method determines the job order to which representatives can be promoted, exchanged, and transferred. Each actor can have a large number of career path alternatives. The career path is taught by the professional objective set by the individuals in the middle of the profession ranking stage. The professional movement structure is an integral part of the state of representatives to management just as the career improvement openings available to the workers in the association (159).

3.9.2. Career Path Planning

Career planning is defined as the individual's responsibility to develop his/her career path through what he/she plans for his/her career and professional path in formulating realistic and achievable goals within the framework of his/her assessment of abilities, interests, and inclinations towards available career opportunities that provide professional growth (160). The organized activity set by the organization for its members aims to enrich information, refine experiences and develop skills that affect their future careers (162,161). It is also defined as a

deliberate process through which the individual realizes himself, as well as identifying opportunities, obstacles, available choices, expected results, and goals related to the career path (163).

3.9.2.1. Defining Career Development in Three Areas

- The first field is the positions held by the employee during his/her career and which are considered part of the organization and the career path during the period of their service within that organization (158).
- The second area is related to values and improving work conditions and attitudes that make an individual more mature through increasing mental and professional abilities that occur routinely during aging.
- The third area works to improve the ability to communicate between the individual employee and the organization. On the one hand, it is for the working individuals and colleagues, which may work to develop the spirit of competition among working individuals through progression within the career path (164).

The main objective of employment is to determine the future path that the individual seeks to achieve during his/her career to show the results of the appointment to others. The career path functions in a way where the employee tries to choose his/her goals within his/her professional life and how to work to achieve those goals. The path includes the improvements that are made to the personal goals of the employee to which companies must pay attention. This is because the

employee, during all stages of the job, works to change his/her goals from time to time to reach the best of those goals or the best paths that prevent him/her from achieving his/her goals. The preparation, development, implementation, and control of career plans and strategies are undertaken by the individual alone or in coordination with the functional system of the organization (165).

Professional management is a continuous process of working life. Furthermore, a satisfying occupation can enhance a sense of accomplishment while poor occupational decisions can have a devastating effect on a person's sense of well-being (166).

When career planning is adopted, it can be possible to enhance organizational effectiveness through the organization's ability to transfer employees from the classic situation to the advanced job situation (167). The career path system enables the organization to invest the skills of individuals in the best possible way so that individuals present their best skills and knowledge to move from one level to another job level, such as job promotion that avoids penalties and at the same time, increases productivity (168, 169,170). We should note that career development must be determined by the human resources department as it is responsible for developing the working individuals within their careers and determining the future of their career from appointment to the end of that journey. Any changes that may occur in the individual's career life must be through human resources because it works to create interaction between the individual and his/her job as well as the individual and his/her colleagues. This integration can achieve career success, which in turn, eliminates any of the concepts of organizational

diseases such as anxiety, depression or unemployment, regardless of being convincing or real unemployment (171).

Career development is also defined as the procedures that help individuals manage the sequence of their job experiences across their lines (172). Personnel development is likely to face regulatory requirements. The basic career development system entails four steps, self-evaluation, reality check, goal setting, and action planning. At each step, both the worker and the assembly have tasks. The system can be useful if it is linked to the organization's goals and requirements with managerial reinforcement and the contribution of individuals (173). Thus, functional planning must create a link between individual desires and organizational requirements and goals. Individuals identify their capabilities and inspire them to identify their development and training needs while associations must be discovered their requirements and opportunities. Career planning is also defined as the purposeful progress through which an individual becomes aware of individual capabilities, benefits, knowledge, incentives, other characteristics and affirmation of action plans to achieve certain goals. Career planning refers to the extraordinary value of all workers, particularly, in light of barriers and rapid changes. Career planning seeks to distinguish between career desires, goals, and opportunities, considering the human resource development agenda to support those careers. Career path planning is also defined as an intentional process of appropriate self-awareness, consequences, limitations, choices, and opportunities as well as the recognition of the desired job duck with goals and work instructions. Career development has two approaches, career planning, which is also called individual responsibility, and career management, which is also called

organizational responsibility. Career path management is a continuous progression in the implementation, preparation, and examination of career plans assumed by the unaccompanied individual or consistent with the organizational career arrangement (174). Additionally, occupational management is thought of as an organizational development but is applied and monitored by individuals who are isolated or classified as an institutional career scheme (174, 175). It was also reported that career planning consisted of four sub-processes, *occupational selection, organizational selection, job task selection, and career self-development*.

A career path offers a reflection of the development of organizational identity while an individual feels its presence during his/her career (168). It was also stated that jobs today are not what they were many years ago. People viewed jobs as a kind of staircase going up from one job to another (176). It is also highlighted that individual must know their strengths and weaknesses to have some form of self-assessment to know what the next step will be and how it will meet their needs (173). Another scholar defined career path strategy as the process by which a person becomes aware of his/her abilities, knowledge, and motivations and sets career goals, where the individual develops action plans to achieve specific goals. Within this context, the career path within the professional life is divided into four stages, which cover establishment, advancement, maintenance, withdrawal guidance, performance evaluation, training, and a balance between career work and structured retirement (177).

Realistic Function Preview:

Realistic interviews provide original expectations for applicants, which is about the business during the recruitment phase and information about the

requirements as well as how they fit the skills and needs according to existing organizations (178).

New candidates are seen as honest by earning their loyalty and reducing the chances of leaving the job. Accordingly, it is a technique that shows candidates what they should do while expecting a “*realistic*” view of the organization's ability to deliver (179).

Assessment Centers (ACs):

The main function of these centers is to gather promising people from the organization and evaluate them in a controlled environment. After completing the test, they evaluate the results and pass them on to management for promotion decisions. Thus, this type of intervention is aimed at helping scout organizations (180).

The career path was designed to measure behavioral dimensions and was expanded to include the selection of employees for new positions (181).

Assessment centers provide consistent, reliable, and accurate assessments within their exercises. Thus, the most important product of these centers is to provide people with their career development apart from promotions and positions. Additionally, it provides feedback that signals to employees about how they perform and what their strengths and weaknesses are (182).

Job rotation and challenging tasks:

Job rotation refers to the individual employee's possession of full knowledge about how to perform the work within his/her job as well as the jobs of his/her colleagues in a way that enables him/her to fill the deficiencies that may

occur sometimes in the event of the absence of one of the individuals from work, which leads to the continuation of work and not to stop performing tasks (183). There is also what is referred to as job rotation, that is, the employee changes his/her position within the organizational structure from time to time periodically and systematically. This enables the individual employee to gain knowledge and experience about other jobs, which makes him/her one of the good individuals within the work. Job rotation helps organizations a lot in the case of difficult jobs or the event of any problem during work. This is what we saw during the last period after the spread of the COVID-19 disease. As many individuals were forced to work in the form of job rotation for fear of infection and the spread of the disease, this led organizations to reduce the number of people present as a result of decreasing mix within the work environment (184).

Advisory roles:

The advisory role means that individuals with experience and knowledge who are considered in most cases to be the oldest people in the organization to provide advice and guidance to new employees on how to perform their tasks correctly and not make mistakes. When the employees do not have experience on how to overcome those difficulties, the dangers or problems of functionality can be exceeded and the individual can fall into a state of depression because he/she does not know how to accomplish his/her work properly. These individuals can provide psychological and material support to new individuals by all means (185).

Developmental Training:

For the individual employee to acquire skills during work and complete knowledge of how to perform his/her duties correctly, and to reduce problems and

interruptions during work, it is necessary to work on training individual employees and developing their functional skills. This is because training is one of the most general methods used to transfer information from experienced persons to persons. The new organizations also rely on training if the employee does not know how to continue his/her work as required. The correct practices of work include transforming the employee from a state of depression into a state of joy at work by giving the individual the spirit of work, energy and renewal in work to finish his/her task in the right way (186).

Performance Management:

Performance evaluation or performance management is one of the most common methods through which the organization tries to determine the defect in the performance of the individual employee as well as working to determine the performance of individuals and improve that performance in a manner that emphasizes the skills and capabilities of the individual employee and within the current time. There are many means and methods used to evaluate the performance of the individual employee through which it is possible to judge the quality of the individual employee to achieve organizational goals (187).

Work-Life Balance Interventions:

One of the most prominent concerns of human resources management is the balance that is generated between the employee's life within the organization and his/her personal life. The changes that occur in the current time and the attention to individuals in a noticeable manner by organizations working with the lives of working individuals could lead to the creation of a balance between career life and personal life. Considering the individual's feelings, a problem that the individual is

exposed to within his/her personal life may be reflected in his/her career life. The recovery that the individual may feel in his/her career life can be reflected by oxidation on his/her personal life. Accordingly, a large proportion of the depression cases that were identified were due to family problems and the inability to solve them, which was reflected in the functional side (188).

Phased Retirement:

One of the most important plans for the future career path is to determine the employee's retirement plans and when the employee should continue his/her work. Just as the path for the individual's progress in his/her career life is determined, the path by which the employee will end his/her career should also be determined. However, it is necessary to prepare for this stage because the individual employee takes a lot of time thinking about that stage of employment. This covers the completion of the work in a final way and it is possible to start with the individual in the form of periodic vacations or recreational trips. At this point, the aim is to stay away from the work environment for as long as possible so that the individual does not feel bored or psychologically depressed while deciding to retire (189).

3.9.3. Career Path Strategy Variables

There are many strategies followed within the career path and researchers have identified a group of those strategies that can develop the career path. The career path can be referred to through a group of career path opportunities, self-presentation, work participation, and the search for career guidance. Referring to the variables, one can note similar values measured by self-presentation with a

professional identity, joint action with professional passion, communication with professional affiliation, and alignment with personal traits and values.

Professional Passion:

Job integration is one of the most important strategies within the career path strategies through which the management of organizations tries to achieve integration and alignment between the employee and the organization. Accordingly, this can achieve strengths, weaknesses, opportunities and threats within the work environment to reduce the manifestations of anxiety and depression among employees (190).

Professional Identity:

The professional identity or the trademark of the business organization makes the employee a distinguishing mark within the policies of the organization. This helps to open the doors of appointments by other individuals and reduce unemployment within the work environment. The organizational identity is the process through which the organization seeks to integrate individuals through their positions as well as the locations of the work and the different roles (191).

Professional Affiliations:

Affiliation is the individual's feeling that he/she is an integral part of the organization through the integration between his/her culture and the culture of the organization. Accordingly, it is possible to succeed in reaching the high performance of the business organization as the individual possesses the knowledge to help understand the behavior and the function in a way that achieves lasting success (190).

Personal Traits and Values:

Personal traits and values are the cornerstone of each employee's choice and work. The character, education, and values that individuals possess over the years are the elements that make them who they are. These elements control the outcome of interaction with different environments such as the work environment. It is important to consider that this environment is a factor that contributes to participation in professional life but it is also a personal factor (192). It is also stated that the key is to find what fits the personality and values of the individual and the chosen job. High performance largely depends on people's belief in what they do and how proud they are of doing it. This is confirmed by a study reporting that working together is a consequence of long-term personality traits.

3.9.4. The Importance of a Career Path

The career path is one of the most important strategies through which the organization tries to achieve progress within the organization. The individuals are employed across the country as a workforce development strategy to help those who are not on the right path but within the traditional path (193).

Although there are many definitions of career paths, the US Department of Health defines a career path as a state. Post-secondary training is organized as a series of manageable steps that lead to higher qualifications and successive job opportunities in the growing professions. The existing federal laws, the Workforce Opportunity and Innovation Act of 2014 and the Carl D. Perkins Career and Technical Education Act of 2006 encourage career paths as important workforce development to build skills and credentials of American workers to meet employer demand.

Career advancement is an important component of career paths because career advancement strategies can support economic mobility to safer and higher-paying jobs. The first step in a career path program provides entry-level credentials and is recognized in the industry so that an individual can land a job in their chosen profession as quickly as possible. However, these jobs may be low paying or have few advantages and may require more education and training to earn a family-supporting wage. Real career paths include more advanced steps whereby an individual can easily re-engage in additional post-secondary education and training, which can help him/her get a promotion in his/her current job or advance in his/her industry. Recent syntheses to assess the impact of career path programs show that most evidence of success lies in the first step (194).

The researcher found that the initial steps on a career path appear promising to improve education and employment outcomes in the short term. However, evidence for the long-term outcomes that advanced programming can support is limited and the current evidence is mixed. This brief begins with a description of career advancement as part of a career path model and a review of current literature on advancement strategies. A typology of career advancement strategies can be presented at this point, including career advancement in existing career path programs, building skills for current workers in the industry, and re-engaging students who have dropped out of college. This point is concluded with a comprehensive presentation of the three strategies to help practitioners, policy makers, and program funders to support career advancement, which is one of the most important points of these aspects.

Optimizing the Potential of Employees:

Every individual desires to achieve progress in his/her career and occupy the highest positions available. When he/she has the appropriate opportunities for growth and achievement, he/she seeks to achieve his/her goals and uses all his/her energies and potential at work.

Boosting Employee Motivation:

Through career path planning, the organization can take care of its employees and explain the career path that enables them to achieve their ambitions. At the same time, this can help them to achieve the goals of the organization because each employee has his/her personal goals. When these goals are achieved, the employees' motivation increases (193).

Provides Outstanding Competencies:

Career planning helps the organization to provide training and development programs for employees through which the skills and capabilities of employees are improved. Thus, this increases production while employee development programs help to provide the skills and capabilities that the organization needs to achieve its goals.

Employee Growth:

Employee growth occurs through good career path planning where career path planning encourages employees to achieve personal growth and work with their full potential to achieve their personal and organizational goals.

Job Change Assistance:

Career planning contains all the elements and situations that help the individual to change his/her job and helps the organization prepare workers for more important jobs.

Achieving Job Satisfaction:

Career planning leads to raising the level of employee satisfaction by providing appropriate opportunities in jobs that achieve their goals and plans (195).



4. MATERIAL AND METHOD

The population of this research consists of physical education and sports teacher candidates who receive sports education at Fırat University, Harran University, Adıyaman University, Ağrı İbrahim Çeçen University and Bayburt University. The sample group of the research consists of 610 physical education and sports teacher candidates who received teacher training in these sports education institutions.

The literature data that will form the basis of the research were obtained by conducting a comprehensive literature review on the subject. The subject has been tried to be explained by researching it with its various dimensions and different aspects in the country and abroad.

The participant group of the research was determined by the “*simple random sampling method*”. The simple random sampling method means that the probability of choosing the units based on random sampling is equal (196). Accordingly, it was aimed to collect data by reaching all of the physical education and sports teacher candidates, approximately 1000 people, from five different universities. In survey studies, 350-500 samples are usually sufficient for a large group of 5000 or more (197). Also in the study by Cohen, Manion and Morrison (198), which covered 357 individuals in over 5000 groups, it was stated that 370 samples were sufficient in the group of over 10000. Accordingly, it can be said that the number of the participant group in the study is in the range of $350 < n < 1401$, which is quite sufficient according to the population of the research ($N \sim 1400$). Accordingly, 1000 teacher candidates, 200 teacher candidates from each university,

were reached from Firat University, Harran University, Adıyaman University, Ağrı İbrahim Çeçen University and Bayburt University. However, due to the pandemic conditions, the closure of educational institutions for a certain period and restrictions, 700 teacher candidates could be reached. The obtained scale forms were examined and 90 scale forms were excluded from the scope of the study because they were missing. The scale forms obtained from 610 pre-service teachers were evaluated.

