

## The Correlations Between Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction<sup>1</sup>

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### Abstract

This study aims to identify the correlations between emergency and disaster management students' levels of anxiety about unemployment and the sub-factors of it and their life satisfaction. The study, which was conducted by using the quantitative research method, is in relational survey model. The research sample was composed of emergency and disaster management students in the Faculty of Health Sciences of Çanakkale Onsekiz Mart University in 2022-2023 academic year. It was impossible to reach all the students in the research population due to time restrictions and the circumstances, and therefore, 178 of the students in the population were included in the study. The research data were collected through the "Unemployment Anxiety Scale" and the "Life Satisfaction Scale". In addition to that, the "Demographic Information Form" developed by the researcher was also given to the participants. It was found on looking at the results that the students' levels of anxiety about unemployment in general were high. The students' general anxiety about unemployment and its sub-factors and their life satisfaction were found to differ significantly according to their grade level, level of income and according to their current place of accommodation. Thus, their anxiety about unemployment and its sub-factors were found to be significantly and inversely related with their life satisfaction.

**Keywords:** Anxiety about unemployment, life satisfaction, university students, emergency and disaster management (EDM).

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## Introduction

Unemployment is defined as a term which refers to individuals aged 15 and above who wish to work in a certain period, who are looking for a job and who are probable to get one but who could not get one (TÜİK, 2021). Unemployment represents one of the probable significant losses which is related to several studies with biological, psychological, social and cultural approaches (Bordea, 2017). Işığışık (2018), on the other hand, claims that unemployment also leads to several economic, social and psychological problems.

Youth unemployment appears to be one of the most serious socioeconomic problems across the world. Psychological as well as economic pressure is observed on the young people who are influenced by unemployment. Besides, increasing youth unemployment and difficulties in getting a job also direct young people to jobs requiring low qualifications and to lower wage and precarious jobs (DISK, 2016). The proportion of young individuals who neither receive education nor are employed to young population is 24.2% according to data in 2022. The proportion is 16.4% for young men whereas it is 32.3% for young women (TÜİK, 2022).

Unemployment in Turkey stands in front of us as an important problem today. Even though decrease was observed in the early 1980s and then in the early 1990s, the rate of unemployment has been steadily rising since the 1960s (TÜİK, 2023). Educated youth unemployment in Turkey tends to endanger the young population-the active, sensitive and important section of society-socioeconomically and psychologically. It is of great importance to employ the youth in the development of country's economy, in securing social tranquillity, in protecting the youth's psychological health and in avoiding their concern (Ergöl and Kuzu, 2019).

Unemployment has been constantly encountered since 1971-when the rate of young adults' exposure to unemployment was high. It is emphasised that exposure to unemployment is not temporary and that therefore its effects on psychological health should immediately be understood. Additionally, young adults can become more vulnerable to negative mental health consequences due to developmental difficulties specific to them.

Anxiety about unemployment is defined as an individual's hesitation to take a step towards the future with concerns about getting a job and as fear about failure to have income to support oneself. When an individual faces indecisiveness or desperation associated with this situation, anxiety about unemployment arises naturally (Korkmazer, 2020). Unemployment often leads to anxiety and depression. University students suffer future anxiety caused by unemployment.

Several studies have been conducted in Turkey in relation to university students' anxiety about unemployment. Kıcı (2017), in a study conducted with the participation of university final year students

in 2010, stated that students suffer from unemployment anxiety in terms of psychological factors. Akgün investigated the correlations between university students' unemployment anxiety and their entrepreneurship intention in 2019 and found no significant correlations. The study reviewed the relevant literature and analysed the issue under such headings as individuals' personal pessimism and lack of self-confidence, environmental and social pressures, qualitative lack of knowledge and skill and difficulties in employment by considering the sub-factors (Akgün, 2019). This current paper also analyses the independent variables by looking at the above-mentioned sub-factors of unemployment anxiety.

