

THE RELATIONSHIP BETWEEN FUTURE ANXIETY AND ENTREPRENEURSHIP IN PRESERVICE PHYSICAL EDUCATION AND SPORTS TEACHERS

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ABSTRACT

Anxiety about the future is often observed in university students. University students starting to make plans for their future to find a job to secure their future increase their anxiety. This causes university students to start looking for other opportunities, making entrepreneurship important as an alternative career option as well as entrepreneurship education in universities. For this reason, the study aimed to determine the relationship between future anxiety and entrepreneurship among candidate physical education and sport teachers. The sample of the study consisted of 682 (n=275 female and n=407 male) volunteering students aged 18-37 years (22.16 ± 2.61) studying in the spring semester of the academic year 2022-2023 in the physical education and sport teaching departments of sport science faculties of five different state universities. The Future Anxiety Scale for University Students was used to determine the participants' future anxiety, and the Entrepreneurship Scale for University Students was used to determine their level of entrepreneurship. The data for the cross-sectional analytical study were collected using an online survey after receiving approval from the Ethics Committee for Scientific Research and Publication of Uşak University. The data obtained from the scales were analyzed using the SPSS 25.0 package program. Statistical analyses revealed a statistically significant difference between participants in terms of future anxiety by gender, college, and family income status ($p < 0.05$). At the same time, a statistically significant difference was found between participants in terms of level of entrepreneurship by grade level and family income status ($p < 0.05$). The study found that there was a weak and positive relationship between future anxiety and entrepreneurship ($r = 0.30$; $p < 0.05$). We concluded that gender, college degree, and family income status affected future anxiety; class level and family income status affected the level of entrepreneurship and that depending on the increase of participants' future anxiety, there was an increase in the level of entrepreneurship, although at a low level.

Keywords: Physical education and sport, Future anxiety, Entrepreneurship level

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INTRODUCTION

The concept of anxiety is defined as fear, tension, uneasiness, and restlessness expected from an undefined or unknown source. Anxiety is divided into two sub-dimensions, state anxiety and trait anxiety, according to the way it is seen in individuals. Individuals may experience anxiety in the face of some momentary events that concern them during the time they remain under the influence of that event, or sometimes they may be in a state of constant anxiety that arises internally throughout their lives (Kula & Saraç, 2016).

All forms of anxiety have a future element. Future anxiety refers to the future, which is represented by a greater temporal distance and causes pressure, stress, and hopelessness in young people. Pessimistic thoughts about the future, low self-efficacy, personal responsibility, high expectations of the individual, and the current occupational situation pave the way for the emergence of future anxiety (Türkçapar & Sargin, 2012).

In a society, young people's expectations about the future are one of the important factors that determine the development line and dynamics of that society. Especially in industrialized societies, the

"future anxiety" of young people starts in childhood (Davras & Alili, 2019). The inability of young people at university to make good future designs and to realize their expectations causes them to feel hopelessness, stress, and anxiety that replace expectations (Tümerdem, 2007).

Globalization, technology, and social dynamics have led to uncertainty in young people's planning for the future, and as a result, it is seen that future anxiety has decreased in younger age groups of young people compared to the past. Today, which is also called the age of anxiety, it is observed that the anxiety of individuals is increasing rather than decreasing. This is because today's rapid changes make it difficult for people to integrate into the current change. Young people who are trying to realize, develop, and discover their identity in this rapid change are confronted with a sense of anxiety in this process. There are multidimensional and complex problems that cause anxiety in young people, who are the most powerful human force and productive resource of society (Çakmak & Hevedanlı, 2005).

Hammad (2016) stated that future anxiety usually starts in the twenties and is often observed in people who are studying at universities, trying to get a job, or just entering the workplace. Central exams, which start at an early age and continue until the university years and even after university, cause anxiety in students (Tümkeyaet al., 2007). During university education, many factors, such as the city of study, socioeconomic level, relationships in the university environment, and housing problems, can increase students' anxiety (Dursun & Aytaç, 2009). In addition, the last year of university has a special significance in terms of the fact that students will enter a new period in their lives after graduation. The fear of not being able to find a job after graduation, the expectations of the close environment, especially the family, and personal responsibilities can be considered as factors that cause anxiety (Çakmak & Hevedanlı, 2005).

