

## **Examination of The Relationship Between Entrepreneurship and Job Finding Anxiety of Students Studying in The Department of Sports Sciences in Terms of Different Variables**

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### **Abstract**

The aim of this study is to examine the relationship between entrepreneurship and job anxiety of students studying at the faculty of sports sciences in terms of different variables. 311 students studying at different departments of the faculty of sports sciences of a state university participated in the study. In the study, personal information form was used to determine demographic variables, ‘entrepreneurship scale’ was used to determine the entrepreneurship levels of the participants and ‘job anxiety scale’ was used for job anxiety levels. Data were tested with descriptive statistics, independent sample T-test, one-way analysis of variance ANOVA and Pearson correlation test. As a result of statistical analyses, it was found that the entrepreneurship levels of the participants differed in terms of gender variable, and no significant difference was found between the groups for both scales in terms of age variable, class variable and sports level variable. According to the simple correlation analysis result conducted for the relationship between entrepreneurship and job anxiety of the participants, a low-level, positive and insignificant relationship was found between the scales.

**Keywords:** Entrepreneurship, Job finding anxiety, Sport science.

## Introduction

In today's world where entrepreneurship has gained great importance, it seems extremely important to identify people with entrepreneurial character and to train and guide them correctly by institutions such as universities whose primary mission is education. Universities and especially faculties of education have great responsibilities to plan and implement entrepreneurship trainings that are suitable for the needs of economic sectors. Many universities are changing their current curricula and programs to increase innovation and entrepreneurship, so that students can better understand the concepts of entrepreneurship and innovation. Entrepreneurship training in universities can have a positive effect on attitudes towards entrepreneurship. (Lekoko et al., 2012). When the relevant literature is examined, it is seen that many theories and definitions have been made to define the concepts of entrepreneur and entrepreneurship. If we touch upon some of these, according to Hisrich and Peters (2001), who have conducted many studies on the subject, an entrepreneur is someone who brings together labor, raw materials and other assets in a way that creates greater value and opportunities. According to Mueller and Thomas (2000), entrepreneurship is the activity of sensing an opportunity and creating an organization to seize that opportunity. Entrepreneurship is an important element of wealth, job creation, economic progress, technological development and social transformation (Shaker et al. 2008). Since entrepreneurship (Özden et al., 2008) has become a concept that is addressed by many different disciplines, it has brought about different definitions and discussions. These discussions include discussions on whether entrepreneurship is a profession or not and whether entrepreneurship is a continuous activity. Entrepreneurship, like any other profession, is not considered as a professional group with defined functions, duties and responsibilities; because people who are considered entrepreneurs demonstrate their entrepreneurial actions at a certain stage of their careers or at a stage related to certain parts of their work, and it is not possible for them to demonstrate this continuously (Bozkurt, 2000).

An individual who is in a constant struggle for life has to earn income in order to sustain his/her life. As a result of technological developments and globalization, youth unemployment has become an important problem in the changing and developing economic system (Akdemir and Çiçek 2022). Human beings, who are in the process of development from the past to the future, have engaged in production and consumption activities in order to sustain their existence according to the conditions of the period in every period they have lived. As a result of this situation, unemployment has inevitably become a problem of human beings. In other words, unemployment, despite having different economic and social dimensions; is a problem that affects all societies the most, from hunter/gatherer society to industrial/industrial society and today's information society, and maintains its existence and importance (Işığçok, 2018). According to the definition made by the Turkish Statistical Institute, unemployment is the situation of a person who has not been able to find a job or is unemployed for three months despite using any of the job search methods and is in this situation (Tüik, 2025). Work is a factor that plays a role in the development of positive emotions such as success and self-actualization in terms of supporting creative thinking and developing self-esteem. Unemployment is one of the most important economic, social and political problems of all countries. When faced with unemployment and not being able to find a job for a long time, it causes negative consequences such as anxiety, increased depression and loss of self-esteem in the individual (Linn et al., 1985: 504). As a result of economic crises experienced worldwide, sometimes relief, sometimes stagnation and sometimes depression follow each other in the economy. The results of this stagnation and some economic balances related to it cause misery, social panic and problems arising from misery

worldwide. Stagnation and depression, as experienced in other countries, also affect a developing country like Turkey, which has not yet completed its industrialization, in the form of panic and anxiety. This situation causes unemployment anxiety, which is an important social problem in our country, as in various other countries (Aydin, 2022).

