

## **UNEMPLOYMENT ANXIETY AMONG UNIVERSITY STUDENTS**

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### **Abstract**

The research aims to identify the anxiety of unemployment among university students, and the research is limited to students of the University of Baghdad from both sexes for morning study and the scientific and humanities specialization for the academic year (2021-2022). To achieve the goal of the research, the two researchers adopted Al-Jubouri's (2019) unemployment anxiety scale.

The scale, in its final form after completing the conditions of validity, reliability, and ability to discriminate, consisted of (31) items distributed over (4) areas: social, economic, professional, and psychological. After applying the scale to a sample of (615) male and female students at the University of Baghdad for the academic year (2021-2022), the data can be analyzed via using the Statistical Portfolio for the Social Sciences (SPSS) and (Microsoft Excel). The results showed the presence of unemployment anxiety among university students. Research recommendations includes improving the investment climate to encourage Local and foreign investments, to create job opportunities for graduates, according to their academic qualifications, and to develop an incentive system that contributes to attracting investors.

Key Words: Unemployment Anxiety, University Students.

### **Research problem:**

As a result of the exceptionally harsh circumstances that our country experienced, and the destruction that befell the Iraqi economy as a result of the wars it fought, the destruction of infrastructure, terrorist acts, the deterioration of the educational system, and the lack of a clear policy for planning, this and other things resulted in the emergence of many economic, social, and political problems The most prominent of which is the spread of unemployment, which is considered one of the most serious problems facing societies because it hinders development, affects the economy, and has effects on mental health, such as depression, anxiety, and frustration that affect the security and stability of the entire society, in addition to bouts of anger, loss of self-esteem, feelings of worth, instability, and poverty Deprivation, self-blame, the difference between the individual's attitudes and values with the values and attitudes of his society, lack of a sense of personal and national responsibility, weak psychological and social adjustment capabilities, lack of self-confidence, isolation, psychological alienation, weak belonging to the homeland, and a feeling of dissatisfaction with his reality and life, (Al-Tayeb, 2019: 332).

This was confirmed by previous studies, including a study (2008, Ersoy-Kart & Erdost) that the level of anxiety about unemployment among students in Turkish universities who are about to graduate is very high, while a study (Shtayyeh and Shaheen, 2015) indicated that the level of anxiety about unemployment among students in the last year At Al-Quds University, it was average, and a study (Al-Talafha) indicated and Al-Fatra 2015) that the level of unemployment anxiety among students at Mu'tah University was moderate, while the study (Al-Tayeb 2020)

indicated that the level of unemployment anxiety among final-year students at the University of Khartoum was high.

The spread of unemployment and the university student's perception in the final year after graduation that he is without work is reflected in his condition. Psychological and feeling of constant anxiety the results of the study (Nassira, 2009) found that anxiety among graduate students was at a high level, (Nassirah, 2011: 135), and the study (Abdullah, 2021) recommends the need to study the phenomenon of unemployment anxiety among university students; Since the university student is an essential pillar in production and achieving ambition in life, and that any obstacles or life pressures This student is exposed to it during his university life, which will lead to an imbalance in his psychological, physiological and social balance, which will have the greatest impact on his psychological and physical health (Abdullah, 2021: 73).

The two researchers conducted an exploratory study on a sample of (50) male and female students by asking them an open question (What are your expectations for obtaining a job opportunity after graduation), and the results showed that all members of the sample had a feeling of anxiety about their future.

Therefore, the problem of the current research attempts to answer the following question: Is there unemployment anxiety among students?

#### **Research Importance:**

Unemployment is one of the phenomena that has gained great importance in contemporary societies, as it is a scourge that is eating away at the body of society, which has made it occupy an important place in research and analysis, due to its direct connection to various aspects of life. If the phenomenon of unemployment has constituted a dilemma for societies in the past, it is today and in light of... Economic crises Globalism represents the most dangerous phenomenon in most countries of the world, and if its impact in developed countries is less severe than in developing countries; This is due to the connection of this phenomenon with the development of social protection laws, in addition to the inclusion of the development outlook within the framework of comprehensive strategic planning (Abdel Haq, 2015: 80).

Unemployment has a significant impact on individuals, because of the anxiety it causes them, which is one of the human emotions that includes the majority of the feelings an individual has when faced with situations in which his balance is disturbed, as he loses his ability to control his internal or external reality.