Satisfaction with life expresses a meaningful and satisfactory psychological state in a person's life. In general, individuals with high life satisfaction set up coherent relations with their environment and encounter psychological problems less. Life satisfaction, which is regarded as important for health, is considered related to how much pleasure an individual gets from the experiences he or she feels as a leader in life. One's life satisfaction diminishes to the extent that his or her control over life events diminishes (Uzman and Maya, 2019).

Unemployment is considered to occupy a significant place in the factors which influence life satisfaction deeply and permanently. It is known that unemployment generally has serious effects on people's psychological welfare and mental health. Students' life satisfaction is inversely correlated with their levels of unemployment anxiety. Accordingly, high unemployment anxiety diminishes their life satisfaction in general and this in turn influences their academic achievement and personal development in negative ways (Jones, 2022).

### **Research Problems**

a) What correlations are there between emergency and disaster management students' anxiety about unemployment and their life satisfaction?

b) Are there any significant differences between emergency and disaster management students' unemployment anxiety according to their life satisfaction and demographic variables?

### **Sub-problems**

a) What are the levels of emergency and disaster management students' unemployment anxiety in general and in the sub-factors?

b) What are the levels of emergency and disaster management students' life satisfaction in general and in the sub-factors?

c) Do emergency and disaster management students' unemployment anxiety and life satisfaction differ significantly according to their grade level?

d) Do emergency and disaster management students' unemployment anxiety and life satisfaction differ according to their level of income?

e) Do emergency and disaster management students' unemployment anxiety differ significantly according to their current place of accommodation?

f) Are there any significant correlations between emergency and disaster management students' unemployment anxiety and the sub-factors of it and their life satisfaction?

g) How do emergency and disaster management students' unemployment anxiety influence their life satisfaction?

### **The Significance of the Study**

Unemployment in young population increases risks of social disturbance and political instability beside causing economic problems. Unemployed young people become dependent on their family and the society because they cannot become financially independent. This situation can increase risks of social isolation, uneasiness and reduction in life satisfaction, and it can result in social instability in the long term. Besides, youth's participation in the work force seems to have critical importance for the economic growth of countries. Therefore, reducing youth unemployment is of vital importance for sustainable economic development (Habanabakize et al., 2022).

The importance of youth unemployment has been continuously increasing due to the effects of economic and social dynamics. Youth unemployment influences economic growth in negative ways by hindering young population's participation in the work force. Particularly the fact that the young cannot get a job without completing their education makes it difficult for them to gain their economic independence. Özcan et al emphasise that youth unemployment continued as an increasing problem in the 2020s and that the situation yielded such serious results as social isolation, low income, social disturbance reduction in life quality (Özcan et al., 2023).

A study concerning the correlations between unemployment and life satisfaction can contribute to the literature in several ways. The studies conducted lay emphasis on psycho-social as well as economic effects of unemployment. This enables us to understand the effects of unemployment on life satisfaction from a broader perspective (Helliwell et al., 2017). Unemployment causes significant negative effects on individuals' social connections and psychological wellbeing, and understanding those effects would make deep contributions to the literature. The studies conducted in recent years offer new approaches to determine the correlations between unemployment and life satisfaction more

precisely. For instance, the studies which analyse the changes that individuals go through over time by using longitudinal data make it possible to obtain more accurate and more reliable results (Dominko and Verbič, 2021).

Those studies suggest that unemployment has serious negative effects on life satisfaction in general and that job satisfaction is a significant factor in promoting life satisfaction. It becomes apparent in this context that policies of struggle with unemployment and employment policies play critical roles in increasing life quality. This current study may make both significant academic and practical contributions by understanding the dynamics between unemployment and life satisfaction better. The results obtained by analysing the effects of young population's unemployment anxiety on their life satisfaction along with its sub-factors may contribute to the literature.