It is possible to come across many studies recently on the concepts of entrepreneurship and job anxiety, which is a very current issue in the field of sports as an employment area. (Dursun and Karagün, 2012; Menevşe, 2020; Demirel et al., 2016; Aktuğ and Alpay, 2015; Eti, 2022; Türkmen and İşbilir, 2014; Dalli and Pekel, 2017; Özkara, 2019). In addition Qian (2023) found that entrepreneurial training programs significantly reduced employment-related anxiety, suggesting that entrepreneurship can act as a psychological buffer against job market uncertainties. Similarly, Kasalak (2020) reported that teacher candidates often experience intense job-related stress due to limited employment opportunities, reinforcing the need for integrating entrepreneurship into pre-service education. Moreover, studies in the field of sports sciences have emphasized the rising employment-related concerns among students and the role of entrepreneurship in mitigating them. For instance, Kaçay et al. (2023) observed that sport sciences students frequently worry about career prospects and perceive entrepreneurship as a potential path to professional autonomy. However, literature also reflects contradictions in how variables like gender or academic standing influence entrepreneurial tendencies and job anxiety (Yumuşaker & Kılı, 2023; Tuncer & Tanaş, 2022). These mixed findings highlight the importance of exploring these constructs together. Our study aims to contribute to the existing literature from different perspectives.

Within this conceptual framework, the aim of this research is to examine the relationship between entrepreneurship and job anxiety of students studying at the faculty of sports sciences in terms of different variables.

## **Material and Method**

The study was designed with a survey model and data was collected from participants using a reliable and valid scale. Survey studies are a unique way to collect information from a large group. Despite the widespread perception that this type of research is easy to conduct, a survey requires extensive planning, time, and effort to obtain meaningful results (Jones et al., 2013).

## **Ethics Committee Permission**

The research group was informed about the research, and to athletes who participated in the study signed a consent form containing information about the purpose and methods of the study. Ethical approval for this study was obtained from the Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Committee on 26.02.2025 with decision number 2025/04/03.

## **Universe and Sample**

311 students studying in different departments of the faculty of sports sciences at a state university participated in the study. It has been stated that the sample size should be at least five times the number of items, or even around ten times (Bryman and Cramer 2001). Comrey and Lee defined the sample size as 100 as poor, 200 as medium, 300 as good, 500 as very good, and 1000 as excellent (Comrey and Lee, 1992).

## **Data Collection Tools**

A personal information form to determine demographic variables, the 'entrepreneurship scale' developed by Yılmaz and Sünbül (2009) to determine the entrepreneurial characteristics of

students, and the ‘job anxiety scale’ to determine the job anxiety levels of participants, the validity and reliability of which were conducted by Aslan and Uğraş (2021), were used as data collection tools in the study.

### Entrepreneurship Scale

In order to determine the entrepreneurial characteristics of the students, the “Entrepreneurship Scale” developed by Brown and Ryan (2003) and adapted to Turkish by Yılmaz and Sünbül (2009) and its validity and reliability were performed was used. The number of items on the scale is 36 and it is arranged in the form of a 5-point Likert-type scale ranging from "(5) Very often" to "(1) Never". The score range of the scale varies between 36-180. As a result of the factor analyses, it was seen that the scale has a one-dimensional structure. In our research, the Cronbach Alpha Coefficient of the scale was determined to be 0.718.

### Employment Anxiety Scale

The scale, the validity and reliability of which was performed by Aslan and Uğraş (2021), consists of one-dimensional and 8 items. The scale is scored as 1= never true..... 5= always true. An increase in the total score indicates that the anxiety levels of the participants increase. There is no item in the scale that needs to be reverse coded. The scale has a one-dimensional structure and it can be stated that the anxiety level of the individual increases as the total score approaches 40 points. As a result of the reliability analyses performed by Aslan and Uğraş (2021), it was determined that the alpha reliability coefficient was 0.95. While in this study, Cronbach Alpha Coefficient was found to be 0.773.

### Data Analysis

In order to determine the tests to be used in the analysis of the data, in addition to the kurtosis and skewness values, Kolmogorov-Smirnov, Histogram, Plot Graphics and Missing data and extreme value analyses were performed and examined. (George and Mallery, 2019) evaluates the  $\pm 2$  range as acceptable for the normality assumption. As a result of all these evaluations, it is seen that the data meets the normality assumption (Table 1).

**Table 1.** Reliability and skewness-kurtosis table of the scales

Scale	Skewness	Kurtosis	Cronbach’s Alpha
Entrepreneurship Scale	-.503	.079	0.718
Employment Anxiety Scale	-.499	-1.546	0.773

### Findings

**Table 2.** Descriptive statistics of participants

Variables	Sub Variables	f	%
Gender	Female	153	49.2
	Male	158	50.8
Age	18-20	114	36.7
	21-23	141	45.3
	24 and above	56	18.0
Class	1. Class	64	20.6
	2. Class	51	16.4

<b>Sports Level</b>	3. Class	111	35.7
	4. Class And extended	85	27.3
	I Don't Do Sports	61	19.6
	Professional	66	21.2
	Amateur	85	27.3
	Recreational	99	31.8

**Table 3.** T-test results for the entrepreneurship levels and job search anxiety of the participants according to the gender variable.