Anxiety can be unhealthy and lead to a disturbance in An individual's behavior, and this anxiety occurs When there is a real danger that arises due to the individual's insecurity (Ben Alou, 2002: 56).Unemployment is a constant and terrifying concern for graduates who have tried with all their might to obtain an academic degree that would enable them to live a decent life, only to be surprised at the end of their studies with a reality that does not respect any effort or any academic level this graduate has attained, thus beginning with him a journey of anxiety about unemployment and its effect on his psychological and physical condition. Unemployment and unemployment anxiety affect many aspects of a graduate's life, as the feeling and feeling of pain increases if the individual does not obtain a job, as unemployment is the main source of unhappiness and satisfaction (Jawdeh, 2004: 673).

The Young and the Poor pointed out that the anxiety of unemployment is one of the obstacles that threaten the security, safety, and stability of young people, and leads to university students

losing psychological balance and social adaptation, the beginning of disturbances in them, and their feeling of failure, frustration, failure, isolation, lack of belonging, and limited diversity in thought patterns, which affects The level of ambition, motivation, facing problems and solving them (Al-Talafiha and Al-Fakra, 2019: 10).

Therefore, it can be said that the inability of educational outcomes to achieve a degree, even at an acceptable level, of compatibility and harmony with the requirements of the labor market is a dilemma and an impasse in the official agencies concerned with the education and training processes, which requires reconsidering the role of these agencies and correcting their course (Al-Bakr, D-T :164).

### **Theoretical Importance;**

The theoretical importance of this research lies in the fact that:

1. The study addressed one of the important topics, which is unemployment anxiety, which has become a specter that haunts most graduates.
2. They were conducted on university students and what this important segment represents in building the future of the country.

### **Practical Importance;**

The practical importance of this research lies;

1. To benefit researchers and specialists in designing educational and psychological programs through which the level of unemployment anxiety among university students can be reduced.
2. The study of unemployment concerns can be used to urge the responsible authorities in the various ministries to take the necessary measures to find job opportunities for students upon their graduation.

### **Research Aims:**

The research aims to identify the anxiety of unemployment among university students.

**Search Limits:** The current research is limited to studying the anxiety of unemployment among students of the University of Baghdad for morning study, for all levels, both genders, males and females, and scientific specializations. It includes four colleges: (Engineering, Management and Economics, Science, Physical Education, and Sports Sciences) and Humanities. It includes four colleges, namely: (Arts, Education, Ibn Rushd). , media, Languages) for the academic year (2021-2022). Definition of terms:

Unemployment anxiety was defined by Al-Jubouri as: "It is a temporary, vague, unpleasant feeling accompanied by tension and fear of the unknown, which threatens the university student, especially the student about to graduate, as a result of his almost certain expectations of the specter of unemployment, and the positive and negative effects it has in the social, economic, professional, and psychological fields. (Al-Jubouri, 2019: 13)

Theoretical definition: The two researchers adopted the definition (Al-Jubouri, 2019) as a theoretical definition for the research because they adopted its scale to measure unemployment anxiety.

### **Procedural definition:**

It is the total score that the respondent or subject obtains through his answers to the items of the unemployment anxiety scale.

Theoretical framework and previous studies

### **First: a theoretical framework**

Theories that explain unemployment anxiety

First: the school of psychoanalysis The theory of psychoanalysis is considered one of the first theories. In the decade of the thirties of the last century, credit for broadcasting anxiety went to the founder of psychoanalysis (Freud), who was the first to point out the extent of its impact on human life. He considered it the product of the conflict between the three elements of the personality: the id, the ego, and the superego. (Morgan et al, 1975: 391) He believes that expectation of danger in the future is one of the features of anxiety, and anxiety is related to expectation and the link between them, and expectation is one of the sources of anxiety.

As for Adler, he linked the anxiety of the individual to the goals that the individual sets in his life. The more realistic his goals are, far from fantasies and fantasies, the more he can reduce anxiety about his future and vice versa. He also gave importance to expectations that play a role in our motivation towards the future and which have an impact on our behavior.