In a study in which young people were asked about their expectations for the future, the desire to have a good job and to be respected by society ranked first. In second place was the expectation to live a peaceful life, and in third place was the expectation to be rich (Yavuzer et al., 2005). However, the number of university graduates is increasing daily, but the current employment opportunities are insufficient to meet the number of university graduates. It is impossible for every student who graduates from university to be placed in a job, and the time to be placed in a job is prolonged (Tektaş, 2014). Young people's anxiety about not finding a job creates hopelessness in them, and with hopelessness, goals are abandoned, and wrong choices may be made (Koçak & Çepni, 2017). For this reason, some entrepreneurial university students with high future anxiety seek different solutions.

Entrepreneurship is the process by which an entrepreneur sees opportunities that others do not see or perceive, creates an organization, and makes that organization work. Entrepreneurship retains its strategic value in any era. Entrepreneurship is the driving force of economic development, job creation, and social development. In addition, the solution to the crisis and unemployment problems of countries can be achieved through entrepreneurial efforts (Özdemir, 2015).

An entrepreneur is a person who acts as a catalyst wherever they can in the creation and implementation of new ideas and their transportation into the future (Zhao, 2005). Like every individual in the society, students should be considered as entrepreneurial candidates who are willing to enter the business world. The higher the entrepreneurial tendency of young people, whose energy is urgently needed for social development, the higher the level of success in growth and catching up with age. As the proportion of young people among entrepreneurs increases, the country's capital and technology accumulation and development level will increase in direct proportion (Demirel & Tikici, 2010).

Thousands of students are studying in the Physical Education and Sports Teaching Departments of the Faculties of Physical Education, Physical Education and Sports Schools, and Physical Education Technology Schools of public and private universities in Turkey. Because the students of other programs of the above-mentioned higher education institutions also obtain the right to be appointed as physical education teachers by undergoing pedagogical training, this number can reach tens of thousands or even hundreds of thousands. At the same time, there are currently nearly one hundred thousand university graduates waiting to be appointed as physical education teachers. This situation increases the concerns of prospective physical education teachers about the future; some candidates with entrepreneurial spirit may turn to other areas of employment. Therefore, this study aims to determine the relationship between future anxiety and entrepreneurship in prospective physical education teachers.

MATERIAL AND METHODS

The Future Anxiety Scale for University Students was used to determine the participants' future anxiety, and the Entrepreneurship Scale for University Students was used to determine their level of entrepreneurship. The data of the study, which was designed in an analytical cross-sectional type, was collected using the online scale application method after obtaining the approval of the Ethics Committee for Scientific Research and Publication of Uşak Social and Human Sciences University.

Sample

The sample of this study consisted of 682 (n=275 female and n=407 male) volunteer students between the ages of 18-37 years (22.16 ± 2.61), who were studying in the Physical Education and Sport Teaching Departments of the Faculties of Physical Education and Sport at five different state universities during the spring semester of the 2022-2023 academic year.

Data Collection Tools

Future Anxiety Scale in University Students

The Future Anxiety Scale in University Students developed by Geylani and Çiriş Yıldız (2002) consists of 19 items. The total variance explained by the scale, which was collected under two factors as fear of the future (2, 4, 6, 8, 10 and 12; Cronbach's $\alpha=0.95$) and hopelessness about the future (1, 3, 5, 7, 9, 11, 11, 13, 14, 15, 16, 17 and 18; Cronbach's $\alpha=0.88$) and designed in 5-point Likert type (never - always), was 63.50% and the internal consistency coefficient was 0.91. Items 2, 4, 6, 8, 10, and 12 are reverse-scored. The scale does not have a cut-off value. As the score obtained from the scale increases, future anxiety increases, and as the score decreases, future anxiety decreases.