4.1. Data Collection Tools

Information on demographic data about the university, gender, school, age, class, income status, education level of father and mother, and attitude towards the teaching profession were obtained from physical education and sports teacher candidate students. Three different scale forms were used to obtain statistical data from physical education and sports teacher candidates. Information on these scale forms is as the following.

4.1.1. Unemployment Anxiety Scale

“Unemployment Anxiety Scale” was developed by Özder et al. (199). The scale was created to develop a measurement tool regarding the unemployment anxieties of prospective teachers. The Unemployment Anxiety Scale for Prospective Teachers (UASPT) consists of 14 items and 4 subscales. The items are Likert-type and cover “*Strongly Disagree*”, “*Disagree*”, “*Partially Agree*”, “*Agree*”, and “*Strongly Agree*”. Before the development of the items in the scale, Özder et al. first interviewed 10 prospective teachers with open-ended questions. Following the content analysis and the literature review, a scale with 16 items was

developed. The scale was investigated for construct validity and reliability. According to Varimax Principal Components analysis, the scale consisted of four subscales. These subscales were stated as “*Labor Force (items 1, 2, 3, 4, 5, 6, and 7)*”, “*Trait Anxiety (items 8 and 9)*”, “*Environment (items 10, 11, and 12)*”, and “*Education (items 13 and 14)*”. In the correlation analysis conducted between the subscales, it was determined that the subscales demonstrated high correlations at significant levels with each other. These four subscales explain 57.021% of the total variance. In the confirmatory factor analysis, it was concluded that the model was fit one by evaluating the fit indices ($\chi^2/df= 1.447$, RMSEA= 0.051, AGFI=0.876, GFI=0.916, NFI=0.852 ve CFI=0.947). The reliability of the scale was calculated as 0.84.

4.1.2. Depression Scale

“*Burn Depression Scale (BDS)*” was developed by David Burns in 1996 and adapted to Turkish with validity and reliability studies by Tuncer and Dikmen (2000). BDS was first developed by David Burns as a form with 15 items in 1984. Then, in 1996, the scale increased to 25 items. Each item on the scale is scored from 0 to 4. The scoring covers Not at all (0), Somewhat (1), Moderately (2), A lot (3), and Extremely (4). The individuals respond to each of the items in the inventory by considering the previous week they are in and including the present day. The original form of the scale consists of four subscales as “*Emotions and Thoughts*”, “*Personal Relationships and Activities*”, “*Physical Symptoms*”, and “*Suicidality*”. As a result of the validity and reliability studies conducted by Tuncer and Dikmen (2000). An exploratory factor analysis (EFA) was first conducted to obtain proof regarding the structure validity of the adapted scale and reveal the factor structure.

In the EFA, Kaiser Mayer-Olkin (KMO) test was first conducted to test the availability of the data for factor analysis in terms of the sample size. When the results of the Bartlett Sphericity test were examined ($X^2=2904.675$, $sd=300$, $p=0.000$), it was determined that the chi-square value was significant at the 0.001 level. As a result of the EFA, it was determined that loads of all the items in the original scale ranged between 0.43 and 0.89. When the items were examined in terms of overlapping and load values, it was observed that they were at acceptable levels and preserved their original forms. It was observed that there were six factors with an eigenvalue higher than 1 for the 25 items that were taken as the basis of the analysis. The contribution of these variables to total variance was determined as 64.210%. When the importance of the contributions of these factors to these six factors was evaluated, it was observed that the first factor provided significant contributions to the variance while the contributions of the following factors were both small and approximately the same. In terms of the components of the scale, the original form included four subscales while six subscales were revealed as a result of EFA. Accordingly, the researchers who will use the scale for determining and measuring depression symptoms can use the scale as a whole according to the intervals in the original scale. The researchers who aim to evaluate and compare the subscales can conduct statistical analyses on the components that were determined as a result of EFA. By evaluating the item loads revealed as a result of EFA, the variables groups under factors were designated. The first factor was labeled as “Activities and Personal Relationships (items 10, 11, 12, 13, 14, 15, and 16) while the second factor was labeled as “*Emotions and Thoughts (items 4, 5, 6, 7, 8, and 9)*” in addition to labeling the third factor as “*Emotional Loss (items 1, 2, 3, and*

17)”, the fourth factor as “*Suicidality (items 23, 24 and 25)*”, the fifth factor as “*Physical Symptoms (items 18, 19 and 20)*” and the sixth factor as “*Health Problems (items 21 and 22)*”. In terms of the whole adapted scale, the Cronbach Alpha internal consistency coefficient was 0.92. In the study, following the EFA, a confirmatory factor analysis (CFA) was conducted. After the desired modification of CFA was conducted in the adaptation study of the Burns Depression Scale, it was observed that the fit indices that were obtained were within the acceptable fit limits. In conclusion, it was determined that the Burns Depression Scale, which was adapted to Turkish by Tuncer and Dikmen, was a valid and reliable measurement tool for determining depression symptoms and levels in individuals (200).

4.1.3. Future Attitude Scale

The “*Forward-Looking Attitude Scale*” was developed by Bodur and Seren (201) And validity and reliability studies were conducted. The scale consists of 21 items and 4 sub-dimensions. The sub-dimensions for the scale are as follows: “*Thinking and Planning for the Future (1st, 3rd, 5th, 13th, 14th and 17th items)*”, “*Positive Future Design/Optimism (2nd, 4th, 6th, 7th, 8th, 9th, 11th and 21st articles)*”, “*Being Innovative (articles 15 and 16)*” and “*Managing the Future (10th, 12th, 18th, 19th and 20th articles)*”. An item pool consisting of 55 items was created during the scale development process by Bodur et al. (201). After the content validity, the number of items on the scale was reduced to 32, and 21 after the item analysis. In the second stage of scale development from item analysis, construct and criterion validity, invariance over time and internal consistency reliability of the scale were tested. Percentage, item-total score correlation, exploratory factor analysis, t-test in paired groups and Cronbach's alpha internal

consistency coefficient were used in the analysis of the data. It was found that the content validity rate of 32 items in the draft scale was 0.80, the correlation coefficients of 21 items were over 0.350, and the items were divided into four factors explaining 55.26% of the total variance. The internal consistency coefficient of the scale was found to vary between 0.70 and 0.87 for the sub-dimensions and 0.91 for the total scale.

The analyses of the data to be obtained from the scale forms were made using the licensed SPSS 24.0 package program. In this study, first of all, a normality test was conducted to see whether the data obtained in the scales and their sub-dimensions fulfill the normality assumption. As seen in Tables 2,3,4., the skewness and kurtosis values of the scale were found to be between +1.5 and -1.5. Thus, normality was observed. Tabachnick and Fidell (202) stated that skewness and kurtosis values between +1.5 and -1.5 can be interpreted as the normal distribution. It was decided that these values also provided the assumptions for the correlation analysis.

Table 2. Normality Test Results Of Unemployment Anxiety Scale And Its Sub Dimensions (Skewness And Kurtosis Values)

Scale and Sub-Dimensions	Skewness	Kurtosis
Unemployment Anxiety Scale	[-0.160; 0.099]	[-0.280; 0.198]
Labor	[-0.334; 0.099]	[-0.300; 0.198]
Trait Anxiety	[-0.410; 0.099]	[-0.088; 0.198]
Environment	[-0.151; 0.099]	[-0.506; 0.198]
Education	[-0.290; 0.099]	[-0.163; 0.198]

Table 3. Normality test results of the depression scale and its sub-dimensions (skewness and kurtosis values)

Scale and Sub-Dimensions	Skewness	Kurtosis
Depression Scale	[0.301; 0.099]	[-0.766; 0.198]
Activities and Personal Relationships	[0.275; 0.099]	[-0.778; 0.198]
Feelings and Thoughts	[0.461; 0.099]	[-0.643; 0.198]
Emotional Loss	[0.229; 0.099]	[-0.556; 0.198]
Suicide Request	[1.069; 0.099]	[-0.108; 0.198]
Physical Symptoms	[-0.022; 0.099]	[-0.686; 0.198]
Health Problems	[0.369; 0.099]	[-0.715; 0.198]

Table 4. Normality Test Results Of The Scale Of Attitude Towards The Future And Its Sub-Dimensions (Skewness And Kurtosis Values)

Scale and Sub-Dimensions	Skewness	Kurtosis
Future Attitude Scale	[-0.049; 0.099]	[-1.075; 0.198]
Thinking and Planning for the Future	[-0.217; 0.099]	[-0.959; 0.198]
Positive Future Design/Optimism	[-0.079; 0.099]	[-0.865; 0.198]
Being Innovative	[-0.330; 0.099]	[-0.814; 0.198]
Managing the Future	[-0.171; 0.099]	[-0.678; 0.198]

Then, the “Independent Sample t-Test” and “One-Way Analysis of Variance (ANOVA)” were used to evaluate the level of differentiation depending on independent variables to reveal the distribution of the research group according to personal variables. The statistical significance level (alpha (α) error level) was accepted as $p < 0.05$. Again, "Pearson correlation analysis" was conducted to determine the level and direction of the relationship between dependent variables. Correlation relationships between dependent variables in Table 5 were evaluated according to the following criteria (203).

Table 5. Values for Correlation Relationship Between Dependent Variables

r	Correlation
0.00-0.25	Very Weak
0.26-0.49	Weak
0.50-0.69	Medium
0.70-0.89	High
0.90-1.00	Very High



5. FINDINGS

This research is concerned with the investigation of the relationship between unemployment anxiety, depression level and attitudes towards the future of prospective physical education and sports teacher. Various results were obtained based on the questionnaires. The findings were categorized based on their relevance and presented with their subheadings.

5.1. Findings Regarding Demographic Variables of the Research Group

Table 6. Distribution of the Research Group by Gender Variable

Gender	N	%
Female	207	33.90
Male	403	66.10
Total	610	100.0

The gender variable, which is among the key variables in unemployment anxiety studies and discussed in the literature, was statistically analyzed and its results are provided in Table 6. The results provided in Table 6 revealed the relative dominance of the females in the sample distribution with 33.9% (N = 207) in addition to the males in the sample distribution with 66.1% (N = 403).

Table 7. Distribution of the Research Group by School Type Variable

School Type	N	%
Faculty	371	60.80
College	239	39.20
Total	610	100.0

The distributions in Table 7 showed that 60.8% of all used samples of the participants represented faculties while 39.2% represented colleges. This was an

expected result considering the nature of the Physical Education and Sports Departments' orientation in Turkey.

Table 8. Distribution of the Research Group by Age Variable

Age	N	%
18-21 years old	325	53.3
22-25 years old	225	36.9
26 years old and older	60	9.8
Total	610	100.0

One of the most important variables addressed in this study is age. The categories are close in percentage. The first category (18-21 years) was composed of 325 prospective teachers from the sample, which represented 53.3%, the highest of all categories. The second category (22-25 years) represented 36.9% (225 participants) of the sample while the third category (26 years and older) represented 9.8% of the sample (only 60 participants) as shown in Table 8.

Table 9. Distribution of the Research Group by Grade Type Variable

Grade Level	N	%
1st Grade	106	17.40
2nd Grade	98	16.10
3rd Grade	145	23.80
4th Grade	261	42.80
Total	610	100.0

The distribution of grade types was presented in Table 9. The participants of the research were statistically categorized based on the year of their education, which represented the grade level at which they studied. The distribution composed of 17.4% (106 participant) of 1st grade, 16.1% (98 participant) of 2nd grade, 23.8% (145 participant) of 3rd grade, and 42.8% (261 participant) 4th grade students.

Table 10. Distribution of the Research Group by Monthly Income

Monthly Income	N	%
2000 TL and below	376	61.60
2001-3500 TL	102	16.70
3501-5000 TL	67	11.00
5001 TL and above	65	10.70
Total	610	100.00

The data of the monthly income variable were presented in Table 10. The study sample included 61.6% (N=376) of the participants who received 2000 TL and below, while 16.7% (N=102) of the participants received 2001-3500 TL in addition to 11.0% (N=67) of the participants who received 3501-5000 TL and 10.7% (N=65) of the participants who received 5001 TL and above.

Table 11. Distribution of the Research Group by Educational Status of the Father

Educational Status	N	%
Illiterate	49	8.00
Primary School	235	38.50
Middle School	135	22.10
High School	129	21.10
University	62	10.20
Total	610	100.0

The data of the father's education variable were presented in Table 11. The study sample included 8% (N=49) of the participants whose father's education was illiterate while 38.5% (N=235) had primary school education in addition to 22.1% (N=135) of middle school, 21.1% (N=129) of high school and 10.2% (N=62) of the participants whose fathers' education levels were university level.

Table 12. Distribution of the Research Group by Mother's Educational Status

Educational Status	N	%
Illiterate	190	31.10
Primary School	232	38.0
Middle School	102	16.70
High School	50	8.20
University	36	5.90
Total	610	100.0

The analysis of data related to the mother's education variable showed that 31.1% (N=190) of the mother's education variable was illiterate while 38% (N=232) had primary school education in addition to 16.7% (N=102) of middle school, 8.2 % (N=50) of high school and 5.9% (N=36) of the participants whose mothers' education levels were university level, which was shown in Table 12.

Table 13. Distribution of the Research Group on Attitudes Towards Teaching Profession

Attitude	N	%
Bad	38	6.20
Middle	167	27.40
Good	405	66.40
Total	610	100.0

The results of analyses of the data related to the attitude toward the teaching profession showed that 6.2% (N=38) participants had negative attitudes and 27.4% (N=167) participants had neutral attitudes while it was found that 66.4% (N=405) of the participants had positive attitudes towards the teaching profession, which was shown in Table 13.

Table 14. Distribution of the Research Group by University of Sports Education

University	N	%
Firat University	167	27.4
Harran University	130	21.3
Adiyaman University	114	18.7
Agri Ibrahim Cecen University	103	16.9
Bayburt University	96	15.7

The study group was also analyzed by using the university variable and the results were presented in Table 14. The distribution of universities showed that 27.4% of the sample participants were from Firat University in addition to 21.3% from Harran University, 18.7% from Adiyaman University, 16.9% from Agri Ibrahim Cecen University and 15.7% from Bayburt University.