Scale	Gender	n	x	ss	sd	t	p
<b>Entrepreneurship Scale</b>	Male	153	133.0523	13.14033	309	-2.612	<b>.010</b>
	Female	158	136.7785	12.00988			
<b>Employment Anxiety Scale</b>	Male	153	22.1503	4.87309	309	-.627	.533
	Female	158	22.4684	4.05012			

While the entrepreneurship levels of the participants differed significantly according to the gender variable, their concerns about finding a job did not differ significantly.

**Table 4.** Anova test results for the entrepreneurship levels and job search anxiety of the participants according to their age variable

Scale	Age	n	x	ss	f	p	Significant difference
<b>Entrepreneurship Scale</b>	18-20	114	134.2018	13.60061			
	21-23	141	136.4043	11.86049			
	24 and above	56	132.7857	12.61271	1.948	.144	----
<b>Employment Anxiety Scale</b>	18-20	114	22.8246	4.71722			
	21-23	141	22.0709	4.74138	1.224	.295	-----
	24 and above	56	21.8750	2.96073			

According to the average scores obtained from the participants' entrepreneurship levels and job anxiety scales, no significant difference was observed in terms of age variable in both scales.

**Table 5.** Anova test results for the participants' entrepreneurship levels and job anxiety according to the class variable

Scale	Smf	n	x	ss	f	p	Significant difference
<b>Entrepreneurship Scale</b>	1. Class	64	135.5000	12.81740			
	2. Class	51	135.6667	11.30428			

	3. Class	111	133.6757	13.32882	.578	.630	----
	4. Class And extended	85	135.7529	12.63395			
<b>Employment Anxiety Scale</b>	1. Class	64	22.6719	4.25032			
	2. Class	51	21.8039	4.09399			
	3. Class	111	22.4505	4.32065	.422	.737	----
	4. Class And extended	85	22.1647	5.04467			

According to the averages obtained from the participants' entrepreneurship levels and job anxiety scale scores, no significant difference was observed in both scales in terms of the class variable.

**Table 6.** Anova test results for entrepreneurship levels and job search anxiety of the participants according to the sports level variable

Scale	Sports Level	n	x	ss	f	p	Significant difference
<b>Entrepreneurship Scale</b>	I Don't Do Sports	61	133.3443	12.97419			
	Professional	66	134.4697	13.07872			
	Amateur	85	135.8824	12.57682	.557	.644	----
	Recreational	99	135.4444	12.45172			
<b>Employment Anxiety Scale</b>	I Don't Do Sports	61	21.7213	4.00471			
	Professional	66	23.4394	4.94004			
	Amateur	85	21.7529	3.56540	2.239	.084	----
	Recreational	99	22.4040	4.99371			

According to the averages obtained from the participants' entrepreneurship levels and job anxiety scale scores, no significant difference was observed in both scales in terms of the sports level variable.

**Table 7.** Correlation analysis results regarding the relationship between the entrepreneurship levels of the participants and their job search anxiety levels.

Scale	n	x	ss	r	p
<b>Entrepreneurship Scale</b>	311	134.9453	12.69621		
				.070	.218
<b>Employment Anxiety Scale</b>	311	22.3119	4.46952		



According to the correlation analysis results regarding the relationship between the participants' entrepreneurship levels and job anxiety levels, a low-level, positive and insignificant relationship was found between the scales ( $P>0.05$ ).

## Discussion and Conclusion

This study aims to examine the entrepreneurship levels and job anxiety levels of students studying at the faculty of sports sciences in terms of different variables and to reveal the relationships between them. The findings obtained from our research show that the participants have high levels of entrepreneurship characteristics and at the same time, they have low levels of anxiety about finding a job. Nas and Temel (2018) concluded that the entrepreneurship levels of the students of the physical education and sports school are high in their studies. This study is parallel to our current study in terms of its results. Again, the study conducted by İşcan and Kaygın (2011) is parallel to our study, while the study conducted by Bilge and Bal (2012) does not overlap with our study. The authors' findings indicate that the participants have low levels of entrepreneurship characteristics.

According to the research results, the entrepreneurship scores of the participants differ significantly according to the gender variable, while the job anxiety scores did not differ significantly according to the gender variable. The entrepreneurship level of the participants differed significantly in favor of the female participants according to the gender variable. When the literature is examined, different results regarding the level of entrepreneurship are observed in terms of gender variable. In their study titled "Examination of entrepreneurial tendencies of university students in terms of socio-demographic characteristics", Türkmen and İşbilir (2014) state that the entrepreneurship levels of male participants are higher than female participants. This study differs from our study in terms of its findings. Again, Kılıç and Özer (2007); Şeşen and Basım (2012) report that the entrepreneurship tendencies of male participants are higher than female students.