Entrepreneurship Scale for University Students

The Entrepreneurship Scale for University Students developed by Yılmaz and Sünbül (2009) consists of 36 items. The internal consistency coefficient of the scale, in which all items are collected in a single dimension, is 0.90. The scale is scored from 1 (never) to 5 (very often). There are no reverse items in the scale, and the entrepreneurship trait increases as the scores obtained from the scale increase. According to the total score obtained from the scale, participants can be classified as follows:

- 36-34 Very low entrepreneurship
- 65-92 Low entrepreneurship
- 93-123 Moderate entrepreneurship
- 124-151 High entrepreneurship
- 152-180 Very high entrepreneurship

Data analysis

The data obtained from the online applications of the scale to determine the relationship between future anxiety and entrepreneurship among the students studying in the Physical Education and Sports Teaching Departments at the Faculties of Physical Education and Sports Science of five different state universities in the spring semester of the 2022-2023 academic year were analyzed in the SPSS 25.0 package program with 95% confidence interval and 0.05 significance level. Since the number of observations was more than 70, the Kolmogorov-Smirnov test was used to test whether the data were normally distributed. Since it was assumed that the data were normally distributed and the assumptions for parametric tests were met, parametric tests were used in the statistical analysis. Frequency distributions of student gender, school type, and grade level variables were calculated. The significance of the difference between the means of two independent groups with respect to a continuous variable specified by the measurement was determined by the Independent Samples T-test. The significance of the means of three or more independent groups was tested with One Way ANOVA, one of the Independent Samples Tests. Tukey HSD test, one of the post hoc tests, was used for multiple comparisons between groups to determine the difference between three or more independent groups due to the homogeneous distribution of variances. Pearson's correlation coefficient (r) was used to determine whether there was a relationship between two or more variables and, if so, the direction and strength of the relationship.

In order to determine the level of relationship between the variables in the study, the following relationship coefficients were used as absolute values (Alpar, 2016):

- 0.00-0.19 Very weak (low) relationship
- 0.20-0.39 Weak (low) relationship

- 0.40-0.69 Moderate relationship
- 0.70-0.89 Strong (high) relationship
- 0.90-100 Very strong relationship

RESULTS

Table 1. Comparison of students' future anxiety by gender

Variables	Gender	n	\bar{X}	Sd±	S _{error}	T test	
						t	p
Fear of the future	Female	275	49.04	9.97	0.60	6.509	0.000
	Male	407	43.62	11.13	0.55		
Despair for the future	Female	275	14.26	4.66	0.26	-2.167	0.031
	Male	407	13.49	4.36	0.23		
Future anxiety	Female	275	62.53	9.84	0.59	5.526	0.000
	Male	407	57.87	11.39	0.56		

Table 1 shows that there is a statistically significant difference between female and male students in terms of future anxiety and its sub-dimensions, fear of the future, and hopelessness about the future ($p < 0.05$). Analyzing the mean values, it is understood that the fear of the future, hopelessness, and future anxiety of female students are higher than those of male students.

Table 2. Comparison of students' future anxiety according to the university of study

Variables	University of study	n	\bar{X}	Sd±	F	p	Difference
Fear of the future	1 Uşak University	159	37.33	12.47	49.780	0.000	1 (2,3,4,5)
	2 Batman University	132	46.42	8.48			
	3 Bingöl University	139	45.45	11.85			
	4 Siirt University	123	49.77	6.96			
	5 Tokat GOP University	129	52.22	5.83			
	6 Total	682	45.80	11.00			
Despair for the future	1 Uşak University	159	12.30	2.71	9.356	0.000	1 (2,3,4,5)
	2 Batman University	132	14.20	4.46			
	3 Bingöl University	139	13.22	2.84			
	4 Siirt University	123	14.37	5.30			
	5 Tokat GOP University	129	15.39	5.62			
	6 Total	682	13.95	4.55			
Future anxiety	1 Uşak University	159	51.70	14.67	36.775	0.000	1 (2,3,4,5)
	2 Batman University	132	60.83	11.54			
	3 Bingöl University	139	60.61	8.02			
	4 Siirt University	123	62.99	6.22			
	5 Tokat GOP University	129	64.53	4.43			
	6 Total	682	59.75	11.03			

* Tokat GOP University; Tokat Gaziosmanpaşa University

When examining Table 2, it is understood that there is statistically significant differentiation between students in terms of future anxiety and its sub-dimensions, fear of the future, and hopelessness about the future according to the university of study ($p < 0.05$). In the multiple comparisons made to determine the source of this differentiation, it is seen that the students studying at Tokat GOP University, Faculty of Physical Education have the lowest hope for the future and experience fear of the future and anxiety at the highest level; the students studying at Uşak University, Faculty of Physical Education have the highest hope for the future and experience fear of the future and anxiety at the lowest level. Uşak University Faculty of Physical Education students are followed by Bingöl University, Batman University, and Siirt University Faculty of Physical Education students.