5.2. Findings Regarding Unemployment Anxiety of the Research Group

Table 15. Average Score Levels of the Research Group's Views on Unemployment Anxiety

No	Items	Mean	SD
1	The fact that my peers who graduated from my department of study are still unemployed makes me think that I may become unemployed as well.	3.678	1.249
2	The fact that the number of available appointments for teachers in our country is lower than the teachers who graduated makes me worry about my appointment.	4.004	1.006
3	Exams for entering the profession of teaching (PPSE and TRNC teaching exams) are the beginning of my unemployment.	3.400	1.237
4	In our country, the requirement for those who graduate from preschool and classroom teaching departments is low.	3.032	1.334
5	I observe the need for teachers in state or private schools where I can work in the future is gradually becoming narrow.	3.978	1.108
6	The fact that the labor force related to the profession of teaching is decreasing is making me worried.	4.055	1.017
7	The inability of finding a job soon after my graduation (0-3 years) is a trauma for me.	3.826	1.242
8	I hope that I can achieve what I expect from life.	3.229	1.255
9	Unless authorities plan according to the teachers' needs, I cannot see ahead of myself in the near future as a human resource.	3.878	1.088
10	I experience pressure from my family about having a job in the near future.	3.096	1.342
11	I worry that my unemployment will cause me to lose my respectability in my environment and to withdraw gradually.	3.380	1.329
12	The pessimistic attitude of those who graduated from teaching departments about finding a job makes me think about giving up my department.	2.921	1.351
13	Receiving a postgraduate education can be an advantage for me in finding a job.	3.706	1.110
14	Due to the conditions in our country, it will be necessary for me to study in a new department.	3.208	1.338

The results of Unemployment Anxiety were presented in Table 15. It was seen that the least agreed-upon item was “The pessimistic attitude of those who graduated from teaching departments about finding a job makes me think about giving up my department.” with (a mean score of (2.921) and a standard deviation of (1.351). Additionally, the most agreed-upon item was “The fact that the labor force related to the profession of teaching is decreasing is making me worried.” with (a mean score of (4.044) and a standard deviation of (1.017). The rest of the items ranged between these two means. However, it was important to mention that the differences were not major for most of the items.

Table 16. The Results of the Independent Sample T-Test Performed to Determine Whether There Is a Difference According to the Gender Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Unemployment Anxiety Scale	Female	207	3.607	0.627	2.224	0.026*
	Male	403	3.487	0.631		
Labor	Female	207	3.802	0.711	2.155	0.032*
	Male	403	3.663	0.772		
Trait Anxiety	Female	207	3.603	0.892	0.980	0.327
	Male	403	3.528	0.901		
Environment	Female	207	3.159	1.038	0.470	0.638
	Male	403	3.119	0.983		
Education	Female	207	3.601	0.860	2.827	0.005*
	Male	403	3.383	0.923		

*p<0.05

According to the independent T-Test results in Table 16, a significant difference between male and female genders was observed since the obtained p-values for three cases were greater than 0.05. However, differences in mean values were observed, which were generally in the favor of females. For the “Unemployment Anxiety Scale”, the mean score for females was 3.607, which was higher than the mean score for males, which was 3.487. Again, female participants

had a higher mean score ($\bar{X} = 3.802$) compared to male participants ($\bar{X} = 3.663$) for the "Labor Dimension". However, no statistically significant difference was observed between females and males in the "Trait Anxiety and Environment Dimensions".

Finally, the result showed that there is a significant difference between females ($\bar{X} = 3.601$) and males ($\bar{X} = 3.383$) in the "Education Dimension". The difference was in favor of the females.

Table 17. The Results of the Independent Sample T-Test Performed to Determine Whether There Is a Difference According to the School Type Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Unemployment Anxiety Scale	Faculty	371	3.538	0.624	0.470	0.638
	College	239	3.513	0.645		
Labor	Faculty	371	3.706	0.756	-0.196	0.845
	College	239	3.718	0.754		
Trait Anxiety	Faculty	371	3.559	0.891	0.178	0.859
	College	239	3.546	0.910		
Environment	Faculty	371	3.177	0.989	1.387	0.166
	College	239	3.062	1.017		
Education	Faculty	371	3.469	0.931	0.394	0.694
	College	239	3.439	0.870		

*p>0.05

The results of the comparison in unemployment anxiety based on the variable of the type of school (faculty or college), in which the students participating in the study, indicated that there is no statistically significant difference in the total degrees of unemployment anxiety and its sub-dimensions, which was shown in Table 17.

Table 18. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference According to the Age Variable of the Research Group.

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Unemployment Anxiety Scale	(a) 18-21 years	325	3.575	0.656	4.628	0.010*	a, c b, c
	(b) 22-25 years	225	3.518	0.592			
	(c) 26 years and older	60	3.308	0.603			
Labor	(a) 18-21 years	325	3.762	0.786	3.900	0.021*	a, c b, c
	(b) 22-25 years	225	3.701	0.713			
	(c) 26 years and older	60	3.469	0.692			
Trait Anxiety	(a) 18-21 years	325	3.606	0.891	1.177	0.309	-
	(b) 22-25 years	225	3.491	0.893			
	(c) 26 years and older	60	3.508	0.949			
Environment	(a) 18-21 years	325	3.155	1.004	4.614	0.010*	a, c b, c
	(b) 22-25 years	225	3.197	0.998			
	(c) 26 years and older	60	2.766	0.935			
Education	(a) 18-21 years	325	3.521	0.915	1.775	0.170	-
	(b) 22-25 years	225	3.391	0.876			
	(c) 26 years and older	60	3.358	0.961			

*p<0.05

The results of the one-way variance analysis in Table 18 showed that there is a significant difference in the total degree of unemployment anxiety as well as in two dimensions of the scale, labor and environment ($p=0.010$; 0.021 ; 0.010), while there were no significant differences in the other two dimensions of the scale.

Table 19. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference in the Study Group by Grade Variable

Scale and Sub-Dimensions	Variable	N	Mean	SD	LSD	P-value	F
Unemployment Anxiety Scale	(a) 1 st Grade	106	3.510	0.648	1.741	0.157	-
	(b) 2 nd Grade	98	3.508	0.630			
	(c) 3 rd Grade	145	3.631	0.642			
	(d) 4 th Grade	261	3.486	0.618			
Labor	(a) 1 st Grade	106	3.710	0.839	0.916	0.433	-
	(b) 2 nd Grade	98	3.704	0.683			
	(c) 3 rd Grade	145	3.796	0.770			
	(d) 4 th Grade	261	3.666	0.734			
Trait Anxiety	(a) 1 st Grade	106	3.655	0.900	1.654	0.176	-
	(b) 2 nd Grade	98	3.545	0.933			
	(c) 3 rd Grade	145	3.637	0.915			
	(d) 4 th Grade	261	3.469	0.871			
Environment	(a) 1 st Grade	106	2.990	0.955	2.742	0.042*	a,c b,c
	(b) 2 nd Grade	98	3.034	1.062			
	(c) 3 rd Grade	145	3.319	0.954			
	(d) 4 th Grade	261	3.123	1.008			
Education	(a) 1 st Grade	106	3.443	0.903	0.457	0.713	
	(b) 2 nd Grade	98	3.494	0.886			
	(c) 3 rd Grade	145	3.517	0.838			
	(d) 4 th Grade	261	3.415	0.955			

*p<0.05

The results of using the analysis of variance (ANOVA) indicated that there were statistically significant differences in one dimension of the unemployment anxiety scale, which is the environment dimension ($p=0.042$). Through the use of the LSD test for comparisons between groups according to classes, it was found that there was a significant difference between the unemployment anxiety of the first-grade and the third-grade students as well as the presence of a significant difference between second-grade students and third-grade students, which was shown in Table 19.

Table 20. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the Income Status Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value
Unemployment Anxiety Scale	(a) 2000 TL and below	376	3.541	0.650	-	0.212
	(b) 2001-3500 TL	102	3.537	0.642		
	(c) 3501-5000 TL	67	3.587	0.594		
	(d) 5001 TL and above	65	3.376	0.532		
Labor	(a) 2000 TL and below	376	3.736	0.782	-	0.151
	(b) 2001-3500 TL	102	3.738	0.737		
	(c) 3501-5000 TL	67	3.724	0.695		
	(d) 5001 TL and above	65	3.507	0.652		
Trait Anxiety	(a) 2000 TL and below	376	3.562	0.908	-	0.482
	(b) 2001-3500 TL	102	3.544	0.893		
	(c) 3501-5000 TL	67	3.656	0.871		
	(d) 5001 TL and above	65	3.415	0.881		
Environment	(a) 2000 TL and below	376	3.149	1.002	-	0.483
	(b) 2001-3500 TL	102	3.088	1.074		
	(c) 3501-5000 TL	67	3.243	0.913		
	(d) 5001 TL and above	65	2.989	0.964		
Education	(a) 2000 TL and below	376	3.426	0.921	-	0.697
	(b) 2001-3500 TL	102	3.504	0.836		
	(c) 3501-5000 TL	67	3.552	0.942		
	(d) 5001 TL and above	65	3.461	0.907		

* $p>0.05$

The results of using the analysis of variance (ANOVA) presented in Table 20 regarding a comparison in unemployment anxiety based on the monthly income variable among the members of the research sample indicated that there were no

statistically significant differences in unemployment anxiety due to the income variable.

Table 21. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Father's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value
Unemployment Anxiety Scale	(a) Illiterate	49	3.486	0.538	1.267	0.282
	(b) Primary school	235	3.570	0.625		
	(c) Secondary School	135	3.482	0.663		
	(d) High School	129	3.575	0.642		
	(e) University	62	3.404	0.630		
Labor	(a) Illiterate	49	3.644	0.737	1.346	0.251
	(b) Primary school	235	3.738	0.741		
	(c) Secondary School	135	3.677	0.793		
	(d) High School	129	3.797	0.760		
	(e) University	62	3.553	0.709		
Trait Anxiety	(a) Illiterate	49	3.367	0.922	1.875	0.113
	(b) Primary school	235	3.666	0.844		
	(c) Secondary School	135	3.481	0.989		
	(d) High School	129	3.546	0.880		
	(e) University	62	3.451	0.881		
Environment	(a) Illiterate	49	3.326	0.929	1.386	0.237
	(b) Primary school	235	3.200	1.002		
	(c) Secondary School	135	3.039	0.999		
	(d) High School	129	3.105	1.009		
	(e) University	62	2.983	1.025		
Education	(a) Illiterate	49	3.295	0.967	0.648	0.629
	(b) Primary school	235	3.440	0.899		
	(c) Secondary School	135	3.466	0.928		
	(d) High School	129	3.534	0.901		
	(e) University	62	3.467	0.863		

*p>0.05

When the comparison was made based on the father's education variable using the analysis of variance (ANOVA), the results of which are presented in Table 21 indicated that there were no statistically significant differences in unemployment anxiety in general or in the dimensions of the scale due to the father's education variable.

Table 22. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Mother's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value	LSD
Unemployment Anxiety Scale	(a) Illiterate	190	3.567	0.572	0.441	0.779	
	(b) Primary school	232	3.503	0.674			
	(c) Secondary School	102	3.532	0.618			
	(d) High School	50	3.462	0.623			
	(e) University	36	3.567	0.719			
Labor	(a) Illiterate	190	3.715	0.687	0.018	0.999	
	(b) Primary school	232	3.702	0.804			
	(c) Secondary School	102	3.724	0.744			
	(d) High School	50	3.714	0.787			
	(e) University	36	3.706	0.790			
Trait Anxiety	(a) Illiterate	190	3.542	0.865	0.268	0.898	
	(b) Primary school	232	3.575	0.975			
	(c) Secondary School	102	3.583	0.799			
	(d) High School	50	3.440	0.860			
	(e) University	36	3.555	0.900			
Environment	(a) Illiterate	190	3.307	0.952	3.057	0.016*	a, b
	(b) Primary school	232	3.067	0.995			
	(c) Secondary School	102	3.124	0.970			
	(d) High School	50	2.806	1.012			
	(e) University	36	3.111	1.229			
Education	(a) Illiterate	190	3.465	0.910	1.782	0.131	a, d
	(b) Primary school	232	3.387	0.921			
	(c) Secondary School	102	3.421	0.935			
	(d) High School	50	3.590	0.818			
	(e) University	36	3.777	0.787			

*p<0.05

When the comparison was made based on the mother's education variable using the analysis of variance (ANOVA), the results of which are presented in Table 22, it was demonstrated that there were statistically significant differences in one dimension of the unemployment anxiety scale, which is the environment dimension (p=0.016). The results of using the LSD test in comparisons between groups indicated that there was a significant difference between the first group in which mothers were illiterate and the second group whose mothers were at the elementary level, significant differences also appeared between the first group in which

mothers were illiterate and the fourth group whose mothers were at the high school level of education.

Table 23. The Results of One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether There is a Difference According to the Variable of Attitude towards Teaching Profession of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value	LSD
Unemployment Anxiety Scale	(a) Bad	38	3.872	0.618	9.395	0.000*	a,b a,c b,c
	(b) Medium	167	3.609	0.622			
	(c) Good	405	3.463	0.624			
Labor	(a) Bad	38	4.105	0.765	7.751	0.000*	a,b a,c b,c
	(b) Medium	167	3.784	0.735			
	(c) Good	405	3.643	0.749			
Trait Anxiety	(a) Bad	38	3.802	0.730	3.835	0.022*	a,c b,c
	(b) Medium	167	3.661	0.898			
	(c) Good	405	3.486	0.906			
Environment	(a) Bad	38	3.644	0.921	7.622	0.001*	a,b a,c b,c
	(b) Medium	167	3.237	0.967			
	(c) Good	405	3.042	1.006			
Education	(a) Bad	38	3.473	1.144	0.280	0.756	-
	(b) Medium	167	3.500	0.895			
	(c) Good	405	3.438	0.889			

*p<0.05

The results of using the one-way analysis of variance (ANOVA) presented in Table 23 showed the presence of a significant difference in the total score of unemployment anxiety among the sample members ($p=0.000$). This was due to the variable of attitude towards the teaching profession as well as the presence of a significant difference in three dimensions of the scale, namely, Labor ($p=0.000$), Trait Anxiety ($p=0.022$), Environment (0.001) while no significant difference appeared in the last dimension of the scale, Education. By using LSD the results, it was determined that there was a significant difference between a, b; a, c; b, c in the total score of unemployment anxiety and Labor dimension. But in the dimension of Trait Anxiety, there were only two significant differences that were between the

group of a, c; b, c. Also, the result of LSD indicated that there were significant differences between groups a, b; a, c; b, c in the dimension of Environment.