Erikson bases his interpretation on the fact that anxiety in adolescents arises as a result of the inability to define his identity due to the dispersion and spread that the adolescent is experiencing. In this case, the individual is under the influence of intense fear of not being able to control himself, or control him and his future (Bakkar). , 2013: 76

### **Second: The Cognitive School:**

The pioneers of the theory attributed anxiety to cognitive distortion, distorting thinking about the self and the future, and how a person perceives and interprets events. The individual's thoughts are what determine his reactions in light of the content of thinking. Anxiety includes negative self-talk, the individual's interpretation of reality negatively, and perception of information about the self and the future. as a source For anxiety, and a decrease in self-efficacy that appeared in Bandar's theory as a "cognitive curve for anxiety" (Jihad, 2016: 40) referred to in (Abdel-Wahab and Bouayad, 2020, 36).

Third: The Humanitarian School: Maslow believes that the anxious individual is the individual who has deprived himself, or been deprived of achieving adequate satisfaction for his basic needs. Maslow places a hierarchy of needs. Those needs at the bottom must be satisfied before the needs that follow them can be fulfilled, and when the need is satisfied from the second level, preference is given to the need of the third level: Thus, at the lowest level, physiological needs dominate.

The obvious needs for food, water, air, sleep, and sex are the most basic and powerful needs. All of these needs can stand in the way of any other need, and when these needs are satisfied, security needs appear, and then the needs related to belonging and love. It is followed by the need for respect and finally the need for self-actualization. A person who is hungry or who fears a threat to his security and safety does not need belonging or love.

The individual is interested in, or rather possessed and worried about, bread, not love. When people have an appropriate amount of food that satisfies the rest of their physiological needs, and when they feel security and safety only then do they feel the need for belonging and love, and when these needs are satisfied, people seek respect, and when they achieve all of that, they seek to realize themselves, and all of this happens because of unemployment, and when the individual does not find any work that provides for basic needs, his unemployment anxiety

increases, and this fact prevents progress towards the goal. Representing self-realization in which the individual feels threatened and insecure (Saleh, 1987: 192).

## Second: Previous studies

### View previous studies

the details	the address	T
<b>Study by Shtayyeh and Muhammad 2015</b>		
Al-Quds University, Palestine	Location of the study	<b>1</b>
Unemployment anxiety and its relationship to self-efficacy among final year students at Al-Quds University	Objectives of the study	<b>2</b>
288 male and female students	Sample size and gender	<b>3</b>
Unemployment anxiety scale, and self-efficacy scale	Search tool	<b>4</b>
Arithmetic mean, standard deviation, four-way analysis, Cronbach equation, Pearson correlation coefficient.	Statistical methods	<b>5</b>
The level of unemployment anxiety and self-efficacy was moderate among students, and the relationship was inversely between unemployment anxiety and self-efficacy, as well as the absence of significant differences in the averages of unemployment anxiety among students due to the variable of gender and academic grade. There were also differences in the field of global anxiety in favor of medical and nursing specialties compared to In colleges The other	Result	<b>6</b>
<b>Study of Al-Talafha and Zeinat 2019</b>		
Mutah University, Jordan	Location of the study	<b>1</b>
Unemployment anxiety and its relationship to intellectual isolation among students at Mu'tah University	Objectives of the study	<b>2</b>
583male and female students	Sample size and gender	<b>3</b>
Unemployment anxiety scale, and intellectual isolation scale	Search tool	<b>4</b>
Arithmetic mean, standard deviation, one-way analysis, Cronbach equation, Pearson correlation coefficient.	Statistical methods	<b>5</b>
<b>The level of unemployment anxiety among students at Mu'tah</b> University was at an average level, while their level of intellectual isolation was high. The results also showed that there was a positive, statistically significant correlation between unemployment anxiety and intellectual isolation, in addition to the presence of statistically significant differences on the unemployment anxiety scale attributed to gender and in favor of females. And the college is in favor Scientific colleges and academic level are in favor of students in the (second, third, and fourth) years compared to fifth-year students.	Result	<b>6</b>