Table3.Comparison of students' future anxiety according to grade level

Variables	Grade level	n	\bar{X}	Sd±	F	p	Difference
Fear of the future	1 First grade	170	42.12	11.36	9.831	0.000	1 (4)
	2 Second grade	170	41.93	11.96			
	3 Third grade	172	44.76	10.17			
	4 Fourth grade	170	47.39	9.04			
	5 Total	682	45.80	11.00			
Despair for the future	1 First grade	170	13.20	4.38	15.948	0.000	1 (4)
	2 Second grade	170	13.18	3.90			
	3 Third grade	172	13.45	3.99			
	4 Fourth grade	170	15.96	5.24			
	5 Total	682	13.95	4.55			
Future anxiety	1 First grade	170	57.89	12.40	2.181	0.089	
	2 Second grade	170	60.57	9.00			
	3 Third grade	172	60.21	10.87			
	4 Fourth grade	170	60.32	11.45			
	5 Total	682	59.75	11.03			

As can be seen in Table 3, there is no statistically significant differentiation between students in terms of future anxiety according to grade level ($p>0.05$). However, there is a statistically significant differentiation between students in terms of fear of the future and hopelessness about the future, which are the subdimensions of future anxiety according to grade level ($p<0.05$). In the multiple comparisons made between the groups, it is understood that the fear of the future and hopelessness about the future of the fourth-grade students are higher than the students in other grades.

Table4.Comparison of students' future anxiety according to family income status

Variables	Family income status	n	\bar{X}	Sd±	F	p	Difference
Fear of the future	1 Income less than expenses	190	46.25	10.68	8.700	0.000	1 (3)
	2 Income equals expense	416	46.50	10.34			
	3 Income more than expenses	76	40.91	13.83			
	4 Total	682	45.80	11.00			
Despair for the future	1 Income less than expenses	190	15.97	5.37	28.071	0.000	1 (2,3)
	2 Income equals expense	416	13.18	3.69			
	3 Income more than expenses	76	13.07	5.05			
	4 Total	682	13.95	4.55			
Future anxiety	1 Income less than expenses	190	62.22	10.61	15.837	0.000	1 (2,3)
	2 Income equals expense	416	54.68	13.18			
	3 Income more than expenses	76	53.97	14.08			
	4 Total	682	59.75	11.03			

In Table 4, we can see that there is a statistically significant difference between students in terms of fear of the future and its sub-dimensions, fear of the future, and hopelessness about the future, according to the family income status ($p<0.05$). Accordingly, it can be said that the future anxiety of students whose family income is higher than their expenses is lower than that of students whose family income is equal to their expenses and whose income is lower than their expenses. In addition, it can be said that students whose family income is less than their expenses have the least hope for the future and the highest anxiety about the future.

Table 5.Descriptive statistics on students' entrepreneurship levels

Entrepreneurship level	n	%
Very low-level entrepreneurship	3	0.4
Low-level entrepreneurship	28	4.1
Moderate-level entrepreneurship	93	13.6
High-level entrepreneurship	429	62.9
Very high-level entrepreneurship	129	18.9
Total	682	100

Table 5 shows the frequency distributions of students' levels of entrepreneurship. It shows that 0.4% (n=3) of the students are very low-level entrepreneurs, 4.1% (n=28) are low-level entrepreneurs, 13.6% (n=93) are moderate-level entrepreneurs, 62.9% (n=429) are high-level entrepreneurs and 18.9% (n=129) are very high-level entrepreneurs.

Table 6.Comparison of students' entrepreneurship according to gender

Variables	Gender	n	\bar{X}	Sd±	S _{error}	T test	
						t	p
Entrepreneurship	Female	275	138.66	20.13	1.21	1.004	0.316
	Male	407	136.97	22.53	1.11		

In Table 6, it is seen that there is no statistically significant difference between female and male students in terms of entrepreneurship according to gender ($p>0.05$). Accordingly, it can be said that gender does not affect the entrepreneurship levels of the students; the entrepreneurship levels of female and male students are similar.