Table 24. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the University Variable of the Research Group's Sports Education

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value	LSD
Unemployment Anxiety Scale	(a) Fırat University	167	3.453	0.636	5.284	0.000 *	a,d b,d c,d d,e
	(b) Harran University	130	3.430	0.701			
	(c) Adıyaman University	114	3.570	0.616			
	(d) Ağrı İbrahim University	103	3.763	0.568			
	(e) Bayburt University	96	3.489	0.549			
Labor	(a) Fırat University	167	3.630	0.814	2.080	0.082	
	(b) Harran University	130	3.637	0.772			
	(c) Adıyaman University	114	3.792	0.771			
	(d) Ağrı İbrahim University	103	3.855	0.693			
	(e) Bayburt University	96	3.699	0.638			
Trait Anxiety	(a) Fırat University	167	3.482	0.877	3.914	0.004 *	a,d b,d c,d d,e
	(b) Harran University	130	3.476	0.968			
	(c) Adıyaman University	114	3.517	0.911			
	(d) Ağrı İbrahim University	103	3.868	0.837			
	(e) Bayburt University	96	3.489	0.827			
Environment	(a) Fırat University	167	2.984	0.935	8.515	0.000 *	b,c b,d
	(b) Harran University	130	2.938	1.102			
	(c) Adıyaman University	114	3.172	0.932			
	(d) Ağrı İbrahim University	103	3.611	0.906			
	(e) Bayburt University	96	3.094	0.994			
Education	(a) Fırat University	167	3.512	0.793	0.999	0.408	
	(b) Harran University	130	3.396	0.907			
	(c) Adıyaman University	114	3.443	0.930			
	(d) Ağrı İbrahim University	103	3.563	1.006			
	(e) Bayburt University	96	3.349	0.951			

*p<0.05

The results of data analysis using ANOVA indicated that there is a significant difference in the total score of unemployment anxiety (p=0.000) among the research sample due to the university variable. As it was found that there was a significant difference in two of the dimensions of the unemployment anxiety scale, which are the dimension of trait anxiety (p=0.004). The results of using LSD also

showed that there were significant differences in four comparisons between the total degrees of unemployment anxiety in general as well as in the dimension of trait anxiety (a d; b d; c d; d e) and the dimension of Environment ($p=0.00$). The result of using LSD showed the comparison between b, c; b, d, which was demonstrated in Table 24.

Table 25. Correlation Analysis Results for the Relationship Between the Unemployment Anxiety Scale and its Sub-Dimensions

Scale	Descriptors	1	2	3	4	5
(1) Unemployment Anxiety Scale	r	1				
	p					
	N	610				
(2) Labor	r	0.883*	1			
	p	0.000				
	N	610	610			
(3) Trait Anxiety	r	0.621*	0.425*	1		
	p	0.000	0.000			
	N	610	610	610		
(4) Environment	r	0.745*	0.466*	0.362*	1	
	p	0.000	0.000	0.000		
	N	610	610	610	610	
(5) Education	r	0.458*	0.205*	0.202*	0.264*	1
	p	0.000	0.000	0.000	0.000	
	N	610	610	610	610	610

* $p<0.05$

The relationship analysis for the subscales, the Pearson correlation analysis, was conducted to address the concept of interrelation. The results of the correlation test were presented in Table 25. It was observed from Table 25 that very strong positive correlations existed between all the subscales with a significance level of $p=0.000$. Nevertheless, the strongest correlation was found between Labor Subscale and Unemployment Anxiety Scale ($r = 0.883$) while the weakest correlation of the subscales was between Trait Anxiety and Education Subscale ($r=0.202$).

5. 3. Findings Regarding Depression Levels of the Research Group

Table 26. Average Score Levels of the Research Group's Views on Depression Levels

No	Items	Mean	SD
1	Feeling sad or down in the dumps	3.036	1.076
2	Feeling unhappy or blue	2.998	1.123
3	Crying spells or tearfulness	2.178	1.215
4	Feeling discouraged	2.357	1.278
5	Feeling hopeless	2.513	1.320
6	Low self-esteem	2.278	1.228
7	Feeling worthless or inadequate	2.185	1.215
8	Guilt or shame	2.086	1.183
9	Criticizing yourself or blaming others	2.685	1.230
10	Difficulty making decisions	2.777	1.192
11	Loss of interest in family, friends, or colleagues	2.562	1.306
12	Loneliness	2.663	1.388
13	Spending less time with family or friends	2.703	1.273
14	Loss of motivation	2.834	1.243
15	Loss of interest in work or other activities	2.786	1.242
16	Avoiding work or other activities	2.678	1.264
17	Loss of pleasure or satisfaction in life	2.934	1.302
18	Feeling tired	3.278	1.259
19	Difficulty sleeping or sleeping too much	3.182	1.319
20	Decreased or increased appetite	2.962	1.292
21	Loss of interest in sex	2.223	1.281
22	Worrying about your health	2.633	1.317
23	Do you have suicidal thoughts?	1.896	1.299
24	Would you like to end your life?	1.906	1.316
25	Do you have a plan for harming yourself?	1.860	1.307

The results of depression were presented in Table 26. It was seen that the least agreed-upon item was “Do you have a plan for harming yourself?.” with a mean score of 1.860 and a standard deviation of 1.307. Additionally, the most agreed-upon item was “Feeling tired.” with a mean score of 3.278 and a standard deviation of 1.259. The rest of the items ranged between these two means. However, it was important to mention that the differences were not major for most of the items.

Table 27. The Results of the Independent Sample T-Test Performed to Determine Whether There Is a Difference According to the Gender Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Depression Scale	Female	207	2.604	0.780	0.819	0.413
	Male	403	2.551	0.772		
Activities and Relationships	Female	207	2.727	0.941	0.232	0.817
	Male	403	2.709	0.922		
Feelings & Thoughts	Female	207	2.387	0.964	0.686	0.493
	Male	403	2.331	0.949		
Loss of Emotion	Female	207	2.937	0.964	2.891	0.004*
	Male	403	2.710	0.897		
Suicide Request	Female	207	1.776	1.131	-1.705	0.089
	Male	403	1.945	1.176		
Physical Symptoms	Female	207	3.243	1.071	1.744	0.082
	Male	403	3.089	1.020		
Health problems	Female	207	2.440	1.029	0.144	0.886
	Male	403	2.427	1.048		

*p<0.05

The results of using the t-test for two independent samples presented in Table 27 indicated that there was no significant difference between males and females in the total score of the depression scale while it was found that there was a statistically significant difference between males and females in one dimension of the depression scale, which is Lost of Emotion (p=0.004).

Table 28. Independent Sample T-test results made to determine if the research group differ according to the school type variable

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Depression Scale	Faculty	371	2.583	0.774	0.595	0.552
	College	239	2.545	0.776		
Activities and Relationships	Faculty	371	2.744	0.926	0.952	0.342
	College	239	2.671	0.932		
Feelings & Thoughts	Faculty	371	2.360	0.959	0.308	0.758
	College	239	2.335	0.948		
Loss of Emotion	Faculty	371	2.784	0.957	-0.106	0.916
	College	239	2.792	0.877		
Suicide Request	Faculty	371	1.887	1.161	-0.031	0.975
	College	239	1.890	1.168		
Physical Symptoms	Faculty	371	3.162	1.050	0.614	0.539
	College	239	3.109	1.023		
Health problems	Faculty	371	2.466	1.058	1.040	0.299
	College	239	2.377	1.013		

*p>0.05

To reveal the significance of the differences in the depression based on the type of school in which the student attends, the data were processed using the t-test for two independent samples, and the results presented in the Table 28 showed that there was no significant difference in the total score of the depression scale as well as in the dimensions of the scale between the group of students in the faculty and the group of students in the college.

Table 29. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference According to the Age Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	P-value
Depression Scale	(a) 18-21 years	325	2.561	0.759	0.033	0.967
	(b) 22-25 years	225	2.578	0.781		
	(c) 26 years and older	60	2.568	0.837		
Activities and Relationships	(a) 18-21 years	325	2.738	0.937	0.226	0.798
	(b) 22-25 years	225	2.688	0.923		
	(c) 26 years and older	60	2.688	0.908		
Feelings & Thoughts	(a) 18-21 years	325	2.317	0.928	0.523	0.523
	(b) 22-25 years	225	2.401	0.973		
	(c) 26 years and older	60	2.336	1.020		
Loss of Emotion	(a) 18-21 years	325	2.794	0.929	0.059	0.943
	(b) 22-25 years	225	2.785	0.912		
	(c) 26 years and older	60	2.750	0.968		
Suicide Request	(a) 18-21 years	325	1.830	1.118	1.649	0.193
	(b) 22-25 years	225	1.908	1.179		
	(c) 26 years and older	60	2.122	1.313		
Physical Symptoms	(a) 18-21 years	325	3.179	1.083	0.596	0.551
	(b) 22-25 years	225	3.112	0.995		
	(c) 26 years and older	60	3.038	0.952		
Health problems	(a) 18-21 years	325	2.370	1.036	1.291	0.276
	(b) 22-25 years	225	2.515	1.038		
	(c) 26 years and older	60	2.441	1.066		

*p>0.05

The results of data analysis using the one-way analysis of variance (ANOVA) presented in Table 29 indicated that there were no significant differences in the total scores of the depression scale as well as in the dimensions of the scale between the different ages of the research sample members.

Table 30. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference in the Study Group by Grade Variable

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Depression Scale	(a) 1 st Grade	106	2.435	0.726	3.690	0.012*	a, c b,c c,d
	(b) 2 nd Grade	98	2.482	0.820			
	(c) 3 rd Grade	145	2.733	0.777			
	(d) 4 th Grade	261	2.562	0.762			
Activities and Relationships	(a) 1 st Grade	106	2.559	0.935	2.551	0.055	-
	(b) 2 nd Grade	98	2.634	1.013			
	(c) 3 rd Grade	145	2.866	0.921			
	(d) 4 th Grade	261	2.725	0.886			
Feelings & Thoughts	(a) 1 st Grade	106	2.187	0.831	3.640	0.013*	a,c b,c c,d
	(b) 2 nd Grade	98	2.256	0.976			
	(c) 3 rd Grade	145	2.555	0.988			
	(d) 4 th Grade	261	2.337	0.957			
Loss of Emotion	(a) 1 st Grade	106	2.662	0.941	1.504	0.212	-
	(b) 2 nd Grade	98	2.750	0.940			
	(c) 3 rd Grade	145	2.906	0.919			
	(d) 4 th Grade	261	2.784	0.914			
Suicide Request	(a) 1 st Grade	106	1.710	1.005	3.644	0.013*	a,c b,c c,d
	(b) 2 nd Grade	98	1.785	1.197			
	(c) 3 rd Grade	145	2.149	1.212			
	(d) 4 th Grade	261	1.853	1.162			
Physical Symptoms	(a) 1 st Grade	106	3.204	1.160	0.512	0.674	-
	(b) 2 nd Grade	98	3.030	1.058			
	(c) 3 rd Grade	145	3.149	0.981			
	(d) 4 th Grade	261	3.152	1.012			
Health problems	(a) 1 st Grade	106	2.231	0.978	5.399	0.001*	a,c b,c c,d
	(b) 2 nd Grade	98	2.311	1.034			
	(c) 3 rd Grade	145	2.710	1.050			
	(d) 4 th Grade	261	2.402	1.036			

*p<0.05

The results of data analysis using the one-way analysis of variance (ANOVA) presented in Table 30 indicate that there are significant differences in the total scores of the depression scale ($p=0.012$) as well as in three dimensions of the scale, Feelings and Thoughts ($p=0.013$), Suicide Request ($p=0.013$) and Health problems (0.001) in terms of the grade variable.

Table 31. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the Income Status Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value
Depression Scale	(a) 2000 TL and below	376	2.558	0.770	0.341	0.796
	(b) 2001-3500 TL	102	2.608	0.801		
	(c) 3501-5000 TL	67	2.621	0.751		
	(d) 5001 TL and above	65	2.509	0.797		
Activities and Relationships	(a) 2000 TL and below	376	2.716	0.935	0.605	0.612
	(b) 2001-3500 TL	102	2.803	0.960		
	(c) 3501-5000 TL	67	2.680	0.885		
	(d) 5001 TL and above	65	2.611	0.888		
Feelings & Thoughts	(a) 2000 TL and below	376	2.354	0.938	0.033	0.992
	(b) 2001-3500 TL	102	2.353	0.977		
	(c) 3501-5000 TL	67	2.361	0.958		
	(d) 5001 TL and above	65	2.315	1.022		
Loss of Emotion	(a) 2000 TL and below	376	2.750	0.909	0.906	0.438
	(b) 2001-3500 TL	102	2.858	0.996		
	(c) 3501-5000 TL	67	2.922	0.872		
	(d) 5001 TL and above	65	2.750	0.962		
Suicide Request	(a) 2000 TL and below	376	1.845	1.148	1.312	0.270
	(b) 2001-3500 TL	102	1.820	1.141		
	(c) 3501-5000 TL	67	2.090	1.229		
	(d) 5001 TL and above	65	2.036	1.202		
Physical Symptoms	(a) 2000 TL and below	376	3.154	1.031	1.842	0.138
	(b) 2001-3500 TL	102	3.212	1.082		
	(c) 3501-5000 TL	67	3.224	0.929		
	(d) 5001 TL and above	65	2.867	1.099		
Health problems	(a) 2000 TL and below	376	2.412	1.063	0.151	0.929
	(b) 2001-3500 TL	102	2.471	1.062		
	(c) 3501-5000 TL	67	2.485	0.988		
	(d) 5001 TL and above	65	2.423	0.945		

*p>0.05

The results of data analysis using the one-way analysis of variance (ANOVA) presented in Table 31 showed that there were no significant differences in the total scores of the depression scale as well as in the dimensions of the scale due to the Income Status Variable.

Table 32. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Father's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value
Depression Scale	(a) Illiterate	49	2.709	0.741	0.671	0.612
	(b) Primary school	235	2.584	0.746		
	(c) Secondary School	135	2.567	0.822		
	(d) High School	129	2.519	0.756		
	(e) University	62	2.501	0.844		
Activities and Relationships	(a) Illiterate	49	2.895	0.960	0.581	0.676
	(b) Primary school	235	2.705	0.892		
	(c) Secondary School	135	2.719	0.954		
	(d) High School	129	2.660	0.915		
	(e) University	62	2.721	1.018		
Feelings & Thoughts	(a) Illiterate	49	2.575	0.964	1.003	0.405
	(b) Primary school	235	2.350	0.890		
	(c) Secondary School	135	2.354	1.001		
	(d) High School	129	2.324	1.002		
	(e) University	62	2.218	0.974		
Loss of Emotion	(a) Illiterate	49	2.944	0.875	0.895	0.466
	(b) Primary school	235	2.813	0.980		
	(c) Secondary School	135	2.813	0.891		
	(d) High School	129	2.707	0.864		
	(e) University	62	2.673	0.954		
Suicide Request	(a) Illiterate	49	1.959	1.081	1.271	0.280
	(b) Primary school	235	1.994	1.213		
	(c) Secondary School	135	1.785	1.092		
	(d) High School	129	1.752	1.133		
	(e) University	62	1.936	1.226		
Physical Symptoms	(a) Illiterate	49	3.102	0.975	0.323	0.863
	(b) Primary school	235	3.136	1.058		
	(c) Secondary School	135	3.158	1.048		
	(d) High School	129	3.202	0.968		
	(e) University	62	3.027	1.155		
Health problems	(a) Illiterate	49	2.520	1.177	0.598	0.665
	(b) Primary school	235	2.462	0.981		
	(c) Secondary School	135	2.474	1.119		
	(d) High School	129	2.361	0.996		
	(e) University	62	2.298	1.077		

*p>0.05

When analyzing the data related to depression among the research sample according to the variable of the father's education level, the results of using the one-way analysis of variance (ANOVA) presented in the Table 32 showed that there were no significant differences in the total degree of the depression scale as well as in the dimensions of the scale due to the father's education variable.