### **The Purpose of the Study**

The current study aims to determine emergency and disaster management students' levels of life satisfaction and unemployment anxiety, to find whether or not there are any significant differences by looking at students' life satisfaction, unemployment anxiety and the independent variables in the sub-factors and to identify the level of correlations between participants' life satisfaction, unemployment anxiety and the sub-factors of anxiety.

## **Method**

### **Research Model**

This study, which is descriptive, employs the relational survey model- a method of quantitative study-to analyse the correlations between Çanakkale Onsekiz Mart University emergency and disaster management department students' unemployment anxiety and their life satisfaction. Relational survey is defined as an approach aiming to directly describe the ongoing and the current situation. It makes efforts to describe the focused individual directly without making any changes. No attempts are made to intervene in or to make modifications to the variables (Karasar, 2020). This study uses correlation analysis, a type of the relational survey model.

### **The Research Population and the Sample**

The sample taken in the study was composed of emergency and disaster management students attending the Faculty of Health Sciences of Çanakkale Onsekiz Mart University in the Fall semester of 2022-2023 academic year. The research population consisted of 252 students. It was impossible to reach all of the students due to time limitations and the circumstances available, and thus, the study was conducted with the inclusion of 178 students.

### **Data Collection Tools**

The scales used in the current study were the Unemployment Anxiety Scale of 25 items (Ersoy-Kart and Erdost, 2008) and the Life Satisfaction Scale containing 5 items (Köker, 1991). The study made use of these two scales in addition to an 8-item demographic Information Form which contained independent variables.

The Unemployment Anxiety Scale developed by Ersoy-Kart and Erdost (2008) for students is a 25-item 5-pointed Likert type scale. Based on the scale developed by Ersoy-Kart and Erdost, Dursun and Aytaç created psychometric items by considering the relevant literature so as to identify students' unemployment anxiety in 2009. Tayfun and Korkmaz, on the other hand, designed the 25-item Unemployment Anxiety Scale by using those psychometric items in 2016. According to Ersoy-Kart and Erdost (2008), the reliability of the scale is quite high ( $\alpha=0.90$ ). In addition to that, the sample was approved as fitting for the factor analysis ( $KMO=0.916>0.60$ ).

The unemployment anxiety scale includes four sub-factors, and the sub-factors are presented as abbreviations in the tables. The abbreviation "TUA" stands for total unemployment anxiety, representing the overall level of anxiety related to unemployment. "PPLC" denotes personal pessimism and lack of self-confidence, which measures individual pessimism and self-doubt regarding career prospects. "ESP" refers to environmental and social pressures, addressing the influence of societal and familial expectations on participants' employment anxiety. "QLKS" stands for qualitative lack of knowledge and skills, focusing on the lack of specific skills and competencies that may impact employability. Finally, "DE" represents the difficulty in employment sub-factor, examining participants' perceived challenges in finding a job. Together, these sub-factors constitute the dimensions of the unemployment anxiety scale.

It is a 5-item scale developed by Diener (1985). It was adapted into Turkish by Süreyya Köker (1991). The scale was developed to identify young age groups' life satisfaction. The demographic form was prepared in order to collect data concerning students' age, gender, grade level, job status, income, residence before registering the school, current place of accommodation and whether or not they have any psychological disorders. After the Life Satisfaction Scale was translated into Turkish, the reliability analysis done by using the test-retest technique yielded results consistent with formerly done reliability analyses. Thus, the scale was found to be reliable.

### **Data Collection**

The necessary permission was obtained from the ethics committee of Çanakkale Onsekiz Mart University post graduate education institute and from the Faculty of Health Sciences Dean's office, the students were reached in person in the period between 20 November 2022 and 30 January 2023 in the

fall semester of 2022-2023 academic year and they were asked to join the study on the basis of volunteering. All of the questionnaire forms were included in the study. The questionnaires were put to SPSS 26.0 and the analyses were done on them. significance point of  $p < .05$  was considered as the basis in evaluating the analysis results.