Table 7.Comparison of students' entrepreneurship according to the university of study

Variables	University of study	n	\bar{X}	Sd±	F	p
Entrepreneurship	1 Uşak University	159	136.48	26.21	1.839	0.119
	2 Batman University	132	134.36	21.32		
	3 Bingöl University	139	137.81	28.53		
	4 Siirt University	123	138.80	13.96		
	5 Tokat GOP University	129	141.18	8.83		
	6 Total	682	137.65	21.59		

When Table 7 is examined, it is understood that there is no statistically significant difference between the students in terms of entrepreneurship according to the university of study ($p>0.05$). According to this finding, it can be said that the university of study does not affect the entrepreneurship levels of the students; the entrepreneurship levels of the students studying at different universities are similar.

Table 8.Comparison of students' entrepreneurship according to their grade level

Variables	Grade level	n	\bar{X}	Ss±	F	p	Difference
Entrepreneurship	1 First grade	170	141.59	19.74	6.358	0.000	1 (4)
	2 Second grade	170	139.45	17.67			
	3 Third grade	172	137.58	20.43			2 (4)
	4 Fourth grade	170	131.96	26.52			
	5 Total	682	137.65	21.59			

As can be seen in Table 8, there is a statistically significant differentiation between students in terms of entrepreneurship according to grade level ($p<0.05$). According to this result, it can be said that the level of entrepreneurship of students studying in the first and second grades is higher than the level of entrepreneurship of students studying in the fourth grade.

Table 9. Comparison of students' entrepreneurship according to family income status

Variables	Family income status	n	\bar{X}	Sd±	F	p	Difference
Entrepreneurship	1 Income less than expenses	190	132.04	27.49	9.309	0.000	
	2 Income equals expense	416	139.55	17.38			1 (2) 1 (3)
	3 Income more than expenses	76	141.25	23.33			
	4 Total	682	137.65	21.59			

Table 9 shows that there is a statistically significant difference between students in terms of entrepreneurship according to family income status ($p < 0.05$). Accordingly, it can be said that the level of entrepreneurship of students whose family income is equal to their expenses and whose income is more than their expenses is higher than the level of entrepreneurship of students whose family income is less than their expenses.

Table 10. The relationship between future anxiety and entrepreneurship in students

	n	Future anxiety and its sub-dimensions					
		Fear of the future		Despair for the future		Future anxiety	
		r	p	r	p	r	p
Entrepreneurship	682	0.113	0.155	0.563	0.000	0.300	0.000

When Table 10 is examined, it is understood that there is a weak positive relationship between students' future anxiety and entrepreneurship levels ($r = 0.300$; $p < 0.05$), as well as a moderate positive relationship between the future hopelessness sub-dimension of future anxiety and entrepreneurship ($r = 0.563$; $p < 0.00$). Accordingly, it can be said that there is a low-level increase in students' entrepreneurship depending on the increase in their future anxiety and a moderate increase in their entrepreneurship depending on the increase in their future hopelessness levels. However, no relationship was found between students' fear of the future and their entrepreneurship levels ($p > 0.05$).

DISCUSSION AND CONCLUSION

Universities are institutions that train people who will work in public institutions and private organizations. Today, the rapid increase in the number of universities has caused employment problems in both public and private organizations. This situation may cause university students to have anxiety about the future (Aydın & Tiryaki, 2017). Due to these concerns, some students may turn to a field that is completely different from their field of education. Students' characteristics, such as gender, university, grade level, and family income status, may play a role in this situation. For this reason, this part of the study discusses and interprets the variables that may affect the future anxiety of the sampled students.

Discussion of students' future concerns

This study found that gender affects future anxiety, with female students experiencing more fear, hopelessness, and anxiety about the future than male students. It is believed that this may be due to the biological and physiological differences between men and women, as well as the social environment and social culture in a broader context. A number of studies conducted with the participation of university students that support this study have reported that future anxiety is higher in women than in men (Kaya & Varol, 2004; Çakmak & Hevedanlı, 2005; Dursun & Aytaç, 2009; Şanlı Kula & Şaraç, 2016; Dursun & Özkan, 2019; Dağtekin et al., 2020). However, there are also studies in the literature reporting that the future anxiety of male students is higher than that of female students (Ismail, 2003; Faraj & Mahmoud, 2006; Hammad, 2016). Contrary to all these, some studies have reported that there

is no difference between male and female students in terms of future anxiety (Qaisy & Thawabieh, 2017; Adhikari et al., 2017).