Table 33. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Mother's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Depression Scale	(a) Illiterate	190	2.569	0.728	1.990	0.094	-
	(b) Primary school	232	2.549	0.783			
	(c) Secondary School	102	2.647	0.790			
	(d) High School	50	2.345	0.768			
	(e) University	36	2.774	0.880			
Activities and Relationships	(a) Illiterate	190	2.714	0.891	1.185	0.316	-
	(b) Primary school	232	2.666	0.917			
	(c) Secondary School	102	2.784	0.945			
	(d) High School	50	2.614	1.015			
	(e) University	36	2.980	1.014			
Feelings & Thoughts	(a) Illiterate	190	2.411	0.932	2.167	0.071	-
	(b) Primary school	232	2.302	0.981			
	(c) Secondary School	102	2.417	0.850			
	(d) High School	50	2.053	0.980			
	(e) University	36	2.569	1.061			
Loss of Emotion	(a) Illiterate	190	2.713	0.804	2.684	0.031*	b, d d, e
	(b) Primary school	232	2.882	0.998			
	(c) Secondary School	102	2.765	0.939			
	(d) High School	50	2.505	0.831			
	(e) University	36	3.021	1.036			
Suicide Request	(a) Illiterate	190	1.898	1.147	2.201	0.068	-
	(b) Primary school	232	1.835	1.130			
	(c) Secondary School	102	2.062	1.263			
	(d) High School	50	1.553	0.917			
	(e) University	36	2.148	1.367			
Physical Symptoms	(a) Illiterate	190	3.051	0.991	1.258	0.285	-
	(b) Primary school	232	3.201	1.044			
	(c) Secondary School	102	3.258	1.059			
	(d) High School	50	2.960	1.100			
	(e) University	36	3.148	1.094			
Health problems	(a) Illiterate	190	2.529	1.057	2.412	0.048*	a, b b, c c, d
	(b) Primary school	232	2.310	1.008			
	(c) Secondary School	102	2.583	1.081			
	(d) High School	50	2.220	0.959			
	(e) University	36	2.556	1.074			

*p<0.05

When analyzing the data related to depression among the sample members according to the variable of the mother's education level, the results of using the

one-way analysis of variance presented in the Table 33 showed that there were no significant differences in the total degree of the depression scale according to the variable of mother's education while significant differences attributed to the mother's education variable appeared in two dimensions of the scale. The Loss of Emotion ($p=0.031$) included the significant differences, which were between groups b, d ; d, e while Health Problems ($p=0.048$) included the significant differences, which were between groups a, b; b, c; c, d.

Table 34. The Results of One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether There is a Difference According to the Variable of Attitude towards Teaching Profession of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Depression Scale	(a) bad	38	3.084	0.738	11.616	0.000*	a, b a, c c, b
	(b) medium	167	2.640	0.730			
	(c) good	405	2.490	0.775			
Activities and Relationships	(a) bad	38	3.195	0.834	10.373	0.000*	a, b a, c c, b
	(b) medium	167	2.867	0.932			
	(c) good	405	2.607	0.913			
Feelings & Thoughts	(a) bad	38	3.118	0.936	15.312	0.000*	a, b a, c
	(b) medium	167	2.406	0.949			
	(c) good	405	2.255	0.924			
Loss of Emotion	(a) bad	38	3.296	0.903	8.295	0.000*	a, b a, c c, b
	(b) medium	167	2.872	0.858			
	(c) good	405	2.703	0.937			
Suicide Request	(a) bad	38	2.342	1.274	3.213	0.041*	a, b a, c
	(b) medium	167	1.824	1.058			
	(c) good	405	1.871	1.186			
Physical Symptoms	(a) bad	38	3.289	0.863	1.432	0.240	-
	(b) medium	167	3.227	1.031			
	(c) good	405	3.091	1.055			
Health problems	(a) bad	38	2.973	1.162	5.712	0.003*	a, b a, c -
	(b) medium	167	2.428	1.044			
	(c) good	405	2.381	1.015			

* $p<0.05$

The results of data analysis using the one-way analysis of variance (ANOVA) presented in Table 34 showed that there are significant differences in

the total scores of the depression scale ($p=0.000$) as well as in the dimensions of the scale, which included Activities and Relationships (0.000), Feelings & Thoughts (0.000), Loss of Emotion (0.000), Suicide Request (0.041) and Health problems (0.003) based on the variable of attitude towards teaching profession of the research group. However, the difference was not significant for the dimension of Physical Symptoms.

Table 35. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the University Variable of the Research Group's Sports Education

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Depression Scale	(a) Firat University	167	2.509	0.832	5.119	0.000*	a, c a, d b, c b, d b, e
	(b) Harran University	130	2.356	0.687			
	(c) Adiyaman University	114	2.734	0.834			
	(d) Ağrı İbrahim University	103	2.718	0.679			
	(e) Bayburt University	96	2.599	0.737			
Activities and Relationships	(a) Firat University	167	2.650	0.970	3.961	0.004*	a, d b, c b, d e, b
	(b) Harran University	130	2.489	0.858			
	(c) Adiyaman University	114	2.797	0.975			
	(d) Ağrı İbrahim University	103	2.916	0.849			
	(e) Bayburt University	96	2.821	0.910			
Feelings & Thoughts	(a) Firat University	167	2.300	0.978	5.851	0.000*	a, b a, c a, d b, c b, d b, e
	(b) Harran University	130	2.066	0.868			
	(c) Adiyaman University	114	2.555	0.995			
	(d) Ağrı İbrahim University	103	2.569	0.882			
	(e) Bayburt University	96	2.342	0.950			
Loss of Emotion	(a) Firat University	167	2.718	0.991	3.023	0.017*	a, c b, c b, d
	(b) Harran University	130	2.611	0.820			
	(c) Adiyaman University	114	2.978	0.991			
	(d) Ağrı İbrahim University	103	2.898	0.907			
	(e) Bayburt University	96	2.796	0.836			
Suicide Request	(a) Firat University	167	1.838	1.171	2.880	0.022*	a, c b, c b, d
	(b) Harran University	130	1.674	1.010			
	(c) Adiyaman University	114	2.146	1.257			
	(d) Ağrı İbrahim University	103	1.996	1.214			
	(e) Bayburt University	96	1.840	1.118			
Physical Symptoms	(a) Firat University	167	3.083	1.050	0.893	0.468	-
	(b) Harran University	130	3.048	1.048			
	(c) Adiyaman University	114	3.260	1.026			
	(d) Ağrı İbrahim University	103	3.145	1.069			
	(e) Bayburt University	96	3.218	0.987			
Health problems	(a) Firat University	167	2.365	1.066	3.010	0.018*	a, c b, c b, d
	(b) Harran University	130	2.238	0.894			
	(c) Adiyaman University	114	2.657	1.127			
	(d) Ağrı İbrahim University	103	2.548	1.097			
	(e) Bayburt University	96	2.411	0.965			

* $p<0.05$

The results of data analysis using the one-way analysis of variance (ANOVA) presented in Table 35 indicated that there are significant differences in the total scores of the depression scale ($p=0.000$) as well as in the dimensions of the scale, which included Activities and Relationships (0.004), Feelings and Thoughts (0.000), Loss of Emotion (0.017), Suicide Request (0.022) and Health problems (0.018) based on the variable of the university of the research group. However, the difference was not significant for the dimension of Physical Symptoms.

Table 36. Correlation Analysis Results for the Relationship Between the Depression Scale and its Sub-Dimensions

Scale	Descriptors	1	2	3	4	5	6	7
Depression Scale	r	1						
	p	-						
	N	610						
Activities and Relationships	r	0.888*	1					
	p	0.000	-					
	N	610	610					
Feelings & Thoughts	r	0.853*	0.675*	1				
	p	0.000	0.000	-				
	N	610	610	610				
Loss of Emotion	r	0.827*	0.691*	0.639*	1			
	p	0.000	0.000	0.000	-			
	N	610	610	610	610			
Suicide Request	r	0.636*	0.426*	0.505*	0.399*	1		
	p	0.000	0.000	0.000	0.000	-		
	N	610	610	610	610	610		
Physical Symptoms	r	0.667*	0.562*	0.409*	0.570*	0.244*	1	
	p	0.000	0.000	0.000	0.000	0.000	-	
	N	610	610	610	610	610	610	
Health problems	r	0.653*	0.495*	0.478*	0.475*	0.453*	0.407*	1
	p	0.000	0.000	0.000	0.000	0.000	0.000	-
	N	610	610	610	610	610	610	610

* $p<0.05$

The relationship analysis for the subscales, the Pearson correlation analysis, was conducted to address the concept of interrelation. The results of the correlation test were presented in Table 36. It was observed from Table 36 that very strong positive correlations existed between all the subscales with a significance level of $p=0.000$. Nevertheless, the strongest correlation was found between Depression

Scale and Activities and Relationships ($r=0.888$) while the weakest correlation of the subscales was between Physical Symptoms and Suicide Request ($r=0.244$).

5. 4. Findings for the Future Attitudes of the Research Group

Table 37. Average score of the research group's opinions toward the future attitudes

No	Items	Mean	SD
1	I make plans for the future.	3.593	1.258
2	I define myself as a visionary about the future.	3.220	1.155
3	I believe that it is necessary to plan for the future today.	3.543	1.215
4	I live today in a way to make the future better.	3.403	1.158
5	I dream about futures.	3.626	1.240
6	I am optimistic about achieving the things I want to do in the future	3.385	1.162
7	I view the future as an opportunity to correct my mistakes in the past.	3.302	1.196
8	I believe I can manage my future.	3.256	1.198
9	The future is when I will make my dreams come true.	3.336	1.262
10	I view the future as an uncertain yet clean, white paper.	3.221	1.239
11	Thinking about the future makes me feel excited.	3.175	1.260
12	I believe that managing the future is very important.	3.402	1.296
13	I think about what I will do in the future.	3.441	1.303
14	I contemplate about future.	3.425	1.314
15	I believe that I am open to innovation.	3.495	1.262
16	I believe that I am open to changes.	3.480	1.231
17	I certainly want to see ahead of myself while looking to the future.	3.580	1.189
18	I develop strategies while planning for the future.	3.369	1.166
19	I believe that it is necessary to analyze the past well to create the future.	3.392	1.219
20	I view the uncertainties in the future as opportunities.	3.130	1.236
21	Despite certain hardships, I am optimistic about the future.	3.189	1.334

The results of the Attitudes toward the Future Scale were presented in Table 37. It was seen that the least agreed-upon item was “Thinking about the future makes me feel excited.” with a mean score of 3.1745 and a standard deviation of 1.2596. Additionally, the most agreed-upon item was “I make plans for the future.” with a mean score of 3.5934 and a standard deviation of 1.2576. The rest of the items ranged between these two means. However, it was important to mention that the differences were not significant for most of the items.

Table 38. The Results of the Independent Sample T-Test Performed to Determine Whether There Is a Difference According to the Gender Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Attitudes Scale toward the future	Female	207	3.423	0.825	0.963	0.360
	Male	403	3.357	0.791		
Thinking and Planning the Future	Female	207	3.592	0.918	1.093	0.275
	Male	403	3.505	0.928		
Positive future design / optimism	Female	207	3.329	0.887	0.953	0.341
	Male	403	3.260	0.834		
Innovative	Female	207	3.483	1.184	-0.073	0.942
	Male	403	3.490	1.085		
Managing the future	Female	207	3.346	0.917	0.875	0.382
	Male	403	3.280	0.853		

*p>0.05

The results of the t-test used for independent samples showed that there were no significant differences between males and females in total scores of attitudes toward the future and sub-scales of Thinking and Planning the Future, Positive future design/optimism, Innovative, and Managing the future.

Table 39. The Results of the Independent Sample T-Test Performed to Determine Whether There Is a Difference According to the School Type Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	t-Value	p-Value
Attitudes Scale toward the future	Faculty	371	3.254	0.819	-4.860	0.000*
	College	239	3.572	0.737		
Thinking and Planning the Future	Faculty	371	3.383	0.932	-5.145	0.000*
	College	239	3.769	0.863		
Positive future design / optimism	Faculty	371	3.170	0.870	-4.110	0.000*
	College	239	3.457	0.794		
Innovative	Faculty	371	3.311	1.125	-4.946	0.000*
	College	239	3.761	1.053		
Managing the future	Faculty	371	3.211	0.889	-3.217	0.001*
	College	239	3.443	0.834		

*p<0.05

To reveal the significance of the differences in Attitudes toward the Future based on the type of school in which the student attends, the data were processed using a t-test for two independent samples, and the results presented in the Table 39 showed that there were significant differences between the group of students in the faculty and the group of students in the college in the total score of the attitude toward future scale (p=0.000) as well as in the dimensions of the scale, which

included Thinking and Planning the Future ($p=0.000$), Positive future design/optimism ($p=0.000$), Innovative ($p=0.000$), and Managing the future ($p=0.001$). The difference was in favor of the females.

Table 40. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference According to the Age Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value
Attitudes Scale toward the future	(a) 18-21 years	325	3.395	0.820	0.189	0.828
	(b) 22-25 years	225	3.353	0.787		
	(c) 26 years and older	60	3.392	0.776		
Thinking and Planning the Future	(a) 18-21 years	325	3.594	0.950	1.491	0.226
	(b) 22-25 years	225	3.475	0.894		
	(c) 26 years and older	60	3.436	0.892		
Positive future design / optimism	(a) 18-21 years	325	3.268	0.868	0.146	0.864
	(b) 22-25 years	225	3.293	0.839		
	(c) 26 years and older	60	3.327	0.829		
Innovative	(a) 18-21 years	325	3.529	1.132	0.619	0.539
	(b) 22-25 years	225	3.422	1.112		
	(c) 26 years and older	60	3.508	1.072		
Managing the future	(a) 18-21 years	325	3.305	0.895	0.462	0.631
	(b) 22-25 years	225	3.275	0.880		
	(c) 26 years and older	60	3.397	0.740		

* $p>0.05$

The results of using one-way analyses of variance (ANOVA) presented in Table 40 showed that there were no significant differences between the age groups in total scores of attitudes toward the future and sub-scales of Thinking and Planning the Future, Positive future design/optimism, Innovative, and Managing the future.