The results also showed differences in the measure of intellectual closeness due to gender and in favor of females, and college in favor of scientific colleges, while the results did not show differences due to academic level		
<b>Jubouri 2019</b>		
University of Babylon, College of Education for Human Sciences/Iraq	Location of the study	<b>1</b>
Full psychological existence and its relationship to value conflict and unemployment anxiety among university students	Objectives of the study	<b>2</b>
532male and female students	Sample size and gender	<b>3</b>
Full Psychological Existence Scale, Value Conflict Scale, Unemployment Anxiety Scale	Search tool	<b>4</b>
Ca2 square, t-test for one sample and for two independent samples, Pearson correlation coefficient, Cronbach coefficient, three-way analysis of variance.	Statistical methods	<b>5</b>
University students enjoy a full psychological presence, and there are no statistically significant differences in the degrees of full psychological presence among university students according to the gender variable (males - females), while there are statistically significant differences in the degrees of full psychological presence among university students according to the specialization variable (scientific - Humanitarian) and for the benefit of the humanitarian specialty as well There are statistically significant differences in the degrees of full psychological presence among university students according to the grade variable (second - fourth) and in favor of the fourth grade. The results also showed that university students suffer from value conflict, and there are no statistically significant differences in value conflict among university students according to gender variables ( Males - females) and specialization(Scientific_Humanitarian), while there are statistically significant differences for the grade variable (second - fourth) and in favor of the fourth grade, in addition to the fact that university students suffer from unemployment anxiety, and there are no statistically significant differences in the degrees of unemployment anxiety among university students according to gender variables (males - females). ) and specialization (scientific - humanities) and grade (second - fourth), and that there is A positive, statistically significant correlation between full psychological presence, value conflict, and unemployment anxiety among university students.	Result	<b>6</b>

**Among the indicators and implications that have been reached are the following:**

**Comment on previous studies:**

- 1-All previous studies adopted the descriptive approach, and the case study agrees with it.
- 2-Previous studies were conducted in Arab countries, including Jordan, Palestine, Sudan, and Iraq, but the current study will be conducted in Iraq.
- 3-The sample size in previous studies was limited to (32-174), but the current study included (615) male and female students.
- 4-Previous studies were conducted on males and females, and the current study agrees in its conduct on males and females.
- 5-The two researchers benefited from previous studies in identifying the unemployment anxiety scale and how to prepare it.
- 6-The researchers benefited from previous studies from sources relevant to their study.
- 7-The current study is a response to previous studies whose recommendations called for conducting more research into the variable of unemployment anxiety and its detection.
- 8-Previous studies produced results indicating that there is a relationship between unemployment anxiety and the other variables they dealt with. The current study will present the results in the fourth chapter.

**First: Research methodology:**

The two researchers followed the descriptive approach as it is the most appropriate method to study the correlational relationships between variables.

Second: The research community and its sample:

**A. Research Community:**

The current research community includes all students in the colleges of the University of Baghdad, for all levels of the academic year (2020-2021), as their number reached (61,481) male and female students distributed among twenty-four colleges, with a total of (24,732) male and (36,749) female students.

**B. The research sample:**

The two researchers chose the research sample by random stratified method, and in a proportional manner, if it reached (615) male and female students, with (247) male students, and (368) female students, including (124) science students, (123) humanitarian students, and (184) science students. And (184) female humanities students, from eight colleges at the University of Baghdad.

**Third: Search tool:**

**Unemployment anxiety scale**

The researchers adopted the scale (Al-Jubouri, 2019), which consists of (32) items, (4) domains, namely (social, economic, professional, psychological), and (5) alternatives, which are (applies to me to a very great extent, applies to me to a great extent, applies To a moderate degree, applies to me to a slight degree, does not apply to me at all) despite the newness of the scale And its application to the Iraqi environment, but the researchers preferred to conduct its psychometric characteristics, as follows;

Validity of the scale items

The two researchers presented the Unemployment Anxiety Scale, consisting of (32) items, Appendix (3), to a group of arbitrators in the field of education and psychology, Appendix (1), to indicate their opinions on the suitability of the items to measure what they were designed to

do. This included a presentation of the theoretical definition and the areas representing the scale and asked Express their comments on the validity of the paragraphs and their suitability Each item relates to the field to which it belongs and the validity of the answer alternatives. In light of the arbitrators' opinions and observations, the two researchers modified the wording of some items on the scale, and no item was deleted.