In this study, it was determined that the university of study had an effect on future anxiety; the students studying at Tokat GOP University Faculty of Sport Sciences had a dominant sense of hopelessness towards the future; these students experienced future anxiety more. On the other hand, it was determined that the students with the highest future expectations and the lowest future anxiety were studying at Uşak University Faculty of Sport Sciences. While the admission of students to the Department of Physical Education and Sports Teaching at Uşak University Faculty of Sports Sciences is made by the Measurement, Selection, and Placement Center (ÖSYM) according to the superiority of points, the admission of students to the departments of Physical Education and Sports Teaching at the other four universities where the study was conducted is made by special talent exam. For this reason, students studying in the Department of Physical Education and Sports Teaching at Uşak University Faculty of Sport Sciences are more successful academically compared to the others. After graduation, these students are more likely to be appointed as Physical Education Teachers according to the results of the Public Personnel Selection Exam (KPSS). This situation can increase self-confidence and decrease the future anxiety of the students of the Physical Education Department of Uşak University Faculty of Physical Education. In addition, considering that this study was conducted with students who study at universities in five different cities, it can be said that the differentiation in students' future anxiety is natural. The quality of education, social opportunities (housing, food, transportation, health, scholarships, student loans, on-campus job opportunities), cultural, artistic, and sports job opportunities, academic and personal development opportunities (libraries, exchange programs, career planning centers) offered by universities and the cities where they are located are not the same. For this reason, students' sense of belonging to the city and the university, as their expectations of the university, may decrease, and their concerns about the future may increase.

In Turkey, centralized examinations are held by the state at the end of each level of education to measure the performance of students and to place them in the appropriate section of the next level according to the score they receive. At the end of primary education, there are exams for placement in secondary education, at the end of secondary education for placement in higher education, and at the end of higher education for employment in vocational fields. Hundreds of thousands of students take these exams every year, some of them achieve the desired success, some of them continue their education in any educational institution, even if it is not the one they wanted, and the rest of them fail the exam. The centralized exams, which begin in the early grades and continue through the university years and even after graduation, create a state of anxiety and hopelessness for students. This is because many internal and external factors can be an obstacle for prospective teachers to be appointed as teachers. Even if a person fulfills their responsibilities and is academically successful in all their courses and prepares for the exam to be held for teacher appointments, he/she must be studying in an assigned branch or get a score sufficient for the number of quotas to be assigned. Prospective teachers who do not take this exam, who do take the exam but do not get enough points, or who do not have their own branch in the appointments are looking for job opportunities in private schools, dershanes or other sectors. For a candidate who cannot start their professional life as a teacher in any educational institution, this situation may mean not being able to earn money for at least one semester of education economically, psychologically resulting in the failure of years of student life, not having social security, or being seen by people they know as someone who graduated from university but could not start a job. For this reason, the majority of preservice teachers who continue their education in the final grades of a baccalaureate program constitute a source of teaching experience and future anxiety. In fact, in this study, results show that the future anxiety and hopelessness of the fourth-grade students were higher than the students in other grades. In another study, Özdiñç et al. (2018) found that the anxiety level of first-grade students was higher than that of fourth-grade students in terms of professional competence, but the future anxiety of the fourth-grade students was higher due to the problems of employment after graduation. Ünalđı and Alaz (2008) examined the occupational anxiety of prospective geography teachers and found that fourth-year students had higher anxiety levels than first and second-year students. Maclean et al. (2016) reported that the stress level of most final-year medical students increased as graduation approached; Iqbal et al. (2015) reported that the highest anxiety level was found among fifth-year students in their study. Similar studies concluded that the

occupational anxiety level of pre-service teachers in higher grades was higher than that of those in lower grades (Kurtuldu & Ayaydın, 2010; Yıldırım, 2011; Bilgici & Deniz, 2016).