## Findings

### a) Emergency and Disaster Management Students' Levels of Unemployment Anxiety in General and in the Sub-factors

Table 1 shows emergency and disaster management students' levels of unemployment anxiety in general and in the sub-factors. The Table contains the student sample (n), averages ( $\bar{x}$ ) and standard deviations. The values are interpreted in accordance with the literature.

**Table 1.** Emergency and disaster management students' levels of unemployment anxiety in general and in the sub-factors.

Sub-factors	n	$\bar{x}$	Score Ranges of Variables	Sd
TUA	178	83.02	25-125	15.28
PPLC	178	16.54	5-25	3.92
ESP	178	25.65	8-40	5.90
QLKS	178	11.58	4-20	3.41
DE	178	29.23	8-40	6.38

While the participants' score average was found as ( $\bar{x}=29.23$ ) for difficulty in employment (DE) in unemployment anxiety and in its sub-factors, it was found as ( $\bar{x}=11.58$ ) in the factor of qualitative lack of knowledge and skills (QLKS), as ( $\bar{x}=16.54$ ) in the factor of personal pessimism and lack of self-confidence (PPLC) and as ( $\bar{x}=25.65$ ) in the factor of environmental and social pressures (ESP). Thus, the average for unemployment anxiety level was found to be ( $\bar{x}=83.02$ ). On checking the score ranges of the variables, it may be said that the students' total unemployment anxiety is high.

### b) Emergency and Disaster Management Students' Levels of Life Satisfaction

The students' levels of life satisfaction are shown in Table 2.

**Table 2.** Emergency and Disaster Management Students' Levels of Life Satisfaction

Factor	n	$\bar{x}$	Score Ranges of Variables	Sd
LS	178	18.21	7-35	6.07

On examining the participants' levels of life satisfaction shown in Table 2, it is apparent that their level of life satisfaction is ( $\bar{x}=18.21$ ). Considering the score averages of the variables, the students' life satisfaction may be said to be at medium level.

**c) Findings for Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to Grade Levels**

The results of the ANOVA test done to find the significant differences between the students' unemployment anxiety and its sub-factors and their life satisfaction are shown in Table 3. Post hoc LSD analysis was used to find the groups in which there were significant differences.

**Table 3.** Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to Grade Levels

Factors	Source of Variance	Sum of Squares	Sd	Means of Squares	F	p	Significant Difference
TUA	Between-group	439.475	3	146.492	.623	.601	
	Within-group	40922.435	174	235.186			
	Total	41361.910	177				
PPLC	Between-group	54.510	3	18.170	1.181	.319	
	Within-group	2677.631	174	15.389			
	Total	2732.140	177				
ESP	Between-group	14.131	3	4.710	.133	.940	
	Within-group	6148.274	174	35.335			
	Total	6162.404	177				
QLKS	Between-group	58.564	3	19.521	1.691	.171	
	Within-group	2008.498	174	11.543			
	Total	2067.062	177				
DE	Between-group	112.609	3	37.536	.920	.433	
	Within-group	7101.481	174	40.813			
	Total	7214.090	177				
LS	Between-group	350.154	3	116.718	3.283	.022	
	Within-group	6185.734	174	35.550			2-1,3-2
	Total	6535.888	177				

*\*p<.05 is considered statistically significant.*

Accordingly, significant differences were found at the level of LS in the ANOVA test which was done to find whether or not unemployment anxiety and life satisfaction differed significantly according to grade levels. \*At the significance level of  $p<0.05$ , ( $LSp=0.022$ ,  $F_{174}=3.283$ ). The groups in which differences were available were found through post hoc-LSD analysis. According to post hoc-LSD analysis, the second year students' life satisfaction was significantly higher than the first and third year students'.

**d) Findings for Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to their Income**



The results of Mann-Whitney U test, which was done to find the significant differences between emergency and disaster management students' unemployment anxiety and its sub-factors according to their income, are shown in Table 4.