•The first exploratory application of the scale

The two researchers applied the scale to a survey sample drawn by a random stratified method, consisting of (40) male and female students, (20) male and (20) male, to uncover ambiguous or unclear paragraphs in order to rephrase them, and identify the difficulties facing the application process and the time taken to answer the scale. The sample was asked, the survey read the instructions of the scale and its paragraphs, inquired about any ambiguity they encountered, and expressed their observations about the paragraphs and answer alternatives. The scale was answered in front of the two researchers, and it became clear from this application that the instructions were clear in terms of wording and meaning, as none of the students inquired about them, and that the time which the students took in their response on the unemployment anxiety scale ranged between (11-20) minutes.

The average response time on the scale was (16) minutes.

•Statistical analysis of the scale items: The method of the two extreme groups, and internal consistency (the relationship of the item to the total score of the scale) are two important measures in the process of analyzing the items, so the two researchers applied the scale to the exploratory sample of (400) male and female students on Sunday, April 10, 2022, and after the two researchers applied the scale to exploratory sample.

The researcher corrected the answers of the survey sample students, then arranged the scores descending from the highest score to the lowest score. The upper (27%) and lower (27%) were chosen to represent the two extreme groups, and because the statistical analysis sample consisted of (400) male and female students, the number of questionnaires for members of each group was (108). Then the researchers calculated the discriminatory power and internal consistency of the scale items as follows:

•The discriminatory power of the scale items in the manner of the two extreme groups The two researchers calculated the discrimination coefficient for each item of the scale using the T-test for two independent samples.

They found that the calculated T-value for each item of the scale was greater than the tabulated T-value of (1.96) at a significance level of (0.05). ) and degree of freedom (214), except for paragraph (27), the value of which was found The calculated T is less than the tabulated T, so it is considered indistinguishable and has been deleted from the measurement, as shown in Table 4

**Table (4)**

The discriminatory power coefficient for the items of the Unemployment Anxiety Scale using the two-group method

Statistical significance	T value	standard deviation	SMA	group	Paragraph
Sig.	9.179	1.20386	4.0926	higher	1



		1.37046	2.4815	minimum	
Sig.	11.918	1.24843	4.0463	higher	<b>2</b>
		1.28613	1.9907	minimum	
Sig.	11.973	1.1914	4.1019	higher	<b>3</b>
		1.31727	2.0556	minimum	
Sig.	12.355	1.44338	3.6389	higher	<b>4</b>
		0.93766	1.5926	minimum	
Sig.	7.897	1.66581	3.3056	higher	<b>5</b>
		1.29166	1.7037	minimum	
Sig.	15.797	1.19053	4.1759	higher	<b>6</b>
		1.03521	1.7778	minimum	
Sig.	11.049	0.98003	4.4537	higher	<b>7</b>
		1.44001	2.6019	minimum	
Sig.	12.813	1.22057	4.0741	higher	<b>8</b>
		1.27477	1.8981	minimum	
Sig.	16.248	0.92371	4.3148	higher	<b>9</b>
		1.17972	1.9722	minimum	
Sig.	14.132	1.02191	4.2407	higher	<b>10</b>
		1.1505	2.1481	minimum	
Sig.	16.942	1.04166	4.213	higher	<b>11</b>
		1.03064	1.8241	minimum	
Sig.	14.362	0.82514	4.537	higher	<b>12</b>
		1.31727	2.3889	minimum	
Sig.	15.196	0.95968	4.4352	higher	<b>13</b>
		1.29069	2.0833	minimum	
Sig.	14.356	0.87759	4.4259	higher	<b>14</b>

		1.27559	2.287	minimum	
Sig.	6.197	1.14488	3.9167	higher	<b>15</b>
		1.4899	2.7963	minimum	
Sig.	14.246	1.08372	4.0556	higher	<b>16</b>
		1.13184	1.9074	minimum	
Sig.	12.149	0.90855	4.3426	higher	<b>17</b>
		1.35532	2.4352	minimum	
Sig.	13.021	1.30526	4.1852	higher	<b>18</b>
		1.35914	1.8241	minimum	
Sig.	21.817	0.86287	4.3889	higher	<b>19</b>
		1.00311	1.6111	minimum	
Sig.	15.295	1.10738	4.2315	higher	<b>20</b>
		1.16083	1.8704	minimum	
Sig.	18.259	0.8339	4.5741	higher	<b>21</b>
		1.19173	2.0185	minimum	
Sig.	12.278	1.21289	3.9259	higher	<b>22</b>
		1.22538	1.8889	minimum	
Sig.	4.696	1.19546	3.4722	higher	<b>23</b>
		1.43124	2.6296	minimum	
Sig.	17.69	0.79649	4.3981	higher	<b>24</b>
		1.19488	1.9537	minimum	
Sig.	13.191	0.81374	4.537	higher	<b>25</b>
		1.44218	2.4352	minimum	
Sig.	15.613	1.10648	4.1667	higher	<b>26</b>
		1.15904	1.7593	minimum	
Non Sig.	1.925	1.49033	3.3241	higher	<b>27</b>