In this study, results showed that family income status was effective on future anxiety and that students with higher family income status had lower fears about the future than other students. Similar results are found in studies in the literature. Dağtekin et al. (2020) reported in their current study that anxiety was more common in students with low-income levels. Tekin and Filiz (2008) stated in their study that students' hopelessness levels differed according to the monthly income variable; students with low average monthly income had higher levels of hopelessness. In the study conducted by Kılıç et al. (2014) students studying at state universities were found to have higher levels of hopelessness compared to students studying at foundation universities. Othman et al. (2019) reported that socioeconomic factors are associated with high stress and anxiety levels in students; Hope and Henderson (2014) similarly reported a high level of correlation between low socioeconomic status and anxiety disorders.

Discussion of students' entrepreneurship levels

It was determined that a significant portion of the students participating in this study were high and very high-level entrepreneurs (n=558; 81.8%). It is thought that factors such as employment problems in the field of Physical Education and Sports Teaching, creativity, the idea of working in a freer environment other than public institutions, and the desire to earn more money motivate the entrepreneurial intention of university students. When the literature is examined, it is understood that students studying in other undergraduate programs also have similar thoughts. Çakır Dolu et al. (2016) concluded in their study that almost all of the students of the Faculty of Nursing (99.6 in total) were entrepreneurs at moderate, high, and very high levels. Göktekin et al. (2022) reported that the rate of students with entrepreneurial ideas among the students of the Faculty of Health Sciences was 56.7% in their current study. In the study conducted by Gümül et al. (2017) it was stated that students had a high level of entrepreneurship education.

Today, entrepreneurship and the factors that influence it are becoming increasingly important. One of the most important of these factors is gender. For this reason, it was concluded that gender, one of the variables considered in the study, did not affect the level of entrepreneurship among students. In the study conducted by Akçakanat et al. (2014) with the participation of students at Süleyman Demirel University, which supports this study, it was found that the entrepreneurial tendencies of students did not differ significantly according to gender. Similar studies also found similar results to this study. Bilge and Bal (2012) reported that the effect of gender on the subdimensions of entrepreneurship was not significant in their study, whose sample consisted of students from Celal Bayar University. In the study conducted by Gençay (2017) to investigate the effect of personality traits on entrepreneurial intention among students of Mersin University Faculty of Economics and Administrative Sciences, no difference was observed between students in terms of entrepreneurial intention according to gender. Contrary to the results obtained in all these studies, some studies have observed that gender affects the level and intention of entrepreneurship and that male students have a higher level of entrepreneurship than female students (Leroy et al., 2009; Zhang et al., 2014; Karabulut, 2016; Maresch et al., 2016; Frago et al., 2020; Fidan et al., 2021; Evci & Alper, 2022).

In this study, which was conducted with the participation of students from universities located in cities with different cultures, it was seen that the university of study did not affect the entrepreneurship level of the students. Considering that the cities where the study was conducted are medium and small-scale cities, it can be considered natural that the entrepreneurship levels of the students are similar despite studying at different universities. Cities have an important place in entrepreneurship ecosystems. There are significant advantages to entrepreneurship in urban areas. Some studies have found that population density positively affects entrepreneurship. A rich urban environment with higher returns and greater market potential is expected to provide greater incentives for entrepreneurs to pursue market opportunities (Wagner & Sternberg, 2004; Stam et al., 2009). At the same time, the location of business centers in large cities and easy access to financial resources in metropolitan areas offer greater opportunities for entrepreneurship. For this reason, metropolitan cities are the regions preferred by entrepreneurs. Since the cities where this study was conducted do not have the above characteristics, it is thought that it does not have any effect on the entrepreneurship level and intentions of students. There are studies in the literature that are in parallel with this study. Ozaralli and Rivenburgh's (2016) study, which is similar in terms of results obtained from this study, examined

the variables affecting entrepreneurial intentions with the participation of 589 Turkish and American students and reported that the entrepreneurial intentions of both Turkish and American students were similar and that both student groups exhibited relatively low intentions to start a new venture.