**Table 4.** Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to their Income

Factors	What is your income level ?	N	$\bar{x}$	Sd	U	p
TUA	Low	55	83.02	15.28	2253.5	.001
	Medium	119				
	Total	174				
PPLC	Low	55	16.54	3.92	2644.5	.041
	Medium	119				
	Total	174				
ESP	Low	55	25.65	5.90	2047.5	.000
	Medium	119				
	Total	174				
QLKS	Low	55	11.58	3.41	2797	.122
	Medium	119				
	Total	174				
DE	Low	55	29.23	6.38	2433.5	.007
	Medium	119				
	Total	174				
LS	Low	55	18.21	6.07	2106.5	.000
	Medium	119				
	Total	174				

*\*p<.05 is considered statistically significant.*

According to Table 4, significant differences were found between the averages at the significance level of  $*p<.05$  in the Mann-Whitney U test, which was done to find the significant differences between the participants' unemployment anxiety and its sub-factors according to their income. Thus, the total unemployment anxiety and life satisfaction were found to have correlations with income level ( $U= 2253.5$  TUA $p=.$ ,001  $< .05$ ,  $U= 2106.5$  LSp= $.000 <.05$ ). On analysing the issue in terms of its sub-factors, significant differences were found in personal pessimism and lack of self-confidence ( $U= 2644.5$  PPLC $p= 0.041 <.05$ ), difficulty in employment ( $U=2433.5$  DE $p= ,007 <.05$ ) and in environmental and social pressures ( $U=2047.5$  ESP $p=.000<.05$ ). On the other hand, no significant differences were found in the factor of qualitative lack of knowledge and skills ( $U= 2797$  QLKSp= $.122>.05$ ). The students were found to report their income level mostly as medium.

**e) Findings for Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to their Current Place of Accommodation**

The emergency and disaster management students' unemployment anxiety and its sub-factors were found to have no significant differences according to their current place of accommodation. The

results for the Kruskal-Wallis test, which was done to find the significant differences between the participants' unemployment anxiety and its sub-factors, are shown in Table 5.

**Table 5.** Emergency and Disaster Management Students' Unemployment Anxiety and Life Satisfaction according to their Current Place of Accommodation

Factors	What is your current place of accommodation?	n	$\bar{x}$	Sd	$X^2$	<i>p</i>
TUA	At home with family	8	83.02	15.28	8.604	.035
	State dormitory	125				
	Private dormitory	20				
	Private house	25				
PPLC	At home with family	8	16.54	3.92	1.341	.719
	State dormitory	125				
	Private dormitory	20				
	Private house	25				
ESP	At home with family	8	25.65	5.90	10.458	.015*
	State dormitory	125				
	Private dormitory	20				
	Private house	25				
QLKS	At home with family	8	11.58	3.41	4.399	.221
	State dormitory	125				
	Private dormitory	20				
	Private house	25				
DE	At home with family	8	29.23	6.38	7.044	0.71
	State dormitory	125				
	Private dormitory	20				
LS	At home with family	8	18.21	6.07	4.688	.196
	State dormitory	125				
	Private dormitory	20				
	Private house	25				

\**p* < .05 is considered statistically significant.

It is clear from Table 5 that significant differences were found between emergency and disaster management students' unemployment anxiety and its sub-factors according to their current place of accommodation as a result of Kruskal-Wallis test in total unemployment anxiety and in the sub-factor of environmental and social pressures ( $X^2 = 8.604$  TUA<sub>p</sub> = .035 < .05,  $X^2 = 10.458$  ESP<sub>p</sub> = .015 < .05). Accordingly, students' place of accommodation can be said to be a variable correlated with unemployment anxiety and environmental and social pressures. On examining the sub-groups, it was found that the group staying in a student dormitory (n=125) caused the averages to be high.