Table 41. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There is a Difference in the Study Group by Grade Variable

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value
Attitudes Scale toward the future	(a) 1 st Grade	106	3.352	0.877	0.612	0.607
	(b) 2 nd Grade	98	3.456	0.800		
	(c) 3 rd Grade	145	3.321	0.812		
	(d) 4 th Grade	261	3.393	0.767		
Thinking and Planning the Future	(a) 1 st Grade	106	3.558	1.006	1.529	0.206
	(b) 2 nd Grade	98	3.687	0.912		
	(c) 3 rd Grade	145	3.431	0.940		
	(d) 4 th Grade	261	3.525	0.882		
Positive future design/ optimism	(a) 1 st Grade	106	3.209	0.922	0.465	0.707
	(b) 2 nd Grade	98	3.318	0.829		
	(c) 3 rd Grade	145	3.258	0.874		
	(d) 4 th Grade	261	3.313	0.820		
Innovative	(a) 1 st Grade	106	3.580	1.189	0.755	0.520
	(b) 2 nd Grade	98	3.545	1.162		
	(c) 3 rd Grade	145	3.382	1.067		
	(d) 4 th Grade	261	3.486	1.101		
Managing the future	(a) 1 st Grade	106	3.241	0.955	0.458	0.712
	(b) 2 nd Grade	98	3.363	0.889		
	(c) 3 rd Grade	145	3.267	0.852		
	(d) 4 th Grade	261	3.324	0.850		

*p>0.05

Also, the results of using one-way analyses of variance (ANOVA) presented in Table 41 showed that there were no significant differences in total scores of attitudes toward the future and sub-scales of Thinking and Planning the Future, Positive future design/optimism, Innovative, and Managing the future according to the variable of grade.

Table 42. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the Income Status Variable of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value
Attitudes Scale toward the future	(a) 2000 TL and below	376	3.408	0.810	0.499	0.683
	(b) 2001-3500 TL	102	3.310	0.805		
	(c) 3501-5000 TL	67	3.363	0.787		
	(d) 5001 TL and above	65	3.332	0.779		
Thinking and Planning the Future	(a) 2000 TL and below	376	3.575	0.950	0.722	0.539
	(b) 2001-3500 TL	102	3.434	0.882		
	(c) 3501-5000 TL	67	3.485	0.854		
	(d) 5001 TL and above	65	3.507	0.911		
Positive future design/ optimism	(a) 2000 TL and below	376	3.323	0.859	0.797	0.496
	(b) 2001-3500 TL	102	3.218	0.862		
	(c) 3501-5000 TL	67	3.255	0.824		
	(d) 5001 TL and above	65	3.182	0.824		
Innovative	(a) 2000 TL and below	376	3.478	1.117	0.441	0.724
	(b) 2001-3500 TL	102	3.416	1.147		
	(c) 3501-5000 TL	67	3.611	1.110		
	(d) 5001 TL and above	65	3.523	1.098		
Managing the future	(a) 2000 TL and below	376	3.317	0.870	0.106	0.957
	(b) 2001-3500 TL	102	3.266	0.919		
	(c) 3501-5000 TL	67	3.289	0.876		
	(d) 5001 TL and above	65	3.286	0.842		

*p>0.05

Regarding the effect of the monthly income variable on the attitude toward the future, the results of using the one-way analysis of variance (ANOVA), which is presented in Table 42, showed that there were no significant differences in the total scores of the Attitude toward the Future Scale, as well as in the sub-scale dimensions Thinking and Planning the Future, Positive future design/optimism, Innovative, and Managing the future.

Table 43. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Father's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Attitudes Scale toward the future	(a) Illiterate	49	3.355	0.881	3.561	0.007*	b, c b, e
	(b) Primary school	235	3.253	0.802			
	(c) Secondary School	135	3.467	0.797			
	(d) High School	129	3.399	0.787			
	(e) University	62	3.639	0.713			
Thinking and Planning the Future	(a) Illiterate	49	3.520	1.077	2.259	0.062	-
	(b) Primary school	235	3.421	0.926			
	(c) Secondary School	135	3.656	0.870			
	(d) High School	129	3.520	0.920			
	(e) University	62	3.739	0.875			
Positive future design/ optimism	(a) Illiterate	49	3.257	0.905	3.672	0.006*	b, c b, e b, d
	(b) Primary school	235	3.145	0.841			
	(c) Secondary School	135	3.361	0.864			
	(d) High School	129	3.327	0.846			
	(e) University	62	3.564	0.759			
Innovative	(a) Illiterate	49	3.530	1.138	2.707	0.030*	b, e d, e
	(b) Primary school	235	3.344	1.156			
	(c) Secondary School	135	3.548	1.149			
	(d) High School	129	3.496	1.041			
	(e) University	62	3.846	0.969			
Managing the future	(a) Illiterate	49	3.244	0.957	2.647	0.033*	b, c b, e
	(b) Primary school	235	3.188	0.863			
	(c) Secondary School	135	3.377	0.830			
	(d) High School	129	3.331	0.932			
	(e) University	62	3.554	0.768			

*p<0.05

As for the effect of the father's education level variable on the attitude towards the future, the results of using a one-way analysis of variance (ANOVA), which is presented in Table 43, showed that there were significant differences in the total scores of the Attitude toward the Future scale ($p=0.007$) as well as in three sub-dimensions of the scale, which included Positive future design/optimism ($p=0.006$), Innovative ($p=0.030$), and Managing the future ($p=0.033$). However, the result showed that there were no significant differences in the Thinking and Planning the Future Dimension.

Table 44. One-Way Analysis of Variance (ANOVA) Results of the Research Group to Determine Whether There is a Difference According to the Variable of Mother's Educational Status

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Attitudes Scale toward the future	(a) Illiterate	190	3.314	0.807	4.110	0.003*	a, d b, d c, d
	(b) Primary school	232	3.315	0.821			
	(c) Secondary School	102	3.390	0.769			
	(d) High School	50	3.756	0.718			
	(e) University	36	3.583	0.720			
Thinking and Planning the Future	(a) Illiterate	190	3.478	0.963	2.038	0.088	-
	(b) Primary school	232	3.497	0.922			
	(c) Secondary School	102	3.513	0.863			
	(d) High School	50	3.850	0.877			
	(e) University	36	3.699	0.918			
Positive future design/optimism	(a) Illiterate	190	3.224	0.854	3.691	0.006*	a, d b, d c, d
	(b) Primary school	232	3.221	0.873			
	(c) Secondary School	102	3.277	0.856			
	(d) High School	50	3.675	0.676			
	(e) University	36	3.472	0.781			
Innovative	(a) Illiterate	190	3.429	1.120	3.625	0.006*	a, d b, d c, d
	(b) Primary school	232	3.366	1.184			
	(c) Secondary School	102	3.564	1.103			
	(d) High School	50	3.970	0.917			
	(e) University	36	3.694	0.730			
Managing the future	(a) Illiterate	190	3.214	0.848	4.414	0.002*	a, d a, e b, e b, d c, d
	(b) Primary school	232	3.228	0.891			
	(c) Secondary School	102	3.353	0.832			
	(d) High School	50	3.688	0.922			
	(e) University	36	3.578	0.798			

*p<0.05

Also, the results of using a one-way analysis of variance (ANOVA) according to the mothers' education, which was presented in Table 44, showed that there were significant differences in the total scores of the Attitude toward the

Future scale ($p=0.003$) as well as in three sub-dimensions of the scale, which included Positive future design/optimism ($p=0.006$), Innovative ($p=0.006$), and Managing the future ($p=0.002$). However, the result showed that there were no significant differences in the Thinking and Planning the Future Dimension on the bases of the mother's education variable.

Table 45. The Results of One-Way Analysis of Variance (ANOVA) Conducted to Determine Whether There is a Difference According to the Variable of Attitude towards Teaching Profession of the Research Group

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Attitudes Scale toward the future	(a) Bad	38	3.066	0.706	6.766	0.001*	a, c b, c
	(b) Medium	167	3.260	0.789			
	(c) Good	405	3.457	0.805			
Thinking and Planning the Future	(a) Bad	38	3.311	0.850	3.856	0.022*	b, c
	(b) Medium	167	3.411	0.896			
	(c) Good	405	3.606	0.936			
Positive future design/ optimism	(a) Bad	38	2.921	0.785	7.508	0.001*	a, c b, c
	(b) Medium	167	3.156	0.819			
	(c) Good	405	3.369	0.858			
Innovative	(a) Bad	38	3.394	1.053	1.425	0.241	
	(b) Medium	167	3.377	1.164			
	(c) Good	405	3.542	1.103			
Managing the future	(a) Bad	38	2.873	0.803	7.735	0.000*	a, c b, c b, a
	(b) Medium	167	3.198	0.905			
	(c) Good	405	3.385	0.853			

* $p<0.05$

Regarding the effect of the variable of attitude towards the teaching profession on the Attitudes of the research sample towards the future, the results of using a one-way analysis of variance (ANOVA), which was presented in Table 45, showed that there were significant differences in the total scores of the Attitude toward the Future scale ($p=0.001$) as well as in three sub-dimensions of the scale, which included Thinking and Planning the Future ($p=0.02$), Positive future

design/optimism ($p=0.001$), and Managing the future ($p=0.000$). However, the result showed that there were no significant differences in the Innovative Dimension on the bases of attitude toward the teaching profession variable.

Table 46. One-Way Analysis of Variance (ANOVA) Results to Determine Whether There Is a Difference According to the University Variable of the Research Group's Sports Education

Scale and Sub-Dimensions	Variable	N	Mean	SD	F	p-Value	LSD
Attitudes Scale toward the future	(a) Firat University	167	3.811	0.640	117.013	0.000*	a, c;
	(b) Harran University	130	3.793	0.644			a, d;
	(c) Adıyaman University	114	3.547	0.704			a, e;
	(d) Ağrı İbrahim University	103	2.448	0.428			b, c;
	(e) Bayburt University	96	2.865	0.512			b, d; b, e; c, d; c, e; d, e
Thinking and Planning the Future	(a) Firat University	167	3.951	0.761	82.403	0.000*	a, c;
	(b) Harran University	130	4.011	0.756			a, d;
	(c) Adıyaman University	114	3.698	0.834			a, e;
	(d) Ağrı İbrahim University	103	2.577	0.641			b, c;
	(e) Bayburt University	96	2.996	0.698			b, d; b, e; c, d; c, e; d, e
Positive future design/ optimism	(a) Firat University	167	3.721	0.729	80.639	0.000*	a, c;
	(b) Harran University	130	3.659	0.698			a, d;
	(c) Adıyaman University	114	3.407	0.789			a, e;
	(d) Ağrı İbrahim University	103	2.402	0.568			b, c;
	(e) Bayburt University	96	2.807	0.597			b, d; b, e; c, d; c, e; d, e
Innovative	(a) Firat University	167	3.982	0.828	79.882	0.000*	a, c;
	(b) Harran University	130	4.042	0.891			a, d;
	(c) Adıyaman University	114	3.728	1.041			a, e;
	(d) Ağrı İbrahim University	103	2.364	0.869			b, c;
	(e) Bayburt University	96	2.796	0.930			b, d; b, e; c, d; c, e; d, e
Managing the future	(a) Firat University	167	3.718	0.726	75.193	0.000*	a, c;
	(b) Harran University	130	3.644	0.761			a, d;
	(c) Adıyaman University	114	3.517	0.763			a, e;
	(d) Ağrı İbrahim University	103	2.400	0.592			b, d;
	(e) Bayburt University	96	2.829	0.704			b, e; c, d; c, e; d, e

* $p<0.05$

When making a comparison in the Attitude towards the Future based on the variable of the university in which the student studies by using One-Way Analyses of Variance (ANOVA), the results in Table 45 showed that there were significant differences in the total scores of the Attitude toward the Future scale ($p=0.000$) as well as in all sub-dimensions of the scale, which included Thinking and Planning the Future ($p=0.000$), Positive future design/optimism ($p=0.000$), Innovative ($p=0.000$), and Managing the future ($p=0.000$).

Table 47. Correlation Analysis Results for the Relationship Between the Unemployment Anxiety Scale and its Sub-Dimensions

Scale	Descriptors	1	2	3	4	5
Attitudes Scale toward the future	r	1				
	p					
	N	610				
Thinking and Planning the Future	r	0.900*	1			
	p	0.000				
	N	610	610			
Positive future design/ optimism	r	0.935*	0.752*	1		
	p	0.000	0.000			
	N	610	610	610		
Innovative	r	0.771*	0.684*	0.656*	1	
	p	0.000	0.000	0.000		
	N	610	610	610	610	
Managing the future	r	0.862*	0.676*	0.754*	0.568*	1
	p	0.000	0.000	0.000	0.000	
	N	610	610	610	610	610

* $p<0.05$

The relationship analysis for the subscales, the Pearson correlation analysis, was conducted to address the concept of interrelation. The results of the correlation test were presented in Table 47. It was observed from Table 47 that very strong positive correlations existed between all the subscales with a significance level of $p=0.000$. Nevertheless, the strongest correlation was found between the Attitudes Scale toward the future and Positive future design/optimism ($r=0.935$) while the weakest correlation of the subscales was between Managing the future and Innovative Subscale ($r = 0.622$).

Table 48. Findings Regarding the Relationship Between Scales According to the Responses of the Research Group to the Scales

Scale	Descriptors	1	2	3
Unemployment Anxiety Scale (1)	r	1		
	p	-		
	N	610		
Depression Scale (2)	r	0.445*	1	
	p	0.000	-	
	N	610	610	
Attitude Scale for the Future (3)	r	-0.249*	-0.256*	1
	p	0.000	.000	-
	N	610	610	610

*p<0.05

To identify the correlation between the used scales, namely the “*Unemployment Anxiety Scale*” (1), “*Depression Scale*” (2), and the “*Attitude Scale for the Future*” (3) the Pearson correlation test was conducted, and the results were presented in Table 48. According to the obtained results, a strong positive correlation was observed between the *Unemployment Anxiety Scale* and *Depression Scale* ($r=0.445$). However, a weak negative correlation was observed between the *Unemployment Anxiety Scale* and *Attitude Scale for the Future* ($r=-0.249$). Also, the result indicated that there was a weak negative correlation between the *depression Scale* and the *Attitude Scale for the Future* ($r=-0.256$).

6. DISCUSSION

This research was carried out to investigate the relationship between Unemployment Anxiety, Depression and Attitude toward the Future of prospective physical education and sports teachers. To achieve the main objective of this study, three surveys were administered at five different Turkish universities that included physical education and sports departments, which were Firat University, Harran University, Adiyaman University, Agri Ibrahim Cecen University, and Bayburt University. A total of 610 valid questionnaires were successfully collected and analyzed. Several analyses were applied to observe the existence of statistically significant differences and/or possible correlations whenever applicable. The questionnaires that were utilized in this study included three scales, the Unemployment Anxiety Scale, Depression Scale and the Attitude toward the Future Scale.

The analysis of demographic variables did not reveal any odd or abnormal results. However, a few observations from the demographic variable analysis were worthy of discussion. As can be seen in Table 6, a higher percentage of male participants compared to female participants (66.1% to 33.9%) was observed. This is generally explained by the fact that many individuals perceive physical education and sports as masculine disciplines (204).