As the grade level of university students increases, there may be changes in their views and opinions. While some students think of progressing in their own fields, others may prefer to focus on different fields. As a matter of fact, it was determined that the class level of the students participating in this study affected the entrepreneurship levels of the students; the entrepreneurship levels of the first and second-year students were higher than those of the fourth-year students. In a similar study, Aydın and Öner (2016) reported that the highest mean entrepreneurship score belonged to first-year students (130.80), and the lowest mean entrepreneurship score belonged to fourth-year students (128.09). In the study of İpçioğlu and Taşer (2009) with the participation of students in the business administration departments of Bilecik University and Dumlupınar University, it was observed that fourth-year students exhibited more positive behaviors in all sub-dimensions of entrepreneurship than first-year students. On the contrary, in the study conducted by Eroğlu and Avcı (2021) it was found that the entrepreneurial tendency of the first and fourth-year students of Muğla Sıtkı Koçman University, Faculty of Economics and Administrative Sciences, Department of Business Administration did not differ significantly. In another study conducted by Özdemir (2015) in which a result opposite to this study was obtained, it was reported that the class level of university students had no effect on entrepreneurial tendency. Again, in Pazarçık's (2016) study, in which a different result was obtained from the others, it was reported that fourth-year students had higher entrepreneurial feelings than first-year students. As can be seen from all these studies, different results have been obtained in the existing studies in the literature. Considering that these studies were carried out with the participation of students studying in different undergraduate programs, it can be said that situations such as students' acceptance of their faculties and employment opportunities after graduation sometimes cause changes in students' opinions and thoughts as the grade level increases, and sometimes do not cause any change.

Many characteristics can be listed under the name of family factors such as personality traits of the parents, occupations, socioeconomic and socio-cultural structure of the family, educational status of the parents and other members of the family, whether the family lives in rural or urban areas, social environment of the family, etc. have an impact on the entrepreneurial desire and tendency of the individual. In this study, it was determined that family income status has an effect on the entrepreneurship level of students; the entrepreneurship levels of students belonging to families whose income is equal to or more than expenses are higher than those of students belonging to families whose income is less than expenses. There are studies in the literature that support this study. Arslan (2002) stated in his study that parents' education level, income level, and the number of children in the family are effective in entrepreneurship tendency. Şeşen and Basım (2012) found that children from families with high-income levels had higher entrepreneurial tendencies compared to children from families with low-income levels, among students studying in the field of exercise science. In their study, Örucü et al. (2007) reported that children from families with high-income levels had higher entrepreneurial tendencies compared to other income levels. In Ulutürk Akman's (2021) study, it was understood that family income level was an effective factor in the entrepreneurial tendency of students and that the entrepreneurial tendency of students belonging to a family with low or moderate income level was lower compared to students belonging to a family with high-income level. Based on the results of all these studies, it can be assumed that the possibility of receiving financial support from the family in the initiatives started by individuals raised in a family with a high-income level increases the entrepreneurial tendency of students.

Discussing the relationship between students' future anxiety and entrepreneurship

Recent technological developments in the industrial and service sectors, which are in a state of constant progress, cause an increase in unemployment. Increasing unemployment causes a decrease in the income of individuals and an increase in stress and anxiety levels. University students, who have sufficient equipment and qualifications, begin to experience unemployment and therefore anxiety about the future before the end of their educational life. This situation affects students' perspectives on entrepreneurship; the entrepreneurial tendency of students who cannot find a job and experience future anxiety may increase.

Although there are no studies on the relationship between future anxiety and entrepreneurship in the literature, it is seen that the studies mostly focus on the relationship between unemployment and the future (Karcıoğlu & Balkaya, 2018; Kimzan & Sönmez, 2023). In this study, which is unique in this respect, it was determined that there was a weak positive relationship between students' future anxiety and entrepreneurship levels and that there was a low-level increase in entrepreneurship depending on the increase in students' future anxiety and a moderate increase in entrepreneurship depending on the increase in their future hopelessness levels. Based on this, it can be said that factors such as the fear of not finding a job, the concern of working in low-paid jobs, and the thought of not knowing what to do after graduation cause future anxiety in students studying Physical Education and Sports Teaching departments and to some extent increase students' entrepreneurial tendencies.

In line with the results obtained in the study, it was concluded that gender, university of study, and family income status affect future anxiety; class level and family income status affect entrepreneurship level; and there is an increase in entrepreneurship level, albeit at a low level, depending on the increase in students' future anxiety.

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