**f) Findings for the Correlations between Emergency and its Sub-factors and Disaster Management Students' Unemployment Anxiety and Life Satisfaction**

The results of the correlation analysis, which was done to find the significant correlations between emergency and disaster management students' unemployment anxiety and its sub-factors and their life satisfaction, are shown in Table 6.

**Table 6.** Correlations between Emergency and its Sub-factors and Disaster Management Students' Unemployment Anxiety and Life Satisfaction

	TUA	PPLC	ESP	QLKS	DE	LS
TUA	1					
PPLC	.739**	1				
ESP	.848**	.534**	1			
QLKS	.590**	.269**	.411**	1		
DE	.840**	.517**	.558**	.332**	1	
LS	-.253**	-.102	-.291**	-.206**	-.165*	1

$p < 0,05$ \*,  $p < 0,01$ \*\*

As clear from Table 6, significant negative correlations were found between the participants' unemployment anxiety and its sub-factors and their life satisfaction as a result of the correlation analysis ( $r = -.253$ ,  $p = 1.000 < .0$ ). The results of analysis in the sub-factors of unemployment anxiety showed that there were significant and negative correlations between environmental and social pressures and life satisfaction ( $r = -.291$ ,  $p = .000 < .01$ ). Significant and negative correlations were found also between qualitative lack of knowledge and skills and life satisfaction ( $r = -.206$ ,  $p = .000 < .01$ ). Significant and negative correlations were also available between difficulty in employment and life satisfaction ( $r = -.206$ ,  $p = .000 < .05$ ).

**g) Findings for the Effects of Emergency and Disaster Management Students' Unemployment Anxiety on their Life Satisfaction**

The results of the regression analysis, which was done to find the effects of emergency and disaster management students' unemployment anxiety on their life satisfaction are shown in Table 7.

**Table 7.** Effects of Emergency and Disaster Management Students' Unemployment Anxiety on their Life Satisfaction

Variable	B	Standard Error $\beta$	$\beta$	T	p
Constant	26.579	2.447		10.864	.00
TUA	-.101	.029	-.253	-3.476	.001*

a. *Dependent Variable TUA*

b. *\* $p < .05$  is considered statistically significant.*

As clear from Table 7, total unemployment anxiety (TUA) was considered as the independent variable and life satisfaction (LS) was considered as the dependent variable in the regression analysis, which was carried out to find the way the students' unemployment anxiety influenced their life satisfaction. Accordingly, when TUA was zero, LS was 26.57 on average. Thus, significant correlations were observed between unemployment anxiety and life satisfaction ( $p < .05$ ). Because the coefficient for TUA was  $-0.101$  and because one unit of increase in the coefficient of unemployment anxiety resulted in  $0.101$  unit of decrease in life satisfaction, there is an inverse correlation between them. The negative  $\beta$  value ( $-.253$ ) exhibits the negative effects of unemployment anxiety on life satisfaction, and the effects are considered significant on examining the statistical figures ( $p < .05$ ). An examination of Table 15 suggests that unemployment anxiety (TUA) has negative effects on students' life satisfaction (LS).

### **Conclusions, Discussion and Recommendations**

According to the results obtained in this study, emergency and disaster management students' unemployment anxiety in general and in its sub-factors were found to be high. Their unemployment anxiety was high especially in the sub-factors of difficulty in employment and environmental and social pressures. A review of literature showed that the number of studies conducted in Turkey and found high levels of unemployment anxiety was great (Korkmaz and Tayfun (2016), Korkmazer (2020), Akgün (2019), Kıcı (2017), Dönmez Kara and Karaarslan (2022), Ölçer Kimzan and Sönmez (2023)). International literature was also similar in inferences made (Chen and Zeng (2021), Bone et al. (2021), Evensen and Reneflot (2014)).