Bilge and Bal (2012) and Özdemir (2013) stated that there was no significant difference between entrepreneurship tendencies according to gender in their studies on university students. According to our findings, the job anxiety scores of the participants did not differ significantly according to gender. Demirci (2020) stated in his study that the job anxiety of the participants did not change according to gender. This study is parallel to our study in terms of its results. Yılmaz and Caz (2022) concluded in their study that the gender variable created a significant difference on job anxiety. The study differs from our study in terms of its findings.

According to our findings, the entrepreneurship levels and job anxiety levels of the participants in terms of their age variable did not differ significantly. In parallel with our study, Nas and Temel (2018) stated that there was no significant difference in the entrepreneurship levels of the participants in terms of their age variable. Again, in a study examining the entrepreneurship characteristics of students of the faculty of sports sciences, Yıldız and Karataş (2024) stated that there was no significant difference in the entrepreneurship levels in terms of the age variable. Bahar et al. (2019) and Şenel et al. (2020) reached similar findings. These studies contain similar results to our study. In the study conducted by Şeşen and Basım (2012) on sports science students, a significant difference was observed between the groups in terms of the age variable. This study differs from our study in terms of its findings. According to our findings, the job anxiety scores of the participants did not differ significantly according to their age. The study conducted by Yumuşaker and Kılı

(2023) is parallel to our study in terms of its results. The authors state that the age status of the participants did not affect job anxiety. Unlike our study, Aksüt and Duman (2024) reported that the job anxiety of the participants differed significantly according to the age variable. This study differs from our study in terms of its results.

According to our research results, the averages obtained from the participants' entrepreneurship levels and job anxiety scale scores indicate that there is no significant difference in terms of the class variable in both scales. In parallel with our study, Doğaner and Altunoğlu (2010) reported that there was no difference in terms of entrepreneurship level when comparing the 1st and 4th grades. This study is consistent with our study in terms of its results. In addition, when the relevant literature is examined, Nas and Temel (2018) stated that they found a significant difference in terms of the students' entrepreneurship level according to the class variable, unlike these findings. The authors found that 4th grade students had considerably higher entrepreneurship scores than 1st, 2nd, and 3rd grade students. In addition, the researchers attribute this situation to the fact that the students are at the graduation stage and will then enter working life. The study results are inconsistent with our study. Sarıkol and Hoşver (2023) reported that there is a significant difference between the class variable and the total score average of the job anxiety scale. The authors state that as the grade level increases, the job anxiety levels of university students increase. Again, Dursun and Aytac (2009) stated in their study that the anxiety levels of the future and finding a job in senior university students negatively affect the hopelessness and anxiety levels of the students and that the prevalence of unemployment among educated young people in Turkey increases the anxiety levels of senior university students. These studies differ from our study in terms of their results. Our findings show that according to the averages obtained from the participants' entrepreneurship levels and job anxiety scale scores, there is no significant difference in terms of the level of doing sports variable in both scales. Karataş (2018) reported in his study that there is no statistically significant difference between the entrepreneurship score averages according to the variable of actively doing sports (licensed). This study is parallel to our study in terms of its results. Şimşek and Yüksel (2023) found statistically significant differences in the total score of job anxiety, discrimination, helplessness and employment inadequacy sub-dimensions depending on the sports variable of the participants in a study conducted on students of the faculty of sports sciences. Our findings differ from this study in terms of their results.

According to our research results, according to the correlation analysis results conducted on the relationship between the entrepreneurship levels and job anxiety levels of the participants, a low-level, positive and insignificant relationship was found between the scales ( $r=-.070$ ). The entrepreneurship levels and job anxiety of the participants are not related according to the obtained data. When the relevant literature is examined, we see different findings. Tuncer and Tanaş (2022) reported in their study that the job anxiety of the participants is significantly, negatively and weakly related to their entrepreneurship scores. Gültekin et al. (2019) reported in their research that there is a negative relationship between entrepreneurship levels and job anxiety. These studies differ from our study in terms of their results.

It is hoped that the results obtained in our research will contribute to other research activities to be conducted on entrepreneurship and job anxiety and provide researchers with different perspectives. In addition, studies to be conducted in different cultural environments and on different sample groups will contribute to the relevant literature with different results. In addition, studies can be carried out to explore the entrepreneurial aspects of individuals and to discover their new talents, thus providing assistance to them in terms of job and career concerns.



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