The statistical analysis for the Unemployment Anxiety Scale's items, presented in Table 15, revealed that the highest weight was observed for "The fact that the labor force related to the profession of teaching is decreasing is making me worried". These results agree with the findings of another study, which indicated that the study demonstrates that educators in Turkey have strong concerns regarding

the future of their profession (205). Nonetheless, the lowest weight was observed for “The pessimistic attitude of those who graduated from teaching departments about finding a job makes me think about giving up my department”, which requires another type of study to investigate the psychological and sociological implications behind it.

The variable of gender, presented in Table 16, demonstrates statistically significant differences for the Unemployment Anxiety Scale while the difference was in favor of females who showed a higher level of unemployment anxiety. According to the results of another study examining the unemployment anxiety of university students, anxiety levels of female university students were determined higher than male university students (206). In this context, this result is different from the results of another study, which reported that there was no statistical difference between male and female levels of unemployment anxiety (207). Also, it was found that men enjoyed higher satisfaction levels with leisure time and health than women, which suggested that unemployed women dedicated more time to non-leisure activities than unemployed men do (208). Low labor partaking rates and high labor market are among the characteristics of the Turkish labor market. Women's labor force partaking rate is very low by international norms (209). On the other hand, the results of another study revealed that there were significant relationships between state anxiety and gender (210).

The school type (Faculty/College) variable presented in Table 17 exhibited no statistically significant difference in the unemployment variable of the Anxiety Scale. This can be attributed to the fact that the type of institution, whether it is a college or a college, does not affect the level of unemployment anxiety because it

is similar in terms of the preparation process. It is also subject to the same cultural and social influences while unemployment anxiety is related to the reality of society and job opportunities available to graduates. In other words, it is related to the labor market. Perhaps, the reason why the differences did not appear is that the sample is all studied in the same specialty, namely, sports. For this reason, the result was different from another study, which indicated that the unemployment anxiety of university students who are in the sports management department was determined at a higher level than the students of other departments (207).

The variable of age, which is presented in Table 18, explains that there is a significant difference in the unemployment anxiety scale as well as in two dimensions. We can explain these differences according to the roles of the individual play at each age. Therefore, the psychological effects of unemployment are fewer if future job prospects are better or if one has greater moral support from family and society. Those who have working spouses are likely to feel less pressure; therefore, they enjoy greater satisfaction with their main work activity, income and leisure. Family and social relationships also alleviate the stress and anxiety of job loss. For many, work provides important sources of social relationships. Therefore, the satisfaction and health consequences of unemployment also depend on the family and social circumstances surrounding unemployed individuals. There is some evidence that family and social support promote satisfaction and physical health while social isolation is detrimental (211). This result of our research confirms the result of another study, which revealed that there was a significant difference according to the age variable and it was a natural conclusion because, at

these age ranges, students became highly concerned about their future employment (210).

In Table 19, the result showed a significant difference in one dimension of the unemployment anxiety Scale, which is the Environment Dimension according to the grade variable. The effect of the variable of grade on unemployment anxiety is limited because the anxiety may be trait or status anxiety while it may be related more to personal characters and environmental conditions.

Results presented in Table 20 indicated that there were no statistically significant differences in unemployment anxiety due to income. This contradicts the findings of another study, which found that economic status had an impact on depression and anxiety (212).

Also, Table 21 indicated that there were no statistically significant differences in unemployment anxiety based on the father's education variable. We can explain this result by stating that unemployment anxiety is a personal matter related to the personality of the student himself. Therefore, there was no effect based on the father's education level in this aspect.

The results presented in Table 22 showed that there were statistically significant differences in one dimension, Environment, of the unemployment anxiety scale due to the mother's education variable. Perhaps, this limited effect of the mother's education level on unemployment anxiety among students of the research sample is due to the mother's role in the children's lives and maybe, the continuity of attachment between mothers and their children.

The results presented in Table 23 showed the presence of a significant difference in the total score of unemployment anxiety among the research sample

according to the variable of Attitude towards Teaching Profession. This means that students with good attitudes towards the teaching profession were less anxious about unemployment. This can be attributed to their desire to work in this profession and their confidence in obtaining a job in the field of education.

Statistically significant differences were observed in the university variable for Unemployment Anxiety Scale and one sub-scale, Trait Anxiety, which was presented in Table 24. This result is consistent with what was reached by other researchers, where it was indicated that there were significant differences between the various departments in unemployment anxiety (207, 213).

Finally, the correlation observed between unemployment anxiety scale subscales was calculated and compared to the norms, and proved to be positively strong, which was shown in Table 25. This is a key factor in findings as it helps to generalize the results obtained in this regard.

While analyzing the Depression Scale's data, which was presented in Table 26, it was observed that the least agreed-upon item was "Do you have a plan for harming yourself?". Additionally, the most agreed-upon item was "Feeling tired". This result is consistent with the findings of another study, which indicated that university students in Turkey had higher rates of anxiety and depression compared to the students in other countries (214). Also, the findings of another study indicated that the sample had significant symptoms of depression while only a minute number of them had ever sought treatment for their ailments (215).

However, to properly understand the potential statistical relations, a t-test was used for the gender and school type. The results in Tables 27 and 28 indicated that there was a significant difference in one dimension of the depression Scale,

which is the Loss of Emotion in terms of gender. While the results of previous studies indicated that the prevalence of depression among boys was estimated to be 28% in addition to 23% among girls (216). Furthermore, another study indicated that the college men in the study appeared to be suffering to a greater extent (215). Also, the result of a study conducted in Nigeria showed that females were more likely to get depressed than males (217). Another study indicated no significant differences between males and females in depression (218). The result of a study presented that level of depression among female students was much more frequent than in male students (219).

Depression according to school type has no significant differences. This result can be explained by the fact that the research sample consists of students who study physical sciences, despite the different types of schools they belong to. However, they share the nature of the courses while several studies indicate the impact of specialization on depression (220, 221, 222). Science course instruction has also been described to be boring, repetitive, difficult, and math-intensive while these factors can create an environment that can trigger depression.

ANOVA was conducted for Age, Class, Monthly Income, Father Education, Mother Education, Attitude toward the Teaching Profession and University variables, which were presented in Tables 29-35, respectively. The analyses indicated that there were no significant differences in the total scores of the depression scale as well as in the dimensions of the scale between the different ages of the research sample. This result can be attributed to the convergence of age of the sample members. This result is different from the result of another study conducted in Bangladesh in which the binary logistic regression indicated to older

students with greater depression (223). While the results of the current study indicated that there were no significant differences in depression attributable to the variable economic situation, this result differs from another study in the United States, which indicated that both depression and stress were significantly more frequent among the US with low monthly income levels (224).

The results presented in Table 35 indicated that there were significant differences in the total scores of the depression scale and the dimensions of the scale, except for the dimension of physical symptoms due to the variable of the university of the research group. Perhaps, the reason behind this is the difference in the university environment and the educational climate prevailing in each university, which is reflected in one way or another in the students' lives, expectations and social relations.

The results presented in Table 36 indicated that there were significant relationships between the Depression scale and its Sub-Dimensions, which included the Activities and Relationships dimension, Thoughts dimension, Loss of Emotion dimension, Suicide Request dimension, Physical Symptoms dimension, and Health problems dimension. This correlation between the dimensions of the scale and the depression scale as a whole confirms the consistency in the scale and its ability to predict the level of depression among the sample members.

The results of the Attitudes toward the Future Scale were presented in Table 37. It was seen that the least agreed-upon item was "Thinking about the future makes me feel excited". Additionally, the most agreed-upon item was "I make plans for the future". It can be said that the varying responses of individuals to the items of the future orientation scale are evidence of the ability of these items constituting

the scale to distinguish between those with a positive attitude and those who have a negative orientation toward the future while this may be related to the optimism and pessimism traits of the sample members and the nature of their daily lives. These results conform with the result of another study, which indicated that the student's attitudes toward their future job were not wholly positive (225). Additionally, in this context, another study revealed that less than half of nursing students (44.3%) knew about career planning (226).

The results in Table 38 showed that there were no significant differences between males and females in total scores of attitudes toward the future and in sub-scales. Perhaps the reason behind the absence of significant differences in orientation towards the future is that both genders live in the same environment and are exposed to the same social and cultural influences.

The results presented in Table 39 showed that there were significant differences between the group of students in the faculty and the group of students in the college in terms of the total score of the attitude toward future scale as well as in the dimensions of the scale. There is no doubt that the educational environment, the prevailing climate and the administrative system in the college differ to some extent from the terms in the college. Accordingly, this would lead to a different trend towards the future among students according to the variable of the type of institution to which they belong.

The results in Tables 40, 41 and 42 showed that there were no significant differences between the age groups due to variables of grade and income in terms of the total scores of attitudes toward the future and in the sub-scales. This result can be explained by the social factors that contribute to the formation of the trend

toward the future. Usually, such trends are affected by social and environmental factors more than the age factor, grade and income. While the result of a study conducted in Iran indicated that according to the regression analysis results, attitudes toward future jobs were related to academic grades (227).

As for the effect of the father's and mother's education level variable on the attitude towards the future, the results presented in Tables 43 and 44 showed that there were significant differences in the total scores of the Attitude toward the Future scale as well as in three sub-dimensions, Positive future design/optimism, Innovative, and managing the future. This means that the levels of education of the father and mother had an impact on the attitude towards the future of university students because the difference in educational levels of fathers or mothers created a difference in the opportunities available to students and how to encourage them to think about the future. In this context, another study revealed that during job selection, non-job factors (39.5%) were nearly as influential as job-related factors (53.7%) (225).

The results presented in Table 45 showed that there were significant differences in the total scores of the Attitude toward the Future scale as well as in three sub-dimensions, Thinking and Planning the Future, Positive future design/optimism, and Managing the future, on the bases of attitude toward teaching profession variable. This result indicates that the nature of the attitudes towards the teaching profession has an impact on the university student's orientation towards the future. The student may see the teaching profession as reassurance for him/her in the future through the financial returns and social standing that he/she obtains in this job. This can also be reflected in his/her direction in the future. Furthermore,

this result confirms the conclusion of another study, which indicated that educators and clinicians must be positive role models and are responsible to guide students before graduation (226). Another study indicated that several approaches to investigating the attitudes toward the future can be found in the psychological and social science literature (228). Nevertheless, a unified framework is not yet available while the field is currently undergoing considerable development.

The results of the comparison in the Attitude towards the Future based on the university in Table 46 showed that there were significant differences in the total scores of the Attitude toward the Future scale as well as in all sub-dimensions. This result can be explained by saying that different universities utilize different processes for preparing students for the future. This leads to different attitudes of students towards the future as a result of what each group receives in those universities.

The results in Table 47 showed a significant relationship between the Attitude toward Future Scale and sub-scales, which included Thinking and Planning the Future, Positive future design/optimism, Innovative, and Managing the future. The existence of a significant relationship between the total scores of the scale of attitude towards the future and the scores of students on each dimension indicates the consistency of the scale used in the study and the possibility of reliance on the scale as it indicates the validity of the scale's items and its ability to measure this attitude. This result can be due to individual factors, which was explained in another study on the attitudes of young people toward the future indicating that individual resources and individual attitudes not only have an independent effect on levels of youth optimism, but they can also interact (229). In particular, we argue that self-

efficacy is the strongest predictor of youth optimism together with educational resources but we also show that some youth attitudes, namely, individualism, affect youth optimism in different ways depending on the level of individual-level resources available to the young person.

Finally, it was demonstrated that all the Attitude toward Future subscales were positively correlated with no discrepancies, which was presented in Table 47. It was also concluded that both the Unemployment Anxiety Scale and Depression Scale were positively correlated, which was demonstrated in Table 48. A negative correlation was observed between Unemployment Anxiety Scale, Depression Scale and the Attitude toward Future Scale. This result is logical according to the literature (230). This is because unemployment anxiety if it continues, can lead to depression among university students while the increase in both unemployment anxiety and depression can lead to a decrease in orientation towards the future.

Based on the findings of this study, it can be concluded that there were different variables (Gender, age, attitude toward the teaching profession) among all the considered variables of prospective physical education while sports teachers were affected by Unemployment Anxiety. There is a partial impact of the university on the unemployment anxiety of the prospective teachers.

However, while considering depression, some variables affect the degree of depression, which include the variables of grade, mother's education level, and the attitude towards the teaching profession in addition to the university variable, which has an impact on the level of depression of the prospective teachers.

Variables of type of institution, the level of education of the father and mother, attitude towards the teaching profession and the university demonstrated

statistically significant differences, which enabled them to be influencing factors on the orientation towards the future of prospective physical education and sports teachers. It is highly encouraged to dedicate separate studies to investigating relevant significant variables, namely, attitude towards the teaching profession.

The fact that students studying in universities are not entirely positive about their profession is a worrying situation for the future of physical education and sports teaching. This is not only an issue of physical education but also reflects sports teaching at the national level. It would be beneficial for university institutions to work together and prepare an action plan for the future to decrease employment anxiety. It can also be useful to analyze depression and develop attitudes toward the future among prospective teachers.

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8. APPENDIXES

APPENDIX-A: Forms-1 (In Turkish)

Araştırmada Kullanılacak Ölçek Formları:

Değerli Öğretmen Adayı:

Bu araştırma, “*Beden Eğitimi ve Spor Öğretmeni Adaylarının İşsizlik Kaygıları, Depresyon Düzeyleri ve Geleceğe Yönelik Tutumları Arasındaki İlişki*” amacıyla hazırlanmıştır. Bu nedenle siz değerli öğretmen adaylarının görüşlerine başvurulmuştur. Ölçek formundan elde edilen veriler yapılacak olan araştırma dışında başka bir amaçla kullanılmayacaktır. Bu nedenle lütfen isim yazmayınız. Araştırmaya yapacağınız katkı için şimdiden teşekkür ederim.

Dilshad Haval ABDULLAH

Fırat Üniversitesi-Yüksek Lisans Öğrencisi

1-Üniversite:.....

2-Öğretmenlik Mesleğini Seçme Nedenlerinizi

Yazınız:.....
.....