Another result obtained in the current study was that the students' levels of life satisfaction were high in general in the scale. There are studies in domestic literature demonstrating that students' life satisfaction levels were low (Yakar and Yelpaze (2019), Acar and Yılmaz (2021), Aydın (2019), Maya and Uzman (2019), Tel and Sarı (2016), Civitçi (2012), Arslan and Bektaş (2019), Akbay and Nam (2020), Şahin M. (2019) and Dost (2017)). International literature was also found to obtain similar results (Chen and Hou (2019), Berth et al. (2020), De Clercq et al. (2019), Liu et al. (2022) and Kim et al. (2024)).

It was also found in this study that the participants' life satisfaction differed significantly according to their grade levels. Accordingly, the students' (except for the final year students') life satisfaction dropped as their grade level rose. Thus, they can be said to feel more anxiety about unemployment as they come closer to graduation and as their grade level rises. Studies conducted by Acar and Yılmaz (2021), Yelpaze and Yakar (2019), Arslan and Bektaş (2019) and Yıldız (2016), however, found no significant differences between students' life satisfaction according to grade levels. Yet, Khoshnavay Fomani et al. (2023) and Bilz et al. (2018) report that students' life satisfaction differs significantly according to their grade level.

Another finding obtained here was that emergency and disaster management students' unemployment anxiety and its sub-factors differed according to their income and that the difference was significant in the factor of personal pessimism and lack of self-confidence and also in the factor of difficulty in employment. Thus, it was found that students felt anxiety about unemployment in the factors of personal pessimism and lack of self-confidence and difficulty in employment as their income level dropped. Relevant literature also found significant differences in unemployment anxiety according to the variable of income level (Çetinbakış et al. (2019), Duran and Künü (2021), Ergöl and Kuzu, (2018), Ölçer Kimzan and Sönmez (2023), Aydın and Tiryaki (2017) and Ceran and Surat (2020). In international literature also, Bono et al. (2023), Ibarra-Mejia et al. (2022) and Cookson et al. (2023) report that the variable of income level caused significant differences in unemployment anxiety and in its sub-factors.

Emergency and disaster management students' unemployment anxiety in general and in its sub-factors differed according to their place of accommodation and it was significant in the factor of environmental and social pressures. In other words, the students were found to have anxiety about unemployment in the factors of environmental and social pressures according to their place of accommodation. Ersarı (2023) also state that students' current place of accommodation caused significant differences in their levels of anxiety about unemployment. Tayfun and Korkmaz (2016), Arıbaş and Esmer (2023) and Turgut and Yaşar (2023) also found significant differences in students' levels of anxiety about unemployment in the factor of environmental and social pressures according to the variable of students' current place of accommodation. In international literature, Gao et al. (2023) and Flannery (2018) also mention significant differences in unemployment anxiety according to the variable of current place of accommodation.

Negative correlations were found between emergency and disaster management students' unemployment anxiety and their life satisfaction. The correlations between the participants' unemployment anxiety in general and in its sub-factors and their life satisfaction were negative. On examining the sub-factors of unemployment anxiety, negative correlations were found between environmental and social pressures and life satisfaction, between qualitative lack of knowledge and skills and life satisfaction and between difficulty in employment and life satisfaction. Accordingly, life satisfaction was found to decrease in parallel to the increase in the three sub-factors (environmental and social pressures, qualitative lack of knowledge and skills and difficulty in employment).

The participants' unemployment anxiety was found to have effects on their life satisfaction. The effects were negative. thus, the students' Life satisfaction fell as their anxiety about unemployment increased.

### **Recommendations**

- Studies on students' unemployment anxiety and its sub-factors may be conducted and detailed solutions to diminish their anxiety could be suggested.

- The number of studies which analyse students' life satisfaction and of studies concerning how to increase their life satisfaction could be increased.
- Students' life satisfaction could be examined on the basis of its sub-factors. Students' psychological wellbeing could be focused on.
- Students could be provided with psychological support in state student dormitories by considering their psychological wellbeing.
- Offices which offer psychological support in the body of universities could be improved and their number could be increased.