		1.40648	2.9444	minimum	
Sig.	23.083	0.83825	4.3704	higher	<b>28</b>
		0.93931	1.5741	minimum	
Sig.	15.043	0.8184	4.3889	higher	<b>29</b>
		1.26085	2.213	minimum	
Sig.	20.673	1.08464	3.8981	higher	<b>30</b>
		0.69712	1.3333	minimum	
Sig.	14.671	0.93187	4.3056	higher	<b>31</b>
		1.23589	2.1204	minimum	
Sig.	7.501	1.51909	3.3056	higher	<b>32</b>
		1.22238	1.8981	minimum	

#### Internal consistency of the scale items

The researchers extracted this type of honesty through the following:

##### A. The relationship of the item score to the total score of the scale

After applying the scale to the survey sample and correcting the answers, the two researchers calculated the correlation coefficient between each item and the total score of the scale using the Pearson correlation coefficient. It turned out that the values of the correlation coefficients for all the items are statistically significant, because their correlation coefficient values are greater than the tabular value of (0.098) at the significance level(0.05) and with a degree of freedom (398), as shown in Table (5).

**Table (5)**

Correlation coefficient of the item with the total score of the unemployment anxiety scal

Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number
0,614	<b>25</b>	0,557	<b>17</b>	0,646	<b>9</b>	0,464	1
0,615	<b>26</b>	0.579	<b>18</b>	0,632	<b>10</b>	0,522	2
	<b>27</b>	0,712	<b>19</b>	0,629	<b>11</b>	0,558	3
0,698	<b>28</b>	0,629	<b>20</b>	0,625	<b>12</b>	0,519	4

0,653	<b>29</b>	0,670	<b>21</b>	0,660	<b>13</b>	0,454	5
0,711	<b>30</b>	0,592	<b>22</b>	0,636	<b>14</b>	0,598	6
0,639	<b>31</b>	0,289	<b>23</b>	0,372	<b>15</b>	0,514	7
0,378	<b>32</b>	0,664	<b>24</b>	0,622	<b>16</b>	0,545	8

**B.** The relationship of the item's grade to the field to which it belongs After applying the scale to the exploratory sample and correcting the answers, the two researchers calculated the correlation coefficient between the score of the item and the total score of the field to which it belongs. This procedure gives us an indication that the items belong to their fields and that they measure what the field actually measures, using the Pearson correlation coefficient, so it turns out that the values of the correlation coefficients are For all paragraphs, it is statistically significant, at a significance level of (0.05), and with a degree of freedom (399), because all correlation coefficients are greater than the tabulated value of (0.098), as shown in Table (6)

**Table (6)**  
**The relationship of the poverty score in the field to which it belongs to the unemployment anxiety scale**

<b>Psychological</b>		<b>Professional</b>		<b>Economic</b>		<b>Social</b>	
Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T
0,674	26	0,621	16	0,399	9	0,541	1
	27	0,618	17	0,682	10	0,628	2
0,689	28	0,636	18	0,743	11	0,658	3
0,705	29	0,737	19	0,726	12	0,587	4
0,773	30	0,683	20	0,748	13	0,575	5
0,682	31	0,741	21	0,739	14	0,678	6
0,560	32	0,648	22	0,444	15	0,560	7
		23	23			0,587	8
		0,712	24				
		0,640	25				

T. Correlation of the domain score with each other and with the total score of the scale: The two researchers used this indicator to ensure that there was internal consistency between the domains of the scale and the total score of the scale, by finding the correlation between the individuals' total scores for each field and the total score of the scale, as well as the correlation between the fields themselves and using the Pearson correlation coefficient, which The results indicated that the correlation coefficients for each domain of the Unemployment Anxiety Scale are statistically significant at the level of (0.05), as shown in Table (7).