3-Cinsiyetiniz: () Kadın () Erkek

4-Okulunuz? () Fakülte () Yüksekokul

5-Yaşınız: () 18-21 () 22-25 () 26-29 () 30 ve üstü

6-Sınıfınız: () 1.sınıf () 2.sınıf () 3.sınıf () 4.sınıf

7-Gelir Durumunuz:

() 2000 TL ve altı () 2001 TL-3500 TL () 3501 TL-5000

() 5001 TL üzeri

8-Babanızın Eğitim Durumu:

() Okur yazar değil () İlkokul () Ortaokul () Lise

() Üniversite

9-Annenizin Eğitim Durumu:

() Okur yazar değil () İlkokul () Ortaokul () Lise

() Üniversite

10- Öğretmenlik Mesleğine Yönelik Tutum: () Kötü () Orta () İyi

İŞSİZLİK KAYGISI ÖLÇEĞİ

Sıra	Maddeler	H	K	K	K	T
1	Okuduğum bölümden mezun olan arkadaşlarımın halen işsiz olmaları bana da işsiz kalabileceğimi düşündürmektedir.	1	2	3	4	5
2	Ülkemizde öğretmenlik münhallerinin mezun öğretmen sayısından az olması atanmam konusunda beni endişelendirmektedir	1	2	3	4	5
3	Öğretmenliğe giriş sınavları (KPSS veya KKTC öğretmenlik sınavı) işsizlik hayatımın başlangıcıdır	1	2	3	4	5
4	Ülkemizde okul öncesi ve sınıf öğretmenliği bölümlerinden mezun olanlara duyulan ihtiyaç azdır.	1	2	3	4	5
5	İlerde çalışabileceğim devlet veya özel okulların öğretmen ihtiyacının gittikçe daraldığını görüyorum.	1	2	3	4	5
6	Öğretmenlik mesleğine ilişki işgücü ihtiyacının azalması beni kaygılandırıyor.	1	2	3	4	5
7	Mezun olduktan sonra yakın zamanda (0-3 yıl) iş bulamamam benim için bir travmadır.	1	2	3	4	5
8	Hayattan beklediğim şeylere kavuşabileceğimi ummuyorum.	1	2	3	4	5
9	Yetkililer öğretmen ihtiyacına göre planlama yapmazlarsa yakın gelecekte bir insan kaynağı olarak, önümü göremiyorum.	1	2	3	4	5
10	Ailemden yakın gelecekte meslek sahibi olmam için bir baskı görüyorum.	1	2	3	4	5
11	İşsiz kalmamın çevreme karşı itibarımı yitireceğimden ve gittikçe içime kapanmaya başlayacağımdan endişe ederim.	1	2	3	4	5
12	Daha önce öğretmenlik bölümünden mezun olanların iş bulma konusundaki karamsar tutumu, beni bölümümden vazgeçmemi düşündürmektedir.	1	2	3	4	5
13	Lisansüstü eğitim almam iş bulmam için bir avantaj olabilir.	1	2	3	4	5
14	Ülkemizdeki koşullar nedeniyle yeni bir bölüm daha okumam gerekecek.	1	2	3	4	5

DEPRESYON ÖLÇEĞİ

Sıra	Madde	Hiç	Biraz	Orta Derecede	Çok Fazla	Aşırı Derecede
1	Üzüntülü ve neşesiz hissetmek	1	2	3	4	5
2	Mutsuz ve umutsuz hissetmek	1	2	3	4	5
3	Ağlama nöbetleri ve ağlamaklı hissetmek	1	2	3	4	5
4	Cesaretsiz hissetmek	1	2	3	4	5
5	Çaresiz hissetmek	1	2	3	4	5
6	Düşük özgüven	1	2	3	4	5
7	Değersiz ve yetersiz hissetmek	1	2	3	4	5
8	Suçluluk ya da utanç	1	2	3	4	5
9	Kendinizi eleştirmek ya da kendinizi suçlamak	1	2	3	4	5
10	Karar vermede güçlük	1	2	3	4	5
11	Aile, arkadaşlar veya iş arkadaşlarına yönelik ilgi kaybı	1	2	3	4	5
12	Yalnızlık	1	2	3	4	5
13	Aile ya da arkadaşlarla daha az zaman geçirme	1	2	3	4	5
14	Motivasyon eksikliği	1	2	3	4	5
15	İş ve/veya diğer aktivitelerde ilgi kaybı	1	2	3	4	5
16	İş ve/veya diğer aktivitelerden kaçınma	1	2	3	4	5
17	Yaşamdan zevk alma ve tatmin olmanın kaybı	1	2	3	4	5
18	Yorgun hissetmek	1	2	3	4	5
19	Uykuya dalmada güçlük ya da çok fazla uyumak	1	2	3	4	5
20	Azalmış ya da artmış iştah	1	2	3	4	5
21	Cinsel istek kaybı	1	2	3	4	5
22	Sağlığınız hakkında endişelenme	1	2	3	4	5
23	İntihar düşünceniz var mı?	1	2	3	4	5
24	Yaşamınızı sona erdirmek ister misiniz?	1	2	3	4	5
25	Kendinize zarar vermek için bir planınız var mı?	1	2	3	4	5

GELECEĞE YÖNELİK TUTUM ÖLÇEĞİ

Sıra	Madde	Ke sin	Ka tlı	Kı sm	Ka tlı	Ke sin
1	Geleceğe dair planlar yaparım.	1	2	3	4	5
2	Gelecek konusunda kendimi vizyoner olarak tanımlarım.	1	2	3	4	5
3	Geleceği bugünden planlamam gerektiğini düşünürüm.	1	2	3	4	5
4	Bugünü, geleceği daha güzel hale getirecek şekilde yaşarım.	1	2	3	4	5
5	Geleceğe yönelik hayaller kurarım.	1	2	3	4	5
6	Gelecekte yapmak istediklerimi gerçekleştirebileceğim konusunda iyimserim.	1	2	3	4	5
7	Geleceği geçmişteki hatalarımı düzeltmek için bir fırsat olarak görürüm.	1	2	3	4	5
8	Geleceğimi yönetebileceğime inanırım.	1	2	3	4	5
9	Gelecek, hayallerimin gerçekleşeceği zamandır.	1	2	3	4	5
10	Geleceği belirsiz ama bembeyaz bir sayfa olarak görürüm.	1	2	3	4	5
11	Geleceği düşünmek beni heyecanlandırır.	1	2	3	4	5
12	Geleceği yönetmenin çok önemli olduğuna inanırım.	1	2	3	4	5
13	Gelecekte ne yapacağım hakkında düşünürüm.	1	2	3	4	5
14	Gelecek hakkında kafa yorarım.	1	2	3	4	5
15	Yeniliğe açık olduğuma inanırım.	1	2	3	4	5
16	Değişime açık olduğuma inanırım.	1	2	3	4	5
17	Geleceğe bakarken mutlaka önümü görmek isterim.	1	2	3	4	5
18	Geleceği planlarken stratejiler geliştiririm.	1	2	3	4	5
19	Geleceği yaratmak için geçmişin iyi analiz edilmesi gerektiğine inanırım.	1	2	3	4	5
20	Gelecekteki belirsizlikleri fırsat olarak görürüm.	1	2	3	4	5
21	Bazı güçlükler olsa da gelecek hakkında iyimserim.	1	2	3	4	5

APPENDIX-B: The Questionnaire Paper

Dear Prospective Teacher:

This study was designed to investigate “*The Relationship Between Unemployment Anxiety, Depression Levels and Attitudes Toward Future of Prospective Physical Education and Sports Teachers*”. Therefore, the opinions of you, dear prospective teachers, are called in. The data to be obtained from the questionnaire forms will not be used for any other purpose than the study in question. Thus, please do not state your name. I thank you for your contribution to the study in advance.

Dilshad Haval ABDULLAH

Firat University-Master of Arts Student

1-University:.....

2-Please Write Down the Reasons for choosing the profession of teaching:

.....
.....

3-Gender: ☐ Female ☐ Male

4-School? ☐ Faculty ☐ Vocational School

5-Age: ☐ 18-21 ☐ 22-25 ☐ 26-29 ☐ 30 and older

6-Sınıfınız: ☐ 1st Grade ☐ 2nd Grade ☐ 3rd Grade ☐ 4th Grade

7-Income Status:

☐ 2000 TL and lower ☐ 2001 TL-3500 TL ☐ 3501 TL-5000
☐ 5001 TL and higher

8- Father’s Educational Status:

☐ Illiterate ☐ Primary School ☐ Secondary School ☐ High School
☐ University

9- Mother’s Educational Status:

☐ Illiterate ☐ Primary School ☐ Secondary School
☐ High School ☐ University

10- Attitude Toward the Profession of Teaching :

☐ Bad ☐ Moderate ☐ Good

UNEMPLOYMENT ANXIETY SCALE

No	Items	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
1	The fact that my peers who graduated from my department of study are still unemployed makes me think that I may become unemployed as well.	1	2	3	4	5
2	The fact that the number of available appointments for teachers in our country is lower than the teachers who graduated makes me worry about my own appointment.	1	2	3	4	5
3	Exams for entering the profession of teaching (PPSE and TRNC teaching exams) are the beginning of my unemployment.	1	2	3	4	5
4	In our country, the requirement for those who graduate from preschool and classroom teaching departments is low.	1	2	3	4	5
5	I observe the need for teachers in state or private schools where I can work in the future is gradually becoming narrow.	1	2	3	4	5
6	The fact that the labor force related to the profession of teaching is decreasing is making me worried.	1	2	3	4	5
7	The inability of finding a job soon after my graduation (0-3 years) is a trauma for me.	1	2	3	4	5
8	I hope that I can achieve what I expect from life.	1	2	3	4	5
9	Unless authorities plan according to the teachers' needs, I cannot see ahead of myself in the near future as a human resource.	1	2	3	4	5
10	I experience pressure from my family about having a job in the near future.	1	2	3	4	5
11	I worry that my unemployment will cause me to lose my respectability in my environment and to withdraw gradually.	1	2	3	4	5
12	The pessimistic attitude of those who graduated from teaching departments about finding a job makes me think about giving up my department.	1	2	3	4	5
13	Receiving a postgraduate education can be an advantage for me in finding a job.	1	2	3	4	5
14	Due to the conditions in our country, it will be necessary for me to study in a new department.	1	2	3	4	5

DEPRESSION SCALE

No	Item	Not at all	Somewhat	Moderately	A lot	Extremely
1	Feeling sad or down in the dumps	1	2	3	4	5
2	Feeling unhappy or blue	1	2	3	4	5
3	Crying spells or tearfulness	1	2	3	4	5
4	Feeling discouraged	1	2	3	4	5
5	Feeling hopeless	1	2	3	4	5
6	Low self-esteem	1	2	3	4	5
7	Feeling worthless or inadequate	1	2	3	4	5
8	Guilt or shame	1	2	3	4	5
9	Criticizing yourself or blaming others	1	2	3	4	5
10	Difficulty making decisions	1	2	3	4	5
11	Loss of interest in family, friends, or colleagues	1	2	3	4	5
12	Loneliness	1	2	3	4	5
13	Spending less time with family or friends	1	2	3	4	5
14	Loss of motivation	1	2	3	4	5
15	Loss of interest in work or other activities	1	2	3	4	5
16	Avoiding work or other activities	1	2	3	4	5
17	Loss of pleasure or satisfaction in life	1	2	3	4	5
18	Feeling tired	1	2	3	4	5
19	Difficulty sleeping or sleeping too much	1	2	3	4	5
20	Decreased or increased appetite	1	2	3	4	5
21	Loss of interest in sex	1	2	3	4	5
22	Worrying about your health	1	2	3	4	5
23	Do you have suicidal thoughts?	1	2	3	4	5
24	Would you like to end your life?	1	2	3	4	5
25	Do you have a plan for harming yourself?	1	2	3	4	5

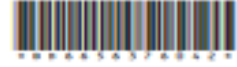
ATTITUDE TOWARD FUTURE SCALE

No	Item	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
1	I make plans for the future.	1	2	3	4	5
2	I define myself as a visionary about the future.	1	2	3	4	5
3	I believe that it is necessary to plan for the future today.	1	2	3	4	5
4	I live today in a way to make the future better.	1	2	3	4	5
5	I dream about futures.	1	2	3	4	5
6	I am optimistic about achieving the things I want to do in the future	1	2	3	4	5
7	I view the future as an opportunity to correct my mistakes in the past.	1	2	3	4	5
8	I believe I can manage my future.	1	2	3	4	5
9	The future is when I will make my dreams come true.	1	2	3	4	5
10	I view the future as an uncertain yet clean, white paper.	1	2	3	4	5
11	Thinking about the future makes me feel excited.	1	2	3	4	5
12	I believe that managing the future is very important.	1	2	3	4	5
13	I think about what I will do in the future.	1	2	3	4	5
14	I contemplate about future.	1	2	3	4	5
15	I believe that I am open to innovation.	1	2	3	4	5
16	I believe that I am open to changes.	1	2	3	4	5
17	I certainly want to see ahead of myself while looking to the future.	1	2	3	4	5
18	I develop strategies while planning for the future.	1	2	3	4	5
19	I believe that it is necessary to analyze the past well to create the future.	1	2	3	4	5
20	I view the uncertainties in the future as opportunities.	1	2	3	4	5
21	Despite certain hardships, I am optimistic about the future.	1	2	3	4	5

APPENDIX-C: Ethical Committee Correspondence and Decision

Evrak Tarih ve Sayısı: 09/11/2020-422813

T.C.



FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Sayı :97132852/302.14.01/
Konu :Etik Kurul Değerlendirmesi

BEDEN EĞİTİMİ VE SPOR BİLİMLERİ ANABİLİM DALINA

Anabilim Dalımız Öğretim Üyesi Doç. Dr. Yunus Emre KARAKAYA'nın danışmanı olduğu yüksek lisans öğrencisi Dilshad Haval ABDULLAH'a ait **"Bedensel Eğitimi ve Spor Öğretmeni Adaylarının İşsizlik Kaygıları, Depresyon Düzeyleri ve Geleceğe Yönelik Tutumları Arasındaki İlişki"** konulu çalışma ile ilgili Etik Kurul Kararı ekte sunulmuştur.

Gereğini ve bilgilerinizi rica ederim.

e-imzalıdır.
Prof. Dr. Mehmet Nuri GÖMLEKSİZ
Kurul Başkanı

ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACILARIN ADI SOYADI
06.11.2020	23	7	Sorumlu Araştırmacı : Doç.Dr.Yunus Emre KARAKAYA Yardımcı Araştırmacı:Dilshad Haval ABDULLAH

KARAR

"Beden Eğitimi ve Spor Öğretmeni Adaylarının İşsizlik Kaygıları, Depresyon Düzeyleri ve Geleceğe Yönelik Tutumları Arasındaki İlişki" konulu çalışma etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

Prof. Dr. Mehmet Nuri GÖMLEKSİZ (Başkan)			
Prof. Dr. Şehabattin DEVECİOĞLU (Üye)	İmza	Doç. Dr. Rafat BİLGİN (Üye)	İzinli
Prof. Dr. Süleyman İLHAN (Üye)	İmza	Doç.Dr. Haki PEŞMAN (Üye)	İmza
Doç. Dr. İrfan EMRE (Üye)	İmza	Doç.Dr. Yunus Emre KARAKAYA (Üye)	İmza
Doç. Dr. Taner YILDIRIM (Üye)	İmza	Dr. Öğr. Üyesi Serkan BİÇER (Üye)	İmza
Doç.Dr. Erkan Turan DEMİREL (Üye)	İmza	Dr.Öğr. Üyesi Ayşe Ülkü KAN (Üye)	İmza
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurul Sekreteri : Pınar ARSLAN			İmza