### **Policy Implications**

Education policies play a crucial role in shaping the career prospects and well-being of students in various disciplines, including emergency and disaster management. This study examines the relationship between students' unemployment anxiety and life satisfaction, focusing on how structural factors within education systems influence students' perceptions and future expectations. The findings align with previous research on education policies, employment concerns, and leadership dynamics in educational institutions and are supported by existing literature.

Engin (2019) found that prospective teachers experience significant levels of burnout and anxiety regarding future employment opportunities. The findings indicate that structural barriers within the teacher recruitment system—such as competitive examinations and contractual employment policies—contribute to heightened anxiety and emotional exhaustion. Similarly, students in emergency and disaster management face uncertainties about employment after graduation, negatively affecting their life satisfaction. The correlation between unemployment anxiety and life satisfaction identified in this study parallels Engin's (2019) research, both highlighting the psychological distress caused by an uncertain job market. Additionally, Engin's study suggests that students who voluntarily choose their fields of study exhibit lower burnout levels and achieve higher academic success, emphasizing the protective role of personal interest and motivation against employment uncertainty.

On the other hand, Özcan and Maya (2024) investigated the impact of toxic leadership in educational environments and its correlation with teachers' perceptions of workplace bullying. Their findings suggest that ineffective leadership and the absence of supportive education policies contribute to a hostile environment, increasing stress and reducing job satisfaction. These results are particularly relevant in the context of leadership within emergency and disaster management programs. If students perceive educational institutions as unsupportive or poorly managed, their employment-related anxiety may intensify. The presence of toxic leadership in academic settings may also undermine students' confidence in the applicability of their education to the professional world. This aligns with the findings of this study, as a lack of institutional support emerges as a factor that negatively affects life satisfaction.

Overall, this study reinforces the need for education policies that address unemployment anxiety among students in specialized fields such as emergency and disaster management. By implementing

reforms that enhance job opportunities, provide career counseling, and establish supportive academic environments, policymakers can help reduce students' anxiety and improve their life satisfaction. The alignment of this study's findings with those of Engin (2019) and Özcan and Maya (2024) underscores the necessity of integrating employment-oriented education policies with leadership improvements. Such an approach could contribute to the development of a sustainable and psychologically supportive education system.

Yurdakul (2020) found that middle school students' attitudes toward physical activity are associated with school life satisfaction, particularly in terms of socialization and self-confidence. The study suggests that physical activity strengthens social relationships and enhances psychological resilience. In this context, students in disaster management programs also require social support mechanisms and interventions that promote psychological resilience. Given the high-stress nature of disaster management professions, fostering psychological resilience should be a key objective of education policies aimed at mitigating unemployment anxiety.

Furthermore, studies on curriculum fidelity and lifelong learning tendencies indicate that sustainability in education is crucial for student success and life satisfaction (Korucu & Şahan, 2024). High levels of curriculum fidelity among teachers contribute to stability in the educational process, improving students' ability to cope with future uncertainties. Ensuring that students in disaster management programs are exposed to well-structured curricula may enhance their access to knowledge and decision-making skills in crisis situations. In this regard, education policies designed to alleviate unemployment anxiety should not only focus on technical skills but also incorporate elements of psychological resilience and professional identity development.

In conclusion, this study emphasizes the need to strengthen education policies by integrating curriculum coherence and psychosocial support mechanisms to reduce unemployment anxiety and enhance life satisfaction among disaster management students. Increasing social interactions through physical activity, integrating psychological resilience training into academic programs, and ensuring the sustainable implementation of teaching processes may help alleviate students' career concerns and contribute to higher levels of life satisfaction.

#### **Conflict of Interest**

The authors declare no conflict of interest.

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#### **Ethical Statement**

This study was conducted with approval from Çanakkale Onsekiz Mart University Ethics Committee.

#### **Credit Author Statement**

Author 1 (Simge Güzel): Led data collection, performed analyses, wrote the first draft.

Author 2 (İlknur Maya): Supervised research, validated findings, edited the manuscript.

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