**Table (7)**

Correlation coefficients of the scores of the unemployment anxiety scale domains with each other and with the total score of the scal

<b>Psychological</b>	<b>Professional</b>	<b>Economic</b>	<b>Social</b>	<b>the field</b>
0,842	0,956	0,875	0,786	Correlation coefficient

**•Scale stability**

The researchers followed two methods to extract reliability as follows:

**A.** The first method: repeat the test:

After the two researchers applied the test to the exploratory sample of (40) male and female students from the research sample, and then the items of the scale were corrected, and after two weeks had passed, they re-applied the scale to the same sample, then corrected the answers and using the Pearson correlation coefficient equation, the reliability coefficient reached The test (0.83) is a coefficient Acceptable stability for such a test.(Abu Allam, 1999: 434)

**B.** The first method: the Facronbach equation: This method is based on applying the test once to individuals, and then calculating the variance of the items, that is, the variance of the individuals' responses to each item of the scale, and the variance of the individuals' responses to the test as a whole (Al-Jabri, 2011: 235), and after applying the test to the adult exploratory sample. (40) male and female students from the research sample, and from Then the scale items were corrected, the researchers applied the Cronbach equation, and the reliability coefficient reached (0.88), which is high reliability. Therefore, the scale was considered internally consistent and enjoyed high reliability.

The final version of the unemployment anxiety scale After extracting the psychometric properties of validity and reliability, the unemployment anxiety scale consists of (31) items distributed among four areas, with graded alternatives for the answer (it applies to me completely, it applies to me often, it applies to me sometimes, it does not apply to me, it does not apply to me at all) and is given when Correction grades (5, 4, 3, 2, 1) respectively For the positive items and vice versa for the negative items (1, 2, 3, 4, 5), the highest possible score that can be obtained when answering the scale is (155), the lowest score is (31), and the hypothetical average of the scale is (93).

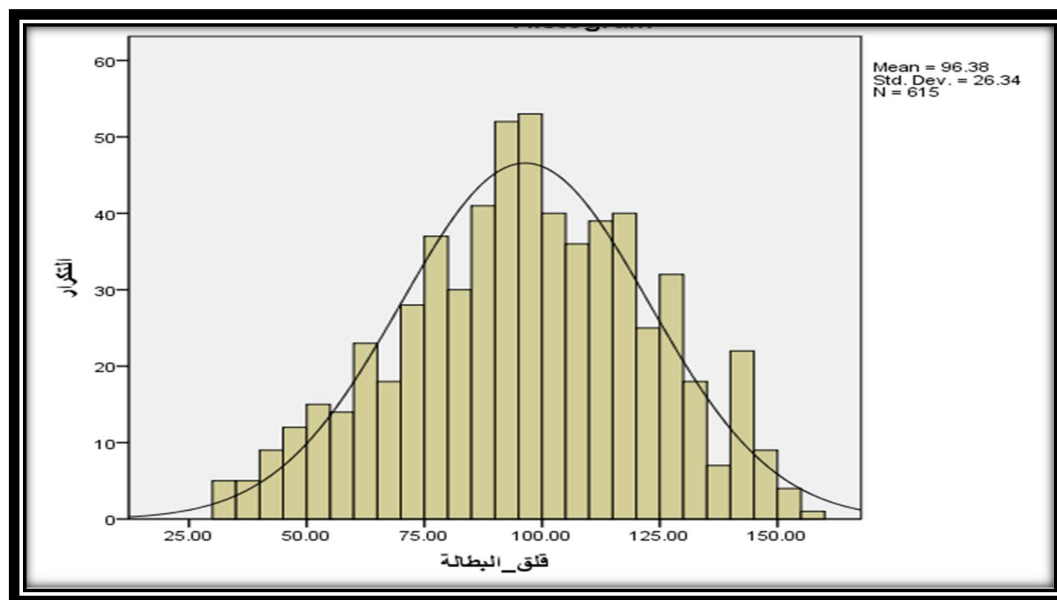
-Statistical indicators for the unemployment anxiety scale:

The researcher calculated the statistical indicators for the unemployment anxiety scale, and it is clear that the distribution of students' scores on the scale is close to a moderate distribution, as shown in Table (8) and Figure (1).

**Table (8)**

Statistical indicators for the unemployment anxiety scale

the value	Indicator	T	the value	Indicator	T
0,147-	skewness	5	96,383	Average	1
0,491-	Kurtosis	6	96,95	Mediator	2
31	Lowest degree	7	73,42	Loom	3
155	Highest degree	8	26,340	standard deviation	4



**Figure (1)**

**Moderate distribution of the final application sample on the unemployment anxiety scale**

**Fourth:** The final application of the research tool

The tool was applied to a research sample of (625) male and female students from eight colleges at the University of Baghdad, which are: (College of Engineering, College of Physical Education, College of Combined Sciences, College of Administration and Economics, College of Arts, College of Education Ibn Rushd, College of Media, College of Languages) For the period from (2-10/5/2022).

**Fifth: Statistical methods.**

The two researchers used statistical methods in the current research using the Statistical Program for the Social Sciences (SPSS), as follows:

1. T-test for two independent samples: It was used to calculate the discriminatory power of the items of the scale of unemployment anxiety and coping strategies, by finding the significance of the differences between the upper and lower groups of the two scales.
2. Pearson correlation coefficient: It was used to calculate the internal consistency of the unemployment anxiety scale items, as well as to extract the reliability coefficient in the retest method.
3. One-sample t-test: It was used to extract the level of the unemployment anxiety scale
4. Cronbach's coefficient: It was used to extract the reliability using the internal consistency method for the unemployment anxiety scale.

Presentation and interpretation of the result, conclusions, recommendations and proposals

**First: Display the result:**

Identifying unemployment anxiety among university students;

To verify the goal and after applying the unemployment anxiety scale to a sample of university students amounting to (615) male and female students, the students' answers were analyzed and it was found that the arithmetic mean of the sample was (96,383) with a standard deviation of (26,340), and the hypothetical mean of the scale was (93), and to find out the significance of the difference between the two means. The researchers used the t-test for one sample It turned out that the calculated T-value (3.185), which is greater than the tabulated T-value (1.96), at a significance level (0.05) and with a degree of freedom (614), is in favor of the calculated mean. This result indicates that university students have unemployment anxiety, as shown in Table (15).

**Table (15)**

The arithmetic mean, the standard deviation, the hypothetical mean, the two T-values (calculated and tabulated), the degree of freedom, and the statistical significance of the research sample's scores on the unemployment anxiety scale.

indication at level (0,05)	Degree of freedom	The two T values		standard deviation	Hypothetical mean	SMA	Sample volume
		Tabulation	Calculated				
Statistical Sig.	614	1.96	3,185	26,340	93	96,383	615

It is clear from this result that the research sample has anxiety about unemployment, and the reason for this is that the students are passing through an age that separates dependence on the family and self-reliance, in addition to new experiences, including mixing between the sexes, and study requirements that go beyond relying on the book. In addition to that, Students face the problem of finding a job opportunity suitable ; Obtaining a job opportunity after graduation in the Iraqi reality constitutes their greatest concern, as the absence of an integrated national plan and a comprehensive vision for educational outcomes and their alignment with the needs of the labor market, and linking them to the skills and experiences that employers

deem necessary for graduates, and the absence of standards of quality and efficiency in employment, The Iraqi labor market was unable to absorb the huge and multiplying numbers of university graduates annually, which led to the emergence of anxiety about unemployment compared to other aspects.

### **Second: Conclusions**

Based on the research results, the following conclusions were reached: 1- The large number of graduate students and the weakness of the plans drawn up by the government to accommodate these numbers, in addition to the lack of harmony between specializations and the labor market, in addition to the economic, social and security conditions and their instability, this was reflected on the students and put them in a spiral of thinking, tension and anxiety about their future profession.

### **Third: Recommendations**

In light of the results reached, the following can be recommended

1. Improving the investment climate to encourage local and foreign investments, to create job opportunities for graduates, according to their academic qualifications, and to develop an incentive system that contributes to attracting investors.
2. Working to balance educational outcomes with the needs of the labor market to reduce unemployment and the psychological and social problems that accompany it.

### **Fourth: Proposals**

In light of the research results, the following can be suggested:

1. Conduct a study to determine the effect of a counseling program to reduce unemployment anxiety among university students.
2. Conducting a study to determine the relationship between unemployment anxiety and identity formation among university students.

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